CAMBRIDGE

face2face

Pre-intermediate Teacher's Book







With over 100 pages of extra teacher's resources

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with Chris Redston & Gillie Cunningham

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Welcome to face2face!

face2face

face2face is a general English course for adults and young adults who want to learn to communicate quickly and effectively in today's world.

face2face is based on the communicative approach. It combines the best in current methodology with special new features designed to make learning and teaching easier.

The **face2face** syllabus integrates the learning of new language with skills development and places equal emphasis on vocabulary and grammar.

face2face uses a guided discovery approach to learning, first allowing students to check what they know, then helping them to work out the rules for themselves through carefully structured examples and concept questions.

All new language is included in the interactive *Language Summaries* in the back of the **face2face** Student's Book and is regularly recycled and reviewed.

There is a strong focus on listening and speaking throughout **face2face**.

Innovative *Help with Listening* sections help students to understand natural spoken English in context and there are numerous opportunities for communicative, personalised speaking practice in **face2face**. The *Real World* lessons in each unit focus on the functional and situational language students need for day-to-day life.

The **face2face** Student's Book provides approximately 80 hours of core teaching material, which can be extended to 120 hours with the photocopiable resources and extra ideas in this Teacher's Book. Each self-contained double-page lesson is easily teachable off the page with minimal preparation.

The vocabulary selection in **face2face** has been informed by the *Cambridge International Corpus* and the *Cambridge Learner Corpus*.

face2face is fully compatible with the *Common European Framework of Reference for Languages* (CEF) and gives students regular opportunities to evaluate their progress. **face2face** Pre-intermediate takes students well into B1 (see p13).

face2face Pre-intermediate Components

Student's Book with CD-ROM/Audio CD

The Student's Book provides 48 double-page lessons in 12 thematically linked units, each with 4 lessons of 2 pages. Each lesson takes approximately 90 minutes.

The CD-ROM/Audio CD is an invaluable resource for students, with over 200 exercises in all language areas, plus video, recording and playback capability, a fully searchable *Grammar Reference* section and *Word List*, all the sounds in English, customisable *My Activities* and *My Test* sections, and *Progress* sections where students evaluate their progress. Help students get the most out of the CD-ROM/Audio CD by giving them the photocopiable instructions on p10–p12.

Class Audio Cassettes and Class Audio CDs

The two Class Audio Cassettes and three Class Audio CDs contain all the listening material for the Student's Book, including conversations, drills, songs and the listening sections of the *Progress Tests* for units 6 and 12.

Workbook

The Workbook provides further practice of all language presented in the Student's Book. It also includes a 24-page *Reading and Writing Portfolio* based on the *Common European Framework of Reference for Languages*, which can be used either for homework or for extra work in class.

Teacher's Book

This Teacher's Book includes *Teaching Tips, Teaching Notes* and photocopiable materials: 35 *Class Activities*, 12 *Vocabulary Plus* and 5 *Study Skills* worksheets, and 12 *Progress Tests*.

Network CD-ROM

The Network CD-ROM is a network version of the CD-ROM material from the Student's Book CD-ROM/Audio CD for use in school computer laboratories by up to 30 users.

Elementary and Pre-intermediate DVD

The Elementary and Pre-intermediate DVD contains all the video sequences from the Elementary and Pre-intermediate Student's Book CD-ROMs. The User Guide accompanying the DVD gives ideas for exploiting the video material in class.

Website

Visit the **face2face** website www.cambridge.org/elt/face2face for downloadable activities, sample materials and more information about how **face2face** covers the language areas specified by the CEF.

The face2face Approach

Listening

A typical listening practice activity checks understanding of gist and then asks questions about specific details. The innovative *Help with Listening* sections take students a step further by focusing on the underlying reasons why listening to English can be so problematic. Activities in these sections:

- focus on the stress system in English and its relationship to the main information in a text.
- examine features of connected speech.
- prepare students for what people in public places say.
- raise awareness of features of informal spoken English.
- highlight how intonation conveys mood and feelings.
- encourage students to make the link between the written and the spoken word by asking them to work with the *Recording Scripts* while they listen.

For *Teaching Tips* on Listening, see p18.

Speaking

All the lessons in **face2face** Pre-intermediate and the *Class Activities* photocopiables provide students with numerous speaking opportunities. Many of these activities focus on accuracy, while the fluency activities help students to gain confidence, take risks and try out what they have learned. For fluency activities to be truly 'fluent', however, students often need time to formulate their ideas before they speak and this preparation is incorporated into the *Get ready … Get it right!* activities.

For *Teaching Tips* on Speaking, see p18.

Reading and Writing

In the **face2face** Pre-intermediate Student's Book, reading texts from a wide variety of genres are used both to present new language and to provide reading practice. Reading sub-skills, such as skimming and scanning, are also extensively practised. In addition there are a number of writing activities, which consolidate the language input of the lesson.

For classes that require more practice of reading and writing skills, there is the 24-page *Reading and Writing Portfolio* in the **face2face** Pre-intermediate Workbook. This section contains 12 double-page stand-alone lessons, one for each unit of the Student's Book, which are designed for students to do at home or in class. The topics and content of these lessons are based closely on the CEF reading and writing competences for level B1. At the end of this section there is a list of 'can do' statements allowing students to track their progress.

Vocabulary

face2face Pre-intermediate recognises the importance of vocabulary in successful communication. There is lexical input in every lesson, all of which is consolidated for student reference in the interactive *Language Summaries* in the back of the Student's Book. The areas of vocabulary include:

- lexical fields (*stubborn, helpful, selfish*, etc.)
- collocations (*have a great time, spend time with someone*, etc.)
- sentence stems (*Shall I … ?, Why don't we … ?*, etc.)
- fixed and semi-fixed phrases (*I'm not sure about that.*, etc.)

When students meet a new vocabulary area, they are often asked to tick the words they know before doing a matching exercise or checking in the *Language Summaries*. This is usually followed by communicative practice of the new vocabulary. In addition, each unit in **face2face** Pre-intermediate includes at least one *Help with Vocabulary* section, designed to guide students towards a better understanding of the lexical systems of English. Students study contextualised examples and answer guided discovery questions before checking in the *Language Summaries*.

For longer courses and/or more able students, this Teacher's Book also contains one *Vocabulary Plus* worksheet for each unit. These worksheets introduce and practise new vocabulary that is not included in the Student's Book.

For *Teaching Tips* on Vocabulary, see p18–p19.

Grammar

Grammar is a central strand in the **face2face** Pre-intermediate syllabus and new grammar structures are always introduced in context in a listening or a reading text. We believe students are more likely to understand and remember new language if they have actively tried to work out the rules for themselves. Therefore in the *Help with Grammar* sections students work out the meaning and form of the structure for themselves before checking in the *Language Summaries*. All new grammar forms are practised in regular recorded pronunciation drills and communicative speaking activities and consolidated through written practice.

For *Teaching Tips* on Grammar, see p19.

Functional and Situational Language

face2face Pre-intermediate places great emphasis on the functional and situational language students need to use immediately in their daily lives. Each unit has a double-page *Real World* lesson that introduces and practises this language in a variety of situations. Typical functions and situations include:

- functions: apologies, asking for opinions, agreeing and disagreeing, invitations, making arrangements.
- situations: at a hotel, in a shop, on the phone, at a party.

Pronunciation

Pronunciation is integrated throughout **face2face** Pre-intermediate. Drills for every new grammar structure and all new *Real World* language are included on the Class Audio Cassettes/Class Audio CDs and indicated in the Student's Book and Teacher's Book by the icon P. These drills focus on sentence stress, weak forms, intonation and other phonological features.

For *Teaching Tips* on Pronunciation, see p19.

Reviewing and Recycling

We believe that regular reviewing and recycling of language are essential, and language is recycled in every lesson. Opportunities for review are also provided in the *Quick Review* sections at the beginning of every lesson, the comprehensive *Review* sections at the end of each unit and the 12 photocopiable *Progress Tests* in this Teacher's Book.

For *Teaching Tips* on Reviewing and Recycling, see p20.

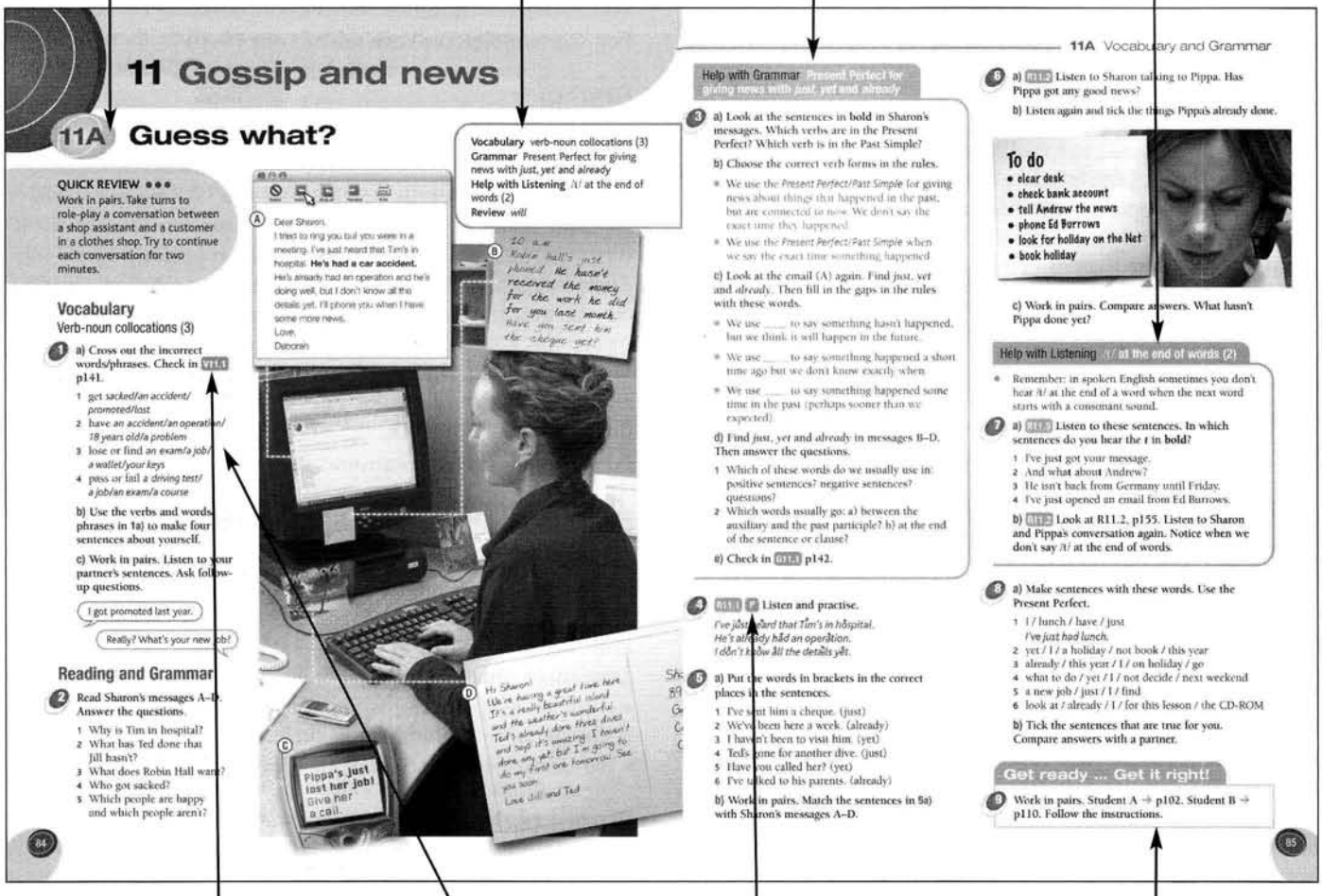
The Student's Book

Lessons A and B in each unit introduce and practise new vocabulary and grammar in realistic contexts.

Menu boxes list the language taught and reviewed in each lesson.

Help with Grammar sections encourage students to work out the rules of form and use for themselves before checking their answers in the interactive *Language Summary* for the unit.

Help with Listening sections often focus on typical phrases that students will hear others say in day-to-day situations.



11 Gossip and news

11A Guess what?

QUICK REVIEW ●●●
Work in pairs. Take turns to role-play a conversation between a shop assistant and a customer in a clothes shop. Try to continue each conversation for two minutes.

Vocabulary
Verb-noun collocations (3)

Grammar Present Perfect for giving news with *just, yet* and *already*
Help with Listening /ə/ at the end of words (2)
Review *will*

Vocabulary
Verb-noun collocations (3)

1 a) Cross out the incorrect words/phrases. Check in V11.1 p141.
1 get sacked/an accident/promoted/lost
2 have an accident/an operation/18 years old/a problem
3 lose or find an exam/a job/a wallet/your keys
4 pass or fail a driving test/a job/an exam/a course

b) Use the verbs and words/phrases in 1a) to make four sentences about yourself.

c) Work in pairs. Listen to your partner's sentences. Ask follow-up questions.

I got promoted last year.
Really? What's your new job?

Reading and Grammar

2 Read Sharon's messages A–D. Answer the questions.
1 Why is Tim in hospital?
2 What has Ted done that Jill hasn't?
3 What does Robin Hall want?
4 Who got sacked?
5 Which people are happy and which people aren't?

A Dear Sharon,
I tried to ring you but you were in a meeting. I've just heard that Tim's in hospital. **He's had a car accident.** He's already had an operation and he's doing well, but I don't know all the details yet. I'll phone you when I have some more news.
Love,
Deborah

B 10 a.m.
Robin Hall's just phoned. **He hasn't received the money for the work he did for you last month.** Have you sent him the cheque yet?

C Pippa's just lost her job! Give her a call.

D Hi Sharon!
We're having a great time here. It's a really beautiful island and the weather's wonderful. Ted's already done three dives and says it's amazing. I haven't done any yet, but I'm going to do my first one tomorrow. See you soon.
Love, Jill and Ted

Help with Grammar Present Perfect for giving news with *just, yet* and *already*

3 a) Look at the sentences in bold in Sharon's messages. Which verbs are in the Present Perfect? Which verb is in the Past Simple?

b) Choose the correct verb forms in the rules.
* We use the *Present Perfect/Past Simple* for giving news about things that happened in the past, but are connected to now. We don't say the exact time they happened.
* We use the *Present Perfect/Past Simple* when we say the exact time something happened.

c) Look at the email (A) again. Find *just, yet* and *already*. Then fill in the gaps in the rules with these words.
* We use ___ to say something hasn't happened, but we think it will happen in the future.
* We use ___ to say something happened a short time ago but we don't know exactly when.
* We use ___ to say something happened some time in the past (perhaps sooner than we expected).

d) Find *just, yet* and *already* in messages B–D. Then answer the questions.
1 Which of these words do we usually use in: positive sentences? negative sentences? questions?
2 Which words usually go: a) between the auxiliary and the past participle? b) at the end of the sentence or clause?

e) Check in G11.1 p142.

4 R11.1 P Listen and practise.
I've just heard that Tim's in hospital.
He's already had an operation.
I don't know all the details yet.

5 a) Put the words in brackets in the correct places in the sentences.
1 I've sent him a cheque. (just)
2 We've been here a week. (already)
3 I haven't been to visit him. (yet)
4 Ted's gone for another dive. (just)
5 Have you called her? (yet)
6 I've talked to his parents. (already)

b) Work in pairs. Match the sentences in 5a) with Sharon's messages A–D.

11A Vocabulary and Grammar

6 a) R11.2 Listen to Sharon talking to Pippa. Has Pippa got any good news?

b) Listen again and tick the things Pippa's already done.

To do
- clear desk
- check bank account
- tell Andrew the news
- phone Ed Burrows
- look for holiday on the Net
- book holiday

c) Work in pairs. Compare answers. What hasn't Pippa done yet?

Help with Listening /ə/ at the end of words (2)

* Remember: in spoken English sometimes you don't hear /ə/ at the end of a word when the next word starts with a consonant sound.

7 a) R11.3 Listen to these sentences. In which sentences do you hear the *t* in bold?
1 I've just got your message.
2 And what about Andrew?
3 He isn't back from Germany until Friday.
4 I've just opened an email from Ed Burrows.

b) R11.2 Look at R11.2, p155. Listen to Sharon and Pippa's conversation again. Notice when we don't say /ə/ at the end of words.

8 a) Make sentences with these words. Use the Present Perfect.
1 I / lunch / have / just
I've just had lunch.
2 yet / I / a holiday / not book / this year
3 already / this year / I / on holiday / go
4 what to do / yet / I / not decide / next weekend
5 a new job / just / I / find
6 look at / already / I / for this lesson / the CD-ROM

b) Tick the sentences that are true for you. Compare answers with a partner.

Get ready ... Get it right!

9 Work in pairs. Student A → p102. Student B → p110. Follow the instructions.

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Students can learn and check the meaning of new vocabulary in the interactive *Language Summary* for the unit in the back of the Student's Book.

There are practice activities immediately after the presentation of vocabulary to help consolidate the new language.

The integrated pronunciation syllabus includes drills for all new grammar structures.

The *Pair and Group Work* section in the back of the Student's Book provides numerous communicative speaking practice activities.

Reduced sample pages from **face2face** Pre-intermediate Student's Book

Quick Reviews at the beginning of each lesson recycle previously learned language and get the class off to a lively, student-centred start.

Get ready ... Get it right! sections are structured communicative speaking tasks that focus on both accuracy and fluency. The *Get ready ...* stage provides the opportunity for students to plan the language and content of what they are going to say before *Getting it right!* when they do the communicative stage of the activity.

11B Murder mystery

Vocabulary crime
Grammar relative clauses with *who, which, that* and *where*
Review Present Perfect; Past Simple passive

QUICK REVIEW ●●●
Think of four pieces of news about you and people you know. Work in groups. Tell the other students your news: *My sister's just taken some exams.* Ask questions about your partners' news: *Has she got the results yet?*

Vocabulary Crime

1 Work in groups. Discuss these questions.
1 Do you like watching TV crime dramas or programmes about real-life crime? If yes, which ones?
2 Do you ever read crime novels? If yes, which authors and books are your favourites?

2 Tick the words you know. Then do the exercise in V11.2 p141.

rob steal burgle murder
break into shoot bullets
arrest a victim a suspect

3 Fill in the gaps in the table with these words. Check in V11.3 p141.

steal murderer burgle robbery
thief robber murder burglary

verb	criminal	crime
rob		
steal		theft
	burglar	
murder		

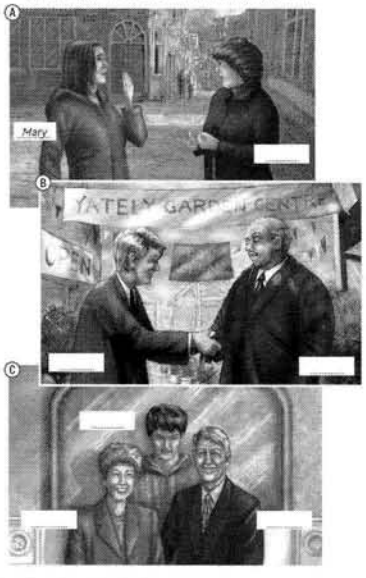
4 Choose the correct words in these sentences.
1 Three men *robbed/stole* a bank in London last night and *robbed/stole* over £500,000. This was the third bank *robbery/burglary* in the city this month.
2 Last night my car was *burgled/broken into* and my CD player was *robbed/stolen*.
3 A man was *stolen/murdered* yesterday in Los Angeles. The police have *arrested/robbed* two *suspects/victims* in connection with the *murder/murderer*.
4 My brother's flat was *stolen/burgled* last week and his TV was *stolen/burgled*.

Listening and Grammar

5 a) R11.4 There has been a murder in Yately, a village in England. Listen to the conversation and match the people to their descriptions.

Mary	the murder victim
Alice	the new person in the village
Barry Clark	Ellen and Jack's son
Ellen	the owner of the flower shop
Jack Miller	Jack's wife
Adam	Jack's business partner

b) Work in pairs. Who are the people in pictures A–C?



6 R11.4 Listen again and answer these questions.
1 When did the murder happen?
2 Where was the body found?
3 When did the Garden Centre open?
4 How was the victim killed?
5 What were Jack and Barry arguing about yesterday?
6 Who wanted to get divorced?
7 Why was Adam sent to prison?
8 When did he come out of prison?

Help with Grammar Relative clauses with *who, which, that* and *where*

7 a) Look at these sentences. The underlined clauses are called relative clauses. They tell you which person, thing or place we are talking about.
*That's the place **where** they found the body.*
*He's the man **who/that** was murdered.*
*Her marriage is the only thing **which/that** makes her happy.*

b) Complete the rule with the words in **bold**.
■ To introduce relative clauses we use:
a) _____ or _____ for people.
b) _____ or _____ for things.
c) _____ for places.

c) Check in G11.2 p142.

8 Complete these sentences with *who, which, that* or *where*. Sometimes more than one answer is possible.
1 Jack Miller is the man *who* was murdered.
2 The big house at the end of the village is _____ the Miller family lives.
3 Alice is the woman _____ owns the flower shop.
4 The only person _____ has been in prison is Adam.
5 The police never found the money _____ Adam stole.
6 Mary thought Yately was a sleepy village _____ nothing ever happened.

9 a) Work in groups. Make a list of suspects. Who murdered Jack Miller, do you think? Why?

b) Compare answers with the whole class.

Get ready ... Get it right!

10 Work in two groups. Group A → p108. Group B → p116. Follow the instructions.

11 a) Work in pairs with a student from the other group. Take turns to point to the things in the picture and tell your partner what you know about them. Use relative clauses.

This is the person who ... This is the gun that ... That's the place where ...



b) Who do you think murdered Jack Miller now? How and why did the murderer do it, do you think?

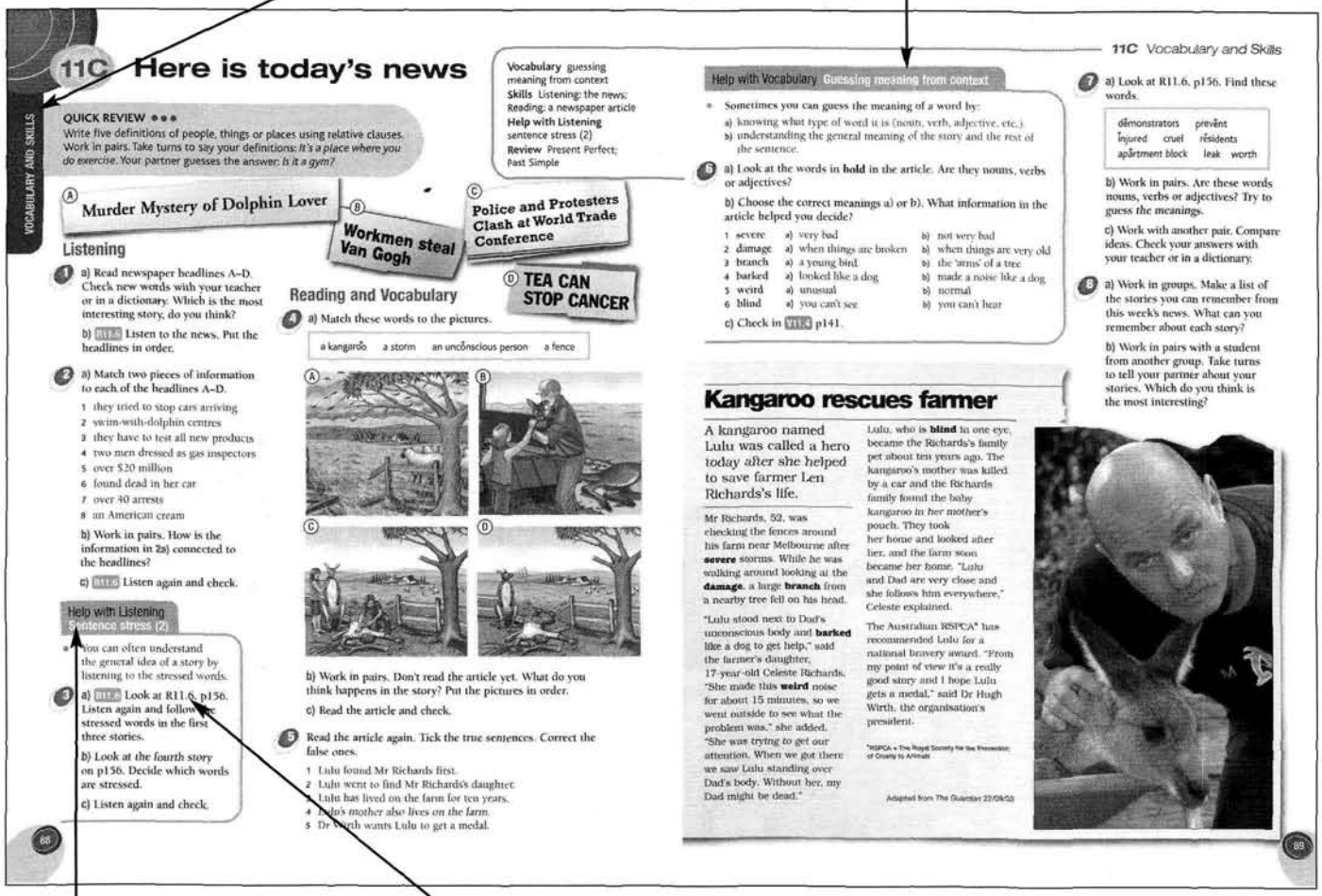
12 a) R11.6 Listen to a news report about the murder trial. Who is the murderer?

b) Look at R11.5, p156. Read and listen to the news report again. How did the murder happen? Why did the murderer kill Jack Miller?

Controlled practice exercises check students have understood the meaning and form of new language.

Lesson C *Vocabulary and Skills* lessons develop students' range of receptive skills by providing opportunities to see and hear new words and phrases in extended reading and listening texts.

Help with Vocabulary sections encourage students to work out the rules of form and use of new vocabulary themselves, before checking in the interactive *Language Summary* for the unit.



11C Here is today's news

VOCABULARY AND SKILLS

QUICK REVIEW ●●●
Write five definitions of people, things or places using relative clauses. Work in pairs. Take turns to say your definitions: *It's a place where you do exercise.* Your partner guesses the answer: *Is it a gym?*

Vocabulary guessing meaning from context
Skills Listening: the news; Reading: a newspaper article
Help with Listening sentence stress (2)
Review Present Perfect; Past Simple

A Murder Mystery of Dolphin Lover
B Workmen steal Van Gogh
C Police and Protesters Clash at World Trade Conference
D TEA CAN STOP CANCER

Listening

1 a) Read newspaper headlines A–D. Check new words with your teacher or in a dictionary. Which is the most interesting story, do you think?
b) R11.5 Listen to the news. Put the headlines in order.

2 a) Match two pieces of information to each of the headlines A–D.
1 they tried to stop cars arriving
2 swim-with-dolphin centres
3 they have to test all new products
4 two men dressed as gas inspectors
5 over $20 million
6 found dead in her car
7 over 40 arrests
8 an American cream
b) Work in pairs. How is the information in 2a) connected to the headlines?
c) R11.5 Listen again and check.

Help with Listening Sentence stress (2)
● You can often understand the general idea of a story by listening to the stressed words.

3 a) R11.6 Look at R11.6, p156. Listen again and follow the stressed words in the first three stories.
b) Look at *the fourth story* on p156. Decide which words are stressed.
c) Listen again and check.

Reading and Vocabulary

4 a) Match these words to the pictures.
a kangaroo a storm an unconscious person a fence

b) Work in pairs. Don't read the article yet. What do you think happens in the story? Put the pictures in order.
c) Read the article and check.

5 Read the article again. Tick the true sentences. Correct the false ones.
1 Lulu found Mr Richards first.
2 Lulu went to find Mr Richards's daughter.
3 Lulu has lived on the farm for ten years.
4 Lulu's mother also lives on the farm.
5 Dr Wirth wants Lulu to get a medal.

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11C Vocabulary and Skills

Help with Vocabulary Guessing meaning from context
● Sometimes you can guess the meaning of a word by:
a) knowing what type of word it is (noun, verb, adjective, etc.).
b) understanding the general meaning of the story and the rest of the sentence.

6 a) Look at the words in **bold** in the article. Are they nouns, verbs or adjectives?
b) Choose the correct meanings a) or b). What information in the article helped you decide?

1 severe	a) very bad	b) not very bad
2 damage	a) when things are broken	b) when things are very old
3 branch	a) a young bird	b) the 'arms' of a tree
4 barked	a) looked like a dog	b) made a noise like a dog
5 weird	a) unusual	b) normal
6 blind	a) you can't see	b) you can't hear

c) Check in R11.4 p141.

Kangaroo rescues farmer

A kangaroo named Lulu was called a hero today after she helped to save farmer Len Richards's life.

Mr Richards, 52, was checking the fences around his farm near Melbourne after **severe** storms. While he was walking around looking at the **damage**, a large **branch** from a nearby tree fell on his head.

"Lulu stood next to Dad's unconscious body and **barked** like a dog to get help," said the farmer's daughter, 17-year-old Celeste Richards. "She made this **weird** noise for about 15 minutes, so we went outside to see what the problem was," she added. "She was trying to get our attention. When we got there we saw Lulu standing over Dad's body. Without her, my Dad might be dead."

Lulu, who is **blind** in one eye, became the Richards's family pet about ten years ago. The kangaroo's mother was killed by a car and the Richards family found the baby *kangaroo in her mother's* pouch. They took her home and looked after her, and the farm soon became her home. "Lulu and Dad are very close and she follows him everywhere," Celeste explained.

The Australian RSPCA* has recommended Lulu for a national bravery award. "From my point of view it's a really good story and I hope Lulu gets a medal," said Dr Hugh Wirth, the organisation's president.

*RSPCA = The Royal Society for the Prevention of Cruelty to Animals

Adapted from The Guardian 22/09/10

7 a) Look at R11.6, p156. Find these words.

demonstrators	prevent
injured	cruel
residents	
apartment block	leak
worth	

b) Work in pairs. Are these words nouns, verbs or adjectives? Try to guess *the meanings.*
c) Work with another pair. Compare ideas. Check your answers with your teacher or in a dictionary.

8 a) Work in groups. Make a list of the stories you can remember from this week's news. What can you remember about each story?
b) Work in pairs with a student from another group. Take turns to tell your partner about your stories. Which do you think is the most interesting?

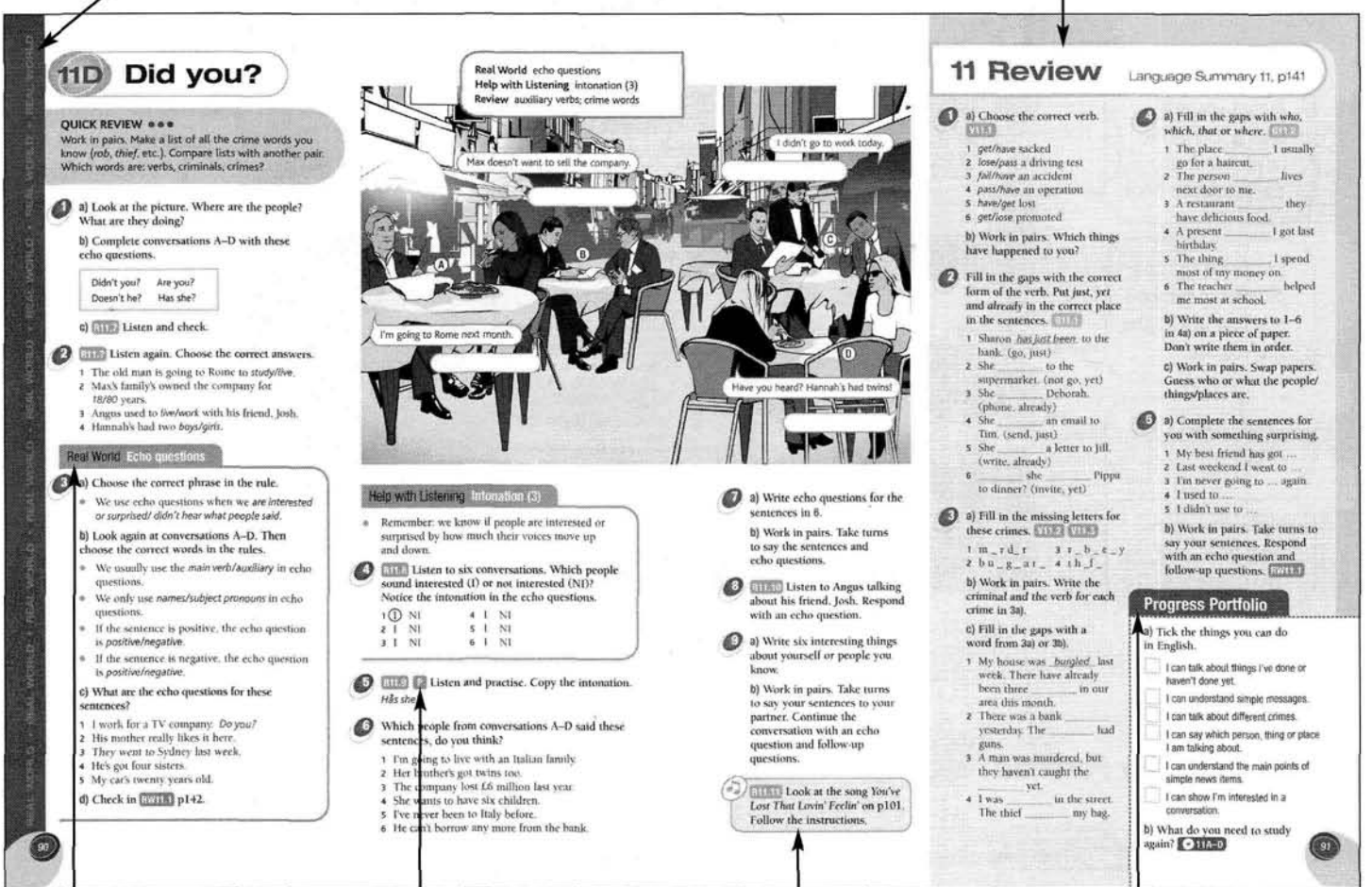
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Help with Listening sections focus on the areas that make spoken English so difficult to understand and teach students how to listen more effectively.

Students are often encouraged to refer to the *Recording Scripts* in the back of the Student's Book to help develop their ability in both listening and pronunciation.

Lesson D *Real World* lessons focus on the functional/ situational language students need for day-to-day life.

The *Review* sections at the end of every D lesson provide revision of key language from the unit. These activities can be done in class or for homework and help students prepare for the Progress Test for the unit.



11D Did you?

QUICK REVIEW ●●●
Work in pairs. Make a list of all the crime words you know (*rob, thief*, etc.). Compare lists with another pair. Which words are: verbs, criminals, crimes?

1 a) Look at the picture. Where are the people? What are they doing?

b) Complete conversations A–D with these echo questions.

Didn't you?	Are you?
Doesn't he?	Has she?

c) R11.2 Listen and check.

2 R11.2 Listen again. Choose the correct answers.
1 The old man is going to Rome to *study/live*.
2 Max's family's owned the company for *18/80* years.
3 Angus used to *live/work* with his friend, Josh.
4 Hannah's had two *boys/girls*.

Real World Echo questions

3 a) Choose the correct phrase in the rule.
- We use echo questions when we *are interested or surprised/ didn't hear what people said*.

b) Look again at conversations A–D. Then choose the correct words in the rules.
- We usually use the *main verb/auxiliary* in echo questions.
- We only use *names/subject pronouns* in echo questions.
- If the sentence is positive, the echo question is *positive/negative*.
- If the sentence is negative, the echo question is *positive/negative*.

c) What are the echo questions for these sentences?
1 I work for a TV company. *Do you?*
2 His mother really likes it here.
3 They went to Sydney last week.
4 He's got four sisters.
5 My car's twenty years old.

d) Check in RW11.1 p142.

Real World echo questions
Help with Listening intonation (3)
Review auxiliary verbs; crime words

Help with Listening Intonation (3)
- Remember: we know if people are interested or surprised by how much their voices move up and down.

4 R11.3 Listen to six conversations. Which people sound interested (I) or not interested (NI)? Notice the intonation in the echo questions.

1	① NI	4	I NI
2	I NI	5	I NI
3	I NI	6	I NI

5 R11.4 Listen and practise. Copy the intonation.
Has she?

6 Which people from conversations A–D said these sentences, do you think?
1 I'm going to live with an Italian family.
2 Her brother's got twins too.
3 The company lost £6 million last year.
4 She wants to have six children.
5 I've never been to Italy before.
6 He can't borrow any more from the bank.

7 a) Write echo questions for the sentences in 6.

b) Work in pairs. Take turns to say the sentences and echo questions.

8 R11.10 Listen to Angus talking about his friend, Josh. Respond with an echo question.

9 a) Write six interesting things about yourself or people you know.

b) Work in pairs. Take turns to say your sentences to your partner. Continue the conversation with an echo question and follow-up questions.

R11.11 Look at the song *You've Lost That Lovin' Feelin'* on p101. Follow the instructions.

11 Review

Language Summary 11, p141

1 a) Choose the correct verb. V11.1
1 *get/have* sacked
2 *lose/pass* a driving test
3 *fail/have* an accident
4 *pass/have* an operation
5 *have/get* lost
6 *get/lose* promoted

b) Work in pairs. Which things have happened to you?

2 Fill in the gaps with the correct form of the verb. Put *just*, *yet* and *already* in the correct place in the sentences. G11.1
1 Sharon *has just been* to the bank. (go, just)
2 She _____ to the supermarket. (not go, yet)
3 She _____ Deborah. (phone, already)
4 She _____ an email to Tim. (send, just)
5 She _____ a letter to Jill. (write, already)
6 _____ she _____ Pippa to dinner? (invite, yet)

3 a) Fill in the missing letters for these crimes. V11.2 V11.3
1 m_rd_r 3 r_b_e_y
2 b u_g_ a r_ 4 t h_f_

b) Work in pairs. Write the criminal and the verb for each crime in 3a).

c) Fill in the gaps with a word from 3a) or 3b).
1 My house was *burgled* last week. There have already been three _____ in our area this month.
2 There was a bank _____ yesterday. The _____ had guns.
3 A man was murdered, but they haven't caught the _____ yet.
4 I was _____ in the street. The thief _____ my bag.

4 a) Fill in the gaps with *who*, *which*, *that* or *where*. G11.2
1 The place _____ I usually go for a haircut.
2 The person _____ lives next door to me.
3 A restaurant _____ they have delicious food.
4 A present _____ I got last birthday.
5 The thing _____ I spend most of my money on.
6 The teacher _____ helped me most at school.

b) Write the answers to 1–6 in 4a) on a piece of paper. Don't write them in order.

c) Work in pairs. Swap papers. Guess who or what the people/ things/places are.

5 a) Complete the sentences for you with something surprising.
1 My best friend has got ...
2 Last weekend I went to ...
3 I'm never going to ... again.
4 I used to ...
5 I didn't use to ...

b) Work in pairs. Take turns to say your sentences. Respond with an echo question and follow-up questions. RW11.1

Progress Portfolio

a) Tick the things you can do in English.
- ☐ I can talk about things I've done or haven't done yet.
- ☐ I can understand simple messages.
- ☐ I can talk about different crimes.
- ☐ I can say which person, thing or place I am talking about.
- ☐ I can understand the main points of simple news items.
- ☐ I can show I'm interested in a conversation.

b) What do you need to study again? 11A–D

Real World sections help students to analyse the functional and situational language for themselves before checking in the interactive *Language Summary* for the unit.

The integrated pronunciation syllabus includes drills for all new *Real World* language.

The *Songs* section on Student's Book p100–p101 contains fun activities based on popular songs appropriate for Pre-intermediate students.

Based on the requirements of the *Common European Framework of Reference for Languages* (see p13), the *Progress Portfolios* allow students to monitor their own language development by checking what they can remember from the unit. Students are then directed to the CD-ROM for further practice of areas they are unsure about.

Reduced sample pages from **face2face** Pre-intermediate Student's Book

The CD-ROM/Audio CD: Instructions

- Use the CD-ROM/Audio CD in your computer to practise language from the Student's Book and to review language at the end of each lesson.
- Use the CD-ROM/Audio CD in CD players at home or in your car. Listen to and repeat the day-to-day language from the *Real World* lessons (lesson D in each unit).

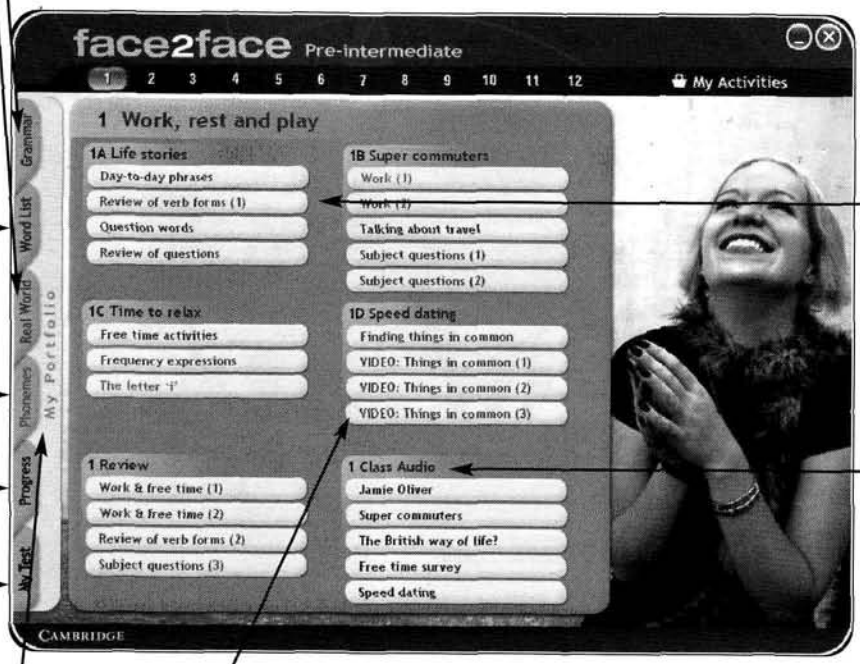
Look at the *Language Summary* reference for the *Grammar* and *Real World* language you have learned in the lessons. You can also add your own notes.

Read, listen and record yourself saying any word *or phrase from* the Student's Book.

Learn the phonemic symbols and practise saying the sounds.

Check your progress.

Make your own *Tests* from over 600 questions.



Practise the language from the Student's Book in over 200 different activities.

Read and listen again to the main recordings from the Student's Book.

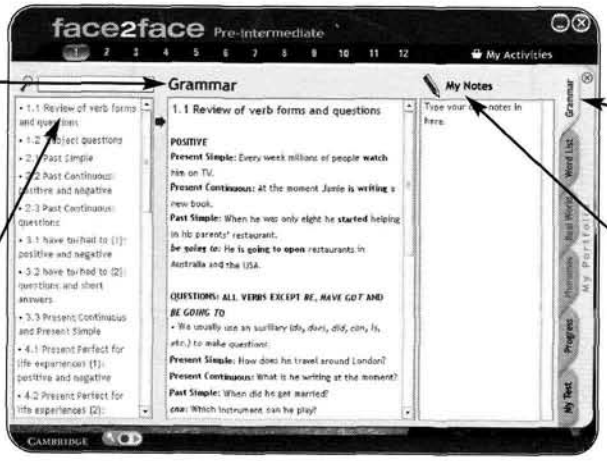
Watch video clips which recycle language learned in the *Real World* lessons in the context of a story. You can also record yourself speaking the conversations.

How to use *My Portfolio*

Grammar

Click on the *Grammar* tab to open the *Grammar* screen. It gives all the information from the *Language Summaries* in the Student's Book so you don't need to have the Student's Book to hand when you are working.

Click on the name of a grammar area to find the information you need.



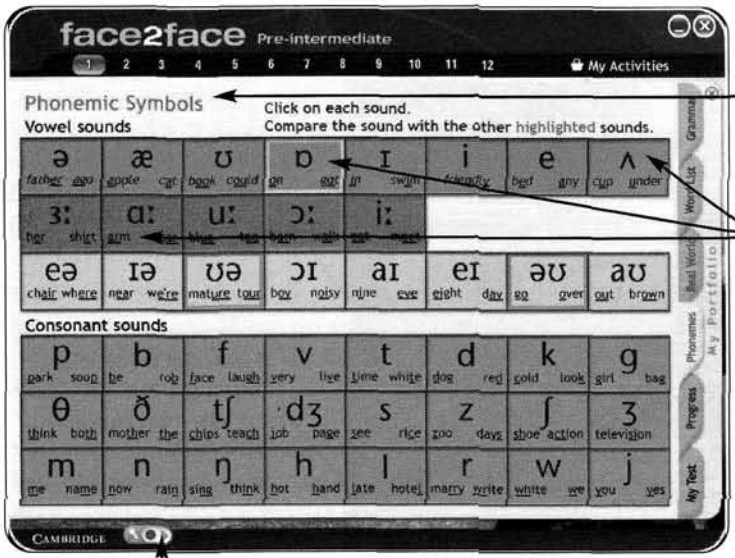
When you are working on an activity, you can click on *Grammar* to get help.

You can write your own grammar notes.

Two screen grabs from **face2face** Pre-intermediate CD-ROM/Audio CD

© Cambridge University Press 2005 face2face Pre-intermediate Photocopiable

Phonemes

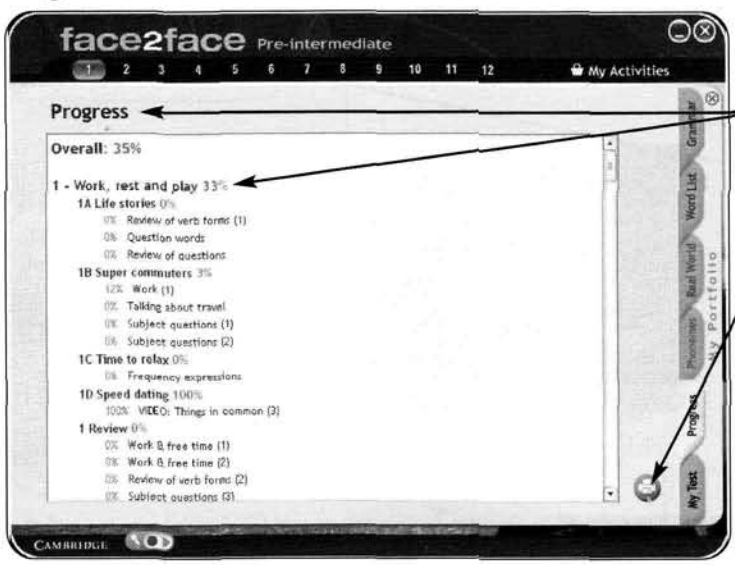


Click on the *Phonemes* tab to open the *Phonemic Symbols* screen. It shows all the sounds in English. It is the same list as on Student's Book p159.

You can click on the sounds to listen to and compare them.

You can also record your pronunciation of the words and sounds.

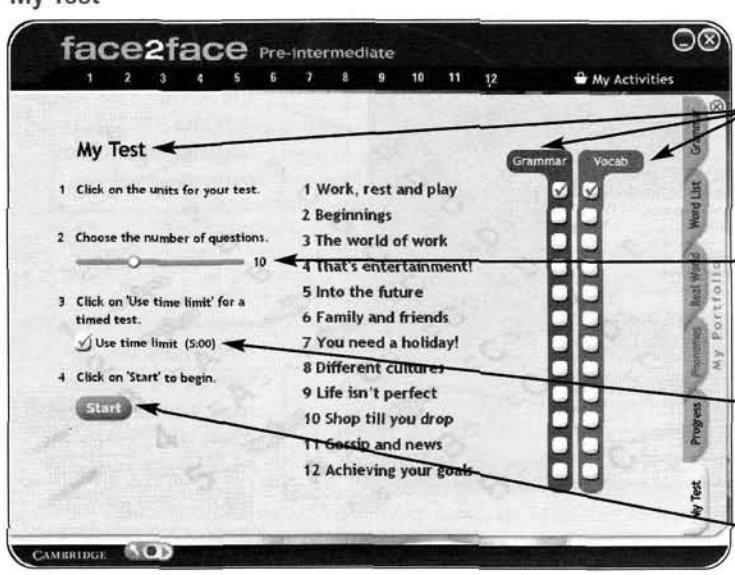
Progress



Click on the *Progress* tab to open the *Progress* screen. It shows your percentage scores for your finished activities.

You can also print your scores.

My Test



Click on the *My Test* tab to open the My Test screen. You can choose the grammar and vocabulary that you want to be tested on.

Choose the number of questions you want to do.

You can set a time limit.

Click on Start.

Three screen grabs from **face2face** Pre-intermediate CD-ROM/Audio CD

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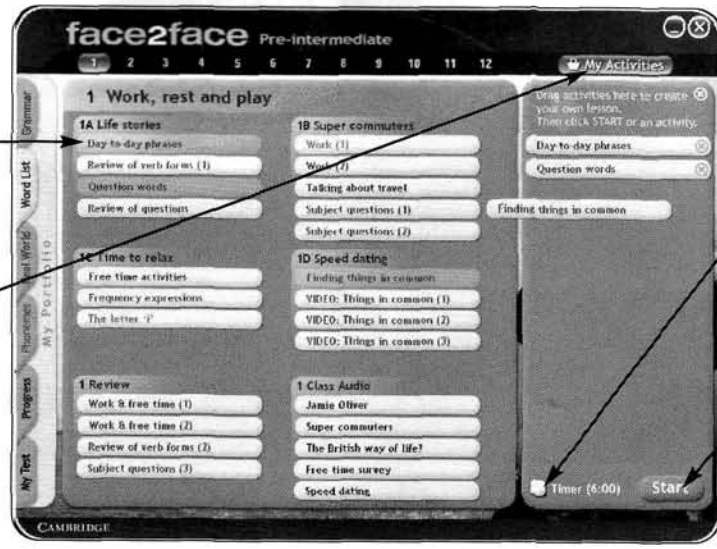
How to practise new language

Click on an activity on the main screen for the unit.

Alternatively, make your own lesson by clicking on *My Activities*. Choose activities from the main screen in any unit and put them into the *My Activities* box.

You can set a time limit.

Then click on *Start* and open one of the activities on the main screen or in the *My Activities* box.



Read the instructions and questions for the activity.

You can click for help with how to do the activity.

If necessary, start the recording by clicking on ►.

Click on an answer.

When you have finished, check which answers you got right/wrong.

You can do the activity again and correct your wrong answers.



When you have finished the activity, you can get your final score by clicking on the chequered flag icon.

You can also see the correct answers by clicking on the key icon.

You can check your score for the activity and find the Student's Book page numbers that the language comes from in the *Feedback* box.

If necessary, you can click on the question mark icon for *Extra help!* where you can also see the *Recording Script* of the recorded activities.



Three screen grabs from **face2face** Pre-intermediate CD-ROM/Audio CD

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The Common European Framework (CEF)

What is the Common European Framework?

Since the early 1970s, a series of Council of Europe initiatives has developed a description of the language knowledge and skills that people need to live, work and survive in any European country. *Waystage 1990*[1], *Threshold 1990*[2] and *Vantage*[3] detail the knowledge and skills required at different levels of ability.

In 2001 the contents of these documents were further developed into sets of 'can do' statements or 'competences' and officially launched as the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEF)[4]. A related document, *The European Language Portfolio*, encourages learners to assess their progress by matching their competence against the 'can do' statements.

The **face2face** series has been developed to include comprehensive coverage of the requirements of the CEF. The table above right shows how **face2face** relates to the CEF and the examinations which can be taken at each level through University of Cambridge ESOL Examinations (Cambridge ESOL), which is a member of ALTE (The Association of Language Testers in Europe).

face2face Student's Book	CEF level	Related examinations	Council of Europe document
Elementary	A1		*Breakthrough*
	A2	KET Key English Test	*Waystage*
Pre-intermediate Intermediate	B1	PET Preliminary English Test	*Threshold*
Upper Intermediate	B2		*Vantage*
		FCE First Certificate in English	

In the spirit of *The European Language Portfolio* developed from the CEF, **face2face** provides a *Progress Portfolio* at the end of every Student's Book unit. Students are encouraged to assess their ability to use the language they have learned so far and to review any aspects by using the CD-ROM/Audio CD. In the Workbook there is a 24-page *Reading and Writing Portfolio* section linked to the CEF and a comprehensive list of 'can do' statements in the *Reading and Writing Progress Portfolio*, which allows students to track their own progress.

face2face Pre-intermediate and CEF level B1

		B1
UNDERSTANDING	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	Spoken Interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

The table on the left describes the general degree of skill required at level B1 of the CEF. Details of the language knowledge required for B1 are listed in *Threshold 1990*. The 'can do' statements for B1 are listed in the *Common European Framework of Reference for Languages: Learning, teaching, assessment*.

The Listening, Reading, Speaking and Writing tables on p14–p17 show where the required competences for level B1 are covered in **face2face** Pre-intermediate. For more information about how **face2face** covers the areas specified by the Common European Framework, see our website www.cambridge.org/elt/face2face.

[1] *Waystage 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press
[2] *Threshold 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press
[3] *Vantage* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press
[4] *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001) Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press

Listening

A language user at level B1 can:	1	2	3
follow clearly articulated speech in everyday conversation			
follow the main points of a clearly articulated discussion between native speakers		2B 2D	3D
understand a short narrative and form hypotheses about what will happen next		2C	
understand the main points of recorded materials on familiar subjects	1B 1C		3A 3C
catch the main points in TV and radio programmes on familiar topics			
follow films in which the visuals and action carry much of the storyline			
follow in outline straightforward short talks on familiar topics			

Reading

A language user at level B1 can:	1	2	3
understand the main points in short newspaper articles	1A		3C
distinguish fact from comment in columns or interviews in newspapers and magazines			
skim short texts to find relevant facts and information	1C	2A 2C WB2A WB2B	
understand information in everyday material such as brochures and letters	1B 1D		3B
understand simple messages			
understand standard letters			3B WBP3
understand descriptions of events, feelings and wishes in private letters	WBP1	WBP2	3B
understand the plot of a clearly structured story		2A 2C WB2C	WB3C
guess the meaning of single unknown words from their context			
understand straightforward instructions			
understand a simple personal letter about aspects of everyday life*	WBP1		
skim small advertisements in newspapers and identify the most important information*			WBP3C
understand short narratives about everyday things dealing with topics which are familiar*		WBP2	WB3C

* refers to descriptors for A2, which are revised and extended in **face2face** Pre-intermediate
1A = **face2face** Pre-intermediate Student's Book unit 1 lesson A
WB1A = **face2face** Pre-intermediate Workbook unit 1 lesson A
WBP1 = **face2face** Pre-intermediate Workbook Reading and Writing Portfolio 1

4	5	6	7	8	9	10	11	12
This interactive competence is practised throughout the course, in particular in the *Get ready ... Get it right!* sections.								
4B 4C	5D	6B 6C	7A 7B	8B 8D	9D			12A
		6C					11B	
	5A 5C			8C	9B 9C	10B	11B 11C	12C
4D		6C			9C	10B		
This competence is practised throughout the course on the interactive CD-ROM/Audio CD.								
4D					9C			

4	5	6	7	8	9	10	11	12
4A 4C	5C	6A WB6C	7C	8C WBP8		10C WB10B	11C WB11B WB11C	12C WB12C
WB4C				8C WB8C	WB9C	WB10C WBP10		
4C	5C WB5C WB5D	6A 6C WB6C	WB7C			10C	11C WB11C	WBP12
WB4A	WBP5		7A WB7A					
		WB6D WBP6					11A	WBP12
			WBP7		9C			
					WBP9		11A	
WBP4							WBP11	
							11C WB11C	
								12C WB12C
			WB7A WBP7					

Speaking

A language user at level B1 can:	1	2	3
enter unprepared into conversation on familiar topics	1A 1B	2A	3B 3C
start, maintain and close a simple face-to-face conversation on familiar topics	1C 1D	2D	
deal with most situations likely to arise when travelling			
make a complaint			
express and respond to feelings such as surprise, happiness, sadness, interest and indifference			
make his/her opinions and reactions clear as regards finding solutions to problems or practical questions			3B 3D
give or seek personal views and opinions in an informal discussion with friends	1D	2B	
agree and disagree politely	1D		
express beliefs, views and opinion in discussing topics of interest	1D	2A 2C	3A 3B
use a prepared questionnaire and make spontaneous follow-up questions	1A 1B 1C	2A	3A 3B 3C
narrate a story		2B 2D	
relate the plot of a book or film and describe his/her reactions		2C	
give detailed accounts of experiences, describing feelings and reactions		2A 2B	
describe dreams, hopes and ambitions			
explain and give reasons for his/her plans, intentions and actions			
paraphrase short written passages orally in a simple fashion			
give straightforward descriptions on a variety of familiar subjects	1A 1B	2A 2D	3C 3D

Writing

A language user at level B1 can:	1	2	3
write simple connected texts on a range of topics and express personal views and opinions			
link a series of discrete items into a connected linear sequence of points		2C WBP2	
narrate a story		2C	
write a description of an event – real or imagined		WBP2	
write accounts of experiences, describe feelings and reactions	WBP1		
write notes conveying simple information			
write personal letters describing experiences, feelings and events in some detail	WBP1	WBP2	
convey information and ideas on abstract as well as concrete topics, and ask about and explain problems			
express feelings such as grief, happiness, interest, regret and sympathy in a letter			
describe in a personal letter the plot of a film or a book or give an account of a concert			
reply in written form to adverts and ask for more information about products			
write his/her CV in summary form			WBP3

1A = **face2face** Pre-intermediate Student's Book unit 1 lesson A
WB1A = **face2face** Pre-intermediate Workbook unit 1 lesson A

WBP1 = **face2face** Pre-intermediate Workbook Reading and Writing Portfolio 1

4	5	6	7	8	9	10	11	12
4B 4D		6B	7A	8B	9C		11B	12A
4A			7C	8D		10B 10D	11A 11D	
			7D			10D		
			7D					
					9B 9D		11D	
	5D	6C 6D			9C 9D		11B	
	5A	6A 6C		8C	9C	10C	11B	12C
4D	5D			8D	9A 9B			12B
4C 4D	5A 5C	6C	7A	8B 8D	9B	10B	11C	12B
4B 4C	5C			8A	9C			
							11C	
4A		6C						
4A		6A	7C 7D	8B	9B	10A 10B		12B
	5A 5B							12B
	5B 5D		7A		9A 9C			
			7A 7C	8C		10C		12C
4B 4C	5B 5D	6A 6B 6D	7A 7C	8A 8C 8D	9D	10A		12C

4	5	6	7	8	9	10	11	12
				WBP8		WBP10		
				WBP8		WBP10		
							WBP11	
					WBP9			
		WBP6						
			WBP7		WBP9			WBP12
					WBP9			
WBP4								
	WBP5							

Teaching Tips

Listening

- Make full use of the *Help with Listening* sections in the Student's Book, which are designed to help students understand natural spoken English and develop their ability to anticipate and understand what is being said.
- Before asking students to listen to a recording, establish the context, the characters and what information you want them to listen for.
- Give students time to read the comprehension questions in the Student's Book. Deal with any problems or new language in these questions before playing a recording.
- Be sensitive to the difficulties that students might be having and play a recording several times if necessary.
- If you use a cassette recorder in class, don't forget to set the counter to zero each time.
- When you play a recording for a second or third time, you can ask students to read the *Recording Scripts* at the back of the Student's Book while they listen. This helps them to 'tune in' to spoken English and connect what they hear with what they read.
- When students need to listen and write their answers, you can stop the recording after each answer in second and subsequent listenings to give them time to write.
- Use the activities for the *Songs* on Student's Book p100–p101 at the points suggested in the course.
- Encourage students to listen again to the classroom recordings on their CD-ROM/Audio CD on their computer at home. Note that students can only listen to these classroom recordings on a computer, not on a CD player.

Speaking

Pair and Group Work

- Make full use of all the communicative speaking activities in the Student's Book, particularly the *Get ready … Get it right!* sections.
- Help students with the language they need to do speaking tasks by drawing their attention to the 'transactional language' in the speech bubbles. If necessary, drill this language with the class before they do the speaking activity in their pairs or groups.
- Try to ensure that students work with a number of different partners during a class. If it is difficult for students to swap places in class, you can ask them to work with students in front of or behind them as well as on either side of them.
- It is often useful to provide a model of the tasks you expect students to do. For example, before asking students to talk about their family in pairs, you can talk about your family with the whole class to give students a model of what they are expected to do.
- Remember that students often find speaking activities much easier if they are personalised, as they don't need to think of ideas as well as language.
- Go around the class and monitor students while they are speaking in their pairs or groups. At this stage you can provide extra language or ideas and correct any language or pronunciation which is impeding communication.
- Avoid becoming too involved in speaking activities yourself unless you see students have misunderstood your instructions or you are asked for help. As soon as you join a group, students often stop talking to each other and talk to you instead.
- When giving feedback on speaking, remember to praise good communication as well as good English and focus on the result of the task as well as the language used.

Correction

- When you hear a mistake, it is often useful to correct it immediately and ask the student to say the word or phrase again in the correct form. This is particularly effective if the mistake relates to the language you have been working on in the lesson.
- Alternatively, when you point out a mistake to a student you can encourage him/her to correct it himself/herself before giving him/her the correct version.
- Another approach to correction during a freer speaking activity is to note down any mistakes you hear, but not correct them immediately. At the end of the activity write the mistakes on the board. Students can then work in pairs and correct the mistakes. Alternatively, you can discuss the mistakes with the whole class.
- You don't have to correct every mistake when students are doing a freer speaking activity, particularly when the mistake is not specifically in the language they have been asked to practise. Effective communication is often just as important as accuracy.

Vocabulary

- Give students time to work through the exercises in the *Help with Vocabulary* sections on their own or in pairs. This gives students the opportunity to try to work out the rules themselves before checking in the *Language Summaries*. You can then check students have understood the main points with the whole class.
- Point out the stress marks (') on all new words and phrases in the vocabulary boxes in the lessons and the *Language Summaries*. These show the main stress only.
- When you write a new vocabulary item on the board, make sure students know the stress and part of speech. Students then copy new vocabulary into their notebooks.
- Make students aware of collocations in English (for example, *have a degree, job security*) by pointing them out when they occur and encouraging students to record them as one phrase in their notebooks.
- Encourage students to notice patterns in new vocabulary, for example, *go for/look for/apply for a new job.*

- Review and recycle vocabulary at every opportunity in class, using the *Reviews*, the *Language Summaries*, the *Classroom Activities and Games* and the *Class Activities*.
- Use the photocopiable *Vocabulary Plus* worksheets to introduce and practise extra vocabulary which is not included in the Student's Book. They can be used for self-study in class or as homework, or as the basis of a classroom lesson. There is one *Vocabulary Plus* worksheet for each unit in the Student's Book.
- Use the photocopiable *Study Skills* worksheets to help students understand other aspects of vocabulary, such as grammatical terms, using a dictionary and how to record vocabulary items.

Grammar

- Give students time to work through the exercises in the *Help with Grammar* sections on their own or in pairs. This gives students the opportunity to try to work out the grammar rules themselves before checking their answers in the *Language Summaries*. You can then check students have understood the main points with the whole class.
- Teach your students useful grammatical terms (for example *auxiliary*, etc.) when the opportunity arises. This helps students become more independent and allows them to use grammar reference books more effectively.
- Use different colour pens for different parts of speech when writing sentences on the board (for example, Present Simple questions). This helps students see the patterns in grammar structures.
- If you know the students' first language, highlight grammatical differences between their language and English. This raises their awareness of potential problems if they try to translate. It is also useful to highlight grammatical similarities to show students when a structure in English is the same as in their own language.
- After teaching a grammatical item, use reading and listening texts as reinforcement by asking students to find examples of that grammatical item in the text. This helps students to see the language in a realistic context.

Pronunciation

- Make full use of the pronunciation drills on the Class Audio CDs/Class Audio Cassettes. These drills are marked with the pronunciation icon P in the Student's Book and Teacher's Book, and give standard British native-speaker models of the language being taught.
- Point out the stress marks on all new vocabulary in the vocabulary boxes in the lessons and the *Language Summaries*. Note that only the main stress in each new word or phrase is shown. For example, in the phrase *go on a dˈate*, the main stress on *date* is shown, but the secondary stress on *go* is not. We feel this is the most effective way of encouraging students to stress words and phrases correctly.
- Also point out the example sentences in the Student's Book before using the pronunciation drills. Note that in the examples of sentences in *Grammar* or *Real World* drills, all stresses in the sentences are shown.
- When using the recordings of these drills, there are usually sufficient pauses for students to repeat chorally without stopping the recording. Alternatively, you can pause the recording and ask each student to repeat individually before continuing.
- For variety, model and drill the sentences yourself instead of using the recordings.
- Point out the stress, linking and weak forms marked in some of the *Recording Scripts* (Student's Book p145).
- Encourage students to listen to the audio component of the CD-ROM/Audio CD on their CD player. This contains *Real World* drills from each lesson D in the Student's Book.

Helping students with sounds

- Consider teaching your students the phonemic symbols (Student's Book p159). This allows students to look up the pronunciation of the words and record difficult pronunciation in their notebooks. It is often easier to take a 'little and often' approach to teaching these symbols, rather than trying to teach them all in one lesson.
- Encourage students to use the phonemes section of the CD-ROM/Audio CD at home. This will help them to learn the symbols and allow them to practise the sounds.
- Highlight the phonemic transcriptions in the *Language Summaries*. Note that transcriptions are given only for vocabulary that is particularly problematic.
- Write the phonemic transcription for difficult words on the board. Ask students to work out the pronunciation.
- For sounds students often have problems with (for example, /θ/) you can demonstrate the shape of the mouth and the position of the tongue (or draw this on the board). Often students can't say these sounds simply because they don't know the mouth position required.
- Draw students' attention to the English sounds which are the same in their own language(s) as well as highlighting the ones that are different.

Helping students with stress and intonation

- Drill all new words, phrases and sentences, and pay particular attention to words that sound different from how they are spelled.
- When you write words or sentences on the board, mark the stress in the correct place or ask the students to tell you which syllables or words are stressed.
- When you model sentences yourself, it may be helpful to over-emphasise the stress pattern to help students hear the stress. You can also 'beat' the stress with your hand.
- Emphasise that intonation is an important part of meaning in English and often shows how we feel. For example, a falling intonation on the word *please* can sound very impolite to a native English speaker.
- Show the intonation pattern of model sentences by drawing arrows on the board or making hand gestures.
- Hum the sentences you are focusing on. It is sometimes easier for students to hear the stress or intonation pattern when there are no words.

Drilling

- Make sure students know the meaning of new language before drilling this with the class.
- When you model a phrase or sentence, speak at normal speed with natural stress and contractions. Repeat the target language two or three times before asking the whole class to repeat after you in a 'choral drill'.
- After choral drilling it is usually helpful to do some individual drilling. Start with the strongest students and drill around the class in random order.
- As the aim of drilling is accuracy, you should correct students when they make a mistake. However, avoid making the students feel uncomfortable and don't spend too long with one student.
- Praise students for good/comprehensible pronunciation and acknowledge lower-level students' improvement, even if their pronunciation is not perfect.
- Use 'mumble' drills. Ask students to say the phrase or sentence to themselves initially, then increase the volume each time until they are speaking at a normal volume. Shy students often appreciate the chance to say things quietly until they feel more confident.
- Use chain drills to revise vocabulary. Students sit in a semi-circle. Give an object (or a picture) to the student at one end and ask *What's this?*. The student replies *It's a ...* , takes the object, turns to the next student, asks *What's this?* and so on. Meanwhile, give a new object to the student at the other end and repeat the process. At regular intervals, feed in more objects at each end so that there are several going around at the same time.

Reviewing and Recycling

- Use the *Quick Reviews* at the beginning of each lesson. They are easy to set up and should take no more than five to ten minutes. They are a good way of getting the class to speak immediately as well as reviewing what students learned in previous lessons.
- Exploit the *Review* sections at the end of each unit. They can be done in class when students have finished the unit, or set for homework (see the Extra practice and homework boxes in the *Teaching Notes*). Alternatively, individual exercises can be used as quick fillers at the beginning or end of a lesson, as the *Review* exercises are organised in lesson order.
- After a mid-lesson break, ask students to write down in one minute all the words they can remember from the first part of the lesson. These quick *What have we just learned?* activities help students to transfer information from their short-term to their long-term memory.
- Start a class vocabulary box. You or the students write each new vocabulary item on a separate card and put it in the box. The cards can be used for activities which review vocabulary, for example, Know, Might Know, Don't Know (see p21).
- Encourage students to use the **face2face** CD-ROM/Audio CD to review each lesson at home and to review new language by reading the *Language Summary* for the lesson.
- Set homework after every class. The **face2face** Pre-intermediate Workbook has a section for each lesson in the Student's Book, which reviews all the key language taught in that lesson.

Teaching Mixed Level Classes

In Pre-intermediate classes, teachers are often faced with a mixture of Elementary and Pre-intermediate students. If this is the case in your class, try some of the following suggestions.

- Work at the pace of the average student. Try not to let the fastest or slowest students dictate the pace.
- To avoid stronger students dominating, nominate the quieter ones to answer easier questions.
- Allow time for students to check their answers in pairs or groups before checking with the whole class.
- Encourage stronger students to help weaker ones, for example, if a student has finished an activity, ask him/her to work with a slower student.
- Give students time to think by asking students to write down the answers rather than shouting them out. This helps avoid the more able students dominating the class.
- When monitoring during pair and group work, go to the lower-level students first to check if they have understood the instructions and are doing the activity correctly.
- Plan which students are going to work together in pair and group work. Mix stronger students with weaker ones when they can give help, for example, in a vocabulary matching activity. On other occasions, for example, in freer speaking activities, it is often a good idea to place stronger students in the same group. Lower-level students may feel more confident speaking with other students at their own level.
- In activities where students work on their own, ask them to put up their hands as they finish. Fast finishers can check answers together while they are waiting.
- Have ideas for extra activities to give early finishers to do while the slower ones are still working, for example, an exercise from a *Review* section or the Workbook.
- Don't feel that you have to wait for everyone in the class to finish an exercise. It is usually best to stop an activity when the majority of the class have finished.
- Vary the amount and type of correction you give according to the level of the student, in order to push stronger students and avoid overwhelming those who are less confident. Remember to praise successful communication as well as correct language.
- Grade the tasks you set students, for example, when students are practising conversations on the recordings, less able ones can read the recording script for support.
- Be flexible in the number of questions, sentences, etc., you expect different levels of students to produce.
- In progress checks, acknowledge improvement as well as final performance.
- Set weaker students extra homework from the Workbook or the CD-ROM/Audio CD to help them catch up with areas of language the rest of the class is confident with.

Classroom Activities and Games

These *Classroom Activities and Games* can be used to practise a variety of different language areas in class. The *Teaching Notes* suggest when they can be used alongside the lessons in the Student's Book.

Board Race

This activity is useful for revising vocabulary. You need a classroom where students can stand in two lines in the centre of the room, facing the board.

- Divide the class into two teams. Each team stands in a line facing the board. Divide the board into two columns with the headings *Team A* and *Team B*.
- Give the first student in each team a board pen.
- Give students a topic (for example food/drink or places in a town/city) and a time limit (for example, three minutes).
- Say *Go*. The first student in each team runs to the board, writes a word associated with the topic in his/her team's column, runs back and gives the pen to the second student, who does the same and so on. Students can help other members of their team.
- When the time is up, students sit down. Check answers with the whole class. Teams get one point for each answer, one point for each word/phrase that is spelled correctly and one point for each answer not in the other team's list. The team with the most points wins.

Know, Might Know, Don't Know

This activity helps you to find out what vocabulary students already know. It is a good activity for mixed level classes, as stronger students can teach lower-level students vocabulary that they don't know.

- Before the lesson, write a worksheet containing 15–20 words or phrases you want to teach or review.
- Photocopy one worksheet for each student.
- In class, give each student a copy of the worksheet. Tell students to divide the words into three groups: *Know* (I know this word/phrase and can give an example or definition), *Might Know* (I think I know this word/phrase but I'm not sure) and *Don't Know* (I don't know this word/phrase).
- Students work in pairs or groups and compare their answers. If one student knows a word, he/she should teach it to his/her partner or the other members of the group. Alternatively, students can move around the room and talk to various students.
- When they have finished, students say which words/phrases they still don't know. Encourage other groups to give definitions to help them, or give the meanings and examples yourself.
- Allow time for students to record any new vocabulary in their notebooks.

Dialogue Build

This activity focuses on grammatical accuracy as well as giving students confidence in speaking.

- Before the lesson, prepare a 6- to 8-line conversation based on language the students should know. Find a magazine picture of each person in the conversation (or draw two people on the board).
- In class, set the context, for example, on the telephone. Put the two speakers' pictures on either side of the board.
- Draw a speech bubble from the person who speaks first and insert a prompt, for example, *speak/please?* Elicit the target sentence, for example, *Can I speak to Mr Jones, please?* Model and drill the target language with the whole class and then individually. Don't write the sentence on the board at this stage.
- Draw a reply speech bubble from the other person and insert a prompt, for example, *sorry/message?* Elicit the target sentence and continue as above, establishing one line each time until the conversation is complete.
- Students practise the conversation in pairs. They then change roles and practise the conversation again.
- Re-elicit the whole conversation, writing each line on the board by the appropriate prompt. Give students time to copy the conversation into their notebooks.

Running Dictation

This activity involves all four skills (reading, writing, speaking and listening) and is a good way to inject some energy into a class.

- Before the lesson, choose a short text. This text can be used to introduce a topic in a lesson, provide a context for new language, review a language area already covered or simply provide extra reading practice.
- Photocopy one copy of the text for each student.
- In class, divide students into pairs, one reporter and one secretary. Secretaries sit near the back of the class with pen and paper.
- Put one copy of the text on the board. With larger classes, put other copies on the wall at the front of the class.
- When you say *Go*, the reporters go to the board, remember as much as they can of the text, then run back to their partners, who must write down the exact words they hear. When a reporter has told his/her secretary all he/she can remember, he/she goes back to the board and repeats the process.
- In the middle of the activity, clap your hands and tell students to change roles.
- The first pair to complete the text wins. Continue the activity until most or all of the students have finished.
- Give a copy of the text to each student. Students then check their version of the text against the original.

Pelmanism

This is a student-centred activity which can be used to review vocabulary or grammar.

- Before the lesson, prepare a set of 10 pairs of cards for each pair of students (for example, *bright/intelligent, considerate/helpful*, etc.).
- In class, put one set of cards on the table arranged face-down in five rows of four cards each.
- Demonstrate how to play the game by turning over two cards. If they don't match, put them back in the same places, face-down. Explain that if a student has a successful match, he/she has another turn.
- Give a set of cards to each pair. Students take turns to turn over two cards until all the pairs are matched. The student with the most pairs of cards wins.

Grammar Auction

This is a fun grammar revision activity which involves the whole class.

- Before the class, prepare a worksheet with 10–12 sentences on it, based on the grammar areas you have covered with your class. Some of the sentences should be correct English and some should contain mistakes.
- Photocopy one worksheet for each student.
- In the lesson, divide the class into teams of four or five. Give one worksheet to each student. Students discuss in their groups which sentences are correct and which are incorrect. Students should speak quietly so that other teams can't hear them.
- Check that they know what an auction is and how to buy something. Tell the class each group has £20,000 to spend. Act as the auctioneer and sell the sentences one at a time.
- Students try to buy the correct sentences. They can also use tactics to persuade other teams to buy the incorrect ones, for example, bidding for incorrect sentences to put doubt into the minds of the other students.
- When a group buys a sentence, they mark that sentence on their worksheet. Students must stop bidding when they have no more money.
- When all the sentences have been sold, check which are correct with the class. The team with the most correct sentences wins. In the case of a tie, the team with the most money left wins.
- At the end of the auction, students work in their groups and correct the incorrect sentences. Check answers with the class.

Pyramid Discussion

This activity encourages students to exchange ideas and opinions in a fun, student-centred way.

- Set a context (for example, tell students they are going on a trip to the desert and need to decide what to take with them).
- Give each student a list of 10–15 items or write them on the board.
- Students work on their own and choose the 5 most useful items to take with them. Students should also think of a reason for choosing each one.
- Each student then shows their list of 5 items to a partner. Together they must agree on only 5 items from both their lists.
- Students work in groups of four and repeat the previous stage so that they end up with a new list of only 5 items. If you have a big class, you can then put students into groups of eight, and so on.
- Finally, the whole class share their ideas and try to agree on the best 5 answers.

Consequences

This activity gives students freer practice of collaborative writing. It allows them to be creative while practising language taught in the lesson (for example, Past Simple and Past Continuous or connecting words).

- Give each student a clean piece of paper to write on (or ask each of them to take one page from their notebooks).
- Give students a series of instructions about what to write (for example, a woman's name, a man's name, where and how they met, what they were doing when they met, what they said to each other, what they did next, when they saw each other again, what happened in the end). Check that students are writing full sentences.
- After each student has written an answer to each instruction, they fold their paper just enough to hide what they have written and pass it on to the student on their left.
- When students have finished the story, they fold the paper one more time and pass it to the person on their left. This student opens it and reads it. Ask students to read out any funny or interesting examples to the class.
- Display the stories around the class for everyone to read. Students decide which one is the best and why.

1 Work, rest and play

Student's Book p4–p11

1A Life stories

Vocabulary day-to-day phrases; question words
Grammar review of verb forms and questions

QUICK REVIEW ●●●

- Quick Reviews begin each lesson in a fun, student-centred way. They are short activities which review previously taught language and are designed to last about five or ten minutes. For more information on Reviewing and Recycling, see p20.

This activity gives students the opportunity to meet other students in the class. Students move around the room and talk to six other students, or talk to six students sitting near them. At the end of the activity ask students to share information about three people they spoke to with the class.

Vocabulary Day-to-day phrases

1 Focus students on the title of the lesson and tell them that these phrases will help them to talk about their daily lives. Students work in pairs and divide the phrases into the four categories. Note that all these phrases were introduced in **face2face** Elementary.

Check answers with the class. Remind students that we say *go shopping*, not ~~*go to shopping*~~.

Model and drill the phrases. Highlight the pronunciation of *college* /ˈkɒlɪdʒ/ and *languages* /ˈlæŋgwɪdʒəz/.

Family: be married, have brothers and/or sisters, have children
Work: have an interesting job, be unemployed, work for a company
Free time: go to the cinema, go shopping with friends, play an instrument
Study: go to school/college/university, study other languages, have a degree

EXTRA IDEA

- Students work in groups and think of other phrases for each category. Write these on the board, check meaning with the class and give students time to copy the phrases into their notebooks.

2 **a)** Students work on their own and tick the items in **1** that are true for them now or in the past.

b) Focus students on the example in speech bubbles and highlight the example of a follow-up question to find out more information.

Students work in groups and tell each other about themselves, using phrases from **1**. Encourage students to ask each other follow-up questions.

Ask students to share interesting information with the class.

Reading and Grammar

3 **a)** Check students know *famous* /ˈfeɪməs/ and drill this word with the class.

Elicit the name of a famous British person and reasons why he/she is famous.

Students work on their own and write five more names and why the people are famous.

b) Students work in groups and discuss the people on their lists. They then choose the most famous person from all of their lists. You can pre-teach the phrase *I've never heard of …* before they start.

Ask students to share their answers with the class.

EXTRA IDEA

- Do this as a Pyramid Discussion, p22. Check students remember how to use comparatives (*I think … is more famous than … because …*).

4 **a)** Focus students on the photos of Jamie Oliver. Ask students what his name is and elicit why he is famous (he's a chef). Pre-teach *celebrity profile* (an article which gives information about a famous person).

b) Pre-teach *recipe* /ˈresɪpi/, *catering, Prime Minister, scooter* and *drums*. Model and drill the words.

Give students time to read the headings a)–d).

R1.1 Play the recording. Students listen and read the article. They then match the headings to paragraphs 1–4. Check answers with the class.

1d) 2c) 3a) 4b)

5 **a)** Focus on the example. Students work on their own and answer the questions, then check answers in pairs.

Check answers with the class.

2 In 2000. 3 The drums. 4 He's writing a new book of recipes. 5 *Fifteen* is on TV every week. 6 He was 16. 7 He's got two. 8 In Australia and the USA. 9 He earned £3.8 million. 10 For three years. 11 The British Prime Minister. 12 Because he teaches fifteen unemployed people a year to be chefs.

b) Write the first sentence *How does he travel around London?* on the board. Elicit the question word (*How*) and underline it. Students then do the exercise on their own or in pairs.

Check answers with the class.

c) Students do the exercise in V1.1 SB p119 on their own, then check in pairs. Check answers with the class and give students time to read the **TIPS!**.

Use the examples to highlight the difference between *Which … ?* and *What … ?*, and point out that we can often use either of these question words with no difference in meaning: *Which/What newspaper do you read?*.

Also check students remember the question word *Whose … ?* and point out that *What kind of … ?*, *What type of … ?* and *What sort of … ?* have the same meaning.

Teach students the phrase *How far … ?* to ask about distance: *How far is it to your house?*. Students will meet this phrase again in lesson 1B.

V1.1 1 Who 2 When 3 Where 4 Why 5 Which 6 What 7 How many 8 How long 9 How old 10 How 11 How much 12 How often

Help with Grammar
Review of verb forms and questions

- Help with Grammar boxes help students to examine examples of language and discover the rules of meaning, form and use for themselves. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries in the back of the Student's Book. You can then check the main points with the whole class as necessary. For more information on the **face2face** approach to Grammar, see p5.

6 a)–d) Focus students on the words/phrases in bold in the celebrity profile. Students do exercises 6a)–6c) on their own, then check answers in G1.1 SB p120.

While students are working, draw the table from **6a)** on the board so that you are ready to check their answers. Check answers with the class.

- **a)** Past Simple: *started*; Present Continuous: *is writing*; *be going to*: *is going to open*.
- **b)** Focus students on the table on the board. Elicit which words in questions 2–4 from **5a)** go in each column and complete the table (see the table in G1.1 SB p120).
- Use the examples to highlight the typical word order in questions: question word + auxiliary + subject + verb + … .
- Ask students which auxiliaries we use for the Present Simple (*do* or *does*) and the Past Simple (*did*) and the Present Continuous (*am, is* or *are*).
- **c)** 1 Because the verb is *be*, which doesn't have an auxiliary. 2 *has got* 3 Question word + auxiliary (*am, is* or *are*) + subject + *going to* + infinitive.
- Note that students will study all of these verb forms again in detail in **face2face** Pre-intermediate, so you don't need to go into too much detail here.

7 a) Focus students on the example. Students then do the exercise on their own, referring back to the table in **6b)** if necessary.

b) R1.2 Play the recording. Students listen and check their answers. Check answers with the class.

P Play the recording again and ask students to repeat.

Note that the P symbol in the Student's Book indicates a stage where students can practise pronunciation.

2 How many brothers and sisters have you got? 3 Where did you go to school? 4 Why are you studying English? 5 Can you speak any other languages? 6 What are you going to do next weekend?

c) Check students remember the meaning of *What do you do?* and point out that this is more common in spoken English than *What is your job?*.

Students do the exercise in pairs. Monitor and correct pronunciation as necessary. Ask students to share interesting answers with the class.

Get ready … Get it right!

- There is a Get ready … Get it right! activity at the end of every A and B lesson. The Get ready … stage helps students to collect their ideas and prepare the language they need to complete the task. The Get it right! stage gives students the opportunity to use the language they have learned in the lesson in a communicative (and often personalised) context. These two-stage activities help students to become more fluent without losing the accuracy they have built up during the controlled practice stages of the lesson. For more on the **face2face** approach to Speaking, see p5.

8 Focus students on the celebrity profile and explain that they are going to find out information about another student in order to write a profile about them.

Students work on their own and write ten questions. If necessary, elicit a question for each of the prompts before they start.

While students are working, check their questions for accuracy and help with any problems.

9 a) Students do the activity in pairs. If possible, put students in pairs with someone they don't know very well. Make sure that students take notes of their partners' answers so that they have enough information to write the profile. While they are working, monitor and help with any problems.

b) Give a blank piece of paper to each student to write the profile on. This will make the later stages easier than if students have written in their notebooks. Students work on their own and write a profile of their partner. Remind students to use paragraphs. You can set a time limit of ten or fifteen minutes. While they are working, check their writing for accuracy and help with any problems.

EXTRA IDEA

- With a low-level class, provide a template for their profile before students start writing, for example, *Alessandra is … old. She has … brothers and sisters. She works as a … ./She studies … . She likes … and in her free time she … . Last holiday, she went to … .*

c) Students swap papers with the person they interviewed and check the information about themselves is correct.

d) Pre-teach *have a lot in common with someone.* Students work in groups and read other students' profiles. Students decide which student(s) they have a lot in common with.

Finally, ask students to share their ideas with the class. Encourage students to use *both* in their answers: *Maria and I both … .*

EXTRA IDEAS

- Display the profiles around the room and ask students to do **9d)** by walking around and reading as many profiles as possible.
- Ask students to bring in small photos of themselves for the next lesson. Display all the profiles, with the photos attached, under a heading *Our class*. If you are teaching a multilingual class, you can put the profiles near a world map with a string connecting each profile to the relevant country or city.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 1A Ask me! p136 (Instructions p120)
1 Review Exercise 1 SB p11
CD-ROM Lesson 1A
Workbook Lesson 1A p5

1B Super commuters

Vocabulary work; questions about travel
Grammar subject questions
Help with Listening word stress
Review question forms

QUICK REVIEW ●●●
This activity reviews question forms. Elicit a few possible questions from the class. Put students in different pairs from the last lesson. Students take it in turns to ask and answer questions to find six things they have in common. Ask students to share interesting answers with the class.

Vocabulary Work

1 Focus students on the diagram and point out *in, for, as* and *with* in the circles. Highlight the examples with the class.

Students work in pairs to put the rest of the words into the correct places in the diagram.

While they are working, draw the diagram on the board so you are ready to check the students' answers.

Students check their answers in V1.2 SB p119. Note that in **face2face** Pre-intermediate only the meanings of new words/phrases are shown in the Language Summaries. These words/phrases are highlighted by an asterisk (*), and the meanings are given in a dictionary box.

Check the answers with the class by eliciting the words and writing them in the correct places on the board. Check students understand the new words in the dictionary box (*a multinational company, a charity, a journalist* and *an editor.*)

Use the completed diagram to highlight the following patterns with *work*: we use *in* with places; we use *for* with companies; we use *as* with jobs; and we use *with* with people.

Highlight that we always use *a/an* with jobs: *I'm a doctor* not ~~*I'm doctor*~~. Also point out that we can also say *I work **at** home* and establish that *I work for myself* means *I'm self-employed.*

in: a department store, an office, London
for: a multinational company, a charity, yourself
as: a receptionist, an accountant, an editor
with: old people, teenagers, unemployed people

EXTRA IDEAS

- Before the lesson, copy the words in **1** onto cards and draw the diagram on the board. Distribute the words among the students. Students go to the board and put the words under the correct headings. Check answers with the class.
- Students work in pairs and take turns to test their partner on the phrases. One student says a word/phrase from the box, for example, *a restaurant*, and his/her partner says the whole phrase with *work*, for example, *work in a restaurant.*

Help with Listening Word stress

- Help with Listening boxes are designed to help students understand natural spoken English. They often focus on phonological aspects of spoken English which make listening problematic for students. For more information on the **face2face** approach to Listening and the rationale behind the Help with Listening syllabus, see p5.
- This Help with Listening section introduces students to the concept of word stress.

2 a) Write *shopping, university* and *languages* on the board. Ask students how many syllables each word has (two, five and three) and where the main stress is on each word (*shopping, university, languages*).

Focus students on the words in the box and point out how the stress is marked in the Student's Book (•).

R1.3 Play the recording. Students listen and notice the word stress. Note that you don't need to drill these words as this stage is to help students to hear the stress rather than produce it.

b) Students work on their own or in pairs and mark the stress on the words in the box. Encourage students to say the words aloud in order to hear where the word stress is.

c) R1.4 Play the recording. Students listen and check their answers.

unemployed; teenagers; accountant; charity; editor; receptionist; newspaper; yourself

3 R1.4 Play the recording again. Students listen and practise the words from **2b)**, focusing on the word stress.

EXTRA IDEA

- Model and drill the complete phrases from the diagram in **1** (*work in a restaurant, work for a newspaper*, etc.). Students repeat the phrases, focusing on word stress.

4 a) Write the name of one person you know with a job and any phrases from **1** that describe the job. Use this information to tell the students about this person's job.

Students write the names of four people they know with jobs and ways to describe their jobs. While they are working, monitor and help with any problems.

b) Students work in pairs and take turns to tell their partner about these people's jobs.

Students then decide who has the best job and say why. Ask students to share their answers with the class.

5 a) Check students remember *How far … ?*.

Students work on their own and match the questions and answers, then check in pairs.

Check answers with the class. Point out that the phrases in brackets are optional and that native English speakers often miss out these phrases.

Highlight that *How long … ?* asks about time and *How far … ?* asks about distance. Also establish that *get* in questions 1 and 2 means *travel*.

Model and drill the questions and answers in **5a)**. Note that *kilometres* can be pronounced in two different ways, /kɪ'lɒmɪtəz/ and /'kɪlə,miːtəz/.

1 b) 2d) 3a) 4c)

b) Students do the exercise in pairs. Ask students to share interesting answers with the class.

Reading, Grammar and Listening

6 a) Focus students on the article on SB p7 and ask what the three people in the photos are doing. Pre-teach *TV series, documentary series, traffic jam, enormous* and *unbelievable*. Ask if anyone knows where Liverpool is (in the north of England, about 300 kilometres from London).

Students read the article and answer the questions. Set a time limit of one or two minutes to encourage students to read for gist. Check answers with the class. You can also teach the verb *commute*.

The TV series is about commuting long distances to work. A *commuter* is someone who travels from home to work every day, often quite long distances.

EXTRA IDEA

- Before students read, if you have a map in the class, show/elicit where Bangkok, London, Liverpool, Paris and Santander are.

b) Students read the article again and answer the questions, then check answers in pairs or groups. Check answers with the class. You can also ask students what they think about the article and people who commute such long distances.

1 Mick Benton. 2 Over two hours. 3 Four kilometres. 4 Seven or eight hours a day. 5 Tony Rogers. 6 Andrea Price. 7 Ian Hicks.

Help with Grammar Subject questions

7 a)–d) Students do the exercises on their own or in pairs and then check their answers in G1.2 p120. While students are working, write questions 1–4 in **7a)** on the board ready for checking. Check answers with the class.

- **a)** 1 Mick Benton. 2 Andrea Price. 3 The TV programme. 4 In Paris.
- **b)** 1 and 2. These are called subject questions.
- **c)** Use questions 1 and 2 on the board to highlight that subject questions have the same word order as positive sentences: subject + verb + … . We don't

use the auxiliaries *do, does* or *did* in Present Simple and Past Simple subject questions.

- Use questions 3 and 4 on the board to point out the typical word order in non-subject questions: question word + auxiliary + subject + infinitive + … . Also highlight the use of the auxiliaries *did* and *does* in these questions.
- Note that non-subject questions ask about the object of a sentence (*the TV programme*) or a preposition + noun (*in Paris*).
- Point out that we can also make subject questions with *What, Whose* and *Which: What happened?, Whose journey takes two hours?, Which journey costs the most?*.

8 **a)** Use the example to highlight that the students should make questions to ask about the words in bold.

Students write questions on their own. Early finishers can check their answers in pairs.

b) R1.5 Play the recording (SB p145). Students listen and check their questions.

P Play the recording again and ask students to repeat.

2 Where did Mick work? 3 Who lives in Spain? 4 Where does Ian live? 5 Who works for a newspaper? 6 What time/When does the programme start?

9 **a)** Tell students they are going to listen to Tony, Andrea and Ian talking on the *Super Commuters* TV programme.

R1.6 Play the recording (SB p145). Students listen to find one reason why each of these people lives so far from work. Play the recording again if necessary. Check answers with the class.

Note that students only need to give one reason for each person.

Tony His wife works in Liverpool. His children are happy at school. His family don't want to move to London.

Andrea She thinks Paris is nicer than London. She prefers French food to English food.

Ian His wife's Spanish. Flats in London are very expensive.

b) Focus students on the examples and tell students that all the questions are in the Present Simple.

Students do the exercise on their own, then check in pairs. Check answers with the class.

3 Who finishes work at 2 a.m.? 4 How long does it take Ian to get to work? 5 Who spends £8,000 a year on travel? 6 Where does Andrea stay when she's in London? 7 Who commutes to London five days a week?

c) Students work in pairs and try to answer the questions.

R1.6 Play the recording again. Students listen and check their answers. Check answers with the class. Elicit who students think has the most interesting/tiring journey.

1 Tony. 2 He flies/buys cheap flights/goes by plane. 3 Andrea. 4 Four hours. 5 Tony. 6 With a friend. 7 Tony.

Get ready … Get it right!

10 Put students into pairs, student A and student B. Student As turn to SB p102 and student Bs turn to p110. Check they are all looking at the correct exercise.

a) Tell students they are going to ask their partner about day-to-day life in his/her home.

Students work on their own and make subject questions with *Who … ?* in the Present Simple, using the phrases in column A of the table. While students are working, check their questions for accuracy and help with any problems.

b) Students work on their own and fill in column B about their own home (or their family/friends if they live alone).

c) Focus students on the prompts for follow-up questions in column D of the table and the examples in the speech bubbles.

Students work with their partner and take turns to ask and answer their questions. While they are working, monitor and help with any problems.

d) Students compare their answers with their partner's and find out how many are the same.

Finally, ask students to share any interesting answers with the class.

EXTRA IDEAS

- If you have a low-level class, give students time to prepare the follow-up questions in column D before they ask each other the questions in pairs.
- While students are working, monitor and note down mistakes and examples of good language that you hear. At the end of the activity, write these on the board. Students work in pairs and try to correct the mistakes. Check answers with the class. Give students time to copy down the correct answers and the examples of good language.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 1B Stress dominoes p137 (Instructions p120)

1 Review Exercises 2 and 3 SB p11

CD-ROM Lesson 1B

Workbook Lesson 1B p6

1C Time to relax

QUICK REVIEW ●●●
This activity reviews question forms. Students work in groups and take turns to ask one another questions (*What time do you get up?*, etc.). Students compare answers to find out who gets up first, etc. Ask students to share interesting answers with the class.

Vocabulary free time activities; *do, play, go, go to*; frequency adverbs and expressions
Skills Reading: a newspaper article; Listening: a survey
Help with Listening sentence stress (1)
Review question forms

Vocabulary Free time activities

1 Check students remember what a *vowel* is. Students work on their own and fill in the gaps in the words. Students can check their answers in pairs by spelling the words for their partners.

Check answers with the class. Point out that we say *volleyball* not ~~*volley*~~.

Model and drill the phrases. Highlight the pronunciation of *judo* /ˈdʒuːdəʊ/, *cycling* /ˈsaɪklɪŋ/ and *theatre* /ˈθɪətə/.

2 volleyball, cards 3 cycling, running 4 concerts, the theatre

Help with Vocabulary *do, play, go, go to*

- Help with Vocabulary boxes help students to explore and understand how vocabulary works, and often focus on aspects of lexical grammar. Students should usually do the exercises on their own or in pairs and then check their answers in the Language Summaries in the back of the Student's Book. You can then check the main points with the whole class as necessary. For more information on the **face2face** approach to Vocabulary, see p5.

2 **a)–c)** Students do the exercises on their own or in pairs, then check their answers in V1.3 SB p119. Alternatively, you can do exercise **2a)** with the whole class before asking students to do exercises **2b)** and **2c)** on their own or in pairs.

While students are working, draw a four-column table on the board with the headings *do, play, go* and *go to* so that you are ready to check their answers. Check answers with the class.

- **a)** 1 go 2 play 3 go to 4 do
- **b)** Elicit the following answers from students and write them in the correct place in the table on the board: **go** skateboarding, jogging, mountain biking; **play** basketball, chess, table tennis; **do** yoga, aerobics, sport; **go to** art galleries, the gym, museums
- Point out that we say *basketball*, not ~~*basket*~~, and do *sport* not ~~*make sport*~~. Also highlight that *jogging* means running at a slow, regular speed, particularly as a form of exercise, and that we don't usually use *practise* with sports: *I play tennis* not ~~*I practise tennis*~~.
- Model and drill the new words/phrases. Highlight the pronunciation of *yoga* /ˈjəʊgə/, *jogging* /ˈdʒɒgɪŋ/, *gym* /dʒɪm/ and *museums* /mjuːˈziːəmz/. Point out that *aerobics* is three syllables, not four.
- Draw students' attention to the **TIP!** and point out that only the main stress in words is shown in the vocabulary boxes and Language Summaries. We feel this is the simplest and most effective way to make sure students put the main stress in the correct place. For example, the main stress in *art galleries* is on *art*, not on the first syllable of *galleries* (which is also stressed).
- **c)** Elicit answers from the students and add them to the table on the board. Answers could include *do karate; play tennis; go walking; go to the cinema.*

3 Use the speech bubbles to teach *Do you ever … ?* Note that we use *ever* with the Present Simple to mean 'at any time in your day-to-day life'. Elicit other possible answers using frequency adverbs (*No, never. Yes, very often.*, etc.).

Students work in pairs and take turns to ask each other questions with *Do you ever … ?* in order find six things they both do in their free time.

Ask students to share interesting answers with the class.

Reading and Vocabulary

4 **a)** Tell students to cover the article on SB p8. Students work in groups and discuss what they think people in the UK do in their free time.

Elicit answers from the class. Write them on the board.

b) Students uncover the article and read the first paragraph to check their predictions. Check answers with the class, referring to their ideas on the board.

c) Pre-teach *survey, socialising* and *sweets*. Point out that we say *fish and chips*, not ~~*chips and fish*~~, and check students know how to say *%* (*per cent*).

Focus students on the example, a). Students read the rest of the article, circling their guesses for b)–p).

d) R1.7 Play the recording. Students listen, read and check their answers.

Check answers with the class. Ask students which answers they think are surprising.

b) 35% c) 17% d) 16% e) 32% f) the theatre g) four h) 47% i) men j) women k) Spain l) 30% m) 46% n) tea o) coffee p) 16 kg

Help with Vocabulary
Frequency adverbs and expressions

5 a)–e) Students do the exercises on their own or in pairs, then check their answers in V1.4 SB p119. Check answers with the class.

- **a)** 1 always 2 usually/normally/generally 3 often 4 sometimes 5 not (very) often 6 occasionally 7 hardly ever 8 never
- Highlight that *usually, normally* and *generally* have the same meaning.
- Also highlight that in negative sentences we can put *very often* at the end: *I don't play tennis very often.*
- **b)** after; before
- **c)** 1 twice a day 2 three times a week 3 every Saturday 4 every couple of weeks 5 once a month 6 once every three months 7 once or twice a year
- **d)** Frequency expressions usually go at the end of the sentence: *I play tennis once a week.*
- Tell students that we can also use *a lot* and *all the time* to mean often: *He watches TV a lot/all the time.*
- Model and drill the phrases in **5a)** and **5c)**. Pay particular attention to the pronunciation of *usually* /'juːʒəli/, *generally* /'dʒenrəli/, *occasionally* /ə'keɪʒənəli/ and *once* /wʌns/. Point out that there are two different ways to pronounce *often*: /'ɒfən/ and /'ɒftən/. Also point out that *generally* and *usually* are three syllables, not four.

6 a) Focus students on the example. Students do the exercise in pairs. Check answers with the class.

2 He does yoga twice a week. 3 They often go cycling at the weekend. 4 I'm always at home on Monday evenings. 5 She goes mountain biking every weekend. 6 We go to the theatre once a month 7 Do you usually go shopping at the weekend?

b) Students do the exercise on their own. While they are working, monitor and check their sentences for accuracy.

c) Students compare sentences in groups and find out how many of their sentences are the same.

Do not share interesting answers with the class at this stage. Students are asked to find out this information in exercises **9a)** and **9b)**.

Listening

7 a) Focus students on the photo and ask what the people are doing (the man is doing a survey; the woman, Louise, is answering his questions).

Tell students they are going to listen to Louise answering some questions in a survey. Give students time to read the topics before listening.

R1.8 Play the recording (SB p145). Students listen and fill in the form with an adverb or expression of frequency. Play the recording again if necessary. Check answers with the class.

do sport: 3 times a week (swimming) **go to the theatre:** hardly ever/about once a year **do some gardening:** never **go on holiday:** twice a year **watch TV:** about seven hours a week/an hour a day.

b) Students work on their own or in pairs and compare Louise's answers to the information in the article to decide if she's a typical British person. Ask students to share answers with the class.

She's not very typical because she doesn't have a garden, only goes to a pub once a month, only watches an hour of TV a day and has two holidays a year (none of which are in Spain). However, she does go swimming every week and goes to the theatre once a year.

Help with Listening Sentence stress (1)

- This Help with Listening section introduces students to sentence stress and highlights that we stress the important words in sentences and questions.

8 a) R1.8 Focus students on the examples. Then play the beginning of the recording again. Students listen and notice the stressed words.

Elicit what sorts of words are stressed (main verbs, nouns, adjectives, question words, frequency adverbs). Point out that these are the words that carry the meaning in sentences and questions.

b) Students look at R1.8, SB p145. Play the whole recording. Students listen and notice the sentence stress.

9 a) Elicit some ideas for how to start questions about free time activities and write them on the board: *Do you ever… ?, How often do you … ?, How much (TV, sport) do you … a week?*

Students work in pairs and write a free time survey similar to the one in **7a)**. Students should write at least six questions.

b) Students work in groups of five or six. Students take turns to ask the questions in their survey and find out who does each activity most often. Remind students to use frequency adverbs and expressions in their answers. While they are working, monitor and help with any problems.

Finally, ask students to share interesting answers with the class.

EXTRA PRACTICE AND HOMEWORK

Vocabulary Plus 1 Sport p185 (Instructions p181)
Class Activity 1C An active life? p138 (Instructions p121)
1 Review Exercise 4 SB p11
CD-ROM Lesson 1C
Workbook Lesson 1C p8

1D Speed dating

Real World finding things in common
Review question forms; auxiliary verbs

QUICK REVIEW ●●●
This activity reviews free time activities, frequency expressions and questions with *How often ... ?* Students work on their own and write their five favourite free time activities. Put students into pairs. Students swap papers and guess how often their partner does the activities on his/her paper (*once a week, every day, three times a month*, etc.). Students then take turns to ask questions with *How often ... ?* about their partner's activities to check their guesses. At the end of the activity, ask students to say how many of their guesses they got right and to share interesting answers with the class.

1 a) Focus students on the photo and use this to teach *speed dating*. Note that speed dating is becoming a popular way of meeting a partner in the UK, especially if you live in a big city.

Pre-teach *bell, ring* and *a match*.

Students read the advert for the QuickMatch UK speed dating company and answer the questions.

Check answers with the class.

1 Three minutes. 2 25 3 Tick the person's name on a card. 4 The company sends you the person's email address.

b) Students work in groups and share their opinions about speed dating. If possible, make sure there are both men and women in each group.

Ask each group to share their ideas with the class.

2 a) Focus students on the photo again and tell them they are going to hear two conversations from a speed dating evening. Both conversations are between Becky (in the foreground of the photo, in pink and red) and a man. The first is with Chris (the man Becky is talking to in the photo) and the second with Marcus (sitting next to Chris in a pale yellow T-shirt).

R1.9 Play the recording (SB p145). Students listen and decide who Becky would like to see again and why. Check students' ideas with the class, but don't tell students the answer yet.

b) Play the recording again. Students note down the things Becky has in common with Chris and Marcus. Students check answers in pairs. Check answers with the class.

Becky and Chris: they're both a bit nervous; they both like travelling; they both went to Turkey last year; neither of them can speak Turkish; neither of them go out very much in the evening; they both like going to the cinema.

Becky and Marcus: neither of them have children; neither of them are looking for someone with children; they both have a pet.

c) Remind students of who they thought Becky wants to see again in **2a)**. R1.10 Play the recording (SB p145). Students listen and check if they were right (Chris).

Real World Finding things in common

3 a)–d) Students do the exercises on their own or in pairs, then check their answers in RW1.1 SB p120.

While they are working, draw the table from **3c)** on the board so that you are ready to check their answers. Check answers with the class.

- **a)** *so; neither*
- Highlight the word order: *So/Neither* + auxiliary + *I*. Also check students understand that we use these phrases when we agree or disagree with a statement and not when we are answering questions.
- **b)** The people disagree with the statements.
- **c)** Elicit the answers from the class and fill in the gaps in the table on the board (see the table in RW1.1 SB p120). Ask students to identify the auxiliaries in each group and underline them on the board: *I'm a bit nervous. So am I. I'm not*, etc.
- Tell students that when we agree with positive and negative sentences in the Present Simple and Past Simple we use *do, does* and *did: I live in London. So do I; I had a great time. So did I.*
- Remind students that we can also use *Me too* to agree with positive sentences and *Me neither* to agree with negative sentences.
- Point out that there are two ways to pronounce *neither* /ˈnaɪðə/ and /ˈniːðə/. Both are correct.

4 a) Students look at R1.9, SB p145. Students read the recording and underline all the responses which appear in **3**.

Students check answers in pairs. Check answers with the class.

Becky and Chris: Yes, so am I; Oh, so do I; So did I!; Me too; No, neither can I; Neither do I; Oh, me too.

Becky and Marcus: Neither have I; No, er, me neither; Oh, I do; So have I; Yes, so do I; Oh, I'm not; Oh, I don't.

b) R1.11 Play the recording (SB p145). Students listen and repeat. Focus on stress, and check students are stressing *So/Neither* and *I*, not the auxiliaries, as in the examples.

5 Focus students on the examples and point out that students must write ways to agree and disagree with each sentence.

Students work on their own and write their answers. Early finishers can check answers in pairs. Check answers with the class.

2 So am I./Oh, I'm not. 3 So did I./Oh, I didn't.
4 Neither have I./Oh, I have. 5 So do I./Oh, I don't.
6 So can I./Oh, I can't. 7 Neither did I./Oh, I did.
8 Neither am I./Oh, I am.

6 R1.12 Play the recording (SB p145). Students listen to the eight sentences and agree with them, using *So do I, Neither am I*, etc.

Play the recording again. Students listen again, this time disagreeing with each sentence.

Agree: 1 Neither am I. 2 So have I. 3 Neither did I. 4 Neither have I. 5 So do I. 6 Neither can I. 7 So did I. 8 Neither do I.

Disagree: 1 Oh, I am. 2 Oh, I haven't. 3 Oh, I did. 4 Oh, I have. 5 Oh, I don't. 6 Oh, I can. 7 Oh, I didn't. 8 Oh, I do.

7 **a)** Students work on their own and write sentences about themselves, using six of the phrases. While students are working, check their sentences for accuracy and help with any problems.

b) Drill the examples in the speech bubbles to remind students of the language they need to use in the activity.

Students work in pairs. If possible, put students with someone they haven't worked with so far in the lesson. Students take turns to say their sentences and agree or disagree with each other.

Tell students to make a note each time they find something they have in common. Encourage them to continue the conversations if possible.

Finally, ask students to tell the class the things they have in common with their partner.

EXTRA PRACTICE AND HOMEWORK

Study Skills 1 Using a monolingual dictionary p201 (Instructions p197)
1 Review p11
CD-ROM Lesson 1D
Workbook Lesson 1D p9
Workbook Reading and Writing Portfolio 1 p65
Progress Test 1 p211

1 Review

- The Review section reviews the key language taught in the unit. It includes communicative and personalised speaking stages as well as controlled grammar, vocabulary and writing practice.
- This section is designed to be used in class after students have finished lesson D, but individual exercises can be used as 'fillers' if you have a few minutes left at the end of a lesson. The Extra practice and homework boxes list which exercises are relevant to each lesson.
- The icons refer to the relevant sections in the Language Summary. Students can refer to these if they need help when doing the exercises.
- For more information on the **face2face** approach to Reviewing and Recycling, see p5.

1a) 2 How often do you cook? 3 What can you cook? 4 How much do you spend on food a week? 5 Have you got a favourite restaurant? 6 When was the last time you ate out? 7 Where did you go? 8 What are you going to eat this evening?

2a) 1 a receptionist 2 yourself 3 an office 4 a department store

3a) 2 Where does Bernie work? 3 What does Bernie do? 4 How much does Megan spend a week? 5 Who spends the most? 6 Who has the longest journey? 7 What time does Megan leave home? 8 Who gets home at 7.30?

3b) 1 Megan 2 In Liverpool. 3 He's a lawyer. 4 £200 5 Megan 6 Megan 7 At 6.30 a.m. 8 Bernie

Progress Portfolio

- Progress Portfolio boxes encourage students to reflect on what they have learned and help them decide which areas they need to study again.
- Note that the *I can* … statements reflect communicative competences as set out in the *Common European Framework of Reference for Languages* (CEF) for levels A2 and B1. For more information on the CEF, see p13.

a) Students work through the list of *I can* … statements on their own and tick the things they feel they can do. They can refer to Language Summary 1 if they wish.

Students can also work in pairs or groups and compare which statements they have ticked.

b) Students work on their own or in pairs/groups and decide which areas they need to study again. Encourage students to use the CD-ROM/Audio CD, Lessons 1A–D to help them improve in these areas. For more information on the CD-ROM/Audio CD, see p10. There is also further practice on all key language taught in the Student's Book in the **face2face** Pre-intermediate Workbook.

2 Beginnings

Student's Book p12–p19

2A Starting small

Vocabulary irregular verbs; past time phrases
Grammar Past Simple
Review question words; subject questions

QUICK REVIEW ●●●
This activity reviews ways of agreeing and disagreeing (*So do I, Neither did I*, etc.). Students work on their own and write five sentences about themselves using the prompts. Students compare their sentences in pairs and take turns to agree or disagree with each other. Ask students to share interesting answers with the class.

Reading and Grammar

1 Check students understand *fast food*. Students discuss the questions in groups.

Ask students to share interesting answers with the class.

2 a) Focus students on the title of the article and the photos. Ask students if they know who the man is (Harland Sanders, the man who started KFC).

Pre-teach *service station, secret* and *spokesman* and check they remember *recipe*.

Students read the article and then put the events in **2a)** in order. Check answers with the class.

2f) 3c) 4e) 5d) 6a)

b) Give students time to read questions a)–f). Students read the article again and answer the questions.

Check answers with the class.

a) Because his mother was out working and he stayed at home to look after his brother and sister. b) It took him nine years. c) In August 1952. d) He was 74. e) He died. f) PepsiCo.

Help with Grammar Past Simple

3 a)–d) Students do the exercises on their own or in pairs and then check answers in G2.1 SB p121.

Check answers with the class.

- **a)** Be: was, wasn't, were. Can: could. Regular verbs: died, needed, stayed, learned, worked, started, stopped, moved, developed, closed, decided, continued, visited, travelled. Irregular verbs: went, left, had, became, came, made, sold, bought. Negatives: wasn't, didn't open.
- Check students understand that we use Past Simple to talk about the past. We know when these things happened.
- Point out the Irregular Verb List, SB p159, to your students.
- **b)** 1 For regular verbs, see the spelling rules in G2.1 SB p121. There is no rule for irregular verbs. 2 We make the Past Simple negative with: subject + *didn't* + infinitive + … . The verb *be* is different because we don't use *didn't* with the verb *be*. The Past Simple negative of *be* is *wasn't* or *weren't*.
- **c)** 1 We make Past Simple questions with: (question word +) *did* + subject + infinitive + … . 2 We make Past Simple questions with *be* with: (question word +) *was/were* + subject + … . 3 Questions e) and f) are subject questions, so we don't use *did*. (see G1.2 SB p120).
- Point out that we don't use the Past Simple of the main verb in negative sentences: ~~*I didn't went to work yesterday*~~.

4 a) Students do the exercise on their own. Check answers with the class.

died, needed, stayed, learned/learnt, worked, started, moved, developed, decided, continued, visited, travelled

b) Use the examples *died* and *needed* to show that *needed* has an extra syllable /ɪd/ in the Past Simple.

R2.1 Play the recording (SB p146). Students listen and tick the verbs in the box in **4a)** which have an extra syllable /ɪd/ in the Past Simple.

Check answers with the class. Ask students why these words have an extra syllable /ɪd/ (because the verbs end in a /t/ or a /d/ sound).

needed, started, decided, visited

c) R2.1 P Play the recording again and ask students to repeat. Monitor and check for accuracy.

5 a) Pre-teach *ambitious* and *an agent*. Students read the article about McDonald's and fill in the gaps with the Past Simple forms of the verbs in brackets.

EXTRA IDEA

- Write the following questions on the board before students read the article: 1 Which restaurant opened first, McDonald's or KFC? 2 Why was the first McDonald's successful? 3 How many restaurants did Ray Kroc open in the sixties? 4 How many McDonald's restaurants are there now? Students read the text and answer the questions, but without filling in the gaps. Set a time limit of two minutes. Check answers with the class: 1 McDonald's. 2 Because the food was fast and cheap. 3 Over 1,000. 4 More than 25,000.

b) Students check answers in pairs. Check answers with the class.

2 sold 3 didn't have 4 didn't want 5 could 6 was
7 became 8 started 9 weren't/were not 10 bought
11 opened

Vocabulary Past time phrases

6 a) Check students know *century* and *the sixties*. Students work on their own or in pairs and put the time expressions in order starting with the most recent (*yesterday evening*).

Note that only the main stress in phrases is shown in the vocabulary boxes.

Check answers with the class.

2 the day before yesterday 3 last week
4 in July last year 5 in the sixties 6 in 1955
7 eighty years ago

b) Students do the exercise on their own or in pairs and then check answers in V2.1 SB p121.

- We use *ago* with the Past Simple to talk about a time in the past: *We got married six months ago.*
- We use *last* to say the day, night, week, etc. in the past that is nearest to now: *I saw Jo last Friday.* (= the Friday before now.).
- We use *last* with days (*last Friday*), months (*last May*), seasons (*last summer*) and in various fixed phrases: *last night, last week*, etc.
- Highlight that we do not use prepositions with *last* (*last night* not ~~*on last night*~~) and we say *yesterday morning/ afternoon/evening*, not ~~*last morning*~~ etc.
- Point out that with the Past Simple we can use *on* with days to mean *last*: *I bought it on/last Friday.*
- We use *in* with years (*in 1955*) and months (*in July*) and *in the* with decades (*in the sixties*) and centuries (*in the nineteenth century*).

7 Put students into pairs, student A and student B. Student As turn to SB p103 and student Bs turn to SB p111. Check they are all looking at the correct exercise.

a) Pre-teach *stay up late, take a day off* and *unusual*.

Focus students on the question prompts in the first column in the table and check students understand the meaning of *When did you last … ?* (= When was the time in the past nearest to now that you … ?)

Students work on their own and write follow-up questions in the Past Simple with the prompts in column B. While students are working, check their questions for accuracy and help with any problems.

b) Drill the questions and answers in the speech bubbles to remind students of the language they need to do the exercise.

Students work with their partner and take turns to ask and answer their questions. Encourage students to use short answers with *in, last* and *ago*, and to ask more follow-up questions if possible. While they are working, monitor and correct any mistakes you hear.

Ask students to share interesting answers with the class.

Get ready … Get it right!

8 Ask students when people usually go out for a special meal (birthdays, anniversaries, to celebrate something, etc.). Students work on their own and use the prompts to make notes on the last special meal they had. Monitor and help with vocabulary if necessary.

9 a) Students work in pairs and take turns to tell each other about their meals, as shown in the speech bubbles. Encourage students to ask questions to find out more information. While students are working, monitor and help with any problems.

b) Ask a few students to tell the class about their partner's special meal.

Finally, find out if anyone didn't enjoy their meal and the reasons why they didn't.

EXTRA IDEA

- Ask students to write about the meal they talked about in **9a)**.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 2A Richard Branson p140 (Instructions p121)
2 Review Exercises 1 and 2 SB p19
CD-ROM Lesson 2A
Workbook Lesson 2A p10

2B First meetings

Vocabulary relationships (1)
Grammar Past Continuous: positive, negative and questions
Help with Listening weak forms (1): *was* and *were*
Review Past Simple; past time phrases

QUICK REVIEW ●●●
This activity reviews Past Simple *yes/no* questions. Give students a minute or two to write eight things they did last week. Students work in groups or go round the class and ask questions with *Did you ... ?* about the things on their list. Students try to find one student who did each thing on their list. Ask students to share interesting answers with the class.

Listening and Grammar

1 a) Focus students on the photos. Ask students where the people are and if they think the people know each other.

b) Pre-teach *queue* and *go out with*. Students work on their own and match sentences 1–3 to photos A–C.

c) R2.2 Play the recording (SB p146). Students listen and check their answers.

1C 2B 3A

Help with Grammar Past Continuous: positive and negative

2 a)–c) Students do the exercises on their own or in pairs and then check their answers in G2.2 SB p122. Check answers with the class.

- **a)** 1 travelling 2 met 3 travelling 4 Yes, it did. 5 *met* is in the Past Simple; *was travelling* is in the Past Continuous.
- We use the Past Continuous to talk about an action that was in progress when another (shorter) action happened. The Past Continuous action may continue after this point.
- Focus students on the timeline in G2.2 SB p122, which shows the relationship between the longer action (*was travelling*) and the shorter action (*met*).
- **b)** Positive: *was; were* Negative: *wasn't; weren't*
- Go through the spelling rules for verb+*ing* forms in G2.2 SB p122.
- Also highlight that we can use the Past Continuous to talk about an activity in progress at a point of time in the past: *I was watching TV at 9 o'clock.*

3 Use the example to highlight that *was* is pronounced /wəz/ in the Past Continuous.

R2.3 P Play the recording (p146) and ask students to repeat. Check students copy the sentence stress correctly.

You can also ask students to turn to R2.3, SB p146. They can then follow the sentence stress as they listen. Point out the pronunciation of *were* /wə/. Students do more work on the weak forms of *was* and *were* in exercise 7.

4 a) Focus students on photo B and tell students that it shows Hilary and Ken in the supermarket where they met.

Pre-teach *offer/give someone a lift*.

Students do the exercise on their own. Do not check their answers yet.

b) Students do the exercise on their own. Early finishers can check their answers to **4a)** and **4b)** in pairs, but do not check the answers with the whole class yet.

c) R2.4 Play the recording. Students listen and check their answers.

1 met, were waiting 2 was raining, offered
3 were driving, gave 4 saw 5 was talking, didn't see
6 left, were waiting 7 was walking, stopped
8 invited, was

Vocabulary Relationships (1)

5 a) Students work on their own and tick the phrases they know, then do the exercise in V2.2 SB p121. Students can check answers in pairs.

Check answers with the class, paying particular attention to the prepositions in the phrases.

Point out that *go out with someone* can mean to have a romantic relationship with someone (*John's going out with a woman from work.*) or just to spend time with someone socially (*I'm going out with my classmates this evening.*).

Highlight the difference between *go on a date* (one occasion) and *go out with someone* (a longer-term relationship).

Highlight that we say *get married to someone*, not ~~*get married with someone*~~.

Model and drill the phrases. Pay particular attention to the pronunciation of *engaged* /ɪn'geɪdʒd/ and point out that this word is two syllables, not three.

Note that only the main stress in these phrases is marked in the vocabulary box and the Language Summaries.

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

EXTRA IDEA

- If you have a low-level class who may not know many of the words in the box, pre-teach the words to the whole class, for example, by telling a short story about a relationship. Students can then do the matching exercise in V2.2 SB p121 as a follow-up practice activity.

b) Ask students which phrase in **5a)** happens first in a relationship (meet someone for the first time). Students work in pairs and put the phrases in **5a)** in order. Point out that there can be more than one correct answer. Check answers with the class.

meet someone for the first time, ask someone out, go on a date, go out with someone, fall in love, get engaged, get married, break up

Listening and Grammar

6 **a)** Focus students on photo A. Tell students they are going to listen to Liam talking about how he met Jenny. R2.5 Give students time to read questions 1–5. Then play the recording (SB p146). Students listen and answer the questions. Play the recording again if necessary.

Students check answers in pairs. Check answers with the class.

1 No, she wasn't. 2 The day after the party. 3 Jenny was ill for a week after the date. 4 They were having a drink in a bar. 5 He was cooking dinner.

b) Give students time to read statements 1–5. Play the recording again. Students listen and choose the correct answers. Students check answers in pairs. Check answers with the class.

1 two years ago 2 March 3 eight 4 days 5 months

EXTRA IDEA

- If you have a strong class, ask students to choose the correct answers before they listen again and use the recording to check their answers.

c) Give students time to work out the answer (May).

Help with Listening
Weak forms (1): *was* and *were*

- This Help with Listening section helps students to understand the weak and strong forms of *was* and *were* in sentences, questions and short answers.

7 **a)** Tell students there are two different ways to pronounce *was* and *were*: the strong form and the weak form.

R2.6 Play the recording. Students listen and notice the difference between the strong and weak forms.

b) Ask students to look at R2.5, SB p146. Play the recording again. Students read, listen and answer the question. Check answers with the class.

Use examples in the recording to highlight that *was* and *were* are usually weak in sentences and questions, and strong in short answers.

a) weak b) weak c) strong

Help with Grammar
Past Continuous: questions

8 **a)–b)** Students do **a)** on their own or in pairs by referring back to questions 4 and 5 in **6a)**, then check their answers in G2.3 SB p122.

Check answers with the class.

was, *were*; verb+*ing*

9 Put students into pairs, student A and student B. Student As turn to SB p103 and student Bs turn to SB p111. Check they are all looking at the correct exercise.

a) Give students time to read about how Linda and Colin met. Check students understand *fall asleep*.

b) Students do the exercise on their own. While students are working, check their questions for accuracy and help with any problems.

Student A 1 What was Colin doing in China? 2 How long ago did they meet? 3 Was Linda going out with anyone else when she met Colin? 4 What were they doing when he asked her to marry him? 5 Where did they get married?

Student B a) What was Linda doing in China? b) Where were they flying to when they met? c) Where did they go on their first date? d) Was Colin going out with someone else when he met Linda? e) How long ago did they get married?

c) Students work with their partner and take turns to ask each other their questions. Student A asks the first question. While students are working, correct any mistakes you hear and help with problems.

Get ready … Get it right!

10 Focus students on the list of prompts. Students work on their own and make notes about a couple they know. Encourage students to write notes, not complete sentences (*met – 1994; Warsaw airport; on plane to England* etc.).

EXTRA IDEA

- Before students do **10**, prepare some notes for a couple you know and write them on the board. Use these notes to tell the class about the couple. Encourage students to ask questions to find out more information.

11 **a)** Students work in groups and take turns to tell the other students about their couples, as shown in the speech bubbles. Encourage students to ask questions to find out more information. While they are working, monitor and help with any problems.

b) Students decide which is the most romantic, the most unusual or the funniest story in their group.

Finally, ask students to share ideas with the class.

EXTRA IDEA

- Students write the story of the couple they talked about in **11a)**.

EXTRA PRACTICE AND HOMEWORK

Vocabulary Plus 2 Weddings p186 (Instructions p181)

Class Activity 2B Husbands and wives p141 (Instructions p122)

2 Review Exercises 3 and 4 SB p19

CD-ROM Lesson 2B

Workbook Lesson 2B p11

2C The 1001 Nights

QUICK REVIEW ●●●

This activity reviews the Past Continuous. Students work on their own and write five times (for example, 10 a.m.). Put students into pairs. Students take turns to ask what each other was doing at the times on their list. At the end of the activity, ask students to share interesting answers with the class.

Vocabulary connecting words (1)
Skills Reading: a book cover; Reading and Listening: a story
Help with Listening weak forms (2); the schwa /ə/
Review Past Continuous; Past Simple

Reading

1 Students discuss the questions in groups. Ask students to share interesting answers with the class.

2 **a)** Focus students on the text next to the picture of the camels. Tell students this is the back of a book called *The Thousand and One Nights*.

Pre-teach *collection* and *thief* (plural: *thieves*). Students read about the book and answer the questions.

b) Students compare answers in pairs. Check answers with the class.

Ask students if they have ever read the book or whether they would like to. You can also ask what they know about the most famous stories, 'Aladdin' and 'Ali Baba and the Forty Thieves'.

1 One of the most famous books in the world./A collection of old stories. 2 Between seven and eleven hundred years old. 3 Persia, Arabia, India and China (note that Persia is now Iran). 4 It was for adults.

Reading, Listening and Vocabulary

3 **a)** Tell students they are going to listen to Shahrazad's story, the first story of *The Thousand and One Nights*. Focus students on pictures A–C on SB p17 and elicit what they think the story is about. Pre-teach *palace*.

R2.7 Play the recording. Students listen, read and match paragraphs 1–3 to pictures A–C.

Check answers with the class.

1B 2C 3A

b) Students read the beginning of the story again and decide if sentences 1–5 are true or false.

c) Students check answers in pairs and correct any false sentences.

Check answers with the class.

1T 2F He was married to her for one day.
3F Her father worked for the King. 4T
5F She asked her sister to help her.

4 **a)** Give students time to read options 1–3. Students work in groups to discuss how they think the story will end.

b) R2.8 Play the recording (SB p146). Students listen and check which ending in **4a)** is correct.

Check answers with the class (1 is correct).

c) Give students time to read questions 1–4.

Play the recording again. Students listen and answer the questions. Students check answers in pairs. Check answers with the class.

1 Her sister and the King. 2 Because he wanted to hear the end of the story. 3 To tell most of a story each night but not to finish it until the following night. 4 He married her again because he fell in love with her and couldn't live without her stories.

Help with Listening Weak forms (2): the schwa /ə/

- This Help with Listening section focuses on the schwa sound and introduces some common weak forms that contain this sound.

5 **a)** R2.9 Play the recording. Ask students to listen to the difference between the strong and the weak forms of the words. Play the recording again if necessary.

b) Students look at R2.8, SB p146. Play the recording again and ask students to notice the sentence stress and weak forms. Students listen and decide if weak forms are ever stressed (they aren't).

Point out that it is important for students to recognise weak forms, as they are much more likely to hear these words in their unstressed weak form than the strong form that they might expect.

Note that only the weak forms *and, to, of* and *the* are marked in the recording script. Other weak forms, for example, *for* and *her*, are not marked so as not to overload students. Weak forms are focused on again in lesson 7C.

Help with Vocabulary Connecting words (1)

6 **a)–b)** Students do the exercise on their own or in pairs, then check their answers in V2.3 p121. Check answers with the class.

- We use *because* to give a reason why something happened.
- We use *so* to say what a consequence of a situation is.
- We use *until* to say something stops happening at this time.
- We use *when* and *while* for things that happen at the same time.
- Point out that we don't usually use *while* with the Past Simple: ~~*Shahrazad was getting ready for bed while her sister came to visit her*~~.
- Also highlight that we also use *when* for things that happen one after another: *When I got home, I called my brother.*
- *When* and *while* can both go at the beginning or in the middle of a sentence.

7 Students do the exercise on their own, then check their answers in pairs. Check answers with the class.

1 when 2 While 3 so 4 because 5 until

8 **a)** Go through the prompts with the class and check students understand them.

Students work in pairs and think of a story they both know. This could be a famous story from their country, a book, a film, a fairy story, etc.

Students make notes based on the prompts. While students are working, monitor and help with any new vocabulary students need for their stories.

b) Students work in pairs and write their stories. Ask them to use a separate sheet of paper rather than their notebooks. Remind students to use past verb forms and connecting words. While they are working, monitor and help with any problems.

c) When students have finished, ask them to pass their stories around the class for other students to read. Students decide in their pairs which one they like best and why.

Finally, ask students to share their opinions on the stories with the class.

EXTRA IDEAS

- If students don't finish their stories in class, ask them to do so for homework. Ask students to share the stories in the following class.
- Instead of passing stories around, students display them around the classroom. Students move around the room and read all the stories, then decide which they like best.
- Play a version of Consequences to help students write a collaborative story. For information on how to do this, see p22.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 2C Androcles and the lion p142 (Instructions p122)
2 Review Exercise 5 SB p19
CD-ROM Lesson 2C
Workbook Lesson 2C p13

2D Small talk

Real World starting and ending conversations
Review Past Simple; Present Simple

QUICK REVIEW ●●●
This activity reviews Past Simple, Past Continuous and connecting words. Students do the activity in pairs, taking it in turns to tell the story. If your students are having trouble remembering the story, tell them to turn to SB p16 and read the beginning of the story again. They can then try to finish the story in their pairs.

1 **a)** Check students understand *shake hands, bow* and *kiss*. Students work on their own and decide how they greet the people in the question.

b) Students compare answers in groups. Ask students to share answers with the class.

EXTRA IDEA
- If you are teaching a monolingual class, ask students to tell each other about any foreigners they know who greet people differently than they do.

2 **a)** Focus students on the photo and ask where the people are (at a party). Point out David (second from the left) and Jane (second from the right) and tell students it is their party.

Tell students that they are going to listen to the groups of people A–C talking at the party.

R2.10 Play the recording (SB p146). Students listen and match conversations 1–3 to the groups of people A–C. Check answers with the class.

1C 2A 3B The people don't know each other.

b) Pre-teach *neighbour*. Give students time to read the names 1–6 and the reasons they know David and Jane a)–f).

Play the recording again. Students listen and match 1–6 to a)–f).

Check answers with the class.

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

Real World Starting conversations

3 **a)** Give students time to read questions 1–8.

R2.10 Play the recording again. Students listen and tick the questions they hear.

Check answers with the class

Sentences 1, 2, 3, 5, 6 and 7 are in the recording.

b)–c) Students do the exercise on their own, then check in pairs. Students check their answers in RW2.1 SB p122. Check answers with the class.

Point out that when we think the answer to a question will be *yes*, we often use negative questions: ***Didn't** we meet in Milan last year?* or question tags: *You're a student at the English Centre, **aren't you**?*

a) 4, 7 b) 3, 5 c) 2 d) 6, 8

4 R2.11 P Play the recording and ask students to repeat. Check students copy the sentence stress correctly.

5 **a)** Tell students that 1–3 are ends of the conversations they heard on the recording. Students match the ends of the conversations 1–3 to the groups of people in the photo A–C.

b) R2.12 Play the recording. Students listen and check their answers. Check answers with the class.

1C 2B 3A

Real World Ending conversations

6 Students fill in the gaps with the correct words. Check answers with the class.

Check students understand *Let's keep in touch*. Note that *Let's stay in touch.* has the same meaning.

1 was 2 hope 3 meeting 4 See 5 keep 6 later

7 R2.13 P Play the recording and ask students to repeat. Check students copy the sentence stress correctly.

8 **a)** Students work in pairs and write a conversation at a party using the phrases in bold from **3a)** and the sentences from **6**. Ask students to write clearly because other people are going to read their conversation.

b) Students exchange papers with another pair and correct any mistakes they find. While students are working, monitor and help with any problems. Each pair should keep the new conversation for the next stage of the activity.

c) Students work with a different pair. Each pair takes turns to role-play the conversation they corrected in **8b)**. While they are working, monitor and help with any problems.

Finally, ask one or two pairs to role-play the conversation for the class.

EXTRA IDEA
- If you have a low-level class, ask students to role-play their own conversations rather than another pair's.

R2.14 *I Got You Babe* SB p100.

Ask students to turn to SB p100 and look at the song *I Got You Babe*. This song was first recorded by the American artists Sonny and Cher in 1965. It was also recorded by British reggae band UB40 in the 1980s, and more recently by the American singer Britney Spears.

1 Do a few examples with the class to check students understand *rhyme* /raɪm/. Also check they understand all the words in the exercise, particularly *pot, clown* and *ring*. Note that in the song *a pot* is used as a shortened form of *a pot of gold*, meaning *a lot of money*.

Students do the exercise on their own or in pairs. Check answers with the class.

true/you; rent/spent; pot/got; spring/ring; clown/around; long/wrong; mine/climb; hand/understand; walk/talk; goodnight/tight; go/so

2 a) R2.14 Give students time to read the song, then play the recording (SB p146–p147). Students listen and fill in the gaps. Play the recording again, pausing if necessary to allow time for students to write.

b) Students check answers in pairs. Play the recording again, pausing after each line for students to check their answers.

2 grow 3 true 4 you 5 rent 6 spent 7 pot 8 got 9 spring 10 ring 11 clown 12 around 13 long 14 wrong 15 mine 16 climb 17 hand 18 understand 19 walk 20 talk 21 goodnight 22 tight 23 go 24 so

3 Students do the exercise in pairs. Check answers with the class.

EXTRA PRACTICE AND HOMEWORK

2 Review SB p19
CD-ROM Lesson 2D
Workbook Lesson 2D p14
Workbook Reading and Writing Portfolio 2 p66
Progress Test 2 p212

2 Review

See p31 for ideas on how to use this section.

1a) 2 leave 3 decide 4 sell 5 visit 6 become 7 have 8 start

1b) stayed, decided, visited, started = regular; left, sold, became, had = irregular

2a) 2 bought 3 got 4 was 5 saw 6 came

3a) get married to/engaged to someone, break up with someone, go on a date/out with someone, ask someone out, fall in love, meet someone for the first time

4a) 2 We got married six years ago. 3 I first met Greg when I was cycling to work. 4 While we were waiting to see a doctor, Greg asked me out. 5 When he opened the taxi door, it hit me. 6 Greg took me to hospital in the taxi.

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

Progress Portfolio

See p31 for ideas on how to use this section.

3 The world of work

Student's Book p20–p27

3A Getting qualified

QUICK REVIEW ●●●

This activity reviews jobs. Students work in pairs and write one job for each letter of the alphabet. Set a time limit of three minutes. Find out which pair has the most words and write them on the board. Ask if other pairs have any different words and add them to the list. At the end of the activity, ask students to share any interesting answers with the class.

Vocabulary employment
Grammar *have to/had to*
Help with Listening *have to* and *have*
Review Present Simple; Past Simple

Vocabulary Employment

1 a) Focus students on the title of the section and pre-teach *employment* (= paid work).

Students work on their own and tick the phrases they know, then do the exercise in V3.1 SB p123.

Check answers with the class. Establish that we use *job* to talk about a particular work activity and that it is a countable noun: *What's his job? He's a doctor.*

We use *work* to talk about something you do as part of your job: *I've got a lot of work to do today.* Point out that it is an uncountable noun: *He's looking for work* not ~~*He's looking for a work*~~. We can also use *work* as a verb: *I work in London* not ~~*I job in London*~~.

V3.1 1f) 2a) 3d) 4e) 5c) 6b) 7j) 8k) 9g) 10i) 11l) 12h)

Model and drill the phrases. Pay particular attention to the pronunciation of *colleagues* /ˈkɒliːgz/.

Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

EXTRA IDEA

- If you have a low-level class, teach the phrases yourself first and then use the matching exercise in V3.1 SB p123 as a checking activity.

b) Focus students on the table in **1a)** and the phrases *I'd like …* and *I'd like a job with …* at the top of each column.

Students work on their own and choose three things from **1a)** that are important to them in their job (or a job they've done or would like to do in the future) and three things that are not important.

c) Students compare their ideas in pairs and find out how many of the things are the same.

Ask each pair to tell the class about the things that are the same for both students.

Listening and Grammar

2 a) Focus students on photos A–C and ask if they know what each job is (A: a taxi driver; B: a vet; C: a pilot). Students work in groups and choose phrases from **1a)** that they think are true for each job.

Ask students to share their ideas with the class.

b) Check students remember *have a degree*. Students work on their own and match sentences 1–3 to the photos.

c) R3.1 Play the recording (SB p147). Students listen and check their answers.

A2 B3 C1

Help with Grammar *have to/had to* (1): positive and negative

3 a)–d) Check students understand *necessary*. Students do the exercises on their own or in pairs, then check answers in G3.1 SB p123.

Check answers with the class.

- **a)** a) have to b) don't have to c) had to d) didn't have to
- **b)** 1 have to 2 has to 3 don't 4 doesn't
  Have to is followed by the infinitive: *I have to go.*
- **c)** The Past Simple positive form is *had to*. The Past Simple negative form is *didn't have to*.
- Also point out that *had to* is the same for all subjects: *I/you/he/she/it/we/they had to … .*
- Highlight that we use *don't have to* and *didn't have to* to say something isn't or wasn't necessary, not ~~*haven't to*~~ or ~~*hadn't to*~~: *I don't/didn't have to work.* not ~~*I haven't/hadn't to work*~~.
- In the present we can use *have to* or *have got to*. *I've got to work tomorrow.* = *I have to work tomorrow. Have got to* is very common in spoken English. Also establish that we do not use *have got to* in the past: *I had to work tonight.* not ~~*I had got to work last night*~~.

Help with Listening *have to* and *have*

- This Help with Listening section helps students to hear the difference between *have to* and *have* in sentences.

4 **a)** Give students time to read sentences 1–3.

R3.2 Play the recording. Students listen and notice the difference in pronunciation between *have to* /hæftə/ and *have* /hæv/.

Highlight that the v in *have to* is pronounced /f/, while the same letter in *have* is pronounced /v/. Also point out that *to* in *have to* is pronounced with a schwa /ə/.

b) R3.3 Play the recording (SB p147). Students listen and put the words/phrases in the order they hear them.

Play the recording again if necessary. Check answers with the class.

2 has to 3 had to 4 didn't have to 5 have to 6 have

5 R3.3 P Play the recording again and ask students to repeat. Check students copy the pronunciation of *have* and *have to* correctly.

You can also ask students to turn to R3.3, SB p147. They can then notice the sentence stress and the pronunciation of *have to* and *have* as they listen and repeat.

6 Focus students on the photo of Gary (the taxi driver) and tell students they are going to read about his training.

Pre-teach *facts, oral exam, borrow money from (the bank)* and *pay money back*. Also check students remember *licence*.

Students do the exercise on their own. Early finishers can check answers in pairs. Check answers with the class.

2 has to 3 has to 4 have to 5 have to 6 had to
7 had to 8 had to 9 don't have to 10 didn't have to
11 has to 12 doesn't have to

7 **a)** Students read the text about Gary again and answer questions 1–5.

b) Students check answers in pairs, then discuss what they think is the most surprising things about a taxi driver's training. Check answers with the class.

1 25,000 streets and all the important places in the city.
2 Yes, they do. 3 12. 4 No, he doesn't. 5 No, he didn't.

Grammar and Listening

Help with Grammar *have to/had to* (2): questions and short answers

8 **a)–c)** Students do the exercises on their own or in pairs, then check their answers in G3.2 SB p124. Check answers with the class.

- **a)** We make Present Simple questions with: (question word +) *do/does* + subject + *have to* + infinitive + … .
- We make Past Simple questions with: (question word +) *did* + subject + *have to* + infinitive + … .
- In the Present Simple we can make questions with *have to* or *have got to*: *Do you have to go to work tonight? = Have you got to go to work tonight?*
- Point out that we can't use *have got to* in Past Simple questions: *Did you have to work last night?* not ~~*Had you got to work last night?*~~
- Also highlight that we can't make questions with ~~*Have you to …?*~~ or ~~*Had you to …?*~~.
- **b)** 1 Yes, you do./No, you don't. 2 Yes, he does./No, he doesn't. 3 Yes, they did./No, they didn't.
- Use the examples to point out that we use the auxiliaries *do/does/did* in short answers, not ~~*have/has/had*~~.

9 **a)** Focus students on the photos of Melissa and Nigel again and check they remember what their jobs are. Check that students realise that they have both finished their training and are now fully qualified.

Students do the exercise on their own, then check in pairs. Check answers with the class.

2 How many final exams does a student vet have to do?
3 How much did Melissa have to pay for her course?
4 How much do pilots have to pay for their training now?
5 How many written exams did Nigel have to pass?
6 What did he have to do when he started work?

b) R3.4 Play the recording (SB p147). Students listen and answer the questions in **9a)**. Play the recording again if necessary.

Students check answers in pairs. Check answers with the class.

1 She had to work with vets or farmers in the holidays.
2 They do three: a written exam, an oral exam and a practical exam. 3 £13,000 a year for five years./£65,000 in total. 4 £80,000. 5 12. 6 He had to do a 10-week training course.

EXTRA IDEA

- Write a list of about 20 jobs on the board (or use students' ideas from the Quick Review). Put students into groups. One student in the group chooses a job from the list. The other students ask him/her *yes/no* questions to find out what job it is, using *have to* and vocabulary from **1a)**: *Do you have to get up early? Do you get a good salary?* etc. When they have guessed the job, the turn passes to another student in the group.

Get ready … Get it right!

10 Put students into pairs, student A and student B. Student As turn to SB p107 and student Bs turn to SB p115. Check they are all looking at the correct exercise.

a) Students work on their own and tick the things they have to do in the week and at the weekend in both of the *you* columns.

b) Focus students on the examples. Point out that all the questions are in the Present Simple, and that students don't need to repeat *have to* in the questions about the weekend.

Students do the exercise on their own. While students are working, check their questions for accuracy and help with any problems.

c) Students work with their partner and take turns to ask and answer their questions. Point out that they must tick the things their partner has to do in the *your partner* column.

At the end of the activity, students work out how many things they both have to do.

d) Pre-teach *stressful*. Students then decide whose life is the most stressful life and why.

Finally, ask students to share their conclusions with the class, giving reasons for their answers.

EXTRA IDEA

- Students write a paragraph about their job or a job they would like to do.

EXTRA PRACTICE AND HOMEWORK

Vocabulary Plus Jobs p187 (Instructions p182)
Class Activity 3A Guess the job p143 (Instructions p122)
3 Review Exercises 1, 2 and 3 SB p27
CD-ROM Lesson 3A
Workbook Lesson 3A p15

3B Job-hunting

Vocabulary looking for a job
Grammar Present Continuous and Present Simple; activity and state verbs
Review employment; question words

QUICK REVIEW ●●●

This activity reviews *have to*. Give students a minute or two to think of two people they know with jobs. Students then work in pairs and share information about the people. Students also decide which person has the best job and why. Ask students to share their answers with the class.

Vocabulary Looking for a job

1 **a)** Students work on their own or in pairs and tick the phrases they know, then check new words/phrases in V3.2 SB p123.

Check answers with the class. Point out that the American English word for *a CV* is *a résumé*, and that we can say *fill in a form* or *fill out a form*.

Also establish that *unemployed* is an adjective, so we say: *He is unemployed.* not ~~*He is an unemployed*~~.

Tell students that in Britain, if you are unemployed, you get some money from the government each week to live on. This is called *unemployment benefit* and is often called *the dole* in informal English.

Check students understand the difference between *earn money* (by doing a job) and *win money* (by winning a competition, a lottery or a bet).

Model and drill the phrases. Pay particular attention to the pronunciation of *résumé* /'rezʊmeɪ/, *apply* /ə'plaɪ/ and *earn* /ɜːn/.

EXTRA IDEA

- Do this as a Know, Don't Know, Might Know activity, p21.

b) Students work on their own and put the phrases in **1a)** in order. Check students understand that there is more than one possible order.

c) Students compare answers in pairs. Check answers with the class.

Suggested order: 1 lose your job 2 be unemployed 3 get unemployment benefit 4 look for a job 5 apply for a job 6 write a CV 7 fill in an application form 8 go for an interview 9 find a job 10 earn a lot of money

2 Focus students on the examples. Give students a minute or two to plan what they are going to say about themselves or people they know, using the phrases in **1a)**.

Students do the activity in groups. While they are working, monitor and correct any mistakes you hear.

At the end of the activity, ask students to share interesting answers with the class.

Reading and Grammar

3 **a)** Focus students on photos A and B and ask what the people are doing (A: He's looking at job adverts/applying for a job. B: He's gardening.).

b) Focus students on the two letters. Ask students where the letters are from (a newspaper).

Students read and match the letters to the photos. Set a time limit of thirty seconds to encourage skim reading.

Check answers with the class. You can also use the situation in the first letter to teach the phrase *a vicious circle*.

A Give me a chance B A vicious circle

c) Ask students the names of the people in the pictures (A: George, B: Kevin).

Pre-teach *experience* and *frustrating*. Students read the letters again, then decide if sentences a)–f) are correct and change the incorrect sentences.

Students check answers in pairs. Check answers with the class.

a) ✓ b) ✗ He reads them every day. c) ✗ He's working in his neighbour's garden. d) ✓ e) ✗ He lost it four months ago. f) ✗ He never gets an interview.

Help with Grammar Present Continuous and Present Simple

4 **a)–e)** Students do the exercises on their own or in pairs, then check their answers in G3.3 SB p124.

Check answers with the class.

- **a) Present Simple:** 2, 4, 7 and 8.
  Present Continuous: 1, 3, 5 and 6.
- **b) Present Continuous:** a) he's doing; I'm writing b) he's looking; I'm applying
- **Present Simple:** a) He reads; I never get b) he needs; people think
- **c) Activities:** work, write, eat, run, do. **States:** hate, know, remember, understand, believe.
- We don't usually use state verbs in the Present Continuous (or other continuous verb forms). Focus students on the picture of the head in G3.3 SB p124, which highlights other common state verbs.
- **d) Negatives:** Present Simple: subject + *don't/doesn't* + infinitive + … . Present Continuous: subject + *'m not/isn't/aren't* + verb+*ing* + … .
- **Questions:** Present Simple: (question word +) *do/does* + subject + infinitive + … . Present Continuous: (question word +) *am/is/are* + subject + verb+*ing* + … .
- Refer students to G3.3 SB p124–p125 for more examples of the form of the Present Continuous and Present Simple, including *yes/no* questions and short answers.
- Point out that we often use the Present Continuous with *now, today, at the moment* and the Present Simple with frequency words/phrases like *always, never, usually, every week, once a month*, etc.

5 R3.5 P Play the recording (SB p147) and ask students to repeat. Check students copy the sentence stress correctly.

You can also ask students to turn to R3.5, SB p147. They can then follow the sentence stress as they listen and repeat.

6 **a)** Check students understand *products*. Focus students on the email. Ask who the email is from and who it is to (it's from George to a friend, Andrew).

Students read the email and answer the questions. Check answers with the class.

Also check students understand what George's job involves (helping people who have problems with his company's computers over the phone).

He's a technical support engineer for a computer company. The manager read his letter in the newspaper.

b) Students do the exercise on their own.

c) Students compare answers in pairs, explaining why they chose the Present Simple or the Present Continuous. Do answer 1 with the class first (*have got* is a state verb so it is in the Present Simple). Check answers with the class.

2 Do you remember (state verb) 3 's doing (temporary/ happening around now) 4 need (state verb) 5 'm not working (happening at the moment of writing) 6 'm writing (happening at the moment of writing) 7 help (daily routine) 8 'm still learning (temporary/ happening around now) 9 like (state verb) 10 work (daily routine) 11 don't work (daily routine) 12 's ringing (happening at the moment of writing)

7 Put students into pairs, student A and student B. Student As turn to SB p107 and student Bs turn to SB p115. Check they are all looking at the correct exercise.

a) Focus students on the photo and ask who the person is (Kevin from picture B in the lesson). Pre-teach *photocopier* and *printer*.

Give students time to read their information about Kevin's new job and deal with any problems.

b) Focus students on the example. Students do the exercise on their own. While they are working, check their questions for accuracy and help with any problems.

Student A: 2 Is the company doing well at the moment? 3 What time does Kevin start work? 4 What does he like about the job? 5 Where is he working today?

Student B: b) How much does he earn every week? c) What time does he finish work? d) Is he doing any training at the moment? e) What is he doing now?

c) Students work with their partner and take turns to ask and answer their questions. Student A starts. While they are working, monitor and correct any mistakes you hear.

d) Students discuss in pairs which job is better, Kevin's or George's, and think of reasons for their choice. Ask students to share their ideas with the class.

8 Students work in groups and discuss these questions. If you have a multilingual class, put a mix of nationalities into each group. While they are working, monitor and help with any problems.

At the end of the activity, ask students to share interesting answers with the class.

Get ready … Get it right!

9 **a)** Students work on their own and circle the correct verb forms. Check answers with the class.

2 has 3 is studying 4 gets up 5 wants 6 is trying 7 reads 8 is reading

b) Focus students on the example. Students work on their own and write questions with *you* from the prompts. While students are working, check their questions for accuracy and help with any problems.

10 **a)** Students move around the class, asking other students their questions, or ask as many people as they can sitting near them.

When they find a student who answers *yes*, they write the person's name next to the question and ask two follow-up questions. Students should try to find a different student for each question. While they are working, monitor and help with any problems.

b) Students work in groups and tell one another six things they have found out about the class.

Finally, ask students to share interesting answers with the class.

EXTRA PRACTICE AND HOMEWORK

3 Review Exercises 4 and 5 SB p27
CD-ROM Lesson 3B
Workbook Lesson 3B p16

3C Strange jobs

QUICK REVIEW ●●●

This activity reviews the Present Simple and Present Continuous. Students work on their own and write the names of three people they know well. Put students into pairs. Students take turns to ask what these people usually do in their free time and what they are doing at the moment. Ask students to share interesting answers with the class.

Vocabulary word building: noun endings
Skills Listening: a radio interview; Reading: a magazine article
Help with Listening linking (1): consonant-vowel
Review present and past verb forms; *have to*; *so* and *because*

Listening and Vocabulary

1 **a)** Give students a minute or two to think of three jobs they would like to do and three they would hate to do.

b) Students compare their ideas in groups and find out if there are any jobs they would all like to do. Ask students to share interesting answers with the class.

2 **a)** Focus students on pictures A–C. Students work on their own and match the words to the pictures. Check answers with the class.

Model and drill the words. Pay particular attention to the pronunciation of *chewing gum* /ˈtʃuːɪŋ gʌm/, *strawberries* /ˈstrɔːbərɪz/, *statue* /ˈstætʃuː/, *worms* /wɜːmz/ and *sausage* /ˈsɒsɪdʒ/.

A chewing gum, The Statue of Liberty B rubbish, worms C strawberries, paint, a sausage, washing-up liquid

b) Tell students they are going to listen to a writer, Daniel Ash, talking about his new book, *What do you do?*, which is about strange jobs.

R3.6 Play the recording (SB p147). Students listen and put the pictures in order. Check answers with the class.

A C B

c) Pre-teach *billion* and *environment* /ɪn'vaɪərənmənt/. Give students time to read sentences 1–8, then play the recording again. Students listen and tick the true sentences.

Students check answers in pairs. Check answers with the class.

1T 2F They also clean gum off streets and famous buildings in New York. 3T 4F They make food look good in adverts. 5T 6T

d) Ask the class which job they think is the most unusual. If you have a strong class, encourage students to say why.

Help with Listening Linking (1): consonant-vowel

- This Help with Listening section introduces consonant-vowel linking and helps students to understand that we often link words together in natural spoken English.

3 a) R3.6 Play the beginning of the recording again. Ask students to listen and notice the consonant-vowel linking in the example sentences.

Use the examples of linking in these sentences to show that we usually link words that end in a consonant sound with words that start with a vowel sound.

b) Ask students to turn to R3.6, p147. Play the recording again. Students listen, read and notice the linking.

Note that it is the final sound that is important, not the spelling. For example, in Daniel's second sentence in the recording, *people* ends in the consonant sound /l/, so links to the next word *in*: … *people in* … .

Help with Vocabulary Word building: noun endings

4 a)–c) Students do the exercises on their own or in pairs, then check their answers in V3.3 SB p123.

While they are working, draw the table from **4a)** on the board so that you are ready to check their answers. Check answers with the class.

- **a)** Check the table with the class (see the table in V3.3 SB p123).
- Note that there are no useful rules for which ending we use to make nouns from verbs.
- **b)** We use *-or, -ant* and *-er* for people's jobs.
- Point out that we can also make jobs by adding *-ist* or *-ian* to nouns (*art* → *artist; music* → *musician*).

5 a) Students work in pairs and write all the jobs they know with these endings.

b) Students compare their lists with another pair and find out who has the most.

Find out which pair has the most words and write them on the board. Ask if other pairs have any different words and add them to the list.

6 Students do the exercise on their own, then check their answers in pairs. Remind students to look at the endings of the words to help them do the exercise. Check answers with the class.

Model and drill the new words. Pay particular attention to the pronunciation of *examination* /ɪgˌzæmɪ'neɪʃən/, *politician* /ˌpɒlɪ'tɪʃən/ and *discussion* /dɪ'skʌʃən/, and highlight that all the endings are pronounced the same /ʃən/, despite the different spellings. Also point out that the ending of *decision* is pronounced differently /dɪ'sɪʒən/.

Establish that *a cook* is a person and *a cooker* is a something in the kitchen you cook with.

Check students understand the difference between *discuss* (talk about a topic with someone and tell each other your ideas and opinions) and *argue* (to speak angrily to someone when you disagree with them).

Point out the spelling of *argument* (it loses the *e* from *argue*).

Nouns: decision, interviewer, examination, argument, discussion, visitor, guitarist, excitement, politician, examiner; **Verbs:** examine, decide, excite, discuss, argue; **Both:** cook, visit, interview

EXTRA IDEA

- Put students into pairs. Students take turns to say a verb from **4a)** or **6**. Their partner says the noun. For example, one student says *decide*, and his/her partner says *decision*.

7 a) Students work on their own and choose the correct answers. Check answers with the class.

1 interview 2 collection 3 argue 4 decision 5 advertisements 6 examination

b) Students work in pairs and take turns to ask and answer the questions. Encourage students to ask follow-up questions to find out more information. Ask students to share interesting answers with the class.

Reading

8 a) Pre-teach *circus*. Ask students if they like circuses and encourage them to given reasons for their opinions.

b) Pre-teach *knife thrower, audience, apologise* and *accident*.

Focus students on the photo in the article about Michelle Fossett and ask students what her job is (she's a knife thrower's assistant). Establish that the article is an interview with her and that questions 1–6 are the questions asked by the interviewer.

Students read the interview and put questions 1–6 in the correct gaps a)–f) in the article. Check answers with the class.

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

c) Students read the article again and complete sentences 1–5. Students check answers in pairs or groups. Check answers with the class.

1 couldn't. 2 never hit Michelle or her mum.
3 tried to throw the knives too close together.
4 couldn't go to the doctor's. 5 had a big argument.

d) Students work on their own or in pairs and find words from **4a)** and **6** that appear in the article. Students then decide if the words are nouns or verbs. Check answers with the class.

Nouns: assistant, decision, argument, excitement;
Verb: assist

9 Put students into groups of three, student A, student B and student C. Student As turn to SB p102, student Bs turn to p110 and student Cs turn to p118. Check they are all looking at the correct exercise.

a) Pre-teach the three jobs in the activity: *tour manager* (a person who organises tours for singers and bands), *bodyguard* (a person who protects famous people from danger or unwanted attention) and *personal shopper* (a person who shops for famous people).

Students work on their own and make notes about their job based on the prompts. While they are working, monitor and help with any new vocabulary.

b) Students work in their groups and take turns to tell each other about their jobs. Encourage them to ask follow-up questions to find out more information. While they are working, monitor and help with any problems.

c) In the same groups, students decide who has the best job and why.

Finally, ask students to share their ideas with the class, giving reasons for their answers.

EXTRA IDEA

- Tell students to imagine they have the job they discussed in **9**. Students write a letter to a friend telling him/her about the job.

EXTRA PRACTICE AND HOMEWORK

Ph Class Activity 3C Which word? p145 (Instructions p123)
3 Review Exercise 6 SB p27
CD-ROM Lesson 3C
Workbook Lesson 3C p18

3D I'm really sorry!

Real World apologies, reasons and promises
Review *have to/had to*

QUICK REVIEW ●●●

This activity reviews noun endings. Students do the activity in pairs. Set a time limit of two minutes. Students swap lists with another pair, then write verbs for the nouns, if possible. Find out which pair has the most nouns and write them on the board. Ask the class to tell you the verbs and write them next to the corresponding nouns. Elicit other noun/verb pairs from other students and write them on the board.

1 Pre-teach *cancel*. Students work in groups and discuss the questions. Ask students to share interesting answers with the class.

2 a) Focus students on pictures A, B and C. Elicit the names of the people and what they are doing.

Tell students they are going to listen to these three situations.

R3.7 Play the recording (SB p147). Students listen and put the pictures in order. Check answers with the class.

1B 2A 3C

b) Students work in pairs and try to remember who said sentences 1–7.

c) Play the recording again. Students listen and check their answers.

1 Wayne 2 Wayne 3 Rita 4 Paul 5 Wayne
6 Paul 7 Rita

Real World Apologies, reasons and promises

3 a)–e) Check students remember *apologise*. Establish that *apology* is the noun. Pre-teach *promise*. Drill these words with the class.

Students do the exercises on their own or in pairs, then check their answers in RW3.1 SB p125. Check answers with the class.

- **a)** 1A 2P 3R 4A 5R 6P 7P

- **b)** 1 *I'm (really) sorry but I can't/couldn't …* 2 *I have to/had to …* 3 *I'll …*
- Point out that there is often a pattern in this type of conversation: we apologise → we give a reason → we make a promise.
- **c)** All these words/phrases are followed by the infinitive.
- **d)** 1 worry, time 2 happened 3 right, not
- Point out that we usually use *Oh, right.* when we are disappointed or angry.

4 Ask students to look at R3.7, SB p147. Students work in pairs, underlining all the apologies, reasons and promises. Check answers with the class.

Apologies: 1 I'm really sorry, but I can't come to the cinema tonight. 2 I'm sorry, I couldn't finish it yesterday. 3 I'm really sorry, but I can't see you tonight.

Reasons: 1 I have to take a client out for dinner. 2 I had to help Katie. 3 I have to take my parents to the airport.

Promises: 1 I'll buy you dinner afterwards. 2 I'll call you at the weekend. 3 I'll do it now. 4 I'll finish it before lunch. 5 I'll see you on Friday, I promise. 6 I'll phone you tomorrow.

EXTRA IDEA

- R3.7 Check the answers to **4** by playing the recording again and asking students to shout *Stop!* each time they hear an apology, a reason or a promise.

5 R3.8 P Play the recording and ask students to repeat. Encourage students to copy the sentence stress and intonation.

6 **a)** Students do the exercise on their own.

b) Students compare their answers in pairs. Check answers with the class.

1 have to, 'll 2 couldn't, 'll 3 couldn't, had to 4 can't, have to 5 couldn't, had to 6 can't, has to, 'll

7 Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p112. Check they are all looking at the correct exercise.

a) Students read situations 1–4 and plan what they want to say in the highlighted situations. Students can make notes if they want, but they should not write the whole conversation. While they are working, monitor and help with any problems.

b) Students take turns to phone each other and have the conversations they have prepared. Student A starts. While they are working, monitor and correct any mistakes you hear.

Finally, ask a few pairs of students to role-play the conversations for the class.

EXTRA IDEA

- Organise the class so that students A and students B are sitting with their backs to each other. Students will then have to listen to the 'phone call' without being able to see their partner, as in a real phone call.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 3D What do you know? p146 (Instructions p123)
3 Review SB p27
CD-ROM Lesson 3D
Workbook Lesson 3D p19
Workbook Reading and Writing Portfolio 3 p68
Progress Test 3 p213

3 Review

See p31 for ideas on how to use this section.

1a) 2 flexible 3 training 4 security 5 sick pay 6 long holidays

2a) 2 don't have to 3 have to 4 don't have to 5 have to 6 doesn't have to

4 earn lots of money; be unemployed; go for a job interview; apply for a job; lose your job

5a) and b) 1 I ~~look~~ → I'm looking (temporary; happening around now) 2 I'~~m never finishing~~ → I never finish (daily routine with *never*) 3 ~~cooks~~ → is cooking (happening at the moment of speaking) 4 ~~I'm not thinking~~ → I don't think (state verb) 5 I'~~m needing~~ → I need (state verb)

6a) collection/collector, actor, advertisement/advert/ad/advertising, paint/painter/painting, assistant, argument, visit/visitor, cook/cooker, examination/examiner/exam, decision

6b) actor, painter, assistant, cook, examiner

Progress Portfolio

See p31 for ideas on how to use this section.

4 That's entertainment!

Student's Book p28–p35

4A The silver screen

Vocabulary types of film; past participles
Grammar Present Perfect for life experiences (1): positive and negative
Review Past Simple

QUICK REVIEW ●●●
This activity reviews the Past Simple. Students work on their own and write three true and three false sentences about what they did last week. Students then work in pairs and tell each other their sentences. Students guess which of their partner's sentences are false. At the end of the activity, ask students to tell the class how many of their guesses were correct.

Vocabulary Types of film

1 Check students know *film star* and can pronounce *video* /'vɪdiəʊ/ correctly. Students work in groups and discuss questions 1–3.

Ask students to share interesting answers with the class.

2 a) Check students know the types of film in the vocabulary box and teach any new words. Point out that we usually say *film* in UK English and *movie* in US English.

Students work in pairs and think of an example for each type of film. Focus students on the example before they begin. Students can check new words in V4.1 SB p126.

Note that only the main stress in words/phrases is shown in the vocabulary boxes and the Language Summaries.

EXTRA IDEA

- With a low-level class, pre-teach the words in the vocabulary box using the pictures in V4.1 SB p126 first. Students can then work in pairs and think of examples of these types of film.

b) Students compare answers in groups. Be ready with your own examples.

Students then tell each other what types of film they like and don't like. Ask students to share interesting answers with the class.

3 a) Students do the exercise on their own, then check their answers in pairs.

Check answers with the class. Point out that when we are asking people about a film they have seen, we can also ask these questions in the Past Simple: *What was it like?* etc.

1b) 2a) 3d) 4c)

b) Focus students on the example and point out the consonant-vowel linking.

R4.1 P Play the recording and ask students to repeat. Encourage students to copy the linking.

c) Give students time to write the name of the last film they saw on TV, on video/DVD and in the cinema. Students can write the film titles in their own language if they don't know the English title.

Students work in pairs and ask each other the questions in **3a)** about the three films on their partner's list, as shown in the speech bubbles.

While they are working, monitor and help with any problems.

Ask students to share interesting answers with the class.

Reading and Grammar

4 a) Pre-teach *character* /'kærəktə/, *robot* and *alien* /'eɪliən/. Drill these words with the class.

Students work in groups and swap information of what they know about the Star Wars films, using the prompts.

Ask students to share what they know about these films with the class.

The first Star Wars film came out in 1977. The plot is simple: the evil Galactic Empire attempts to crush the Rebel Alliance. Luke Skywalker is recruited by Obi-Wan Kenobi and the Alliance. Luke is instructed by Obi-Wan in the ways of the mysterious 'force' and destroys the Death Star, a space station built by the Empire that can annihilate an entire planet. This film was, in fact, episode IV in a series of six films. It was followed in succession by *The Empire Strikes Back* (1980) and *Return of the Jedi* (1983). By the end of the series we have learned that Luke's main enemy (Darth Vader) is also his father. After a climactic fight, the dying Vader and Luke are reconciled.

After a break of 16 years, Star Wars returned with *The Phantom Menace* (1999), *The Clone Wars* (2003) and *Revenge of the Sith* (2005). These chronicle the story of the growth of the Galactic Empire and the early years of Anakin Skywalker, later to become Darth Vader.

b) Focus students on the article and the photo of Todd Philips and use these to teach *fan*.

Students read the article and find four things that show that he is a big Star Wars fan.

Check answers with the class.

He's president of the California Star Wars Society.
He's written hundreds of articles about the films.
He's been to Star Wars conferences all over the world.
He met his wife, Holly, at a Star Wars party.
At his wedding everyone looked like Star Wars characters.
He started queuing to see *Star Wars Episode 2: Attack of the Clones* four months before the film opened.
He's seen the first Star Wars film over a hundred times.
He's met some of the actors, including Ewan McGregor and Harrison Ford.

5 Pre-teach *battle, evil* and *special effects*, and check students remember the meaning of *queue* /kjuː/. Also check students know who Ewan McGregor is (there is a profile of him on SB p29).

Students read the article again and answer questions 1–6.

Students check their answers in pairs or groups. Check answers with the class.

You can also ask students what they think of Todd Philips' obsession with Star Wars films, and if they know any people who are big fans of films, TV programmes, bands or singers.

1 On May 25th 1977. 2 At a Star Wars party.
3 Everyone looked like Star Wars characters.
4 For four months. 5 They're about the battle of good and evil. 6 Last year.

Help with Grammar Present Perfect for life experiences (1): positive and negative

6 a)–d) Students do the exercises on their own or in pairs, then check their answers in G4.1 SB p127.

Check answers with the class.

- **a)** We use Present Perfect for experiences that happened some time before now. We don't know or don't say when they happened.
- We use the Past Simple if we say exactly when something happened.
- **b)** We make positive Present Perfect sentences with: *I/you/we/they +'ve* (= have) + past participle and *he/she/it* + 's (= *has*) + past participle.
- We make negative Present Perfect sentences with: *I/you/we/they* + *haven't* + past participle and *he/she/it* + *hasn't* + past participle.
- Point out that we often make negative sentences with the Present Perfect with *never: I've never met George Lucas. = I haven't met George Lucas.*
- **c)** We make past participles of regular verbs by adding *-ed* or *-d*. There are no rules for irregular verbs.
- Point out that the rules for making past participles of regular verbs are the same as for making the Past Simple (see G2.1 SB p121).
- Note that question forms with the Present Perfect are dealt with in lesson 4B.

7 a) Students do the exercise on their own. You can do the first one with the class as an example.

b) Students compare answers with a partner. With the Past Simple examples, ask students to say when each one happened. Check answers with the class.

Present Perfect: 's written; 's been; 've seen; has met; 've had; haven't met; 's given.

Past Simple: went (in May 1977); met (in 1994); looked like (at their wedding); started (in January 2002); opened (in May 2002); met (last year).

8 a) Students do the exercise on their own or in pairs, then check their answers in the Irregular Verb List, SB p159.

Check answers with the class. Point out that *go* has two past participles, *been* and *gone*. When we use the Present Perfect to talk about experiences, we usually use *been: I've been to the USA.* (I'm back in my country now.) You can compare this to: *He's gone to the USA.* (He's in the USA now.) Note that Present Perfect with *gone* is introduced in lesson 11A.

Also highlight that the three forms of *read* are spelled the same, but the infinitive is pronounced /riːd/ and the Past Simple and past participle are pronounced /red/.

give, gave, given; go, went, gone or been; have, had, had; hear, heard, heard; make, made, made; meet, met, met; read /riːd/, read /red/, read /red/; see, saw, seen; take, took, taken; win, won, won; write, wrote, written

b) R4.2 P Play the recording and ask students to repeat. Check students are pronouncing the different verb forms clearly.

EXTRA IDEA

- Put students into groups of three. One student says an infinitive, the second student says the Past Simple and the third student says the past participle. Students take turns to start.

9 Focus students on the photo and elicit who it is (the actor Ewan McGregor). Pre-teach *so far* (= up to now), *career* and *awards*.

Students read the actor profile and fill in the gaps with the correct verb forms. Students check answers in pairs or groups. Check answers with the class.

2 decided 3 made 4 's/has appeared 5 was
6 starred 7 's/has worked 8 have won 9 finished
10 've/have never been

Get ready … Get it right!

10 Give six pieces of paper to each student or ask them to tear a sheet of paper from their notebooks into six pieces.

Students work on their own and write one item of information about themselves on each piece of paper, using the verbs in **8a)** or their own ideas. Three of these

sentences should be about interesting things they have done in their lives, and three should be about things they haven't done but would like to do. Focus students on the examples before they start.

While they are working, check their sentences for accuracy and help with any new vocabulary.

11 **a)** Put students into groups of six. Give each group a bag for their pieces of paper. Alternatively, ask one student in each group to collect all the pieces of paper and shuffle them. He/She then places the pile in the middle of the group.

Students take turns to take a piece of paper and read out the sentence. The other students guess who wrote it.

b) Students take turns to tell the group when the three interesting things they wrote on the pieces of paper happened. Other students ask follow-up questions to find out more information, as shown in the speech bubbles. While they are working, monitor and help with any problems.

Finally, ask students to share interesting experiences with the class.

EXTRA IDEA

- Students write a paragraph about their own life or the life of a film star they like.

EXTRA PRACTICE AND HOMEWORK

Ph **Vocabulary Plus** 4 Describing films p188 (Instructions p182)
4 Review Exercises 1 and 2 SB p35
CD-ROM Lesson 4A
Workbook Lesson 4A p20

4B The rhythm of life

Vocabulary music
Grammar Present Perfect for life experiences (2): questions with *ever*
Help with Listening linking (2): /w/ sounds
Review Present Perfect positive and negative; Past Simple

QUICK REVIEW ●●●

This activity reviews the Past Simple and past participles. Students work on their own and write eight verbs. These can be regular or irregular. Give students a minute or two to think of the Past Simple and past participles of their verbs. Students then work in pairs and test each other, as in the example. Students can check any irregular verbs they don't know in the Irregular Verb List, SB p159.

Vocabulary Music

1 **a)** Students work on their own or in pairs and tick the words they know, then check new words in V4.2 SB p126.

Check answers with the class. Point out that we say *classical music*, not ~~*classic music*~~.

Model and drill the words. Pay particular attention to the pronunciation of *folk* /fəʊk/ and *reggae* /ˈreɡeɪ/. Point out that *opera* /ˈɒprə/ has only two syllables, not three.

b) Pre-teach *composer* and check students remember *band*. Give students time to read questions 1–4 and think of their answers.

c) Students work in groups and compare answers. Students then decide if they like the same music as others in the group.

Ask students to share their answers with the class.

Listening and Grammar

2 **a)** Focus students on photos 1–3 and ask them to match the photos to the events a)–c). Check answers with the class. Elicit which of the three events students would like to go to.

1b) 2a) 3c)

b) Tell students they are going to listen to two people, Scott and Julie, talking about their musical experiences.

R4.3 Play the recording (SB p147–p148). Students listen and answer the question. Check answers with the class.

Scott likes classical music and jazz. Julie likes rock music.

3 **a)** Pre-teach *hear of* a famous person (= know the person's name and what they do). Also check students remember *festival*.

Students work in pairs and fill in the gaps with *Scott* or *Julie*.

b) R4.3 Play the recording again. Students listen and check answers. Check answers with the class.

1 Julie 2 Scott 3 Julie 4 Scott 5 Julie 6 Scott

4 **a)** Focus students on the beginning of the conversation (SB p147). Students work on their own and choose the correct verb forms.

b) R4.3 Play the beginning of the recording again. Students listen and check their answers. Check answers with the class.

Have you ever been; have; have been; was; did you see; saw; were

Help with Grammar Present Perfect for life experiences (2): questions with *ever*

5 a)–d) Students do the exercises on their own or in pairs, then check their answers in G4.2 SB p127.

While they are working, draw the table from **5b)** on the board so that you are ready to check their answers. Check answers with the class.

- **a)** We use the Present Perfect to ask about people's experiences. We don't ask when these experiences happened.
- We use the Past Simple to ask for more information about these experiences.
- **b)** Check the table with the class (see the table in G4.2 SB p127).
- Use the table to highlight the word order in *yes/no* questions with the Present Perfect: *Have/Has* + subject + (*ever*) + past participle + … .
- ever; Have, seen; Has, ever
- Point out that *ever* + Present Perfect means at any time in your life until now.
- **c)** First question: *Yes, I have./No, I haven't.* Second question: *Yes, they have./No, they haven't.* Third question: *Yes, she has./No, she hasn't.*
- You can also remind students that *go* has two past participles (*been* and *gone*) and highlight that we usually use *been* with the Present Perfect to ask about experiences: *Have you ever been to the USA?*.

6 Focus on the example and point out the stressed words.

R4.4 P Play the recording (SB p148) and ask students to repeat. Encourage students to copy the sentence stress. Use the recording to highlight that *have* is usually unstressed in questions, but is stressed in positive short answers.

You can also ask students to turn to R4.4, SB p148. They can then follow the sentence stress as they listen and repeat.

7 a) Tell students that they are going to read three more conversations between Scott and Julie. Students do the exercise on their own or in pairs.

b) R4.5 Play the recording (SB p148). Students listen and check their answers.

1 Have, met 2 have 3 was 4 did, meet 5 was
6 Did, go 7 did 8 went 9 did, see 10 saw 11 became
12 Have, learned 13 haven't 14 tried 15 Were 16 had

Help with Listening Linking (2): /w/ sounds

- This Help with Listening introduces linking /w/ sounds, which we often use to link certain words together in natural spoken English.

8 a) R4.5 Focus students on the examples, then play the first two lines of conversation 1 again. Students listen and notice the linking /w/ sounds.

Focus students on the introductory bullet point. Use the examples to show that when a word ends in a /uː/ sound (like *you*) or an /əʊ/ sound (like *Mexico*) and the next word starts with a vowel sound (like *ever* or *on*), we often link the words with a /w/ sound.

b) Students look at R4.5, p148. Play the whole recording again. Students read, listen and notice the extra /w/ sounds.

9 a) Pre-teach *orchestra* /ˈɔːkɪstrə/, *ballet* /ˈbæleɪ/ and *five-star hotel*.

Students work on their own and write six *Have you ever … ?* questions using three experiences from A and three from B. While they are working, check their questions for accuracy and help with any problems.

b) Put students into pairs, but do not let them talk to each other yet. Give students a minute or two to guess their partner's answers to the questions they wrote in **9a)**.

c) Focus students on the diagram. Point out that we often answer *Have you ever … ?* questions with *Yes, once/twice/lots of times.* or *No, never.* instead of the short answers *Yes, I have.* and *No, I haven't.* Also highlight the example follow-up questions in the Past Simple.

Students work in pairs and take turns to ask and answer their questions. Encourage students to ask follow-up questions if possible. Students find out if their guesses about their partners were correct.

While they are working, monitor and correct any mistakes you hear.

Ask students to share interesting or surprising answers with the class.

EXTRA IDEA

- Students work in pairs and ask *Have you ever … ?* questions to find five things they have both done in their lives, using the prompts in **9a)** or their own ideas.

Get ready … Get it right!

10 Put students into pairs, student A and student B. Student As turn to SB p109 and student Bs turn to SB p117. Check they are all looking at the correct exercise.

a) Pre-teach *lead singer, join a band* and *reporter*.

Give students a minute or two to read the instructions and check they understand the situation.

Students work on their own. Student As make questions with *you* in the Present Perfect or Past Simple and student Bs make notes about their life as a rock singer.

While students are working, check student As' questions for accuracy and help student Bs with any problems or vocabulary.

Student A 3 What did you do before you joined the band? 4 How many countries have you been to with Crazy Head? 5 Which countries did you enjoy the most? 6 Have you ever played in the USA? 7 When did you play there? 8 Have you ever played with other musicians? 9 When did you work with them?

b) Students work with their partner. Student As interview student Bs, asking follow-up questions if possible. Make sure student As make notes about student Bs' answers, as they will need this for the writing activity that follows. While they are working, monitor and help with any problems.

Ask student As to share interesting information about the person they interviewed with the class.

c) Students work on their own and write their articles. While they are writing, check their work and correct any mistakes you see.

Ask students to swap their articles with their partner in **10b)**. Students read their partner's article and correct any differences or mistakes.

Finally, ask students to pass their articles around the class for other students to read. Alternatively, display their articles around the classroom. Students can then move around the room reading one another's articles.

EXTRA IDEAS

- Students work in the same pairs as in **10b)** and write the article for the newspaper together.
- Display their articles around the classroom in random order, then ask students to match the newspaper articles written by student As with the personal profiles written by student Bs.
- Take in the articles to correct and give back next lesson.
- Students finish their articles for homework and give them to you at the beginning of the following lesson.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 4B The music party p147 (Instructions p124)
4 Review Exercises 3 and 4 SB p35
CD-ROM Lesson 4B
Workbook Lesson 4B p21

4C TV or not TV?

Vocabulary TV nouns and verbs; *-ed* and *-ing* adjectives
Skills Reading and Listening: a magazine quiz; Reading: a newspaper article
Help with Listening linking (3): /r/ and /j/ sounds
Review Present Perfect; Past Simple

QUICK REVIEW ●●●
This activity reviews the Present Perfect and Past Simple. Give students a minute or two on their own to think of four interesting places in the town/city they are in now. Students don't have to have been to these places. Check students remember *Have you ever been to ...?* and ask which verb form any follow-up questions should be in (Past Simple). Students then do the activity in pairs. At the end of the activity, ask students to share interesting information with the class.

Vocabulary TV nouns and verbs

1 **a)** Focus students on the three groups below the vocabulary box and use the example to pre-teach *TV equipment*.

Students work on their own or in pairs and put the words/phrases into the correct group.

b) Students check their answers in V4.3 SB p126.

Check answers with the class. If possible, use real examples of TV programmes from the country you are teaching in to check meaning of the types of programmes.

Establish that we say *the news is* not ~~*the news are*~~, and point out that we often use *on* to mean *on TV*: *What time is the football on?*

Also point out that in UK English we say *video recorder* or *video*, while in US English we say *VCR*. Note that *video* is also used to mean *videotape*, which can sometimes cause confusion, even for British people!

You can also tell students that *the remote control* is often just called *the remote*, and that another way to say *turn over* is *change (the) channel*.

Model and drill the words/phrases. Pay particular attention to the pronunciation of *satellite* /'sætəlaɪt/ and *reality* /ri'æləti/. Also highlight the main stress in *soap opera* is on the first word, not the second, and that *documentaries* /ˌdɒkjə'mentriz/ is four syllables, not five.

TV equipment: a DVD player, the remote control, a video recorder/VCR

TV programmes: chat shows, soap operas, documentaries, reality TV programmes, game shows, current affairs programmes, dramas, sports programmes

TV verbs: record a programme, turn off, turn over

EXTRA IDEA

- Students work in groups of three. Student A looks at V4.3 SB p126 and says a definition (for example, *On these programmes a presenter interviews famous people*). Students B and C try to give the answer (*chat shows*). The first student to answer gets a point. If no one can answer, A gets the point. The student with the most points at the end wins.

2 Students work in groups and discuss the questions, using words/phrases from **1a)**.

Ask students to share interesting answers with the class.

Reading and Listening

3 **a)** Focus students on the quiz on the TV screen. Pre-teach *telly* (an informal word for television), *addict* and *miss* (= not see).

Students work on their own and do the quiz by putting a tick or a cross in the *you* column.

b) Students do the activity in pairs and put a tick or a cross for each of their partner's answers in the *your partner* column.

When students have finished, they look at SB p158 to find out if they are telly addicts.

Ask students to tell the class their results to find out who is the biggest telly addict in the class!

4 Tell students they are going to listen to a woman, Jo, asking her flatmate, Toby, the questions in the quiz.

R4.6 Play the recording (SB p148). Students listen and put a tick or a cross in the *Toby* column on the quiz. Play the recording again if necessary.

Students check answers in pairs. Check answers with the class.

1✓ 2✗ 3✗ 4✗ 5✓ 6✓ 7✓ 8✓

Toby got five ticks, which means that he is quite addicted to TV.

Help with Listening Linking (3): /r/ and /j/ sounds

- This Help with Listening section introduces two more linking sounds, /r/ and /j/, which we often use to link certain words together in natural spoken English.

5 **a)** Focus students on the examples, then play the beginning of the conversation again. Students listen and notice the linking /r/ and /j/ sounds.

Focus students on the introductory bullet points. Use the examples to illustrate the following rules.

- When a word ends in an /eə/ sound (like *where, they're* or *there*) and the next word starts with a vowel sound (like *are* or *on*), we often link the words with an /r/ sound. This is also true if a word ends in an /ə/ sound (like *mother*), an /ɜː/ sound (like *were*) or an /ɔː/ sound (like *law*).
- When a word ends in an /i/ sound (like *telly*) and the next word starts with a vowel sound (like *addicts*), we often link the words with a /j/ sound. This is also true if a word ends in an /iː/ sound (like *see*) or an /ai/ sound (like *high*).

Note that there are many words in UK English which are spelled with a 'silent *r*' at the end of the word (for example, *doctor, brother, four, where*, etc.). This *r* is only pronounced to link these words to a word that begins with a vowel sound, as described above. In US English, however, the letter *r* is always pronounced at the end of words, whatever the next sound in the sentence is.

Note that we can also use the linking /r/ sound when there is no letter *r* in the first word, for example *law* /r/ *and order*.

b) Ask students to look at R4.6, SB p148. Play the whole recording again. Students read, listen and notice the linking sounds /r/, /j/ and /w/.

EXTRA IDEA

- Ask students to look at the phonemic symbols on SB p159 and identify the symbols in the bullet points in the Help with Listening box. Students can then work in pairs and think of one or two other words that end in these sounds.

Reading

6 **a)** Tell students to cover the newspaper article. Pre-teach *murder*. Students work in pairs and guess the answers to questions 1–5.

b) Students read the article and find out if their guesses were correct. Students can check their answers with their partners from **6a)**.

Check answers with the class.

1 7 hours and 40 minutes. 2 Men. 3 16,000.
4 20,000. 5 It's a week when people don't watch TV.

7 Students discuss the questions in groups. Ask students to share interesting answers with the class.

Help with Vocabulary *-ed* and *-ing* adjectives

8 a)–b) Students do **8a)** on their own or in pairs, then check their answers in V4.4 SB p127.

- **a)** We use *-ed* adjectives to describe how people feel.
- We use *-ing* adjectives to describe the thing, situation, place or person that causes this feeling.
- Focus students on the pictures in V4.4 SB p127 to check the meaning of *excited, worried, surprised, frightened* and *tired*.
- Elicit the *-ing* forms of these adjectives and write them on the board. Point out changes in spelling (for example, *worried* → *worrying*).
- Point out that people can be *bored/interested* or *boring/interesting*. Use the picture in the **TIP!** in V4.4 SB p127 to highlight this difference.

EXTRA IDEA

- With a strong class, teach some more *-ed/-ing* adjectives, for example, *relaxed/relaxing, disappointed/disappointing, embarrassed/embarrassing, annoyed/annoying, depressed/depressing* and *confused/confusing*.

9 a) Students do the exercise on their own, then check their answers in pairs. Check answers with the class.

exciting, tired, boring, interesting, surprised, frightening, worried, worrying

b) Check students understand how to say /ɪd/. Students do the exercise in pairs.

c) R4.7 Play the recording. Students listen and check their answers.

Point out that this pronunciation rule is similar to the rule for regular Past Simple and past participle endings (*wanted* /ɪd/, *needed* /ɪd/, etc.)

excited, interested

d) R4.8 P Play the recording (SB p148) and ask students to repeat. Check students copy the word stress correctly.

10 a) Students do the exercise on their own. Check answers with the class.

1 surprised 2 boring 3 frightening
4 tired 5 exciting 6 interested

b) Students work in pairs and take turns to ask and answer the questions in **10a)**. Encourage students to ask follow-up questions if possible.

c) Finally, ask students to share two interesting things they found out about their partner with the class.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 4C Entertainment crossword p149 (Instructions p124)
4 Review Exercise 5 SB p35
CD-ROM Lesson 4C
Workbook Lesson 4C p23

4D What do you think?

Real World agreeing, disagreeing and asking for opinions
Review TV vocabulary; Present Simple

QUICK REVIEW ●●●

This activity reviews TV vocabulary. Students work on their own and write as many words/phrases as they can for each of the three headings. Set a time limit of three minutes. Students compare lists in pairs and find three types of programmes they both like. Find out which pair has the most words and write them on the board. Ask if other pairs have any different words and add them to the list. Finish the activity by asking a few pairs to tell the class which types of programmes they both like.

1 Students work in groups and discuss the questions. Ask students to share their answers with the class.

2 a) Focus students on the picture and the names of the people. Elicit where they are (in a TV studio).

Teach the phrases *National Union of Students* (= an official organisation which looks after students' interests) and *Ministry of Education* (= the government's education department). Also check students understand that *the head* of an organisation is the person in charge of that organisation.

R4.9 Give students time to read questions 1–5, then play the recording (SB p148). Students listen and answer the questions. Play the recording again if necessary. Check answers with the class.

1 Jackie Nash 2 Stuart Downs 3 Penny Little 4 Do you think university education should be free? 5 A current affairs programme.

b) R4.10 Play the recording (SB p148). Students listen and answer the question. Check answers with the class.

Penny thinks it should be free for poor people. Jackie thinks it should be free for everybody.

c) Give students time to read sentences 1–5. Play the recording again. Students listen and decide if the sentences are true or false. Students check answers in pairs. Check answers with the class.

1T 2F 3F 4T 5F

Real World Agreeing, disagreeing and asking for opinions

3 **a)–b)** Check students understand the three headings: *agreeing, disagreeing* and *asking for opinions*. Focus students on the example, then ask them to do exercise **3a)** on their own or in pairs. Students check their answers in RW4.1 SB p127. Check answers with the class.

- **a)** 2b) 3b) 4a) 5c) 6c) 7b) 8a) 9a) 10c) 11a) 12b)
- Point out that we often use *I'm not sure about that.* as a polite way of disagreeing. Highlight that we can also agree and disagree with *Do you think … ?* questions with *Yes, I do.* and *No, I don't.*

4 Ask students to look at R4.10, SB p148. Students work on their own and find all the phrases from **3a)**. Students check answers in pairs. Check answers with the class.

Agreeing: Yes, maybe you're right. Yes, definitely. I agree with … Yes, I think so. **Disagreeing:** I'm sorry, I don't agree. I'm not sure about that. No, definitely not. No, I don't think so. **Asking for opinions:** What do you think? What about you? Do you think … ? Do you agree with (that) … ?

5 R4.11 P Play the recording and ask students to repeat. Check students copy the sentence stress and polite intonation correctly.

6 **a)** Give students time to read sentences 1–6 and decide if they agree or disagree with them. Encourage students to think of reasons to support their opinions.

b) Focus students on the speech bubbles to remind them of the language they need to do the exercise.

Students work in pairs and take turns to ask each other's opinion on the sentences in **6a)**.

While students are working, monitor and help with any problems.

Ask students to share interesting opinions or interesting disagreements with the class.

7 Put students into groups of three, student A, student B and student C. Student As turn to SB p105, student Bs turn to p113 and student Cs turn to p118. Check they are all looking at the correct exercise.

a) Give students time to read their information.

Students then work in their groups and take turns to ask the group their opinion of the sentences. Use the speech bubbles to highlight that each question should start with *Do you think … ?*. Encourage students to continue each conversation for at least one minute. While students are working, monitor and help with any problems.

b) Finally, ask students to tell the class which sentences they all agreed or disagreed with, giving reasons.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 4D Q&A: Children and mobiles p150 (Instructions p125)
4 Review SB p35
CD-ROM Lesson 4D
Workbook Lesson 4D p24
Workbook Reading and Writing Portfolio 4 p70
Progress Test 4 p214

4 Review

See p31 for ideas on how to use this section.

1a)

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

2a) 2 've seen/haven't seen 3 've been/haven't been 4 've climbed/haven't climbed 5 've cooked/haven't cooked 6 've acted/haven't acted

3a) classical, blues, jazz, reggae, dance, pop

5a) 1 interesting 2 worried 3 boring 4 frightened 5 interested

Progress Portfolio

See p31 for ideas on how to use this section.

5 Into the future

Student's Book p36–p43

5A Man or machine?

Vocabulary verb-noun collocations (1)
Grammar *will* for prediction; *might; will be able to*
Help with Listening *'ll* and *won't*
Review *Have you ever ... ?*

QUICK REVIEW ●●●
This activity reviews Present Perfect for life experiences. Give students a minute or two to think of some questions on their own. If necessary, write some verbs on the board as prompts, for example, *go, write, live, study, play, eat, buy, see*, etc. Students then do the activity in pairs. At the end of the activity, ask students to share any surprising or unusual answers with the class.

Vocabulary Verb-noun collocations (1)

1 Pre-teach *invention* and check students remember *robot* by focusing on the photos.

Students work in groups and discuss the questions. Ask students to share answers with the class.

2 a) Students work on their own and match the verbs in A to the words/phrases in B. Students can check new words in V5.1 SB p128. Check answers with the class.

Check students understand the difference between *do the housework* and *do homework*.

Model and drill the new words/phrases, highlighting the pronunciation of *build* /bɪld/.

Note that only the main stress in words/phrases is shown in the vocabulary boxes and the Language Summaries.

build cars, recognise someone's face; take over the world, look like someone, move around easily, do the housework, feed the cat, clean the carpets

b) Students do the exercise on their own or in pairs. Check answers with the class.

Possible answers:
look after a pet, other people's children, plants, someone who is ill
build a house, a bridge, an airport, a machine
recognise a person, someone's voice, a song, a place
take over a company, a department, a football club
look like your mother, your sister, a famous actor
move around quietly, slowly, with difficulty
do your homework, the washing-up, the cleaning, the shopping
feed the dog, a baby, animals on a farm
clean the house, the bathroom, the car

c) Students discuss the question in pairs. Check answers with the class.

Write students' ideas on the board so that students have a list to check against when they do **3c)**.

Listening and Grammar

3 a) Tell students they are going to listen to an interview with a robotics expert, Dr Dylan Evans. Give students time to read the bullet points.

R5.1 Play the recording (SB p148–p149). Students listen and tick the topics he talks about. Check answers with the class.

Dr Evans talks about: things robots can do now; robots and sport; intelligent robots; robots in the home; robots in 2020

b) Check students understand *domestic robots* (= robots that work in the home). Give students time to read sentences 1–6.

Play the recording again. Students listen and do the exercise. Students check answers in pairs. Check answers with the class.

1F 2T 3T 4F 5T 6F

c) Refer students back to the list of ideas from **2c)** on the board. Students work in pairs and check if these ideas were correct. Check answers with the class.

Help with Grammar *will* for prediction; *might; will be able to*

4 a)–d) Check students understand *predict, prediction* and *ability*. Students do the exercises on their own or in pairs, then check their answers in G5.1 SB p128. Check answers with the class.

- **a)** 1 We use *will* to predict the future. 2 The infinitive. 3 *won't* (= *will not*) 4 *might*
- Point out that we use *be going to* to talk about personal plans. Students study this again in lesson 5B. Also highlight that *will* is the same for all subjects: *I/you/he/she/it/we/they will/won't ...* .
- **b)** 1 Will domestic robots look like humans? Yes, they will./No, they won't. 2 Do you think robots will take over the world? Yes, I do./No, I don't.
- Use the first example in **4b)** to highlight the word order in questions with *will*: question word + *will* + subject + infinitive + ...

- Point out that we can also use *might* in short answers: *(Yes,) I might. (Yes,) he might.*, etc.
- Use the second example in **4b)** to highlight that we often use *Do you think … ?* to make questions with *will*, and that the short answers to these questions are *Yes, I do./No, I don't* not ~~*Yes, I will./No, I won't*~~.
- Highlight that in *Do you think … ?* questions, the word order for the *will* clause stays the same as in positive statements: *Do you think robots will take over the world?* not ~~*Do you think will robots take over the world?*~~
- **c)** 1a) *can* (negative: *can't*) 1b) *will be able to* (negative: *won't be able to*) and *can* 2 The infinitive.
- Establish that we don't use *do* or *does* with *will* in questions and negatives. We say *Will robots look like humans?* not ~~*Do robots will look like humans?*~~
- Point out that it is more natural to say *I don't think it will …* than *I think it won't… .*

5 **a)** Focus students on the *In the year 2020 …* box and the three possible answers to question 1. Make sure students realise they only need to write one sentence for each example. Students work on their own and write sentences that they think are true.

b) Students work in groups and compare sentences, giving reasons for their ideas if possible. Ask students to share interesting answers or disagreements with the class.

Help with Listening *'ll* and *won't*

- This Help with Listening section helps students to hear the difference between *will/won't* and the Present Simple.

6 **a)** R5.2 Play the recording. Students listen and notice the differences between the phrases. Play the recording again if necessary.

b) Give students time to read sentences 1–6.

R5.3 Play the recording (SB p149). Students listen and circle the words they hear. Play the recording again if necessary. Check answers with the class. Note that all these sentences are taken from recording R5.4, which students listen to in **7a)**.

2 They'll 3 We 4 I'll 5 We won't 6 I want to

7 **a)** Tell students they are going to listen to four people talking about life in 2020. Pre-teach *abroad* and *be old and grey* (= have grey hair).

R5.4 Play the recording. Students listen and do the matching exercise. Check answers with the class.

1c) 2b) 3a) 4d)

b) Play the recording again, pausing if necessary after each person to allow time for students to write. Students make notes on what each person says.

c) Students compare notes in pairs.

d) Students look at R5.4, p149. Play the recording again. Students listen, read and find examples of the future verb forms. Check answers with the class.

1 I'll probably be married; My husband will go out to work; I'll stay at home all day; we'll have lots of horses

2 we won't be in England; we'll have a house; they'll have their own lives; we'll be able to live

3 I'll probably be an engineer; I might be a teacher; maybe I'll speak English fluently

4 I'll be 67; I'll be a bit fatter; I won't have much hair; I'll be old and grey; I'll probably look like my mother; I'll have a new husband

8 R5.5 P *Play the recording (SB p149) and ask students* to repeat. Check students pronounce the future forms correctly, particularly the contractions with *'ll*.

You can also ask students to turn to R5.5, SB p149. They can then follow the sentence stress as they listen and practise.

9 **a)** Do one or two examples with the class first, using the topics in **7a)** and *will, won't* or *might*.

Students do the exercise on their own.

b) Students compare sentences in groups and find any that are the same.

Ask students to share any sentences that are the same (or other interesting ideas) with the class.

Get ready … Get it right!

10 Put students into pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p113. Check they are all looking at the correct exercise.

a) Pre-teach *share jobs, government* /'gʌvənmənt/ and *electricity*. Drill these words with the class.

Students work on their own and write questions with *Do you think … will … ?* from their prompts. Students then add two more questions of their own. While students are working, check their questions for accuracy and help with any new vocabulary.

b) Students work with their partner and take turns to ask and answer their questions. Encourage students to continue the conversations if possible, using the language for agreeing and disagreeing from lesson 4D. While they are working, monitor and help with any problems.

Finally, ask students to share interesting answers with the class.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 5A The crystal ball p151 (Instructions p125)
5 Review Exercises 1 and 2 SB p43
CD-ROM Lesson 5A
Workbook Lesson 5A p25

5B Never too old

Vocabulary verb-noun collocations (2)
Grammar future plans and ambitions; *be going to, be planning to*, etc.
Help with Listening *going to*
Review *will* for prediction

QUICK REVIEW ●●●
This activity reviews *will, won't* and *might*. Students work on their own and write five sentences about their life in three years' time. While they are working, monitor and help with vocabulary. Students compare sentences in groups of three and find any that are the same. If possible, ask students to work with people they did not work with last lesson. At the end of the activity, ask each pair to share any sentences that were the same with the class.

Vocabulary and Grammar

1 Pre-teach *retire*. Students work in groups and discuss the questions. Ask students to share interesting answers with the class.

2 Pre-teach *biology* and *suntan* and check students remember *abroad*. Students work on their own and circle the correct verb in each sentence, then check their answers in V5.2 SB p128.

Check answers with the class. Point out that we *spend time doing something* or *spend time with someone*, but we *have a great/good/bad time* not ~~*spend a great/good/bad time*~~.

Establish the difference between *suntan* (you go brown) and *sunburn* (you go red and it hurts).

2 spend 3 do 4 spend 5 live 6 take 7 learn 8 get

3 **a)** Focus students on photos A–C and ask them how old they think the people are. Establish that paragraphs 1–3 are these people's plans for when they retire. Students read the paragraphs and match them to the photos.

b) R5.6 Play the recording. Students listen and check answers. Check answers with the class.

1 C 2 A 3 B

Help with Grammar Future plans and ambitions

4 **a)–c)** Check students understand *ambition* and focus them on the examples. Students do the exercises on their own or in pairs, then check their answers in G5.2 SB p129. Check answers with the class.

- **a)** 1 Yes, they do. 2 I'm sure we'll have a great time. 3 We're going to drive around Australia. 4 The infinitive.
- Check that students understand we use *be going to* for personal plans (which we decided to do in the past) and *will* for predictions (things we think will happen in the future).
- **b)** We make negatives with: subject + *'m not/aren't/isn't* + *going to* + infinitive + … .
- We make questions with: question word + *am/are/is* + subject + *going to* + infinitive + … .
- Point out that we don't usually use *going to* in short answers: *Yes, she is.* not ~~*Yes, she's going to*~~.
- Also highlight that with the verb *go*, we usually say *I'm going to Italy.* not *I'm going to go to Italy.* Point out that both forms are correct.

5 **a)–c)** Students do the exercises on their own or in pairs, then check their answers in G5.3 SB p129. Check answers with the class.

- **a)** 2 infinitive with *to*; 3 verb+*ing*; 4 infinitive with *to*; 5 verb+*ing*
- Highlight that the phrases in **5a)** are other ways to talk about future plans and ambitions.
- **b)** 1 *I'm looking forward to …* 2 *I'm planning to …* 3 *I'm hoping to …*
- Point out that we can also use a pronoun or a noun after *I'm looking forward to … : I'm looking forward to it/my holiday.*
- Also establish that we can also use *I want* and *I'd love to* to talk about future plans and ambitions: *I want to be famous. I'd love to travel around the world.*

6 **a)** Pre-teach *camper van, desert, journey* /ˈdʒɜːni/ and *dive*. Students do the exercise on their own before checking their answers in pairs. Students then match 1–3 to photos A–C. Check answers with the class.

b) R5.7 Play the recording. Students listen and check their answers.

1 b) drive c) writing d) take
2 a) learn b) go c) visit d) spending
3 a) go b) spending c) getting d) learn
1B 2C 3A

7 Focus on the example and point out the pronunciation of *going to*. Note that we use the weak form of *to* /tə/ in *going to*.

R5.8 P Play the recording (SB p149) and ask students to repeat. Check students copy the sentence stress and the pronunciation of *going to* correctly.

You can also ask students to turn to R5.8, SB p149. They can then follow the sentence stress as they listen and practise.

Help with Listening *going to*

- This Help with Listening section introduces students to the two different ways we say *going to* in natural spoken English.

8 **a)** Focus students on sentences a) and b). Point out that native speakers often say *going to* in two different ways.

R5.9 Play the recording. Students listen and notice the two different pronunciations of *going to*.

b) Write the two pronunciations of *going to* in phonemic script on the board. Model and drill them so that students are clear which is a) and which b).

R5.10 Give students time to read sentences 1–6, then play the recording. Students listen and do the exercise. Students check answers in pairs. Check answers with the class.

You can also point out that *going to* is sometimes written *gonna* in very informal English, for example in comics or songs. Do not encourage students to use this written form, however.

2b) 3a) 4a) 5a) 6b)

9 **a)** Focus students on the examples. Students work on their own and write six sentences about their plans and ambitions, using *be going to* and phrases from **5a)**.

b) Students discuss their plans and ambitions in groups, then decide which are the most unusual.

Ask students to share their most unusual or interesting ambitions with the class.

Get ready … Get it right!

10 Focus students on the example question for the first prompt in the *Find someone who …* box.

Students work on their own and write *yes/no* questions with *you* for the other prompts. While students are working, check their questions for accuracy and help with any problems.

11 **a)** Students move around the room and ask other students their questions, or ask as many people as they can sitting near them. When they find a student who answers *yes*, they write the person's name next to the question. Students then ask two follow-up questions to find out more information. Students should try to find a different person who answers *yes* for each question.

b) Give students a few moments to look at the names they have written and find three students who have similar plans and ambitions as them. Students then do the activity in groups.

Finally, ask students to share their similar plans and ambitions with the class.

EXTRA IDEA

- Students write a paragraph about their own plans and ambitions or about those of their classmates, family and friends.

EXTRA PRACTICE AND HOMEWORK

Class Activity 5B My personal future p152 (Instructions p125)
5 Review Exercises 3 and 4 SB p43
CD-ROM Lesson 5B
Workbook Lesson 5B p26

5C Out of this world

Vocabulary verbs and prepositions
Skills Reading: a magazine article; Listening: a radio interview
Help with Listening linking: review (1)
Review *will* for prediction; past verb forms

QUICK REVIEW ●●●

This activity reviews *be going to* and other phrases to talk about plans and ambitions. Students work on their own and write five sentences about their plans and ambitions from the prompts. While they are working, move around the room and correct any mistakes you see. Students compare answers in pairs and decide which is the most interesting plan or idea. Ask students to share their most interesting plans or ideas with the class.

Reading and Vocabulary

1 Use the photos in the lesson to pre-teach *space*. Students discuss the questions in groups. Ask students to share their ideas with the class.

2 **a)** Tell students they are going to read about space holidays.

Pre-teach the vocabulary in the box so that students understand the article (the vocabulary is not in the Language Summary).

Check students understand the difference between a *rocket* and a *spaceship*. Point out that *tourism* is an uncountable noun and that a *trip* is a journey to and from a place. You can also check students know *millionaire* and *the moon*.

Model and drill the words. Pay particular attention to the pronunciation of *rocket* /'rɒkɪt/, *Earth* /ɜːθ/, *tourism* /'tʊərɪzəm/ and *circular* /'sɜːkjʊlə/.

b) Students read the article and do the matching exercise. Set a time limit of two or three minutes to encourage students to read for gist. Check answers with the class.

1d) 2c) 3a) 4b)

3 a) Students read the article again and answer the questions. Students check answers in pairs or groups. Check answers with the class. Note that *2001: A Space Odyssey* is a film made in 1968. It was directed by Stanley Kubrick and was widely acclaimed for its special effects, particularly the spaceship where the action takes place.

1 a) The world's first space tourist. b) The world's second space tourist, a South African millionaire who also went into space. c) The president of Space Adventures. d) The president of The Space Island Group.
2 a) The Space Island Group. b) Bigelow Aerospace. c) The Hilton Hotel Group. d) Space Adventures.
3 a) The cost of the first tourist trips to space. b) The price of rocket trips with Space Adventures. c) A five-day stay in the space hotel. d) The cost of the 700-metre spaceship to fly tourists to the moon.

b) Ask students to tell the class which facts in the article they find surprising. Alternatively, this exercise can be done in pairs or groups. Note that all information in this article was true at the time of going to press.

Help with Vocabulary
Verbs and prepositions

4 a)–b) Pre-teach *a method of transport* and *an amount of money*. Focus students on the example and point out that the verbs are in bold in the article. Students do exercise **4a)** on their own or in pairs. Students check their answers in V5.3 SB p128.

- 2 on 3 to 4 for 5 for 6 to, for 7 out of 8 on 9 to 10 about
- Point out that there are really no rules for which preposition follows each verb, and encourage students to learn these verb-preposition collocations by heart.

5 a) Focus students on the example. Students must fill in the first gap with the correct form of the verb in brackets and the second gap with the correct preposition. Students do the exercise on their own, then check their answers in pairs. Check answers with the class.

2 talk about 3 spend on 4 sold … to 5 is looking for 6 pay for 7 look out of

b) Students work in pairs and take turns to ask and answer the questions. Encourage students to continue the conversation if possible by asking follow-up questions. Ask students to share interesting or surprising answers with the class.

Listening

6 a) Pre-teach *planet* and *solar system*. Elicit the names of the planets from the class and write them on the board. Model and drill the words, paying particular attention to the pronunciation of *Mercury* /ˈmɜːkjʊri/, *Jupiter* /ˈdʒuːpɪtə/ and *Uranus* /ˈjʊərənəs/. The planets in our solar system (in order of distance from the sun) are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.

b) Focus students on the quiz about Mars. Pre-teach oxygen /ˈɒksɪdʒən/. Students do the quiz in pairs.

7 a) Tell students they are going to listen to an interview with a Mars expert, Anthony Shuster.
R5.11 Play the recording (SB p149). Students listen and check their answers. Check answers with the class.

1c) 2b) 3c) 4b) 5a) 6b)

b) Pre-teach and drill scientist /ˈsaɪəntɪst/. Give students time to read sentences 1–5.
Play the recording again. Students listen and do the exercise, then check answers in pairs. Check answers with the class.

1T 2F 3F 4T 5T

Help with Listening Linking: review (1)

- This Help with Listening section reviews consonant-vowel linking and the linking sounds /r/, /w/ and /j/ that students studied in units 3 and 4.

8 a) Remind students that we often link words together in natural spoken English, and this makes two or three words sound like one word.
Focus students on the example sentence. Students work in pairs and discuss why the words shown are linked. You can refer students to the Help with Listening boxes on pages 24, 31 and 32 of the Student's Book if necessary.
Check answers with the class.

- *Martina*$_{\sim/r/\sim}$*and* is linked with an extra /r/ sound because *Martina* ends in an /ə/ sound and *and* starts with a vowel sound.
- *me*$_{\sim/j/\sim}$*in* is linked with an extra /j/ sound because *me* ends in an /iː/ sound and *in* starts with a vowel sound.
- *studio*$_{\sim/w/\sim}$*is* is linked with an extra /w/ sound because *studio* ends in an /əʊ/ sound and *is* starts with a vowel sound.
- *is*$\_$*Anthony*, *written*$\_$*a* and *book*$\_$*on* are all linked because the first word ends in a consonant sound and the second word starts with a vowel sound.

b) Students look at R5.11, SB p149. Play the recording again. Students listen and notice the linking.

9 Check students understand *space programme*. Ask students which countries currently have a *space programme* (for example, the USA, Russia, Japan).
Students discuss the questions in groups. Ask students to share interesting answers with the class.

10 Ask students to turn to SB p118. Check they are all looking at the correct exercise.

a) Pre-teach *culture* /'kʌltʃə/ and check students remember *alien* /'eɪliən/. Students read about the competition and answer the questions. Check answers with the class.

On the spaceship there will be eight things from Earth. These things will show any intelligent life form that finds the spaceship what our planet, people and culture are like.

b) Students work in pairs and make a list of eight things to put on the spaceship. While they are working, monitor and help with any new vocabulary.

EXTRA IDEA

- While they are writing their lists, copy the language for agreeing and disagreeing from RW4.1 SB p127 onto the board. When students discuss their lists in **10b)**, remind students to use this language in their conversations.

c) Students compare lists with another pair and choose the eight best things from both lists. Encourage students to justify their choices (for example, *I think this is better because ...* ; *We should take this because ...* , etc.) and to use the language for agreeing and disagreeing from lesson 4D. While they are working, monitor and help with any problems.

d) Students work in groups of eight or as a whole class and decide on a final list of eight things. Again, encourage students to justify their choices.
Finally, if your students have worked in groups, ask each group to tell the class their final list of eight things. The class can then either choose a list of eight things for the whole class or vote on which groups' list is the best.

EXTRA IDEAS

- Ask students to imagine that they are on one of the space holidays in the article. Students write their teacher an email or a postcard describing their holiday.
- R5.15 Do the song *Space Oddity* in lesson 5D at the end of this lesson instead of at the end of the unit.

EXTRA PRACTICE AND HOMEWORK

Ph **Vocabulary Plus** 5 Prepositions p189 (Instructions p182)
Ph **Class Activity** 5C Preposition pelmanism p153 (Instructions p126)
5 Review Exercise 5 SB p43
CD-ROM Lesson 5C
Workbook Lesson 5C p28

5D It's for charity

Real World offers, suggestions and requests
Review *be going to*

QUICK REVIEW ●●●
This activity reviews *be going to*. Give students a minute or two to think of questions with *be going to* about next weekend. Students then do the activity in pairs and find five things they are both going to do. At the end of the activity, ask each pair to tell the class one or two things they are both going to do.

1 Pre-teach *charity* and *raise money for something*.
Students work in groups and discuss the questions. Ask students to share answers with the class.

The British charity Children in Need is run by the BBC and raises money for disadvantaged children throughout the country. The main event each year is a televised evening of entertainment featuring famous people and celebrities, which raises millions of pounds for the charity. Often people in schools, offices and local communities get together and organise events to raise money for the charity around this time. The charity's mascot is a bear called Pudsey, which you can see sitting on the table in the photo.

2 **a)** Tell students they are going to listen to people planning an event for Children in Need. Check students know the words in the box and can pronounce *karaoke* /ˌkæri'əʊki/.
R5.12 Play the recording (SB p149). Students listen and do the exercise. Check the answer with the class (a quiz night).

b) Pre-teach *put up posters*, *a live band* and *a karaoke machine*. Give students time to read the bullet points.

Play the recording again. Students listen and do the exercise. Check answers with the class.

They are going to: make tickets, make posters, put up posters, buy food and drink, have a live band, write quiz questions

Real World Offers, suggestions and requests

3 a)–c) Students do the exercises on their own or in pairs, then check their answers in RW5.1 SB p129. Check answers with the class.

- **a)** a) making offers b) responding to offers c) making requests d) making suggestions
- **b)** All the verb forms in **bold** are followed by the infinitive.
- Point out that all the phrases in **bold** in each box have the same meaning.
- Teach students that *give someone a hand* is an informal way of saying *help someone*.
- Establish that *Could you … ?* is more polite than *Can you … ?*
- Highlight that the *'d* in *Yes, that'd be great.* is the contracted form of *would*.
- Establish that when someone says *Yes, why not?*, they are not asking for a reason.

4 Students look at R5.12, SB p149–p150. Students read the conversation and underline all the suggestions, requests, offers and responses.

Students check answers in pairs. Check answers with the class.

Making suggestions: Shall we start?; Let's decide who does what.; Why don't we ask Steve?

Making requests: Ray, will you organise that?; Kim, could you give me a hand with the shopping?; Can you do that, Ray?

Making offers: I'll do that.; Shall I make some posters too?; Can I give you a hand with that?; I'll ask him.; I'll do all the food.; I'll help you, if you like.

Responding to offers: Yes, that'd be great. Great, thanks a lot. No, don't worry. Thanks anyway.

5 R5.13 P Focus on the example, then play the recording and ask students to repeat.

Highlight that *shall* is usually pronounced /ʃəl/. Point out the importance in polite intonation with this language, and check students copy the stress and polite intonation correctly.

6 a) Check students remember the difference between *library* (where you borrow books) and *bookshop* (where you buy books). Students do the exercise on their own.

b) R5.14 Play the recording. Students listen and check their answers. Check answers with the class.

Students work in pairs and practise the conversations with their partner. Students can change roles after a few minutes. While they are working, monitor and correct students' intonation.

2 why not 3 why don't 4 Could you 5 I'll 6 thanks 8 Shall I 9 that'd be 10 Can I 11 don't worry 12 Let's

EXTRA IDEA

- Students choose one conversation and practise until they can remember it. Ask students to close their books. Students role-play the conversation again without looking. Ask two or three pairs to role-play the conversations for the class.

7 a) Tell students they are going to organise a charity event. Students work in groups of four and choose a chairperson. Tell the chairperson in each group that he/she must run the meeting.

Students must decide on the type of event, when and where it will be. Focus students on the speech bubbles before they begin.

b) Students continue working in their groups and make a list of things they need to do, using ideas from **2b)** and their own. Make sure all students in the group make lists, as they will need these for **8**.

c) The groups discuss who is going to do the things on the list. Encourage students to use phrases from **3a)** in their conversations. Make sure they all write who is going to do each thing on their lists. While they are working, monitor and help with any problems.

8 Use the speech bubbles to elicit the verb form we use to talk about plans (*be going to*).

Rearrange the class so that each student is working with people from different groups. Students tell one another about the events they have planned and who is going to do what, using their lists from **7b)** as prompts. Students then decide which they think is the best.

If it is not possible to rearrange your class into different groups, each group can take turns to tell the class about their plans.

Finally, ask students to tell the class which event they think will be the best, giving reasons for their answers.

R5.15 *Space Oddity* SB p100.

Ask students to turn to SB p100 and look at *Space Oddity*. This song was first recorded by David Bowie in 1969. He wrote the song after seeing the film *2001: A Space Odyssey*, directed by Stanley Kubrick, which is mentioned in the article about space holidays in lesson 5C.

1 Students work on their own or in pairs and match words 1–7 to their meanings a)–g). Students check their answers with you or in a dictionary. Note that these words are not in the Language Summary.

Point out that *step* can be a noun or a verb, and that *still* in this context is an adjective.

2c) 3a) 4f) 5g) 6e) 7d)

2 a) R5.15 Give students time to read the song, then play the recording (SB p150). Students listen and circle the words they hear. Play the song again if necessary.

b) Students check answers in pairs. Play the recording again, pausing after each line for students to check answers.

2 engines 3 Check 4 really 5 shirts 6 leave 7 stepping 8 peculiar 9 stars 10 sitting 11 above 12 blue 13 do 14 one 15 feeling 16 spaceship 17 wife 18 dead 19 floating 20 moon 21 Earth 22 nothing

3 a) Students do the exercise in pairs.

b) Students discuss the question in groups or with the whole class, giving reasons for their answers.

EXTRA PRACTICE AND HOMEWORK

Ph **Study Skills** 3 Reviewing vocabulary p203 (Instructions p198)
5 Review SB p43
CD-ROM Lesson 5D
Workbook Lesson 5D p29
Workbook Reading and Writing Portfolio 5 p72
Progress Test 5 p215

5 Review

See p31 for ideas on how to use this section.

1a) Possible answers:

do: the washing-up, the shopping, the cleaning
recognise: someone's face, a person, a song, someone's voice
look after: old people, children, plants, animals, ill people
clean: the house, the car, the carpets, clothes
feed: the cat, the dog, a baby, animals
build: a house, a car, a bridge

3a) 2 live 3 had 4 take 5 get 6 spend 7 know 8 spend

3b) 2 Would you like to live abroad? 3 Did you have a great time last weekend? 4 Do you usually take lots of photos on holiday? 5 Do you get a suntan easily? 6 Do you spend a lot of time with your family? 7 Do you know how to use a computer? 8 Do you spend a lot of time talking on the phone?

4a) 1 go … 2 see … 3 have … 4 learning … 5 visit … 6 spending …

5a) 1 on 2 for 3 on 4 ✓ 5 for

Progress Portfolio

See p31 for ideas on how to use this section.

6 Family and friends

Student's Book p44–p51

6A Life with teenagers

Vocabulary character adjectives
Grammar making comparisons: comparatives, *a lot, much, a bit, (not) as ... as*
Review describing appearance

QUICK REVIEW ●●●
This activity reviews adjectives to describe appearance and character. Students work on their own and write all the adjectives to describe people's appearance and character they can remember. Set a time limit of three minutes. Students compare lists in groups and decide who has the most words. Find out who has the most words and write them on the board. Ask if other pairs have any different words and add them to the list. Give students time to copy the lists into their notebooks. Note that students will need these adjectives for **8a)**.

Vocabulary Character adjectives

1 Students work on their own or in pairs and tick the words they know, then check new words in V6.1 SB p130.

Check answers with the class. Establish that *bright, intelligent* and *clever* all have the same meaning.

Model and drill the words, focusing on word stress. Pay particular attention to the pronunciation of *stubborn* /ˈstʌbən/, *patient* /ˈpeɪʃənt/, *honest* /ˈɒnɪst/ and *mature* /məˈtjʊə/.

Note the opposites of many of these words are taught in lesson 6C.

EXTRA IDEAS

- Do this as a Know, Don't Know, Might Know activity, p21.
- Students work on their own and divide the adjectives in 1 into three groups: *positive, negative* and *other*. Students then compare their groups with a partner and justify any adjectives that are in different groups.
- Put students into groups of three. One student reads out definitions from V6.1 SB p130, beginning with *These people ...* . The other two students try to say the correct adjective. The student who says it first gets a point. The student with the most points after a certain time limit wins.

2 **a)** Students do the exercise on their own. Make sure students write the adjectives in random order.

b) Students work in pairs and swap lists. Students take turns to guess which four adjectives describe their partner.

Reading and Grammar

3 Check students understand *teenager, middle-aged* and *elderly*, and drill these words with the class. Make sure students stress the first syllable in *teenager*, not the second.

Students discuss the questions in groups, giving reasons for their answers. Ask students to share their ideas with the class.

4 **a)** Focus students on the headline of the article and elicit who they think 'the enemy' is. Students read only the first three-line paragraph to check their answer (teenagers).

b) Students read the whole article and answer the questions. Check answers with the class.

Tom is easier to live with because he's more mature, less stubborn, more patient and more helpful than his brother. He's also less noisy, less aggressive and more considerate.

c) Students read the article again and answer questions 1–6. Students check answers in pairs. Check answers with the class.

1F The two sons are quite different. 2F Harry is intelligent and does better than Tom at school. 3T 4T 5T 6F She is worried about both of them.

Help with Grammar Making comparisons

5 **a)–e)** Students do the exercises on their own or in pairs, then check their answers in G6.1 SB p131. Check answers with the class.

- **a)** 1 We use *-er* to make comparatives of adjectives of one syllable (*older*).
- 2 We use *more* to make comparatives of 2-syllable adjectives not ending in *-y* (*more mature*) and adjectives with 3 syllables or more (*more aggressive*).
- 3 If an adjective ends in *-y* (*noisy*), the *-y* changes to *-i* and we add *-er* (*noisier*). If a 1-syllable adjective ends in consonant + vowel + consonant (*big*), we double the final consonant and add *-er* (*bigger*).
- 4 *good* → *better* and *bad* → *worse*. You can also teach *far* → *further/farther*.
- 5 The opposite of *more* is *less* (*less stubborn*).
- Point out that we can also use *more* with nouns: *He's got more money than her.*
- **b)** *Tom's two years older* **than** *Harry.*
- Use the example to highlight that when we compare two things in the same sentence we put *than* after the comparative.

- **c)** *a lot* and *much* mean a big difference; *a bit* means a small difference.
- Point out that these phrases go before the comparative in a sentence.
- **d)** 1 *Harry isn't as happy as Tom.* means the boys are different in happiness.
- 2 *Tom's as intelligent as Harry.* means the boys are the same in intelligence.
- 3 We use the adjective with *(not) as … as*, not the comparative form. We say: *Harry isn't as happy as Tom.* not ~~*Harry isn't as happier as Tom*~~.
- Use the examples to highlight that we can use *(not) as* + adjective + *as* to compare two people or things that are different, and *as* + adjective + *as* to compare two people or things that are the same.
- Also point out that we don't use *than* with *(not) as … as*: *Tom isn't as considerate as his brother.* not ~~*Tom isn't as considerate than his brother*~~.

EXTRA IDEA

- Students work in pairs. Students take turns to say an adjective and his/her partner says the comparative.

6 Focus on the example and point out that comparatives are always stressed.

R6.1 P Play the recording and ask students to repeat. Use the recording to highlight that *than* /ðən/ and *as* /əz/ are unstressed and pronounced in their weak forms.

You can also ask students to turn to R6.1, SB p150. They can then follow the sentence stress as they listen and practise.

7 Focus students on the photo and tell them they are going to read about a different family. Pre-teach *report* (as in school report).

Students do the exercise on their own, then check their answers in pairs. Students then decide who is easier to live with, Carol or Beth. Check answers with the class.

1 more difficult 2 easier 3 more easy-going 4 selfish 5 moody 6 polite 7 noisier 8 younger 9 brighter 10 better 11 good 12 more interested

Beth is easier to live with than Carol.

8 **a)** Focus students on the examples. Students do the exercise on their own. Encourage students to use *a lot, much, a bit* and *(not) as … as* where appropriate, and highlight that students can use adjectives from the Quick Review and from **1**. While they are working, check their sentences for accuracy and help with any problems.

b) Students work in pairs and take turns to tell each other their sentences. Ask students to share interesting information about their partners' friends with the class.

EXTRA IDEA

- Students swap their sentences from **8a)** with their partner. Students transform their partner's sentences with comparatives into sentences with *not as … as*, and vice versa. For example, if one student has written *Juan's a bit taller than me*, his/her partner writes *(Carlos) isn't as tall as Juan.* Students check their partners' sentences for accuracy.

Get ready … Get it right!

9 **a)** Draw the following table on the board and ask students to copy it into their notebooks.

Tell students to think about their lives now and their lives when they were a teenager (or five years ago, if they are teenagers now). Students write two adjectives in each box.

	now	teenager/five years ago
personality	1	1
	2	2
appearance	1	1
	2	2
day-to-day life	1	1
	2	2

b) Focus students on the examples and highlight how students should finish their sentences (*… than I was then; … when I was a teenager; … five years ago.*).

Students work on their own and plan their own sentences, using the adjectives in their table. Depending on the level of your class, you can ask students to write all the sentences, or plan how to say the sentences without writing them down. While they are working, monitor and help with any problems.

10 Put students into groups. Students take turns to tell each other about the differences between now and then, using the sentences they planned in **9b)**. Encourage students to give reasons for the changes and ask follow-up questions if possible. While they are working, monitor and correct any mistakes you hear.

Finally, ask students to share interesting answers with the class.

EXTRA IDEA

- If students didn't write the sentences in **9b)**, ask them to do so for homework.

EXTRA PRACTICE AND HOMEWORK

Ph **Vocabulary Plus** 6 Physical appearance p190 (Instructions p182)

6 Review Exercises 1, 2 and 3 SB p51

CD-ROM Lesson 6A

Workbook Lesson 6A p30

6B Roles people play

Vocabulary relationships (2)
Grammar superlatives
Review comparatives; Present Continuous

QUICK REVIEW ●●●
This activity reviews character adjectives. Students write eight character adjectives on their own, then think of one person they know for each adjective. Put students into pairs. Students take turns to tell their partner about the people, using the character adjectives. Ask a few students to tell the class about people they know.

Vocabulary Relationships (2)

1 a) Check students remember *relationship* and elicit examples of family relationships (for example, *mother*) and other relationships (for example, *friend*).

Students do the exercise on their own or in pairs. Students can check new words in V6.2 SB p130.

Check answers with the class. Establish that we use *parents* to talk about our mother and father only, and *a relative* to talk about any person in our family. You can also teach *relation*, which has the same meaning as *relative*.

Point out that we use *cousin* for boys/men and girls/women, and check students understand the difference between *employer* and *employee*.

You can also teach students *partner*, which is now commonly used to talk about someone's wife, husband, boyfriend or girlfriend, particularly if two people are in a serious relationship or are living together.

Note that we say a *flatmate* in UK English and a *roommate* in US English.

Model and drill the new words. Pay particular attention to the pronunciation of *aunt* /ɑːnt/, *niece* /niːs/, *nephew* /'nefjuː/, *cousin* /'kʌzən/, *neighbour* /'neɪbə/, *colleague* /'kɒliːg/ and *sister-in-law* /'sɪstərɪnlɔː/.

Note that only the main stress in words/phrases is shown in the vocabulary boxes and the Language Summaries.

Family relationships: uncle; aunt; niece; nephew; cousin; stepfather; grandmother; sister-in-law; relative

Other relationships: boss; flatmate; close friend; ex-girlfriend; neighbour; colleague; employer; employee

b) Check students understand the prefixes *ex-* (a relationship that you had in the past), *step-* (a relationship because someone in your family married again), *grand-* (two generations apart) and the suffix *-in-law* (by marriage).

Students do the exercise on their own or in pairs. Check answers with the class.

ex-wife, ex-husband, ex-boyfriend, ex-boss

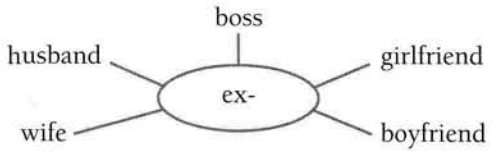
stepmother, stepsister, stepbrother, stepson, stepdaughter

grandfather, granddaughter, grandson, grandchildren

mother-in-law, father-in-law, brother-in-law, son-in-law, daughter-in-law, in-laws

EXTRA IDEA

- Encourage students to store these words in word maps in their notebooks, for example:



2 a) Pre-teach *role*. Focus students on the example. Students work on their own and make a list of the different roles they play.

b) Students work in pairs and discuss the questions, as shown in the speech bubbles. Ask students to share interesting answers with the class.

Listening and Grammar

3 a) Focus students on the picture and establish what the event is (a wedding).

Focus students on the speech bubble in **3a)** and point out that we say *He/She looks* ... when we are making a guess based on someone's appearance or facial expression.

Students take turns to describe a person in the picture. Their partner guesses who it is.

b) Pre-teach *twin*. Students work in pairs, look at the picture and guess the names of the people 1–6. Do not check their answers yet.

4 a) Ask students to find Dom and Charlie in the picture. Tell students they are going to listen to these two men talking about the people at the wedding.

R6.2 Play the recording (SB p150). Students listen and check their answers to **3b)**. Check answers with the class.

2 Patrick 3 Rupert 4 Eric 5 Harriet 6 Naomi

b) Pre-teach *haircut*, then give students time to read the texts. Play the recording again. Students listen and fill in the gaps. Students check answers in pairs. Check answers with the class.

2 husband 3 met 4 haircut 5 aunt 6 house 7 bar 8 relative 9 90 10 wife

EXTRA IDEA

- With a strong class, ask students to work in pairs and try to fill in the gaps in the text in **4b)** before they listen. Students can then listen and check their answers.

Help with Grammar Superlatives

5 a)–d) Students do the exercise on their own or in pairs, then check their answers in G6.2 SB p131. Check answers with the class.

- **a)** 1 We use *-est* to make superlatives of adjectives of one syllable (*richest*).
- 2 We use *most* to make comparatives of 2-syllable adjectives not ending in *-y* (*most boring*) and adjectives with 3 syllables or more (*most popular*).
- 3 If an adjective ends in *-y* (*happy*), the *-y* changes to *-i* and we add *-est* (*happiest*). If a 1-syllable adjective ends in consonant + vowel + consonant (*big*), we double the final consonant and add *-est* (*biggest*).
- 4 *good* → *best* and *bad* → *worst*. You can also teach *far* → *furthest/farthest*.
- 5 The superlative form of less is *least* (*least favourite*).
- Check students understand that we use superlative adjectives when we are comparing three or more things or people.
- **b)** *She's the happiest person Dom knows.*
- Use the example to point out that we often use *the* with superlatives.
- **c)** We don't use *the* in *He's Jake's best friend.* because of the possessive 's': ~~*He's Jake's the best friend*~~.
- We don't use *the* in *She's our richest relative.* because of the possessive adjective *our*: ~~*She's our the richest relative*~~.
- Tell students that *the* + superlative is the most common form.

EXTRA IDEA

- Ask students to turn to R6.2, SB p150. Students read the recording and find all the superlatives.

6 R6.3 P Play the recording (SB p150) and ask students to repeat. Point out that the *-est* ending of superlatives is pronounced /ɪst/.

You can also ask students to turn to R6.3, SB p150. They can then follow the sentence stress as they listen and practise.

7 a) Students do the exercise on their own.

b) Students work in pairs and check each other's answers and spelling. Refer students to G6.2 SB 131, to check any spelling rules. Check answers with the class.

intelligent, more intelligent, most intelligent
busy, busier, busiest
fat, fatter, fattest
popular, more popular, most popular
good, better, best
helpful, more helpful, most helpful
bad, worse, worst
stubborn, more stubborn, most stubborn
bright, brighter, brightest
thin, thinner, thinnest
lazy, lazier, laziest
far, further/farther, furthest/farthest

EXTRA IDEA

- Students work in pairs and take turns to test each other on the superlative forms. One student says an adjective and his/her partner says the comparative and superlative.

8 Focus students on the picture and check students remember who Dom is (Jake's twin brother). Point out that Dom said all the sentences in this exercise.

Students do the exercise on their own, then check their answers in pairs. Check answers with the class. Elicit why we don't need *the* in sentences 4, 6 and 8.

2 the happiest 3 the most organised 4 best 5 the most helpful 6 worst 7 the most important 8 most expensive

Get ready … Get it right!

9 Focus students on the family tree and check students understand what it is. Point out the superlatives under the names.

Students work on their own and draw their own family tree, then write one superlative to describe each person. While students are working, monitor and help with any new vocabulary.

10 a) Put students into pairs. Students take turns to tell each other about their families, using the superlatives. Encourage students to ask questions in order to find out more information about each person.

b) Students decide which person/people in their partner's family they would most like to meet.

Finally, ask students to share this information with the class, giving reasons for their choices.

EXTRA IDEAS

- Draw your own family tree on the board as in the example in **9**. Use this as a model to talk about the people using superlatives before students do the same.
- In the previous lesson, ask students to bring in photos of their family. They can use these photos while discussing their family tree in **10b)**.
- Ask students to write about their family using comparatives and superlatives. Tell students to include a family tree and pictures if possible. Make a wall display of all the students' families for everyone to read.

See next page for EXTRA PRACTICE AND HOMEWORK.

EXTRA PRACTICE AND HOMEWORK

Class Activity 6B Where's Emma staying? p154 (Instructions p126)
6 Review Exercises 4 and 5 SB p51
CD-ROM Lesson 6B
Workbook Lesson 6B p31

6C Family Business

Vocabulary prefixes and opposites of adjectives: *un-*, *in-*, *im-*, *dis-*
Skills Reading: a TV guide; Listening: a radio drama
Help with Listening missing words
Review character adjectives; past tenses; *will* and *might*

QUICK REVIEW ●●●
This activity reviews superlative adjectives. Elicit some possible topic areas we use when we talk about our lives (family, education, job, free time activities, home, etc.) and write them on the board. Students work in groups and swap information about themselves based on the topics on the board or their own ideas. Students make superlative sentences about the group, as shown in the example. Ask each group to share three of their sentences with the class.

Reading and Vocabulary

1 Check students remember *drama* and *soap opera*. You can point out that *soap operas* are often just called *soaps* in informal English.

Students discuss the questions in groups. Ask students to share their ideas and opinions with the class.

2 **a)** Tell students they are going to read an article in a TV guide about a soap opera.

Students read the first paragraph of the article and complete sentences 1–4. Check answers with the class.

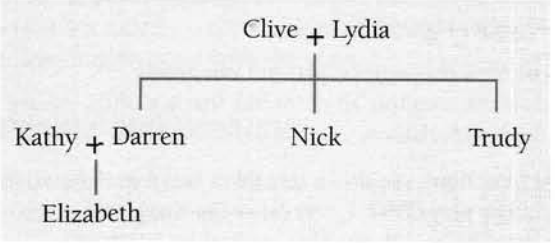
1 ... popular radio drama/soap opera. 2 ... Blake ... The Full Moon. 3 ... The Angel. 4 ... money and relationships between the family members.

b) Students read the rest of the article and answer questions 1–8. Students check answers in pairs. Check answers with the class.

1 No, it isn't. 2 No, they don't. 3 Three. 4 No, she hasn't. 5 Darren. 6 He left a year ago. 7 Kathy and Darren. 8 It's on the same street as The Full Moon.

c) Students do the exercise in pairs.

Check answers with the class on the board.



Help with Vocabulary Prefixes and opposites of adjectives: *un-*, *in-*, *im-*, *dis-*

3 **a)–c)** Students do the exercises on their own or in pairs, then check their answers in V6.3 SB p130.

While students are working, draw the table from **3a)** on the board so that you are ready to check their answers. Check answers with the class.

- a)–b) Check the table with the class (see the table in V6.3 SB p130).

un-	unemployed, unhelpful, unreliable, unselfish; unhappy, unintelligent, unambitious, unfriendly, unattractive, unsure, unhealthy
in-	inconsiderate; incorrect
im-	impatient, immature; impolite, impossible
dis-	dishonest; disorganised

- Check students understand all these prefixes are used to make opposites of adjectives.
- There are few rules to help students to decide which prefix goes with each adjective. However, you can point out that adjectives beginning with *c* usually take the prefix *in-* (*correct* → *incorrect*), and adjectives beginning with *p* usually take the prefix *im-* (*patient* → *impatient*).
- Also point out that we can also use *un-* to make opposites of some verbs (*pack* → *unpack*; *do* → *undo*, etc.)

4 **a)** Focus on the examples and point out that the prefixes are not usually stressed. Be careful not to overstress the prefixes during the lesson when contrasting the opposite pairs.

R6.4 P Play the recording and ask students to repeat. Encourage students to copy the word stress and not to stress the prefixes.

b) Put students into pairs. Students take turns to say an adjective from **3a)** or **3b)**. Their partner says the opposite.

Listening

5 **a)** Ask students how much they remember about the soap opera *Family Business*. If necessary, give students a minute or two to read the article on SB p48 again to remind themselves of the plot and characters.

Tell students they are going to listen to the beginning of this week's episode. Give students time to read questions 1–3. Check students remember *characters*.

R6.5 Play the recording (SB p150). Students listen and answer the questions. Check answers with the class. Ask students how Lydia is feeling at the end of the recording (very angry).

1 In The Full Moon. 2 Clive, Lydia, Darren and Trudy. 3 Money problems, Lydia's visit to the bank, the number of people in their restaurant and in The Angel, Trudy's new job at the Angel.

b) Give students time to read sentences 1–7. Play the recording again. Students listen and do the exercise. Students check answers in pairs. Check answers with the class.

1F 2T 3F 4T 5T 6F 7T

6 **a)** Focus students on the characters in the article in **2a)**. Use the speech bubbles to remind students that we use *will* and *might* to predict things in the future.

Students work in groups and make a list of ideas about what will happen in the rest of the episode. While they are working, monitor and help with any problems.

b) Students compare their ideas with another group. Encourage students to justify their ideas. Ask students to share their ideas with the class.

EXTRA IDEA

- Write the groups' ideas on the board so that you can refer back to them after **7a)** to find out if any of their predictions were correct.

7 **a)** Tell students they are going to listen to the end of the episode.

R6.6 Play the recording (SB p150–p151). Students listen and check if their ideas were correct.

b) Check students remember *a lighter*. Give students time to read questions 1–8. Play the recording again. Students listen and answer the questions. Students check answers in pairs. Check answers with the class.

1 Elizabeth's ill. 2 His cigarettes and his lighter. 3 No, he doesn't. 4 £126. 5 She went for a walk. 6 Nick (Lydia and Clive's other son, who has been away for a year). 7 To see Elizabeth, his daughter. 8 There's a fire at The Angel.

Help with Listening Missing words

- The Help with Listening section shows students how we sometimes miss out words in spoken English if the meaning is clear.

8 **a)** Give students a few moments to read the example sentences from the radio drama. Point out the missing words in bold.

b) Students look at R6.6, SB p150–p151. Play the recording again. Students read, listen and notice the missing words. Elicit what kinds of words we often miss out.

the verb *be*: [Are] You OK?; [It's] On the table.

subject pronouns: [I] Went for a walk. Yes, [she's] in her room. [I'm] Fine. [They're] Over there.

auxiliaries: [Have you] Seen my cigarettes? [I've] Got some things to do.

also some main verbs: [I'm going] Out.; [I went] Out.

9 **a)** Tell students they are going to write the beginning of the next episode of *Family Business*.

Students work in groups of four and plan what is going to happen. Make sure they include at least four characters.

EXTRA IDEA

- If you think your students need extra help, write the following prompt questions on the board: *Who started the fire? Where did Darren and Lydia go? Who are Elizabeth's real parents? What will Eve King do now? What will happen to The Full Moon restaurant?* etc. Elicit possible answers from the class (for example, maybe Darren, Lydia or Trudy started the fire). Students then work in groups and plan their version of the story.

b) Students work in the same groups and write the beginning of the next episode. While they are working, monitor and correct any mistakes you see in their script.

c) Students practise their version of the story in their groups until they can remember it. If they have more than four characters, encourage the stronger students to take two roles. While they are working, monitor and help students with natural delivery and expression.

d) When students feel confident, ask students to role-play their episode for the class.

Finally, students decide which was the best episode, giving reasons for their choices.

EXTRA IDEAS

- If you have a large class, put groups together and ask them to role-play the episode for the other group.
- Students write the second half of the episode for homework.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 6C Word formation snap p156 (Instructions p126)
6 Review Exercise 6 SB p51
CD-ROM Lesson 6C
Workbook Lesson 6C p32

6D Call me back

Real World leaving phone messages
Help with Listening on the phone
Review requests and offers

QUICK REVIEW ●●●

This activity reviews character adjectives and past verb forms. Remind students of the radio drama *Family Business* from the previous lesson. Students work in pairs and take turns to describe the characters (using character adjectives with *un-, in-, im-, dis-*) and what happened in the last episode. If your students are having trouble remembering, they can look at the pictures of the characters on SB p48 or skim-read R6.5 and R6.6 on SB p150–p151 and then continue their discussion in pairs. Check answers briefly with the class.

1 Check students understand *text* (as in *send a text message*) and point out that the word is a verb, an adjective and a noun. Students discuss the questions in pairs. Ask students to share interesting answers with the class.

Help with Listening On the phone

- This Help with Listening section introduces students to typical language that they are likely to hear when talking on the phone.

2 a) Establish that sentences 1–6 are common phrases that students will hear when they phone people in English-speaking countries.

Students do the exercise on their own, then check their answers in pairs.

b) R6.7 Play the recording. Students listen and check their answers. Check answers with the class.

Check students understand *take (the afternoon) off* (= not work at this time); *Hold the line* (= wait) and *I'll put you through* (= I'll connect you).

Also point out that we use *I'm afraid* to make unwelcome news sound more polite.

1 off 2 message 3 called 4 line 5 meeting 6 leave

c) Pre-teach *available*. Students do the exercise on their own. Check answers with the class.

a) 4 b) 1, 5 c) 2, 3, 6

3 R6.7 P Play the recording again and ask students to repeat. Point out that polite intonation is very important when talking on the phone, and encourage students to copy the intonation on the recording.

4 a) Focus students on the photos and tell students that Jim is trying to talk to his friend, Peter. Give students time to read a)–c).

R6.8 Play the recording (SB p151). Students listen and do the exercise. Check answers with the class.

1b) 2c) 3a)

b) Give students time to read questions 1–4. Play the recording again. Students listen and answer the questions. Students check answers in pairs. Play the recording again if necessary. Check answers with the class.

1 He's taken the afternoon off. 2 Yes, he has.
3 He wants to talk about their golf weekend.
4 He's in a meeting.

EXTRA IDEA

- If you have a strong class, ask students to answer questions 1–4 before they listen again. Play the recording again for students to check their answers.

Real World Leaving phone messages

5 a)–b) Students do **5a)** on their own, then check their answers in RW6.1 SB p131. Check answers with the class.

- **a)** a) asking to speak to someone
  b) leaving a message
  c) saying where people can contact you.
- Establish that *Could …* is more polite than *Can … .*
- Point out that the verbs *phone, call* and *ring* all have the same meaning and are interchangeable.
- Check students understand *call someone back* (= return someone's call).
- Also point out that on the phone we say *This is Jim.* or *It's Jim.* not ~~*I'm Jim.*~~ *This is Jim.* is more formal than *It's Jim.*

6 R6.9 P Play the recording and ask students to repeat. Encourage students to copy the polite intonation and the weak form of *can* /kən/ in these sentences.

7 Tell students that Jim has finally contacted Peter. Give students time to read questions 1–3.

R6.10 Play the recording (SB p151). Students listen and answer the questions. Check answers with the class.

1 He's playing golf. 2 He's practising because he wants to beat Jim at the weekend. 3 To check if Peter had booked the hotel for Saturday night.

8 a) Check students remember *receptionist*. Students work in pairs and write a phone conversation based on the information in the Student's Book. Establish that person B is a receptionist at the friend's workplace, not the friend. Focus students on the example and tell students to continue the conversation using phrases from **5a)** or their own ideas.

While students are working, check their phone conversations for accuracy and help with any problems.

b) Students practise their conversation until they can remember it. While they are working, monitor and help students with polite intonation.

c) Ask students to role-play the conversations for the class. If you have a large class, it may be easier for students to work in groups of four or six and role-play the conversation for the other pair(s).

EXTRA IDEA

- If you have a low-level class, allow the students to role-play their conversations while looking at their script.

9 Put students into pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p113. Check they are all looking at the correct exercise.

a) Pre-teach *firm* (= company) and check students remember *lawyer* and *accountant*.

Give students time to read the information about their roles and to decide what they want to say in each conversation.

b) Students work in pairs and take turns to phone each other. While students are working, monitor and correct language and pronunciation where necessary.

Finally, ask students to role-play a few of their conversations for the class.

EXTRA IDEA

- Organise the class so that each pair is sitting with their backs to each other. Students will then have to listen to the 'phone call' without being able to see their partner, as in a real phone call.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 6D Noughts and crosses p157 (Instructions p127)
6 Review SB p51
CD-ROM Lesson 6D
Workbook Lesson 6D p34
Workbook Reading and Writing Portfolio 6 p74
Progress Test 6 p216

6 Review

See p31 for ideas on how to use this section.

1a) moody, polite, good, big, patient, mature, ambitious, stubborn, aggressive, easy-going, honest

1c) From **1a)**, *moody, stubborn* and *aggressive* have a negative meaning.

2a) moodier, more polite, better, bigger, more patient, more mature, more ambitious, more stubborn, more aggressive, more easy-going, more honest

3a) 1 than 2 as 3 as 4 than 5 as 6 than

4a) See V6.2 SB p130 for possible answers.

5a) 2 best 3 worst 4 friendliest 5 The most popular 6 The biggest

6 ~~unpatient~~ → impatient; ~~disimportant~~ → unimportant; unhealthy ✓; ~~inconsiderate~~ → inconsiderate; ~~inorganised~~ → disorganised; ~~inpossible~~ → impossible; ~~unhonest~~ → dishonest; ~~unmature~~ → immature; ~~infriendly~~ → unfriendly; unreliable ✓.

Progress Portfolio

See p31 for ideas on how to use this section.

7 You need a holiday!

Student's Book p52–p59

7A 50 places to go

Vocabulary travel
Grammar Present Continuous for future arrangements
Review Present Perfect; superlatives

QUICK REVIEW ●●●
This activity reviews the Present Perfect and Past Simple. Give students a minute or two to think of the three most interesting places they have been to. Students work in pairs and take turns to tell each other about their places. Encourage students to ask follow-up questions using the Past Simple. Ask students to tell the class the most interesting place they have been to.

Vocabulary Travel

1 a) Students work in pairs and discuss the difference in meaning between the four words. Students then check their ideas in V7.1 SB p132.

Check answers with the class, using the pictures in the Language Summary to clarify meaning if necessary.

Point out that *travel* is usually a verb. When we want to use a noun, we usually use *journey* or *trip*: *How was your journey/trip?* not ~~*How was your travel?*~~.

Also point out that we often use *go on* with *a journey, a trip* and *a tour*.

b) Pre-teach *package tour* (= a holiday where everything is included in the price). Establish that *package tour* and *package holiday* have the same meaning.

Students do the exercise on their own. Check answers with the class.

1 journey 2 trip 3 travel 4 tour 5 journey 6 tour

c) Students work in pairs and take turns to ask and answer the questions. Ask students to share interesting answers with the class.

Reading

2 Focus students on the cutting from a TV guide. Pre-teach *viewer*. Students read the text and answer questions 1–3. Check answers with the class.

1 The 50 best places to visit in the world. 2 Thursday 9 p.m. 3 Viewers sent in their top five holiday destinations.

3 a) Focus students on photos A–C. Students work in groups and match the photos to the places. Check answers with the class.

Students then discuss which places in the list they would like to visit and why. Ask students to share their answers with the class and find out which is the most popular place to visit.

A The Grand Canyon, USA B The Great Barrier Reef, Australia C The South Island, New Zealand

EXTRA IDEA

- In addition to **3a)**, students discuss which of the places they would least like to visit and why.

b) Tell students that the places in **3a)** were the top five holiday destinations that people chose for the TV programme. Students work in groups and guess which order they were in.

c) Students check their guesses on SB p118. Check answers with the class. Ask students what they think of the viewers' choices.

1 The Grand Canyon 2 The Great Barrier Reef 3 Disney World, Florida 4 The South Island 5 Cape Town

Pair and group work section (SB p118)

a) Students read the list, tick the places they have been to, and choose three places they would like to visit.

b) Students do the activity in the same groups. They tell about places they have been and three places they would like to visit. Ask students to share interesting answers with the class.

EXTRA IDEA

- Students work in groups and decide what they think are the top five places to visit in the world. This could be done as a Pyramid Discussion, p22.

Listening and Grammar

4 a) Tell students they are going to listen to two neighbours, Keith and Sophie, talk about holidays.

R7.1 Play the recording (SB p151). Students listen and answer the questions. Check answers with the class.

She is going to the South Island, New Zealand, with a man called Rob.

b) Give students time to read questions 1–6. Play the recording again. Students do the exercise, then check answers in pairs. Check answers with the class.

1T 2T 3T 4F They're going on a cycling tour for three days. 5T 6F He isn't having a holiday this year.

Help with Grammar Present Continuous for future arrangements

5 a)–c) Check students remember *book a holiday/flight*. Students do the exercises on their own or in pairs, then check their answers in G7.1 SB p133. Check answers with the class.

- **a)** a) The sentences talk about the future. b) They talk about definite arrangements. c) Yes, she does. d) Yes, she has.
- Establish that we usually use a future time phrase with the Present Continuous for future arrangements: *We're leaving **next Saturday**.*
- Also point out that we often use the Present Continuous to ask about people's arrangements: *What are you doing this evening?*
- Many students think that we only use the Present Continuous for arrangements in the 'near future'. However, the important thing is how certain we are about it, not how near to the present it is. For example, in August we would say *We're getting married next July.* if we've decided on the date and booked the church.
- **b)** We make negatives in the Present Continuous with subject + *'m not/aren't/isn't* + verb+*ing* + ...
- We make questions in the Present Continuous with question word + *am/are/is* + subject + verb+*ing* + ...
- If students are having problems remembering the form, direct them to G3.3 SB p125 and give them a minute or two to study the tables.

6 R7.2 P Play the recording and ask students to repeat. Check students copy the sentence stress correctly.

You can also ask students to turn to R7.2 on SB p151 and follow the sentence stress as they listen and practise.

7 a) Focus students on the map and itinerary for Sophie and Rob's cycling tour and give them a minute or two to study it. You may need to pre-teach *the coast, hot pools* and *camp*.

Focus students on the example sentence and highlight the verb form.

Students work on their own or in pairs and write sentences about the rest of the day, using the information in the itinerary. Check answers with the class.

Suggested answers They're meeting at the Plaza Hotel in the morning. Then they're cycling along the coast. They're having a picnic lunch on the Canterbury Plains. In the afternoon they're going to the hot pools in Hanmer Springs. Then they're visiting the National Park. They're camping overnight by the river.

b) Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p112. Check they are all looking at the correct exercise.

Pair and group work section (SB p104 and p112)

a) Tell students that they are going to find out about the other two days of the tour. Pre-teach *whales, dolphins, winery, Chardonnay, forest* and *barbecue*.

Students read the information about one day on the itinerary, then make questions about the other day. Students should write these questions in their notebooks, not in the spaces on the itinerary. While they are working, check their questions for accuracy and help with any problems. If necessary, check questions with the class.

What are they doing in the morning?
Where are they having lunch?
What are they doing in the afternoon?
Where are they staying at night?

b) Students work with their partner. Student A asks student B questions about Day 2 and fills in the gaps on the itinerary. Remind students of the question *How do you spell that?* before they begin.

c) Students change roles to talk about Day 3.

d) Students decide in their pairs which of the three days is the best. Ask students to share their ideas with the class and find out which is the most popular day on the tour.

EXTRA IDEA

- Students look at the map on SB p53 and mark the route of the cycling tour.

Get ready ... Get it right!

8 Focus students on the plans in the *Find someone who is ...* box and the example question.

Students work on their own and write *yes/no* questions with *you* from the prompts. While students are working, check their questions and help with any problems.

9 Students move around the room asking other students their questions, or asking as many people as they can sitting near them. When they find a student who answers *yes*, they write the person's name next to the question. Encourage students to ask follow-up questions to find out more information. Students should try to find a different student who answers *yes* for each question. While they are working, monitor and help with any problems.

Ask students to share interesting answers with the class.

EXTRA PRACTICE AND HOMEWORK

Ph **Vocabulary Plus** 7 Holidays p191 (Instructions p183)
Ph **Class Activity** 7A Kanga Tours p159 (Instructions p127)
7 Review Exercises 1 and 2 p59
CD-ROM Lesson 7A
Workbook Lesson 7A p35

7B What are you taking?

Vocabulary things we take on holiday; quantity phrases
Grammar quantifiers; possessive pronouns
Review countable, uncountable and plural nouns

QUICK REVIEW ●●●
This activity reviews Present Continuous for future arrangements. Students work on their own and write four things they are doing next week or next weekend. Students then work in groups and tell each other their sentences. Students should make a note if anyone is doing the same thing as them. Ask students to tell the class things that they and another student are both doing.

Vocabulary Things we take on holiday

1 **a)** Students work on their own and write ten things they always take on holiday. You may want them to do this activity with their books closed, so they don't just copy the words from the box in **2**. While they are working, monitor and help with vocabulary.

b) Students compare lists in pairs and find out how many things are the same. Ask students to share interesting answers with the class.

2 Focus students on the picture and remind students who Sophie and Rob are (Sophie was in lesson 7A) and where they are going (*South Island, New Zealand*). Ask students what Sophie and Rob are doing now (*they're packing*).

Students do the exercise on their own or in pairs. They can check new words in V7.2 SB p132. Check answers with the class. Point out that in this context *film* can be countable or uncountable. We can say *How much film have you got?* or *How many films have you got?*. You can also teach the phrase *shaving cream*.

Also highlight that in the UK we often use the phrase *swimming costume* to refer to any item of clothing we wear for swimming: *Have you all got your swimming costumes?*.

Model and drill the words. Pay particular attention to the pronunciation of *suitcase* /'su:tkeɪs/, *soap* /səʊp/, *swimsuit* /'swɪmsu:t/, *chewing gum* /'tʃu:ɪŋ gʌm/ and *towel* /taʊəl/. Highlight the difference between the pronunciation of *soap* and *soup* /su:p/, which students often confuse.

Point out that in compound nouns (*make-up, chewing gum*, etc.) the main stress is usually on the first word, not the second. Also point out that the stress on *perfume* is on the first syllable, not the second.

Note that only the main stress in words/phrases is shown in the vocabulary boxes and the Language Summaries.

1 a camera 2 tea 3 make-up 4 film 5 walking boots 6 chewing gum 7 shorts 8 sun cream 9 a towel 10 a T-shirt 11 a swimsuit 12 perfume 13 a suitcase 14 swimming trunks 15 sandals 16 shampoo 17 soap 18 shaving foam 19 a razor 20 sunglasses 21 toothpaste

EXTRA IDEAS

- Ask students to cover the vocabulary box in **2**. Students take turns to test each other on the vocabulary by pointing to an object in the picture. Their partner says the word.
- Students work in pairs and write definitions for the words in **2**. Students work in groups of four and each pair takes turns to say a definition. The other team guesses the word.

Grammar and Listening

3 **a)** Focus students on the examples and check that students remember the difference between countable nouns (they can be plural: *suitcases*) and uncountable nouns (they don't have a plural form: ~~*sun creams*~~).

Students do the exercise in pairs. Check answers with the class.

Countable: a suitcase, a T-shirt, a swimsuit, a towel, a razor, a camera, (a film)
Uncountable: sun cream, soap, make-up, chewing gum, shaving foam, toothpaste, perfume, shampoo, tea, film
Plural: shorts, swimming trunks, sandals, sunglasses, walking boots

b) Students do the exercise on their own or in pairs. Check answers with the class. Point out that the words that are always plural are actually 'one thing'.

You can also point out that the word *clothes* /kləʊðz/ is always plural. If we want to use the singular, we can say *an item of clothing*.

Usually plural: sandals, walking boots
Always plural: shorts, swimming trunks, sunglasses

4 **a)** Focus students on the picture again. Students do the exercise on their own or in pairs. Check answers with the class.

1 T-shirts 2 CDs 3 CDs 4 make-up 5 toothpaste 6 toothpaste 7 toothpaste

b) Elicit the answers from the class.

Large quantity: a lot of, lots of; **Small quantity:** a few, not many, a bit of, a little, not much

Help with Grammar Quantifiers

5 **a)–c)** Students do the exercises on their own or in pairs, then check their answers in G7.2 SB p133. Check answers with the class.

- **a)** We usually use *some* in positive sentences.
- We usually use *any* in questions.
- We usually use *any* in negative sentences.
- Establish that we only use *some* and *any* with uncountable nouns and plural countable nouns. With singular nouns we use the article *a*: *Is there a café near here?*.
- Point out that we often use *some* in questions with *Would you like ... ?*: *Would you like some tea?*.
- Also highlight that we can use *no* to mean *not any*: *There's no coffee.*
- **b)** 2C 3C 4U 5U 6U 7B 8B
- Check students remember which of the phrases 1–8 we use with a large quantity and which we use with a small quantity (see **4b)**).
- Also point out that we don't usually use *much* or *many* in positive sentences: *I've got lots of free time.* not ~~*I've got much free time*~~.
- Highlight that we use *How much ...?* to ask about uncountable nouns and *How many ...?* to ask about countable nouns.

6 R7.3 P Play the recording and ask students to repeat. Focus students on the sentence stress and the weak form of *of* /əv/.

7 **a)** Students do the exercise on their own, then check in pairs. Check answers with the class. If students are having trouble understanding the meaning of the quantity phrases, point out the items in the picture.

Also point out that we can say *a packet of chewing gum*. You can also teach *jar* (*a jar of jam*) and *tub* (*a tub of margarine*).

2b) 3g) 4a) 5f) 6d) 7e)

b) R7.4 P Play the recording (SB p151) and ask students to repeat. Encourage students to copy the linking as in the example.

c) Students do the exercise in pairs. Check answers with the class.

Possible answers:
a piece of cake, cheese, bread, toast
a bottle of sun cream, shampoo, tomato ketchup, beer, wine
a packet of crisps, cigarettes, biscuits, sweets
a roll of toilet paper, kitchen towel, Sellotape (UK), Scotch tape (US)
a bar of chocolate
a pair of socks, trousers, shoes, glasses, contact lenses
a tube of sun cream, hand cream

8 **a)** Focus students on the picture and the example. Ask if the example is correct (*it is*). Students do the exercise on their own. While students are working, monitor and check their sentences for accuracy.

b) Students work in pairs and swap papers. They find and correct the incorrect sentences on their partner's paper.

EXTRA IDEA

- Ask students to close their Student's Books before doing **8b)**. Students then decide if the sentences are correct or incorrect from memory.

9 **a)** Tell students that they are going to listen to Sophie and Rob talking while they are packing. Focus students on the picture again and point out that it has four mistakes.

R7.5 Play the recording (SB p151–p152). Students listen and do the exercise. Students check answers in pairs. Play the recording again if necessary. Check answers with the class.

You can ask students if they think Rob and Sophie are typical of men and women packing to go on holiday.

Rob says he isn't taking any sun cream, but there is some in the picture.
Sophie says she's taking a few (one or two) books, but there are lots of books in the picture.
Sophie says she's taking a few T-shirts, but there are lots of T-shirts in the picture.
Sophie says she's taking a bit of make-up, but there is lots of make-up in the picture.

b) Students look at R7.5, SB p151–p152. Play the recording again. Students read, listen and underline the quantifiers. Students check their answers in pairs.

Check answers with the class by playing the recording again and asking students to call out *Stop!* when they hear a quantifier.

Grammar and Listening

Help with Grammar Possessive pronouns

10 **a)–c)** Students do the exercises on their own or in pairs, then check their answers in G7.3 SB p133. Check answers with the class.

- **b)** mine, yours, his, hers, ours, theirs
- Highlight that we use possessive pronouns in place of a possessive adjective + noun (*That's **my bag**.* → *That's **mine**.*) or possessive 's + noun (*Those are **Jane's shoes**.* → *Those are **hers**.*).
- We often use possessive pronouns when we know what thing we are talking about: *Is this your camera? No, it's his.*
- Establish that we don't use apostrophes with possessive pronouns: *Those are hers.* not ~~*Those are her's*~~.
- Also point out that we never use a possessive pronoun with a noun: *my bag* not ~~*mine bag*~~.

11 **a)** Students do the exercise on their own or in pairs. Check answers with the class.

1 A your B mine 2 A her B hers 3 A their B ours
4 A yours B mine, his

b) Check students remember the meaning of *Whose* (we use this to ask about possession).

Students work in pairs and ask each other about things in the picture and in the classroom, as shown in the speech bubbles.

Get ready ... Get it right!

12 Put students into pairs, student A and student B. Student As turn to SB p106 and student Bs turn to SB p114. Check they are all looking at the correct exercise.

a) Focus students on the picture and ask them where Sophie is now (*in a shop at the airport*). Pre-teach *basket*. Students work in pairs with someone from the same group. Students take turns to describe their picture using quantifiers, as shown in the examples. While they are working, monitor and check they are using the quantifiers correctly.

EXTRA IDEA

- With a low-level class, ask students to write the sentences in **a)**.

b) Put one student from group A with a student from group B. Students are not allowed to look at each other's picture. Students take turns to tell each other about their pictures, as shown in the speech bubble. Check students understand that there are ten differences between the pictures.

c) Students return to their original partner and check if they have found all the differences, as shown in the second speech bubble.

Finally, check answers with the class. Note that there are various ways to express the answers.

Possible answers:
A: There are lots of bottles of water. B: There are a few bottles of water.
A: There's a lot of shampoo. B: There isn't much shampoo.
A: There are a lot of razors. B: There are a few razors.
A: There's some perfume. B: There isn't any perfume.
A: There are lots of rolls of film/films. B: There are some rolls of film.
A: There's a lot of chewing gum. B: There isn't much chewing gum.
A: There aren't many batteries. B: There are a lot of batteries.
A: There are a few CDs. B: There are a lot of CDs.
A: There are lots of pairs of sunglasses. B: There aren't many pairs of sunglasses.
A: There's a lot of sun cream in Sophie's basket.
B: There isn't much sun cream in her basket.

EXTRA PRACTICE AND HOMEWORK

Class Activity 7B Holiday habits p160 (Instructions p128)
7 Review Exercises 3 and 4 SB p59
CD-ROM Lesson 7B
Workbook Lesson 7B p36

7C Wish you were here

Vocabulary expressions with *go*
Skills Reading and Listening: a magazine article
Help with Listening weak forms: review
Review comparatives; Past Simple

QUICK REVIEW ●●●
This activity reviews quantifiers. Check students remember *wallet* and *cupboard*. Students do the activity in pairs, as shown in the examples, and find out if they have similar things. Ask students to share interesting answers with the class.

Reading and Listening

1 Students work in groups and discuss the questions. Ask students to share interesting answers with the class.

2 **a)** Be prepared with definitions, examples, etc. to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves.

Note that the aim of these boxes is to highlight which words you need to pre-teach in order to help students understand the text that follows. The vocabulary in these boxes is not in the Language Summaries in the Student's Book.

Model and drill these words. Pay particular attention to the pronunciation of *shipwreck* /'ʃɪprek/, *snorkelling* /'snɔːkəlɪŋ/, *piranha* /pɪ'rɑːnə/ and *suite* /swiːt/.

b) Focus students on the photos. Students cover the main body of the article and read the first paragraph of the article above the first photo only.

Students then work in pairs or on their own and decide which article the words in **2a)** are in. Check answers with the class.

Ariau Amazon Towers: rainforest, monkey, swimming pool, guide, piranha, suite
Jules' Undersea Lodge: shipwreck, go snorkelling, tropical fish, go diving, staff, room service

3 Check students understand *facilities* and *on land*. Put students into two groups. Group A read about Ariau Amazon Towers and Group B read about Jules' Underwater Lodge. Check they are looking at the correct article and tell them to cover the article they are not reading. Students read their article and answer questions 1–6.

4 a) Put one student from group A with a student from group B. Students take turns to ask and answer the questions in **3**.

Ariau Amazon Towers: 1 Most of the hotel is up in the trees, 30 metres above ground. 2 two restaurants, four treetop bars, swimming pools 3 You can go for a walk in the rainforest, go to local villages, go on a boat trip on the River Amazon and go fishing for piranhas. 4 278 rooms 5 $120 a night. 6 From July to November

Jules' Undersea Lodge: 1 It's underwater, it's very small and there aren't any staff in the lodge. 2 A kitchen and a shared living room. You can get room service from the staff on land. 3 You can go diving, go snorkelling, go for an underwater walk and go on a tour of a shipwreck. 4 two bedrooms, a kitchen and a shared living room 5 $499 per person 6 It doesn't matter when you go.

b) R7.6 Focus students on the texts about both hotels, then play the recording. Students read, listen and check their partner's answers.

5 a) Students work in the same pairs as in **4a)** and answer questions 1–6. Check answers with the class.

1 Jules' Undersea Lodge 2 Jules' Undersea Lodge
3 Ariau Amazon Towers 4 Ariau Amazon Towers
5 Ariau Amazon Towers 6 students' choice

b) Ask the class which hotel they think is better for a holiday. Encourage students to give reasons for their answers.

Help with Listening Weak forms: review

- This Help with Listening section reviews weak forms and the schwa /ə/, and also helps students to hear the difference between the weak and the strong forms of the same words.

6 a) Focus students on the bullet point at the top of the box, and use this to remind students that many short words have weak forms which include a schwa sound. R7.7 Play the recording. Students listen and notice the strong and weak forms of these words. Remind students that these words are usually pronounced in their weak forms in natural spoken English.

b) Focus students on the Ariau Amazon Towers text only. Students do the exercise on their own.

c) R7.6 Play the recording about Ariau Amazon Towers again. Students read, listen and notice the weak forms of the words they underlined in **b)**.

Help with Vocabulary Expressions with *go*

7 a)–b) Students do **a)** on their own, then check their answers in V7.4 SB p132.

- We use *go to* + place (*go to local villages*).
- We use *go with* + person (*go with a guide*).
- We use *go* (without a preposition) + activity (verb+*ing*) (*go diving, go snorkelling*).
- We use *go for* + activity (noun) (*go for a walk*).
- We use *go on* + travel words (*go on a tour/holiday*, etc.).
- Also teach students that we use *go on* with *a trip* and *a journey*.
- Point out that we often use *go for a* + noun or *go* + verb+*ing* to mean the same thing: *go for a swim* = *go swimming*, etc.
- You can also teach the phrase *go home* not ~~*go to home*~~.

8 a) Focus students on the whole article again. Students do the exercise on their own. Check answers with the class.

Ariau Amazon Towers: go for a drink; go swimming; went for a long walk with an excellent local guide; go to local villages; go on a boat trip; go fishing
Jules' Undersea Lodge: go diving; go snorkelling; go for an underwater walk; go on a tour

b) Students do the exercise on their own or in pairs. Check answers with the class.

go to: the mountains, an art gallery, the beach
go with: my family, some friends, my father-in-law
go: sightseeing, sailing, camping
go for: a drink, a run, a walk
go on: a business trip, a holiday, a journey

EXTRA IDEAS

- Students work in pairs and take turns to test each other on the collocations from the lesson. One student says the noun, for example *holiday*, and his/her partner says the whole collocation, for example *go on holiday*.
- Encourage students to store this vocabulary in tables or word maps in their notebooks and add new phrases when they meet them.

9 a) Students do the exercise on their own, then check their answers in pairs. Check answers with the class.

2 been to 3 go for 4 went to 5 go for 6 went on 7 been 8 go on, go with

b) Students work in pairs and take turns to ask and answer the questions in **9a)**. Encourage students to ask follow-up questions where possible. Finally, ask students to share interesting answers with the class.

EXTRA IDEA

- Ask students to imagine that they are on holiday in one of the hotels. For homework students write a postcard or an email to a friend telling him/her about the hotel and their holiday. You can display the postcards/emails around the room for other students to read.

EXTRA PRACTICE AND HOMEWORK

Study Skills 4 Spelling rules p204 (Instructions p199)
Class Activity 7C Ski Canada p161 (Instructions p128)
7 Review Exercise 5 SB p59
CD-ROM Lesson 7C
Workbook Lesson 7C p38

7D I've got a problem

Real World complaints and requests
Vocabulary hotel problems
Help with Listening intonation (1)
Review expressions with *go*

QUICK REVIEW ●●●

This activity reviews expressions with *go*. Elicit some examples of free time activities with *go* onto the board. Students work on their own and write four activities with *go* that they often do and four that they never do. Students work in pairs, swap papers and guess which activities their partner never does. Ask students to share interesting answers with the class.

1 Focus students on the title of the lesson and on the picture. Elicit where it is (*in a hotel*) and what's happening (*the woman has a problem*). Pre-teach *complain about something* and *make a complaint*.

Students work in groups and discuss any complaints they have made. Ask students to share interesting answers with the class.

2 a) Tell students that all of the sentences 1–6 are problems you may have in a hotel. Focus students on the example.

Students do the exercise on their own, then check answers in pairs. Check answers with the class.

Check students understand *broken, lift* (US: *elevator*), *air conditioning, doesn't work* and *light*.

The incorrect words/phrases are:
2 TV 3 chair 4 bed 5 window 6 room number

b) Students work in pairs and think of one more word/phrase for each sentence in **2a)** in the context of a hotel. Check answers with the class.

Possible answers:
1 TV, air conditioning, heating 2 coffee, room, water 3 road, air conditioning, person next door 4 coffee, tea, sandwich 5 heating, TV, shower 6 remote control, phone, air conditioning

3 a) Focus students on the picture and ask what the blonde woman's job is (*a receptionist*). Tell students they are going to listen to three guests making complaints to Reception.

R7.8 Play the recording (SB p152). Students listen and write down what problems the people have. Students check answers in pairs. Check answers with the class.

1 His breakfast hasn't arrived. He also needs more towels. 2 His room's too noisy because of the lift. 3 The TV doesn't work.

b) Play the recording again, pausing if necessary after each conversation to allow time for students to write. Students listen and write down the receptionist's solutions. Students check answers in pairs.

Check answers with the class. Point out that *to look at* a machine means to try to find out what the problem is and, if possible, repair it.

1 She'll call the kitchen. She'll send some more towels up. 2 She'll tell the manager the guest would like to see him. 3 She'll send someone up to look at the TV.

Real World Complaints and requests

4 a)–d) Students do the exercises on their own or in pairs, then check their answers in RW7.1 SB p133. Check answers with the class.

- **a)** 2R 3R 4C 5R 6R 7C 8R

- **b)** 1 *I wonder if I/you could* + infinitive 2 *Could I/you* + infinitive 3 *Would you mind* + verb+*ing*
- **c)** *I wonder if I/you could ... ?* and *Would you mind ... ?* are more polite.
- Use the examples in **4a)** to point out that we often precede complaints with a 'softening' phrase, such as *I'm sorry, but ...* or *I'm afraid ...* .
- Point out that *Would you mind ... ?* means *Is it a problem for you to ... ?*. Therefore we often answer these questions with *No, not at all.* or *Of course not.*, meaning you are happy to help the person. Tell students not to respond to these questions with *Yes*.
- Note that native speakers also respond to *Would you mind ... ?* questions as they do to other requests, with phrases like *Sure* and *Of course*. However, the meaning is usually clear from the context and intonation, although even native speakers have to clarify this on occasion.
- Also point out that when we want to refuse a request, it is polite to give a reason: *Could you help me? Well, actually, I'm a bit busy at the moment.*

Help with Listening Intonation (1)

- This Help with Listening introduces students to polite intonation patterns for making complaints and requests.

5 Focus students on the bullet point. Point out the importance of using polite intonation when making complaints and requests. Many students have problems with this, and it is worth stressing that flat intonation patterns sound rude and impatient to native English speakers.

R7.9 Play the recording (SB p152). Students listen and do the exercise. Check answers with the class. Point out that in the polite versions the speakers' voices always start at a higher pitch and move up and down more.

2b) 3b) 4a) 5a) 6b)

6 R7.10 P Play the recording and ask students to repeat. Encourage students to copy the polite intonation.

7 **a)** Students do the activity in pairs, using phrases from **2a)** and **4a)**. Tell students their writing must be legible as other students are going to read the conversation. While students are working, monitor and check their conversations for accuracy.

b) Put students into pairs and ask them to swap papers. Students read and correct the other pair's conversation. While they are working, monitor and check students' corrections are accurate.

c) Students work in their pairs and practise the new conversation until they can remember it. Students then take turns to role-play the conversations for the pair who wrote it.

EXTRA IDEA

- With a low-level class, or students who are less confident, you can ask students to role-play their own conversations instead.

8 Put students into pairs, student A and student B. Student As turn to SB p108 and student Bs turn to SB p116. Check they are all looking at the correct exercise.

a) Give students time to read the information about their roles. Students plan what they want to say in the conversations where they are the guest. Point out the prompts in the boxes that students can use when they are the receptionist.

b) Students work in pairs and role-play the conversations. While they are working, monitor and correct mistakes of grammar and intonation where necessary.

Finally, ask a few pairs to role-play their conversations for the class.

EXTRA PRACTICE AND HOMEWORK

7 Review SB p59
CD-ROM Lesson 7D
Workbook Lesson 7D p39
Workbook Reading and Writing Portfolio 7 p76
Progress Test 7 p218

7 Review

See p31 for ideas on how to use this section.

1a) 1 travel 2 journey 3 trips 4 tour 5 tour

2b) go to the gym; visit/go to the dentist; play tennis with Mark; have lunch with Bonny; go to the cinema; go to Tom's party; take/do an English exam; have a meeting with the bank manager

5a) 2 with 3 – 4 for 5 on

Progress Portfolio

See p31 for ideas on how to use this section.

8 Different cultures

Student's Book p60–p67

8A Home sweet home

QUICK REVIEW ●●●

This activity reviews irregular verbs. Elicit one or two irregular verbs and their Past Simple and past participle form. Students work on their own and write down eight more examples. Put students into pairs. Students take turns to say an infinitive from their list. Their partner says the other two parts of the verb.

Vocabulary describing your home
Grammar Present Perfect for unfinished past with *for, since* and *How long ... ?*
Review Past Simple

Vocabulary Describing your home

1 Students work in groups and discuss the questions. Ask students to share interesting answers with the class.

2 a) Students work on their own and tick the words in bold they know, then check the new words in V8.1 SB p134.

Check answers with the class and answer any questions students have about the meaning of the new words. Point out that we say *ground floor* in UK English but *first floor* in US English, etc.

Model and drill the words/phrases. Pay particular attention to the pronunciation of *typical* /ˈtɪpɪkəl/, *spacious* /ˈspeɪʃəs/ and *busy* /ˈbɪzi/. Also point out the difference in pronouncing *close* in *close to* /kləʊs/ and *close* (the opposite of *open*) /kləʊz/.

b) Do one or two examples with the class to show that students should choose only one of the words in bold in each sentence.

Students work on their own and choose five sentences from **2a)** that describe their home.

c) Students work in groups and take turns to tell each other about their homes. Ask students to share interesting information about their homes with the class.

Reading and Grammar

3 a) Focus students on the photos and tell them to cover the texts. Use the photos to pre-teach *underground* and *houseboat*. Ask students what they think the best thing about each home is.

b) Tell students they are going to listen to the two owners, Luke and Bridget, talking about their homes.

R8.1 Play the recording. Students read, listen and find out what Luke and Bridget think is the best thing about their homes. Check answers with the class.

Luke: The underground house is always 25° and so does not need heating or air conditioning.
Bridget: The houseboat moves, so they can go wherever they want.

c) Check students know *desert* and *freezing*. Students read the texts again and answer questions 1–5. Students check answers in pairs. Check answers with the class.

1 In the desert in Australia, 850 km north of Adelaide. 2 Yes, he does. 3 Because it's over 50° in the summer and below freezing in winter, and in the underground houses it's always about 25°. 4 Eight years ago, when Bridget was on holiday in Paris. 5 Five (a kitchen, a living room, two bedrooms and a bathroom).

Help with Grammar Present Perfect for unfinished past with *for* and *since*

4 a)–e) Students do the exercises on their own or in pairs, then check answers in G8.1 SB p135. Check answers with the class.

- **a)** a) No, he doesn't. b) Yes, they do. c) **Sentence 1:** Past Simple; **Sentence 2:** Present Perfect
- **b)** We use the Past Simple to talk about something that happened in the past but doesn't continue in the present.
- We use the Present Perfect to talk about something that started in the past and continues in the present.
- **c)** We make positive sentences in the Present Perfect with subject + *have/has* + past participle.
- We make negative sentences in the Present Perfect with subject + *haven't/hasn't* + past participle.
- **d)** We use *for* with a period of time (how long).
- We use *since* with a point in time (when something started).
- Point out that we can also use *for* with the Past Simple: *I lived in Germany for two years.* (but I don't live there now).
- Establish that we don't use *ago* with the Present Perfect and we don't use *since* with the Past Simple.
- If necessary, focus students on the time lines in G8.1 SB p135 to clarify the meaning of the verb forms and *for/since*.

5 Focus students on the examples. Students work on their own and match the words/phrases in the box with *for* and *since*. Students check answers in pairs.

Check answers with the class. Check students understand that *for ages* means *for a long time*.

for: a long time, ten years, three weeks, ages
since: ten o'clock, 2002, I was a child, Saturday

EXTRA IDEA

- Write the phrases in **5a)** and other phrases that can be used with *for* and *since* on cards. Give two or three cards to each student. Students move around the room showing one another their cards. Students say if they should use *for* or *since* with the card. If a student gets an answer wrong, he/she must take the card. The aim is to get rid of all their cards.

6 **a)** Focus students on the example and point out that they must fill in the second gap in each sentence with something that makes the sentence true for them. Early finishers can write one or two more sentences about themselves using *for* or *since*.

Students do the exercise on their own. Check answers to the verb forms with the class.

2 've been 3 lived 4 've had 5 've been 6 started

b) Students compare sentences in pairs. Ask students to share interesting or surprising sentences with the class.

EXTRA IDEA

- Students move around the room saying their sentences from **6a)** to one another. Students try to find one student who has lived in their house/flat, been in this town/city, etc., for the same length of time as they have.

Help with Grammar *How long ... ?*

7 **a)–d)** Students do the exercises on their own or in pairs, then check answers in G8.2 SB p136. Check answers with the class.

- **a)** 1 seven years 2 five years
- **b)** 1 a) question 1 b) question 2; 2 a) question 2 b) question 1; 3 a) Yes, you can. b) No, you can't. *Since* can only be used to answer the Present Perfect question.
- **c)** We make questions in the Past Simple with *How long* + *did* + subject + infinitive + ... We use these questions to ask about something that started and finished in the past.
- We make questions in the Present Perfect with *How long* + *has/have* + subject + past participle + ... We use the questions to ask about something that started in the past and is still happening now.
- Highlight that we usually answer *How long ... ?* questions with short phrases, not complete sentences: *How long have you lived here? For five years./Since 2001.*
- Point out that we can make Past Simple questions with *How long ago ... ?*: *How long ago did you see him?*

8 **a)** Give students a few moments to choose a man they know well.

Students do the exercise on their own. Check answers with the class.

2 have ... known 3 did ... meet 5 has ... lived 6 did ... live 8 has ... been 9 did ... see

EXTRA IDEA

- Play recording R8.2 and ask students to listen and check their answers.

b) Focus students on the example and point out that *have* in *How long ... ?* questions is pronounced in its weak form /həv/.

R8.2 P Play the recording and ask students to repeat. Check students copy the sentence stress and weak forms of *have* and *has* /həz/ correctly.

9 **a)** Students work in pairs and take turns to ask and answer the questions in **8a)** about the man they know. Ask students to share interesting answers with the class.

b) Give students a moment to think of a woman they know well. Put students into different pairs. Students take turns to ask the questions in **8a)** about the woman their partner knows. Make sure they make the appropriate changes from *he* to *she* and *his* to *her* in their questions.

Get ready ... Get it right!

10 Put students into two groups, group A and group B. Students in group A turn to SB p106 and students in group B turn to SB p114. Check they are all looking at the correct exercise.

a) Focus students on the examples and elicit what verb forms the questions in each column are in (column 1: Present Simple; column 2: Present Perfect; column 3: Past Simple).

Put students into pairs with someone from the same group. Students work in their pairs and make questions from the prompts. While students are working, check their questions for accuracy and help with any problems.

b) Put one student from group A with a student from group B. Students take turns to ask and answer their questions. Students should ask questions from all three columns if possible.

c) Finally, ask students to share three interesting things they found out about their partner with the class. Alternatively, put students into groups and ask them to tell one another about their partner.

EXTRA IDEA

- Students write a paragraph about their house/flat and how long they have lived there.

EXTRA PRACTICE AND HOMEWORK

Vocabulary Plus 8 In the kitchen p192 (Instructions p183)
Class Activity 8A Rose Avenue p162 (Instructions p128)
8 Review Exercises 1 and 2 SB p67
CD-ROM Lesson 8A
Workbook Lesson 8A p40

8B Meet the parents

Vocabulary going to dinner
Grammar *should, shouldn't, must*; infinitive of purpose
Help with Listening /t/ at the end of words (1)
Review Present Perfect with *How long ... ?*

QUICK REVIEW ●●●
This activity reviews Present Perfect with *How long ... ?* Put students into groups of four. Students take turns to ask and answer questions with *How long have you ... ?* to find out who has done these things the longest. Ask each group to share their answers with the class.

Vocabulary Going to dinner

1 a) Focus students on the heading of this section and tell students that the vocabulary is connected to invitations to dinner.

Students work on their own and tick the words they know, then do the exercise in V8.2 SB p134.

Check answers with the class. Check students understand the difference between *in time* (before the start of an activity) and *on time* (at the correct time). Tell students that *desserts* are sometimes called *puddings* and *sweets* in the UK.

Model and drill the words. Pay particular attention to the pronunciation of *guest* /gest/ and *dessert* /dɪ'zɜːt/. Highlight the stress in *dessert* and contrast it with *desert* /'dezət/.

Note that only the main stress in words/phrases is shown in the vocabulary boxes and the Language Summary.

V8.2 2c) 3e) 4a) 5b) 6f) 7g) 8h) 9i) 10j)

b) Students discuss the questions in groups. Ask students to share interesting answers with the class.

2 Ask students to imagine they are invited to dinner at someone's house in the UK. Check students know the meaning of *rude* and *earn* /ɜːn/.

Give students time to read sentences 1–8 and to decide if they are true or false. Put students into groups to compare their answers. Do not tell them the correct answers yet.

Listening and Grammar

3 a) Focus students on the photo. Elicit who the people are and where Antonia is from (Italy). Tell students that Polly is from the UK and she is giving Antonia advice on what to do when she is invited to someone's house for dinner.

R8.3 Play the recording (SB p152). Students listen and do the exercise. Students check answers in pairs. Check answers with the class.

Sentence 6 is true. All the others are false.

b) Give students time to read questions 1–5. Check students understand *topics*.

Play the recording again. Students listen and answer the questions. Students check answers in pairs. Check answers with the class.

1 Her new boyfriend Richard's parents 2 Flowers, a bottle of wine or chocolates 3 The hostess 4 Sit and talk for an hour or two 5 Places you've been to, work, family, the weather (but not how much people earn)

Help with Grammar *should, shouldn't, must*

4 a)–c) Students do the exercises on their own or in pairs, then check answers in G8.3 SB p136. Check answers with the class.

- **a)** We use *should* to say that something is a good thing to do.
- We use *shouldn't* to say that something is a bad thing to do.
- We use *must* to give very strong advice.
- After *should, shouldn't* and *must* we use the infinitive: *You must arrive on time.* not ~~*You must to arrive on time.*~~
- Point out that we often use *I (don't) think ...* with *should*: *I (don't) think you should go to work.*
- Also highlight that we can sometimes use *mustn't* /'mʌsənt/ to give strong advice or warnings: *You mustn't tell anyone about it.*

- **b)** 1 What time should I arrive? 2 Should I take something to eat? Yes, you should. No, you shouldn't.
- We often use *Do you think I should ... ?* to ask for advice: *Do you think I should take some food?*
- Point out that *advice* is uncountable: *Can you give me some advice?* not ~~*Can you give me an advice?*~~. Point out that we also say: *a piece of advice.*

Help with Listening /t/ at the end of words (1)

- This Help with Listening section shows students that you often don't hear the /t/ sound at the end of words when the next word starts with a consonant sound.

5 a) Give students time to read sentences 1a)–3b).

R8.4 Play the recording. Students listen and decide when they hear the *t*s printed in bold.

We hear the /t/ sound in **1a)**, **2a)** and **3a)**.

b) Focus students on the sentences in **5a)**. Students work out the rules on their own. Check answers with the class.

Point out that this disappearing /t/ sound can make it hard for students to understand words they know, like *must* or *don't*.

We usually hear /t/ before a vowel sound.
We don't usually hear /t/ before a consonant sound.

c) Students look at R8.3, SB p152. Play the recording again. Students read, listen and notice when we don't say the /t/ sound. Students should also notice when the /t/ sound is pronounced and linked to the vowel sound at the beginning of the next word.

6 Focus on the example and highlight the sentence stress and linking.

R8.4 P Play the recording and ask students to repeat. Encourage students to copy the sentence stress and linking correctly.

7 a) Tell students that a friend of yours is going to have dinner at someone's house in the students' country. Students work on their own or in pairs and write some advice for your friend. While students are working, check their sentences for accuracy and help with any problems.

b) Students work in groups and compare advice. If students are from different countries, they decide how many of the sentences are the same for both countries. If students are from the same country, they can decide if they agree with their partner's advice.

Ask students to share unusual or surprising advice with the class.

EXTRA IDEAS

- If you are teaching in a monocultural context, ask each student to write six pieces of advice. Three of the sentences should be true and three should be false. Students swap sentences and find the false pieces of advice.
- Alternatively, write a selection of typical problems on cards, for example: *I want to give up smoking. I need to find a job quickly. I don't get on with my boss. My flatmate is very noisy. I can't sleep at night.* Students move around the room telling one another their problem and asking for advice.

Listening and Grammar

8 Focus students on the photo on SB p63. Elicit who the people are (*Antonia, Richard and his parents*) and where they are having dinner (*in his parents' house*). Pre-teach *sights* and *wheel*, and tell students that *Bath* is an old town in England which is famous for its Roman baths.

R8.5 Play the recording (SB p152). Students listen and make notes on the advice that Richard's parents give Antonia. Check answers with the class.

Note that the London Eye is a big wheel on the south bank of the River Thames. You pay to go on the wheel and can look over the city from a height of about 150 metres.

She should go to Cambridge to see the university.
Richard should take her to London to see the sights.
She must go on the London Eye.

9 Give students time to read sentences 1–5. Play the recording again, pausing if necessary to allow time for students to write. Students listen and do the exercise. Students check answers in pairs. Check answers with the class.

1 English 2 friends 3 university 4 London 5 shopping

EXTRA IDEA

- If you have strong students, ask them to try to fill in the gaps before you play the recording again. They use the recording to check their answers.

Help with Grammar Infinitive of purpose

10 a)–c) Students do the exercises on their own or in pairs, then check answers in G8.4 SB p136. Check answers with the class.

- **a)** Both sentences have the same meaning.
- **b)** To say why we do something, we often use the infinitive with *to*.
- Point out that we don't say: ~~*I came here for study English.*~~ or ~~*I came here for to study English*~~.
- Also highlight that we can also use *for* + noun to say why we do something: *I went to the shops for some coffee.*

11 **a)** Students do the exercise on their own. Check answers with the class.

1 to study 2 to visit 3 to see 4 to see 5 to do

b) Students work on their own and write six places they have been to. They can write the names of countries, regions, towns or cities.

c) Use the speech bubbles to show that we often use the infinitive of purpose to answer questions with *Why … ?*

Students work in pairs and swap lists. Students take turns to ask and answer about their partner's places. Encourage students to ask follow-up questions if possible.

Ask students to tell the class one or two places they've been to and why they went there.

Get ready … Get it right!

12 Tell students that some friends are coming to visit them. Students make notes on six unusual places the friends should go in their city or country and why they should go there, as shown in the examples for Turkey. Monitor and check students are making notes, not writing complete sentences.

13 Put students into groups and choose the appropriate instructions for your class. Focus students on the speech bubbles to remind them of the language they need to use.

Students do the activity in their groups. Students then choose the six best places to go from all the groups' suggestions.

Finally, ask each group to tell the class the six places they have chosen and why they chose these places.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 8B What should I do? p163 (Instructions p129)
8 Review Exercises 3 and 4 SB p67
CD-ROM Lesson 8B
Workbook Lesson 8B p41

8C Cultural differences

Vocabulary travellers' tips; verb patterns
Skills Reading: a magazine article; Listening: a radio interview
Help with Listening understanding fast speech
Review *should, shouldn't, must*

QUICK REVIEW ●●●
This activity reviews the infinitive of purpose. Give students a minute or two to think of five places they went to last week and why they went there. Students then do the activity in pairs. At the end of the activity, ask students to tell the class the most interesting places they went to and why they went there.

Reading and Vocabulary

1 **a)** Establish the context of the lesson by asking students for ways their culture is different to the culture in the UK or another English speaking country.

Students work on their own or in pairs and tick the words in bold they know, then check new words in V8.3 SB p134. Check any problem words with the class.

Model and drill the new words. Pay particular attention to the pronunciation of *admire* /əd'məɪə/ and point out that *business* /'bɪznɪs/ is only two syllables, not three.

b) Students do the exercise in pairs. Do not check answers with the class yet.

2 **a)** Pre-teach *touch, disgusting, empty* and *valuable*.

Focus students on the article and the photo of travel writer, Neil Palmer. Students read the article and check their answers to **1b)**. Check answers with the class.

1 T 2 F 3 F 4 F 5 F 6 T 7 T

b) Students read the article again and find four things that they think are the most surprising. Students work in groups and compare ideas.

Ask students to share answers with the class and find out which is the most surprising fact in the article.

Help with Vocabulary Verb patterns

3 **a)** Focus students on the underlined verb patterns in the article and elicit which verb forms follow *plan* (infinitive with *to*), *should/shouldn't* (infinitive) and *enjoy* (verb+*ing*).

b)–d) Students do the exercises on their own or in pairs, then check answers in V8.4 SB p134.

While students are working, draw the table from **3b)** on the board so that you are ready to check their answers. Check answers with the class.

- **b)** Focus students on the table on the board. Elicit which verbs from the article go in each column and complete the table.
- **infinitive:** *can, must, might, will*; **infinitive with to:** *would like, need, try, forget, decide*; **verb+ing:** *like, start, finish, prefer*

- **c) Possible answers:**
  infinitive: *shall, could, have to, let's*; **infinitive with *to*:** *would love, would hate, would prefer, want, ask*; **verb+*ing*:** *hate, love, would you mind.* Add students' correct suggestions to the table on the board and ask students to copy the table into their notebooks.
- Point out that some verbs have more than one verb pattern, but the meaning is the same, for example, *start, like* and *prefer*.
- Point out that *like/love* + verb+*ing* is more common in the UK (*I like watching TV*). In the USA, *like/love* + infinitive with *to* is more common (*I like to watch TV*).
- Note that some verbs, for example *try, need* and *stop*, change their meaning depending on the verb pattern that follows. However, at this level we suggest you just focus on the verb patterns in the table as these are the most common, and leave the analysis of these different meanings for later on in students' language development.

4 **a)** Students do the exercise on their own or in pairs. Check answers with the class.

1 doing 2 to do 3 coming 4 learning or to learn
5 studying 6 study 7 to do 8 to go

b) Students do the exercise in pairs. Encourage students to continue the conversation if possible.

Listening

5 **a)** Check students understand *present*, and point out that we say *give someone a present*, not ~~*present someone*~~.

Give students a minute to read the questions and think of their answers. Students work in groups and discuss the questions. Ask students to share interesting answers with the class.

EXTRA IDEA

- Before students work in pairs, tell the class your answers to these questions. This can act as a model when they do the activity.

b) Be prepared with definitions, examples, realia, etc., to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves.

Note that the aim of these boxes is to highlight which words you need to pre-teach in order to help students understand the text that follows. The vocabulary in these boxes is not in the Language Summaries in the Student's Book.

Check students know which part of speech these words are (for example, *refuse/accept* are verbs, *greedy* is an adjective, *death* is a noun, etc.).

Make sure the students do not confuse *a set of glasses* (to drink out of) with *a pair of glasses* (to see better). Also point out that *knives* is the plural of *knife*.

Model and drill new words. Pay particular attention to the pronunciation of *knives* /naɪvz/, *death* /deθ/ and *funeral* /'fju:nərəl/.

6 Tell students they are going to listen to an interview with the travel writer who wrote the article (Neil Palmer). Give students time to read the list of topics.

R8.6 Play the recording (SB p153). Students listen and put the topics in order. Check answers with the class.

1 accepting and refusing presents 2 opening presents
3 things you shouldn't give to people 4 giving flowers

7 Give students time to read sentences 1–6. Play the recording again. Students listen and do the exercise. Students check answers in pairs. Check answers with the class. Ask students which facts from the interview they found surprising or unusual.

1 shouldn't 2 both hands 3 shouldn't
4 bad 5 odd 6 white

Help with Listening Understanding fast speech

- This Help with Listening section helps students to become more aware of the different types of linking we use in fast speech, and reviews the way we say /t/ at the end of words.

8 **a)** Focus students on the sentences in **8a)** and give them a few moments to read them.

R8.7 Play the recording. Students listen and notice the linking and the way we say /t/ at the ends of words.

Ask students why we link the words shown (*the second word starts with a vowel sound*).

Also ask students why we don't say the /t/ at the end of *shouldn't* (*because the next word starts with a consonant sound*).

b) Tell students to open their notebooks and prepare to write. Tell students they will hear each sentence twice.

R8.8 Play the recording (SB p153). Students listen and write what they hear. Play the recording again, pausing after each sentence and eliciting it onto the board. You can also elicit the linking sounds and pronunciation of /t/ in each sentence and draw this on the board.

It's very rude to_/w/~open_a present_immediately.
You shouldn'[t] give_anyone_an_even number_/r/~of things.
You_/w/~always buy glasses_in sets_of five_or seven.
And you mus[t] give_an_odd number_/r/~of flowers.

c) Students look at R8.6, SB p153. Play this recording again. Students read, listen and notice the linking and /t/ sounds.

9 a) Give students a few moments to read the topics and check they understand them.

Put students into pairs or groups, if possible with people from the same country. If you have a multilingual class, you can either ask students to work in pairs with people from the same part of the world, or students can choose to work on their own.

Focus on the two examples and highlight the use of *should* and *must* to give advice. Students work in pairs, groups or on their own and write their top ten tips. While students are working, check their sentences for accuracy and help with any new vocabulary.

b) Put students into pairs with a student from a different group. Students compare tips and find if any of them are the same.

Finally, ask students to share interesting or unusual tips with the class.

EXTRA IDEA

- If you have a multilingual class, ask students to give mini-presentations to the class on how to behave in their countries. Students can prepare their presentations on their own or in pairs with someone from the same country. Allow extra preparation time for this in class, or students can prepare their presentations for homework and give their talks in the following class.

EXTRA PRACTICE AND HOMEWORK

Ph Class Activity 8C Find someone who ... p164 (Instructions p129)
8 Review Exercise 5 SB p67
CD-ROM Lesson 8C
Workbook Lesson 8C p43

8D What's Edinburgh like?

Real World asking about places: *What ... like?*
Vocabulary adjectives to describe places
Review *should/shouldn't*

QUICK REVIEW ●●●
This activity reviews *should/shouldn't*. Remind students of the previous lesson on cultural differences, but tell students not to look at lesson C on SB p64–p65. Students work in pairs and try to remember what you should and shouldn't do in the countries listed. Students can check their answers in the article in lesson C or R8.6, SB p153. Check answers with the class.

EXTRA IDEAS

- Students work in pairs. One student reads out the definitions in V8.5 SB p135 and his/her partner says the word. Students swap roles after six words.
- Elicit more examples to put into the table as revision of adjectives that students have learned in previous units.

1 Establish that the vocabulary in the box is used to describe towns and cities, or the people, weather and food in these towns/cities.

Students work on their own or in pairs and write the words in the table, then check in V8.5 SB p135. Check answers with the class. Check students understand the new words in the Language Summary.

Also establish that the word '*touristic*' does not exist in English. We say a place is *touristy*, not ~~*touristic*~~. Point out that we also use *hot* with food to mean *spicy*.

Model and drill the words. Pay particular attention to the pronunciation of *industrial* /ɪn'dʌstrɪəl/, *delicious* /dɪ'lɪʃəs/, *polluted* /pə'luːtɪd/, *spicy* /'spaɪsi/ and *reserved* /rɪ'zɜːvəd/. Point out that *relaxed* and *reserved* are two syllables, not three.

towns/cities: polluted, crowded, touristy, cosmopolitan, dangerous, (welcoming)
people: welcoming, helpful, relaxed, reserved, (dangerous), (healthy)
weather: wet, freezing, changeable, windy
food: delicious, spicy, bland, healthy

2 a) Students do the exercise in pairs. Ensure both students write down the adjectives.

b) Students compare adjectives in groups and find out if they agree with one another's choices. Ask students to share their ideas with the class. You can ask the class to decide what are the best two words in each category to describe the town/city you are in.

3 a) Focus students on the photo on SB p67 and ask which country the man is from (Scotland). Check students know where Scotland is. Point out that it is an independent country with its own culture and customs. It is also part of the UK, along with England, Wales and Northern Ireland.

Students work in groups and try to answer questions 1–8. Do not give students any help and do not check students' answers yet.

b) Tell students they are going to listen to a Scottish businessman, Bruce McMullen, talking to a Swedish colleague, Marlen. Pre-teach *bank note*, *accent* and *sheep*.

R8.9 Play the recording (SB p153). Students listen and check their answers to **3a)**. Students check answers in pairs. Play the recording again if necessary. Check answers with the class. Find out which group had the most correct answers.

1 Edinburgh (see photo SB p66) 2 Pounds (the same as in England, but Scotland has its own bank notes) 3 Gaelic and English 4 A 'skirt' for men (see photo SB p67) 5 A musical instrument (see photo SB p67) 6 Whisky 7 It's a type of food (a sheep's heart, cut up and cooked inside a sheep's stomach). 8 August

c) Play the recording again. Students look at the adjectives in **1** and tick the ones they hear. Check answers with the class.

Edinburgh: cosmopolitan, touristy
food: delicious, good
people: reserved, welcoming, friendly
weather: wet, windy, freezing, warm, sunny

EXTRA IDEA

- Ask students to turn to R8.9, SB p153. Play the recording again. Students listen, read and underline all the adjectives they hear.

Real World Asking about places: *What ... like?*

4 **a)–d)** Students do the exercises on their own or in pairs, then check answers in RW8.1 SB p136. Check answers with the class.

- **a)** 1b) 2a) Question 1 means *Tell me what you know about Edinburgh.*
- **b)** 1 What's the city like? 2 What are the people like? 3 What's the weather like? 4 What's the food like?
- **c)** We don't use *like* in answers to *What's/What are ... like?* questions. We use *It's/They're* + adjective: *What are the people like? They're very friendly.* not ~~*They're like very friendly*~~.

5 R8.10 P Play the recording and ask students to repeat. Encourage students to copy the sentence stress correctly. Point out the main stress is on *city, people*, etc., not on *like*.

6 Check students remember *public transport*. Students do the exercise on their own.

7 **a)** Put students into groups of four. Students take turns to ask and answer questions with *What's/What are ... like?* about one another's places, as shown in the speech bubbles. While students are working, monitor and help with any problems.

b) Students work on their own and put the places the group talked about in order of preference.

c) Students work in the same groups as in **7a)**. Students compare lists, giving reasons for their order.

d) Finally, ask students to tell the class which place was the most popular in their group, giving reasons for their answers.

EXTRA PRACTICE AND HOMEWORK

8 Review SB p67
CD-ROM Lesson 8D
Workbook Lesson 8D p44
Workbook Reading and Writing Portfolio 8 p78
Progress Test 8 p219

8 Review

See p31 for ideas on how to use this section.

1a) 2 ground floor 3 an unusual 4 small 5 central heating 6 garden

2a) 1 for 2 for 3 since 4 for 5 since 6 since 7 for 8 since

3 1 need **to lose** 2 'd/would like **to be** 3 started **eating** 4 prefer **eating** 5 tried **to have** 6 enjoy **doing** 7 decided **to go**

6a) 1 dangerous 2 delicious 3 freezing 4 polluted 5 relaxed 6 welcoming

6b) **positive:** 2, 5, 6; **negative:** 1, 3, 4

Progress Portfolio

See p31 for ideas on how to use this section.

9 Life isn't perfect

Student's Book p68–p75

9A Problems, problems

QUICK REVIEW ●●●

This activity reviews *What ... like?* questions and adjectives to describe places, food, people and weather. Put students into pairs. Students tell each other places they have been to and find one place that their partner hasn't been to. Students then take turns to ask about these place using *What ... like?* questions and the topic prompts. At the end of the activity, ask a few students to tell the class about the places they talked about.

Vocabulary everyday problems
Grammar first conditional; future time clauses with *when, as soon as, before, after, until*
Review *What ... like?* questions

Vocabulary Everyday problems

1 a) Focus students on the title of the lesson and tell students that the collocations in this exercise are typical everyday problems.

Students do the exercise on their own or in pairs, then check new words in V9.1 SB p137. Check answers with the class and deal with any problems with the new vocabulary.

Check students understand the difference between *miss* and *lose*: *we miss a plane/a train*, etc., ~~*not lose a plane/a train*~~, etc. Elicit other things you can *run out of* (coffee, tea, sugar, milk, energy, patience, etc.).

Point out that *get* in *get lost* means *become*, and that in US English we can say *I forgot my wallet at home.*

Also point out that all these verbs are irregular except *miss*. Teach students the Past Simple and past participle of each verb, or ask them to find this information in the Irregular Verb List SB p159.

Model and drill the words. Point out that the stress on *oversleep* is on the final syllable.

EXTRA IDEA

- Begin the lesson by telling students a short story of why you were late for work today, incorporating the new collocations in **1a)** (you *overslept this morning, lost your keys, got stuck in traffic*, etc.). Students then re-tell the story in pairs before doing **1a)**.

b) Students work in pairs and take turns to test each other on the collocations. One student says the noun, for example, *a plane*, and his/her partner says the whole collocation, for example, *miss a plane*.

2 a) Students do the exercise on their own. Encourage students to think about things they did in the past as well as things they do now.

b) Use the speech bubbles to remind students of ways of agreeing (*Me too., Yes, so do I., Yes, so did I.*, etc.) and disagreeing (*Oh, I don't., Oh, I didn't.*, etc.).

Students work in groups and compare answers. Ask students to tell the class which phrases they all ticked.

Listening and Grammar

3 a) Focus students on photos A, B and C and elicit what problems from **1a)** these people have.

A They're stuck in traffic. B Natalie has overslept.
C They've lost their keys.

b) R9.1 Play the recording (SB p153). Students listen and match the conversations to the photos. Check answers with the class.

1B 2C 3A

c) Students work in pairs and try to match sentences 1–5 to the people in photos A–C.

d) Play the recording again. Students listen and check. Check answers with the class.

1 Natalie (B) 2 Kathryn (C) 3 Brian (A) 4 Brian (A)
5 Rebecca (B)

Help with Grammar First conditional

4 a) Focus students on the example and check that they understand which is the *if* clause and which is the main clause. Ask students to identify the *if* clause and the main clause in one or two of the sentences in **3b)** to check.

b)–c) Students do exercise **b)** on their own or in pairs, then check answers in G9.1 SB p138.

Check answers with the class.

- **b)** 1 The sentences talk about the future.
  2 The *if* clause talks about things that are possible.
  3 The verb in the *if* clause is in the Present Simple.
  4 The verb form in the main clause is: *will* + infinitive. 5 No, it isn't.
- You can write: *If* + Present Simple ... , *will/won't* + infinitive ... on the board for students to copy.
- Point out that the *if* clause can be first or second in the sentence. When the *if* clause comes first, we use a comma (,) after this clause.
- Establish that we don't usually use *will/won't* in the if clause: ~~*If I'll be late again, I'll lose my job.*~~

5 R9.2 P Play the recording and ask students to repeat. Highlight the contraction *I'll* and encourage students to copy the stress correctly.

You can also ask students to turn to R9.2 on SB p153. They can then follow the sentence stress as they listen and practise.

6 Focus students on the example and check students understand *hurry*. Students do the exercise on their own or in pairs. Tell students to use contractions (*I'll*, etc.) if possible. Check answers with the class.

1 B 'll ring; 's/is 2 A misses; 'll get B isn't/'s not; 'll start
3 A doesn't get; 'll go B see; 'll tell

7 a) Focus students on Alan in photo C. Tell students that he's now at the office and is going on a business trip tomorrow. Give students a few moments to read sentences a)–e).

Students work on their own and put the things on his *To do* list in the order that he is going to do them. Point out that the first thing he is going to do is finish the report. Students check their answers in pairs.

b) R9.3 Play the recording (SB p153). Students listen and check answers. Check answers with the class.

2 go to bank 3 call Frank about plane tickets
4 phone hotel – check reservations 5 pack for trip

Help with Grammar Future time clauses with *when, as soon as, before, after, until*

8 a)–c) Students do the exercises on their own or in pairs, then check answers in G9.2 SB p138.

Check answers with the class.

- **a)** 1 The sentences talk about the future.
  2 Present Simple 3 *will* + infinitive
- Point out that the form of the sentences in **7a)** is similar to that of first conditional sentences: *When/as soon as*, etc. + Present Simple …, *will/won't* + infinitive … .
- Highlight that we use the Present Simple after *when, as soon as, before, after* and *until* to refer to the future: *I'll call Frank when I get home.* not ~~*I'll call Frank when I'll get home.*~~
- Also point out that, as in first conditional sentences, the future time clause with *when, as soon as*, etc., can come first or second in the sentence.
- **b)** We use *when* to say we are certain something will happen.
- We use *if* to say something is possible, but isn't certain.
- We use *as soon as* to say that something will happen immediately after something else.
- We use *until* to say that something stops happening at this time.

9 a) Do the first sentence with the class to show the two different tasks students must do. Students finish the exercise on their own, then check in pairs. Check answers with the class.

1 until; 'm 2 'll do; as soon as 3 When; get
4 'll phone; after 5 before; go 6 'll study; if

b) Students work on their own and tick the sentences in **9a)** that are true for them. Students then work in pairs and compare sentences. Ask pairs to share any sentences that are true for both students with the class.

Get ready … Get it right!

10 Put students into pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p113. Check they are all looking at the correct exercise.

a) Tell students that they are going on a long journey: student As are going to cycle from London to Rome, and student Bs are going to drive from Los Angeles to Mexico City. Check students understand *steal*.

Students work on their own and make questions with *you* from the prompts about their partner's journey. Focus students on the examples before they begin. While they are working, check their questions for accuracy and help with any problems.

b) Students continue working on their own and read about their own journey. Students decide what they will do in the situations given. Encourage students to make brief notes at this stage and be prepared to help them with ideas if necessary.

c) Students work with their partner. Student As ask the questions they prepared in **a)**. Student Bs respond with the ideas they prepared in **b)**. While they are working, monitor and correct any mistakes you hear.

d) Students swap roles so that student Bs ask the questions they prepared in **a)** and student As respond with the ideas they prepared in **b)**. Again monitor and help where necessary.

Finally, ask students to share any interesting or surprising answers with the class. You can also ask them which trip they would prefer to go on.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 9A Volunteers p165 (Instructions p130)
9 Review Exercises 1, 2 and 3 SB p75
CD–ROM Lesson 9A
Workbook Lesson 9A p45

9B Sleepless nights

QUICK REVIEW ●●●
This activity reviews phrases for everyday problems. Students work in pairs and write as many everyday problems as they can remember from lesson 9A. Students tell each other which they have had in the last three months. Ask students to share some of their ideas with the class.

Vocabulary adjectives to describe feelings
Grammar *too, too much, too many, (not) enough*
Review *should/shouldn't*

Vocabulary Adjectives to describe feelings

1 a) Check students understand *feelings*. Students work on their own or in pairs and tick the words they know, then check the new words in V9.2 SB p137.

Check answers with the class. Note that *nervous* and *embarrassed* are false friends in certain European languages.

Point out that many of the adjectives end in *-ed* as they describe how people feel in certain situations (see V4.4 SB p127). Ask students which of these adjectives also have an *-ing* form to describe things, situations, places and people: *boring, worrying, exciting, depressing, pleasing, embarrassing, tiring, satisfying, upsetting* and *annoying*. Point out that we say a situation is *stressful* not ~~*stressing*~~.

Model and drill the words. Pay particular attention to the pronunciation of *embarrassed* /ɪm'bærəst/, *guilty* /'gɪlti/ and *calm* /kɑːm/, and check students can hear the difference between *angry* /'æŋgri/ and *hungry* /'hʌŋgri/.

b) Students do the exercise in pairs. Check answers with the class.

positive feelings: excited, pleased, calm, satisfied, confident
negative feelings: bored, worried, stressed, depressed, angry, embarrassed, tired, guilty, upset, lonely, nervous, fed up, sad, annoyed

2 a) Students work on their own and choose six adjectives from **1a)**. Students write when they feel like this on a piece of paper. While students are working, monitor and check they are not writing the adjectives.

b) Students work in pairs and take turns to ask questions to guess the adjectives, as shown in the speech bubbles. Ask students to share interesting answers with the class.

EXTRA IDEA
- Put students into pairs. Students take turns to mime feelings from **1a)**. Their partners try to guess which feeling it is.

Listening and Grammar

3 Find out which students in your class have children. Put students into groups. If possible, organise the groups so that each group includes people who have children and people who don't.

Students work in their groups and discuss the questions. Ask students to share their ideas with the class. Find out what students think is the best age to have children.

4 a) Focus students on the photo. Elicit how the class think Vicky and Martin feel.

b) R9.4 Give students time to read 1–8 in the table, then play the recording (SB p153–p154).

Students listen and tick the things each parent talks about. Students check answers in pairs. Check answers with the class.

Vicky: 2, 3, 4, 7, 8 **Martin:** 2, 4, 5, 6, 7

5 a) Students work in pairs and decide who said sentences 1–7.

b) Play the recording again. Students listen and check their answers. Check answers with the class.

1 Martin 2 Vicky 3 Vicky 4 Martin 5 Vicky
6 Martin 7 Martin

EXTRA IDEA
- If your class are finding the recording difficult, ask them to look at R9.4, SB p153–p154. Play the recording again. Students listen, read and check their answers.

Help with Grammar *too, too much, too many, (not) enough*

6 a)–e) Students do the exercises on their own or in pairs, then check answers in G9.3 SB p138. Check answers with the class.

- **a)** *too* + adjective; *too much* + uncountable noun; *too many* + countable noun
- **b)** *not* + adjective + *enough*; *not* + verb + *enough* + noun
- **c)** *enough* + noun; adjective + *enough*
- **d)** The phrases are followed by infinitive with *to*: *She's not old enough to talk.*

- While checking the answers to **a)–d)**, ask students to tell you which sentence in **5a)** corresponds to each structure.
- Also check students understand which phrases mean more than we want (*too, too much, too many*), less than we want (*not enough*) and the correct number or amount (*enough*).
- Point out that we don't use *too* to mean *very very*: *It was really beautiful.* not ~~*It was too beautiful.*~~

7 R9.5 P Play the recording (SB p154) and ask students to repeat. Highlight the pronunciation of *enough* /ɪˈnʌf/ and check students copy the sentence stress correctly.

Also point out that *too* is always stressed, whereas *to* is often pronounced in its weak form: *I've got too* /tuː/ *much work to* /tə/ *do.*

You can also ask students to turn to R9.5 on SB p154. They can then follow the sentence stress as they listen and practise.

8 **a)** Check students remember *mature* and *earn*. Students do the exercise on their own. Encourage students to focus on word order and to identify which words in the sentences are countable nouns, uncountable nouns and adjectives.

Students check answers in pairs. Check answers with the class.

1 too many 2 enough 3 too much 4 enough
5 enough 6 too 7 too much

b) Students read sentences 1–7 in **8a)** again and tick the ones they agree with. While they are working, copy the language for agreeing, disagreeing and asking for opinions in RW4.1 SB p127 on the board.

c) Students compare answers in groups, giving reasons for their opinions. Encourage students to use the language on the board while they are discussing the questions. Each group marks the sentences they all agree with.

Ask students to share their opinions with the class and encourage a class discussion on points that students do not agree on.

Get ready … Get it right!

9 Ask students to think about problems in their life. Students do not need to be too serious about this; encourage a light-hearted approach if appropriate. If you think your students may not feel comfortable sharing this information, tell students they can make up some problems if they wish or use the extra idea below.

Focus students on the prompts in the box and point out the use of *not enough* and *too much*, and the adjective to describe feelings (*stressed*) in the examples.

Students work on their own and write six sentences about their problems. While students are working, check their sentences for accuracy and help with any problems. Encourage students to use vocabulary from **1a)** where possible in their sentences.

10 **a)** Use the speech bubbles to remind students of the language they need to give advice (*You should …* and *Why don't you … ?*). You can also remind students of *You must …* to give very strong advice.

Students work in groups and take turns to tell one another their problems and give advice. While they are working, monitor and correct any mistakes you hear.

b) Students decide on the best advice they were given. Finally, ask students to share this advice with the class.

EXTRA IDEAS

- Instead of asking students to write sentences about their own problems, they can write about the problems of their family, friends and other people they know. This might be preferable for a shy group of students.
- Do the song *What the World Needs Now* at the end of this lesson rather than at the end of lesson **9D** R9.11.

EXTRA PRACTICE AND HOMEWORK

9 Review Exercise 4 SB p75
CD-ROM Lesson 9B
Workbook Lesson 9B p46

9C In the neighbourhood

QUICK REVIEW ●●●
This activity reviews adjectives to describe feelings. Students work in pairs and write as many of these adjectives as they can think of. Set a time limit of two minutes. Students choose four adjectives from their list and tell each other about the last time they felt like this. Ask them to share some of their ideas with the class.

Vocabulary phrasal verbs
Skills Reading: a letter to a newspaper; Listening: a news report
Help with Listening fillers
Review *too, too much, too many, (not) enough*; adjectives to describe feelings

Vocabulary Phrasal verbs

1 Focus on the title of this lesson and check students understand the difference between *neighbour* /'neɪbə'/ (someone who lives in the same street or building as you) and *neighbourhood* (the area where you live). You can also point out the US English spelling *neighbor(hood)*.

Students work in groups and discuss the questions.

2 **a)** Focus students on the letter and elicit what type of text this is (*a letter to a newspaper*) and who wrote it (*Mrs Yvonne Chapman*). Teach students that *nightmare* in the headline means *extremely bad*. Also pre-teach *solve a problem* and *fall asleep*.

Students read the letter and answer questions 1–4, then check answers in pairs. Check answers with the class.

1 Her neighbours are very noisy and have all-night parties during the week. 2 She has been to their house to complain. 3 She doesn't get enough sleep, she falls asleep as soon as she gets home and she has given up her evening classes because she's too tired to go. 4 She feels depressed and fed up.

b) Students work in pairs and discuss what advice they can give Yvonne, using *I (don't) think she should ...* . Ask students to share interesting answers with the class.

3 Focus students on the verbs in bold in the text and tell students that these are called phrasal verbs. Pre-teach *tolerate*. Students read the letter again and match the phrasal verbs to their meanings. Students compare answers in pairs. Check answers with the class.

c) sit down d) put up with e) give up f) go away g) go on h) turn up i) go back j) take off

Help with Vocabulary Phrasal verbs

4 **a)** Tell students that phrasal verbs act like other verbs, but have two or three parts: a verb and one or two particles. Focus students on the examples in the table. Students write the phrasal verbs *sit down* and *put up with* in the table (verbs: *sit, put*; particle(s): *down, up with*). Check answers with the class.

Note that it is also possible to divide particles into adverbs and prepositions, but we feel this information is rarely helpful to students and can confuse them unnecessarily.

b) Give students a minute or two to read the information. Use the examples to check students understand *literal* and *non-literal*.

Note that this is a simplification of the rules of meaning for phrasal verbs. However, at this level it is important to show students that sometimes you can guess the meaning of a phrasal verb from its verb and particle(s) and sometimes you can't.

c)–d) Students do **c)** on their own or in pairs, then check answers in V9.3 SB p137. Check answers with the class.

- **c) literal:** sit down, go away, take off, go back
  non-literal: put up with, give up, go on, turn up
- Point out that many phrasal verbs have more than one meaning. For example, you can also *go on a trip*. However, encourage students to learn one meaning at a time and to treat phrasal verbs the same as other words or phrases.
- Establish that phrasal verbs are often less formal than their one-word Latinate synonyms. For example, we use *put up with* in everyday conversation but *tolerate* in more formal contexts.
- Point out that *turn up* is often followed by *at* + a place/time.
- Also tell students that *go on* and *give up* are often followed by verb+*ing* (*go on studying, give up smoking*, etc.).
- At this level we don't feel it is helpful for students to explore the grammar of phrasal verbs (which verbs are separable, which need an object, etc.), as students have many more problems with meaning than with form. The grammar of phrasal verbs is dealt with in the Intermediate level of **face2face**.

5 R9.6 P Play the recording and ask students to repeat. Encourage students to copy the stress and the linking.

Point out that the main stress in phrasal verbs usually falls on the particle.

You can also ask students to turn to R9.6 on SB p154. They can then follow the sentence stress and the different forms of linking as they listen and practise.

6 Put students into two groups, group A and group B. Students in group A turn to SB p109 and students in group B turn to SB p117. Check they are all looking at the correct exercise.

a) Students do the exercise on their own.

b) Students check answers with someone from the same group. While they are working, monitor and check their answers individually.

Student A: 2 went away 3 take off 4 given up 5 go on 6 turned up
Student B: 2 given up 3 sit down 4 put up with 5 go on 6 get on ... with

c) Put one student from group A with a student from group B. Students take turns to ask and answer their questions. Encourage students to ask follow-up questions if possible.

Ask students to tell the class one thing they found out about their partner.

EXTRA IDEA

- Write these phrasal verbs from units 1–9 of the course on the board: *go out with, ask out, go on (a date), break up with, turn on, turn off, turn over, look after, take over, go on (a trip), run out of.* Ask students to work in pairs and choose five of the verbs and write a gapped sentence for them, for example, *I ____ ____ the TV before I went to bed.* If students can't remember the meanings, encourage them to find the phrasal verbs in the Language Summaries. Students swap papers with another pair and try to fill in the gaps (*turned off*).

Listening

7 **a)** Tell students they are going to listen to five people talking about their neighbours. Give students time to look at pictures A–E. Pre-teach *drums, drive someone crazy, park a car, a kid* and *be someone's fault.*

R9.7 Play the recording (SB p154). Students listen and put the pictures in order. Check answers with the class.

1B 2D 3E 4A 5C

b) Pre-teach *mile* (5 miles = 8 kilometres). Give students time to read questions 1–5. Play the recording again. Students listen and answer the questions. Students check answers in pairs. Check answers with the class.

1 They look after her cats. 2 Moving house 3 About 4 miles away 4 There aren't enough places for them to play. 5 Because she has two children under the age of two.

c) Students do the activity in pairs. Ask students to share their ideas with the class.

Help with Listening Fillers

- This Help with Listening section introduces students to words/phrases that we often use to give us time to think when we are speaking (*well*, etc.).

8 **a)** Focus students on sentences 1 and 2. Students do the exercise on their own.

Check answers with the class. Point out that these 'fillers' have no meaning, but we use them when we are hesitating and thinking of what to say next. By raising students' awareness of the types of fillers we use in natural spoken English, they are less likely to confuse fillers such as *like, kind of* or *you know* with other meanings of these words (*I like football.*; *What is Edinburgh like?*; *What kind of car have you got?*; *Do you know Robert?*, etc.).

You can ask students what fillers people use in their languages and what fillers they often use themselves.

1 kind of; er 2 er; you see; like 3 you know; um

b) Students look at R9.7 SB p154. Play the recording again. Students read, listen and underline all the fillers. Check answers with the class.

9 **a)** Check students understand the difference between *rubbish* (paper, empty cans, crisp packets, etc., on the ground) and *pollution* (harmful substances from cars, factories, etc., in the air or water).

Focus students on the prompt box and the examples and check they remember the difference between *too much, too many* and *(not) enough* from lesson **9B**.

Students work on their own and write eight sentences about problems in their neighbourhood. While they are working, check their sentences for accuracy and help with any problems.

b) Students compare ideas in groups and find out how many are the same. Students then decide which are the three biggest problems. Ask each group to tell the class what they think the three biggest problems are. Students can then choose the biggest problem from their suggestions.

10 **a)** Use the examples to pre-teach *improve*. If your students are all from the same place, ask them to work on their own and write five things they would like to do to improve their town/city. If you have a multinational class, ask students to write five things they would like to do to improve the town/city they are studying in now.

While students are working, monitor and help with any new language students may need.

b) Students work in pairs and share their ideas, as shown in the speech bubbles. Students then choose the five best things from their lists, giving reasons for their choices.

c) Students work in groups of four or as a whole class and compare their new lists. Students should again agree on a final list of five things.

Finally, students try to agree on the most important idea of all.

EXTRA IDEA

- Students write a letter to the local newspaper complaining about the bad things in their neighbourhood/town/city and what they think should be done to improve the situation.

EXTRA PRACTICE AND HOMEWORK

Ph **Vocabulary Plus** 9 Phrasal verbs p193 (Instructions p183)

Ph **Study Skills** 5 Words with different meanings p206 (Instructions p200)

Ph **Class Activity** 9C The new building p167 (Instructions p130)

9 Review Exercise 5 SB p75

CD-ROM Lesson 9C

Workbook Lesson 9C p48

9D Invitations

Real World invitations and making arrangements
Help with Listening intonation (2)
Review Present Continuous for future arrangements

QUICK REVIEW ●●●

This activity reviews phrasal verbs. Students work in pairs and write a list of all the phrasal verbs they know. Set a time limit of two or three minutes. Students compare lists with another pair and find out who has the most words. Students check they know the meanings of all the phrasal verbs on both lists. Encourage students to give an example sentence for each phrasal verb. While students are working, monitor and help with any problems.

1 **a)** Students do the exercise on their own. Encourage students to think of friends from different times in their life, for example, one from school and one from work.

b) Students work in groups and tell one another about the last time they saw their two friends. Ask students to share interesting stories with the class.

2 Focus students on the photo. Ask who the people are (Vicky, Martin and Meg from lesson 9B). Pre-teach *babysit*. You can also teach students that we say *a babysitter*, not ~~*a babysister*~~.

Give students time to read questions 1–3.

R9.8 Play the recording (SB p154). Students listen and answer the questions. Check answers with the class.

1 To invite them to dinner at their house. 2 Lucy: yes Dave: no 3 To go for a drink after work in The Green Man (at 6.30 on Tuesday).

3 **a)** Students read the paragraph, then work in pairs and find five mistakes. Do not check answers yet.

b) R9.8 Play the recording again. Students listen and check their answers. Check answers with the class.

1 The dinner is on Friday, not Saturday. 2 It starts at 8, not 7.30. 3 Dave is going away at the weekend, not working. 4 Martin and Dave are meeting on Tuesday, not Wednesday. 5 They're meeting in a pub, not a restaurant.

Real World Invitations and making arrangements

4 **a)–c)** Students do the exercises on their own or in pairs, then check their answers in RW9.1 SB p138. Check answers with the class.

- **a)** 2b 3c 4c 5b 6c 7a 8a 9d 10d
- **b)** 1 We use the Present Continuous to ask about people's arrangements (*What are you doing on Tuesday?*)
- 2 After *Would you like … ?* we use the infinitive with *to* (*Would you like to come?*).
- 3 After *Why don't we … ?* we use the infinitive (*Why don't we meet for a drink?*).
- Point out that we can answer *Would you like … ?* questions with *Yes, I'd love to.* or *Yes, I'd love to come.* but not ~~*Yes, I'd love*~~.
- For more information on using the Present Continuous for future arrangements, you can refer students back to lesson **7A** and G7.1 SB p133.

EXTRA IDEA

- Ask students to look at R9.8, SB p154. Students read the conversation and underline all the phrases for inviting people and making arrangements from **4a)**. Play the recording again and ask students to call out *Stop!* when they hear one of the phrases.

Help with Listening Intonation (2)

- This Help with Listening section further develops students' awareness of intonation and reminds them of the importance of appropriate intonation patterns in social situations.

5 R9.9 Do an example with the class first. Play the first pair of sentences on the recording. Ask students which voice sounds more interested (a).

Play the rest of the recording (SB p154). Students listen and do the rest of the exercise. Check answers with the class.

1a) 2b) 3a) 4a) 5b) 6a)

6 R9.10 P Play the recording and ask students to repeat. Encourage students to copy the polite intonation correctly.

EXTRA IDEA

- Students work in pairs and take it in turns to say the sentences in **4a)**. Students choose to say each one in a bored or interested way. Their partner guesses which it is.

7 **a)** Tell students that Martin is phoning another friend, Ian, to invite him to the dinner party. Elicit the first two lines of the conversation and write them on the board (Ian: *Hello?* Martin: *Hello, Ian. It's Martin.*).

Students work in pairs and write the rest of the conversation, using sentences from **4a)** and their own ideas.

While students are working, check their conversations for accuracy and help with any problems.

b) Students practise the conversation several times until they can remember it without looking at their notes. While they are working, monitor and correct any mistakes you hear. Also help students with intonation where necessary.

c) Students role-play their conversation in groups. You can also ask a few pairs to act out their conversations for the class.

8 a) Focus students on the diary page or draw it on the board. Highlight that the diary entries are written in note form and elicit what the person is doing on each day (*On Monday he's/she's going to the cinema with Eva. On Tuesday he's/she's meeting Jan at 1 p.m.*, etc.).

Ask students to draw a similar diary page for next week in their notebooks and fill in four arrangements they have. If students don't have any arrangements, they can invent them. Make sure students write their arrangements in note form, as in the examples, not as complete sentences.

b) Students think of three more things they would like to do. These should be things they can invite a friend to do with them. They can write them in their notebooks under the diary page, but make sure students do not write them in their diaries at this stage.

c) Students move around the class and invite one another to do the three things they would like to do from **8b)**.

If a student says *yes* to an invitation, they should then arrange when and where to meet. Encourage students to give reasons why they can't meet on a particular day by expressing the arrangements already in their diaries in the Present Continuous (*I'm sorry, I'm meeting a friend that day. How about Wednesday?*, etc.).

When students have decided a time and place to meet, they both write the arrangement in their diaries. While students are working, monitor and correct any mistakes you hear.

d) Students work in pairs and take turns to tell each other about all their arrangements for next week. Check which verb form they should be using (Present Continuous). Students find out who is the busiest.

Ask students to share some of their arrangements with the class.

R9.11 *What the World Needs Now* SB p101.

Ask students to turn to SB p101 and look at the song *What the World Needs Now*. This song was written by the famous sixties writing partnership of Burt Bacharach and Hal David and has been recorded by numerous artists, including Diana Ross and Coldplay.

1 Students fill in the gaps on their own or in pairs. Check answers with the class.

1 mountains; hillsides 2 oceans; rivers
3 corn; wheat 4 sunbeams; moonbeams

2 a) R9.11 Give students time to read the song, then play the recording (SB p154–p155). Students listen and cross out the extra words in lines 1–16. Play the recording again if necessary.

b) Students check answers in pairs. Check answers with the class.

2 important 3 true 4 people 5 just 6 up 7 seas
8 everyone 9 beautiful 10 always 11 down
12 really 13 Lord 14 not 15 right 16 it's

3 Students read the song again and answer the questions. Check answers with the class.

There's too little love. There are enough mountains, hillsides, oceans, meadows, cornfields, wheat fields, sunbeams and moonbeams.

4 a) Students work on their own and write five things they need at the moment.

b) Students compare lists in groups and find out if they need any of the same things.

Finally, ask students to tell the class some of the things they need.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 9D Get rich quick! p169 (Instructions p131)
9 Review SB p75
CD-ROM Lesson 9D
Workbook Lesson 9D p49
Workbook Reading and Writing Portfolio 9 p80
Progress Test 9 p220

9 Review

See p31 for ideas on how to use this section.

1a) 1 ~~in traffic~~ 2 ~~an accident~~ 3 ~~a bus~~ 4 ~~your wallet~~ 5 ~~your keys~~

2a) 1 'll be 2 'm; won't wait 3 doesn't wait; 'll get 4 knows; 'll get 5 gets; 'll have to

3a) 2 both are possible 3 ~~before~~ 4 ~~until~~ 5 both are possible

5a) 1 away 2 up 3 up 4 on 5 with

Progress Portfolio

See p31 for ideas on how to use this section.

10 Shop till you drop

Student's Book p76–p83

10A Going, going, gone!

QUICK REVIEW ●●●

This activity reviews invitations and making arrangements. Students work on their own and decide on a date and time for their party next week. Students move around the room asking as many students as possible to their party. If one student accepts another student's invitation, they should discuss the time and place of the party. If students can't come to a party, they should refuse the invitation and say what they are doing at that time. If necessary, review the language from lesson 9D before they begin. At the end of the activity, ask the class who has the most guests.

Vocabulary verbs often used in the passive
Grammar Present Simple passive; Past Simple passive
Review Present Simple; Past Simple

Reading and Grammar

1 Use the photo of the auctioneer on SB p76 to pre-teach *auction* /ˈɔːkʃən/. Tell students that at an auction, the auctioneer shouts *Going, going, gone!* (the title of this lesson) to tell people that an item has been sold.

Students work in groups and discuss the questions. Ask students to share any experiences of auctions with the class.

2 a) Check students know who George Harrison is (*a former member of The Beatles*). Students read the article and answer questions 1–4. Check answers with the class.

1 No, they don't. 2 A painting by Picasso called *Boy with a Pipe* and one of George Harrison's guitars. 3 Things that people collect because they were once owned by a famous person or connected to a famous place or event. 4 In auction houses and on Internet sites like eBay.

b) Students do the exercise on their own or in pairs. Do not check answers with the class yet.

EXTRA IDEA

- If you have a low-level class, review how to say the numbers in the box before students do **1b)**.

c) R10.1 Play the recording. Students listen and check their answers. Check answers with the class. Ask the class which piece of information they found the most interesting or surprising, and which item of memorabilia they would most like to own.

1 £58,000,000 2 £117,000 3 £56,000 4 £700,000 5 £73,000 6 £1,770,000 7 £157,000

3 a) Ask students to cover the article. Students work in pairs and try to answer questions 1–5.

b) Students read the article again and check their answers.

1 New York 2 After the 1970 World Cup final 3 His personal hairdresser 4 1999 5 £58 million

Help with Grammar Present Simple passive; Past Simple passive

4 a) Focus students on the active and passive sentences in the Student's Book or write them on the board. Elicit the answers to questions 1 and 2 from the class.

Use the answers to question 1 to point out that we usually put the main topic at the beginning of the sentence.

If you wrote the sentences on the board, you can also show students visually that the object of the active sentence becomes the subject of the passive sentence, as in G10.1 SB p140.

1 a) The active sentence. b) The passive sentence.
2 *Ian Fleming* is the subject of the active sentence. *This typewriter* is the subject of the passive sentence.

b)–e) Students do the exercises on their own or in pairs, then check answers in G10.1 SB p140. Check answers with the class.

- **b)** The person doing the action is the subject in **active** sentences.
- We often use the **passive** when we are more interested in what happened to someone than in who did the action: *One of George Harrison's guitars was sold for £117,000.*
- In **passive** sentences we can use *by* to say who or what did the action (the agent): *This typewriter was used by Ian Fleming.*
- **c)** To make the Present Simple passive we use: subject + *am, is* or *are* + past participle.
- To make the Past Simple passive we use: subject + *was* or *were* + past participle.
- If you have a strong class, point out that we make all passive verb forms with: subject + *be* + past participle. We change the form of *be* to make the appropriate verb form: *It's **been** sold.* (Present Perfect passive), *It **will be** sold.* (future passive), etc.
- **d)** We make questions in the passive with: (question word +) auxiliary + subject + past participle + … .

5 R10.2 P Play the recording (SB p155) and ask students to repeat. Encourage students to copy the sentence stress correctly.

You can also ask students to turn to R10.2 on SB p155. They can then follow the sentence stress as they listen and practise.

6 **a)** Do an example with the class first. Students do the exercise on their own. Students decide if the verbs are in the Present Simple passive or Past Simple passive.

b) Students check answers in pairs. Check answers with the class.

Present Simple: are known; is collected; are bought and sold
Past Simple: was sold; was sold; was owned ; was used; was made; was sold; was worn; was auctioned; was bought; were sold; was owned; was sold; was taken; was sold

7 **a)** Focus students on the eBay logo. Ask students what they know about eBay and if anyone in the class has ever used it.

Pre-teach *French toast* (*bread dipped in egg and then fried*) and *category*. Check students know Justin Timberlake (*a famous pop singer*) and Tiger Woods (*a famous golfer*).

Point out that students have to choose whether the verb is in the active or passive form and whether it is in the present or the past. Students work on their own and fill in the gaps.

Students check answers in pairs. Check answers with the class.

2 was called 3 changed 4 wasn't visited 5 has 6 is used 7 make 8 go 9 bought 10 was bought 11 tried

b) Students work in pairs and discuss what they think is the most surprising information about eBay. Ask students to share their ideas with the class.

Vocabulary Verbs often used in the passive

8 **a)** Focus students on the verbs in the box and teach any words students don't know, for example, *manufacture, direct, publish, invent* and *grow*.

Students work in pairs and think of nouns that can be used with these verbs, as shown in the example.

Check answers with the class and write correct collocations on the board.

b) Ask students to turn to V10.1 SB p139. Students do the exercise on their own or in pairs.

Check answers with the class. Check students understand the new words *crops, cotton* and *products*.

Model and drill the collocations with the class.

V10.1 publish newspapers, magazines, books, etc.; invent machines; paint pictures; write books, plays, etc.; grow crops (rice, cotton, etc.); direct films; build houses; make products (phones, shoes, etc.)

EXTRA IDEA

- Students work in pairs and take turns to test each other on the collocations in V10.1 p139 and any that are written on the board. One student says the noun, for example, *machines*, and his/her partner says the whole collocation, for example, *invent machines*.

9 **a)** Students do the exercise on their own or in pairs. Remind students that they can check irregular verbs in the Irregular Verb List, SB p159.

Check answers with the class and elicit which verbs are regular and which are irregular.

Model and drill the past participles with the class. Point out that the *-ed* ending in *painted, directed* and *invented* is pronounced as an extra /ɪd/ sound, as the verbs end in a /t/ sound.

manufactured, painted, directed, published, written, built, invented, grown, made

b) Do an example with the class on the board to show that students should fill in the first gap with the correct form of one of the verbs in **8a)** and the second gap with their own ideas, for example, *My favourite book was written by Gabriel García Márquez*.

Students do the exercise on their own. While they are working, monitor and check their sentences for accuracy.

c) Students compare sentences in pairs and find out how many are the same. Ask students to share interesting sentences with the class.

Get ready ... Get it right!

10 Put students into two groups, group A and group B. Students in group A turn to SB p103 and students in group B turn to SB p111. Check students are all looking at the correct exercise.

a) Put students into pairs with someone from the same group. Focus students on the examples. Students work with their partner and write questions in the Present Simple passive or Past Simple passive from the prompts. While students are working, check their questions for accuracy and help with any problems.

b) Put a pair from group A with a pair from group B. Students are not allowed to look at each other's questions.

Students take turns to ask and answer the questions they wrote in **10a)**. Make sure that students say all three possible answers when they ask their questions. Also highlight that the correct answer is in bold.

Tell students to tick the questions that the other pair gets right. If students don't know the answer, encourage them to have a guess. While they are working, monitor and correct any mistakes that you hear.

c) Students work out which pair got the most correct answers. Finally, ask students to tell the class which pair in each group got the most correct answers.

EXTRA IDEA

- Students work in pairs and write their own general knowledge questions in the passive, using the verbs in **8a)**. Students then work with another pair and take turns to ask and answer the questions. You could set this as a homework task and students can ask their questions in the next lesson.

EXTRA PRACTICE AND HOMEWORK

Class Activity 10A Auction house p171 (Instructions p131)
10 Review Exercise 1 SB p83
CD-ROM Lesson 10A
Workbook Lesson 10A p50

10B Changing trends

Vocabulary *anything, someone, no one, everywhere*, etc.
Grammar *used to*
Help with Listening *used to*
Review Past Simple

QUICK REVIEW ●●●
This activity reviews the Past Simple passive. Give students time to think of their examples on their own. Students work in pairs to tell each other about the buildings, paintings and books they have chosen. Encourage students to ask questions about the things they are interested in and tell each other if they have visited the famous buildings, seen the paintings or read the books. Ask students to tell the class about some of the things they chose.

Listening and Grammar

1 Students work in pairs and discuss the questions about shopping. If possible, have one man and one woman in each pair. Ask students to share their ideas with the class.

2 a) Focus students on the photos and ask when they think the old photo was taken (*in the 1940s or 1950s*). Tell students they are going to listen to an interview with Sam Bennett about a radio programme called *Real Men Shop!*

Pre-teach *skincare products* (moisturiser, special cleansing liquid, bath oils, etc.) and establish that Selfridges is a famous department store in Oxford Street in London. Give students time to read topics a)–d).

R10.3 Play the recording (SB p155). Students listen and do the exercise. Check answers with the class.

1b) 2d) 3c) 4a)

b) Give students time to read sentences 1–5. If students ask about *used to* at this stage, tell them you will look at this in more detail after the listening.

Play the recording again. Students listen and fill in the gaps in the sentences. Students check answers in pairs. Check answers with the class.

1 1909 2 men 3 food 4 clothes 5 40

c) Check students understand *shopping trends* by referring back to the shopping trends discussed in the listening. Students discuss how shopping trends have changed in their countries in pairs or with the whole class.

Help with Grammar *used to*

3 a)–e) Students do the exercises on their own or in pairs, then check answers in G10.2 SB p140. Check answers with the class.

- **a)** We use *used to* to talk about **past** habits and repeated actions.
- We **can** use *used to* with state verbs (*be, like, have, want*, etc.).
- After *used to* we use **the infinitive** (*used to be*, etc.).
- Point out that we make positive sentences with: subject + *used to* + infinitive.
- Also highlight that we can only use *used to* to talk about the past. When we want to talk about habits and repeated actions in the present, we use *usually* + Present Simple: *I usually get up early*.
- Elicit common state verbs from the class and write them on the board. Alternatively, direct students to the illustration of common state verbs in G3.3 SB p124.
- **b)** Because it was an action that only happened once.
- Use this example to highlight that we can only use *used to* for something that happened a number of times in the past, not just once.
- **c)** We make the negative of *used to* with subject + *didn't use to* + infinitive.

- Point out that we can also make negative sentences with *never*: *Most married men never used to do the food shopping.*
- **d)** 1 What did single men use to do? 2 Did men use to buy skincare products? Yes, they did. No, they didn't.
- Use the examples to highlight that we make questions with *used to* with question word + *did* + subject + *use to* + infinitive + … .
- Highlight the spelling of *use to* in negatives and questions: *Did you use to know him?* not ~~*Did you used to know him?*~~
- Point out that we can also use the Past Simple to talk about past habits, routines and states: *I lived in Rome when I was young.*

Help with Listening *used to*

- This Help with Listening section introduces students to the way we say *used to* in sentences and questions.

4 **a)** R10.4 Focus students on the examples, then play the recording. Students listen and notice the pronunciation of *used to* and *use to*. Ask students if the different forms are pronounced the same or differently (*the same*). Point out that *to* in *used to* is usually pronounced as the weak form.

b) R10.3 Students look at R10.3, SB p155. Play the recording of the radio interview again. Students read, listen and notice how we say the different forms of *used to*.

5 **a)** Tell students they are going to read about shopping in the UK in the 1930s.

Use the example to show students that they have to fill in the gaps with the correct form of *used to* and a verb from the box. Students do the exercise on their own.

b) R10.5 Play the recording. Students listen and check their answers. Check the spelling of *used to* in each answer.

P Focus students on the example and highlight that *used to* is always stressed. Play the recording again and ask students to repeat. Check that students copy the sentence stress correctly.

2 used to open 3 used to eat 4 didn't use to sell 5 didn't use to be 6 used to buy 7 didn't use to have 8 used to take

6 **a)** Ask students to think about where they were living ten years ago and what they and their family were doing at that time.

Students then do the exercise on their own. While students are working, check their sentences for accuracy and help with any new vocabulary.

EXTRA IDEAS

- If you have a strong class, encourage students to continue the sentences about their shopping habits now, for example, *I used to go shopping at lunchtime, but now/these days I go shopping after work.*
- If you have a low-level class, write the following prompts on the board to give students ideas for their sentences in **6a)**: who used to do the shopping, things you always/never used to buy, how often/when you used to go shopping, your favourite shops, how you used to pay for things, types of food you used to buy.

b) Students compare sentences in pairs and find out if any are the same. Ask students to share interesting sentences with the class.

Help with Vocabulary *anything, someone, no one, everywhere,* etc.

7 **a)–d)** Students do the exercises on their own or in pairs, then check answers in V10.2 SB p139. Check answers with the class.

- **a)** **people:** *someone, no one*; **places:** *everywhere*; **things:** *anything*
- **b)** **people:** *someone, anyone, no one, everyone* **places:** *somewhere, anywhere, nowhere, everywhere* **things:** *something, anything, nothing, everything*
- Check that students understand that words beginning with *some-* and *any-* mean one person/place/thing; words beginning with *every-* mean all the people/places/things; words beginning with *no-* mean not one person/place/thing.
- **c)** We usually use *someone, somewhere* and *something* in positive sentences. We usually use *anyone, anywhere* and *anything* in negative sentences and questions.
- Establish that *no one, nowhere* and *nothing* are negative words but we use them with a positive verb: *No one* **likes** *it.* not ~~*No one doesn't like it.*~~
- Point out that *no one* is two words, whereas *nowhere* and *nothing* are one word. Point out that we can use *-body* or *-one* for people: *somebody* = *someone,* etc.
- Point out that *everyone, everywhere* and *everything* have a plural meaning, but we use these words with a singular verb: *Everyone* **is** *watching TV.* not ~~*Everyone are watching TV.*~~

8 **a)** Students do the exercise on their own or in pairs. Check answers with the class.

1 No one 2 everywhere 3 Everything 4 anything 5 anywhere 6 Everyone

b) Students work on their own and tick the sentences that are true about their country in the 1930s. Students work in pairs and compare ideas. If possible, ask students to compare their answers with someone from a different country.

Ask students to share interesting answers with the class.

Get ready ... Get it right!

9 Pre-teach *get into trouble* and *poster*.

Ask students to think back to when they were ten years old. Students work on their own and tick the examples that were true for them at that age. Point out that if there are two options, for example *playing computer games* and *reading*, students can choose one or both options.

Students then add three more things they used to do when they were ten. While students are working, monitor and help with any new vocabulary.

10 Students work in groups and talk about their ideas from **9**. Encourage students to ask follow-up questions, as shown in the speech bubbles. While they are working, monitor and correct any mistakes you hear.

Finally, ask each student to tell the class one or two interesting or unusual things they used to do when they were ten.

EXTRA IDEAS

- Students make a list of six things they used to do when they were ten. They can use the prompts in **9** or their own ideas. Students then move around the room and ask questions with *Did you use to ... ?* to find students who used to do the same things as them.
- Students write about how their countries have changed in the last fifty years. Students can write about topics such as shopping, food, clothes, education, music, family life, etc.

EXTRA PRACTICE AND HOMEWORK

Class Activity 10B www.irememberyou.com p173 (Instructions p132)
10 Review Exercises 2, 3 and 4 SB p83
CD-ROM Lesson 10B
Workbook Lesson 10B p51

10C Fashion victims

Vocabulary use of articles: *a, an, the*, no article
Skills Reading: a magazine article; Reading and Listening: a profile
Review Past Simple passive; *have to*

QUICK REVIEW ●●●

This activity reviews *used to*. Students work in pairs and find six things they both used to do five years ago but don't do now. If necessary, write the following prompts on the board before they begin: *I used to ... So did I./Oh, I didn't. Did you use to ... ? Yes, I did./No, I didn't.* Ask each pair to tell the class one or two things they both used to do five years ago.

Reading and Vocabulary

1 Tell students they are going to talk about fashion. Pre-teach *designer label*. Note that we usually use this phrase to refer to expensive clothes or other products from a fashion house named after a particular designer (Gucci, Versace, Yves St Laurent, Calvin Klein, Dolce and Gabbana, Givenchy, Paul Smith, etc.), not clothes made by multinational companies like Nike, Adidas, Gap, etc.

Students work in groups and discuss the questions. Ask students to share interesting answers with the class.

2 Pre-teach *sack someone, tax, shoot* and *gunman*, and check students remember *hire, get on with* and *murder*.

Focus students on the family tree and elicit the name of the family (Gucci). Students read the article and fill in the gaps a)–f) in the family tree. Students check answers in pairs. Check answers with the class.

a) 1953 b) 1990 c) Vasco d) Paolo e) Reggiani f) 1995

3 Students read the article again and do the exercise. Students check answers in pairs. Check answers with the class.

1 F Guccio Gucci designed leather bags and suitcases.
2 F Rodolfo didn't get on with Paolo. 3 ✓ 4 ✓
5 F Maurizio wasn't a very good businessman.
6 F Patrizia hired a gunman to shoot Maurizio.

Help with Vocabulary Use of articles: *a, an, the*, no article

4 a)–b) Students do the exercises on their own or in pairs, then check answers in V10.3 SB p139. Check answers with the class.

- **a)** b) a small shop c) the shop d) the world e) the most famous f) clothes g) Italy

- If necessary, go through the rules one by one with the class, checking they understand them.
- Point out that we also use *the* with countries that are a collection of states: *the UK, the USA, the Czech Republic*, etc.
- Also highlight that there are many fixed phrases with *the* that students have already met, for example *go to the cinema/shops, in the morning/ afternoon/ evening, at the weekend, the news, the weather, the moon*, etc. Encourage students to record and learn these phrases as one 'chunk' when they meet them.
- Students from some countries often use *the* when they use *like, love, hate*, etc., to talk about things in general: ~~*I love the chocolate*~~. If your students are having problems with this, ask them to compare *I like children.* (in general, all children) with *I like the children.* (particular children, for example, the children that live next door.)

5 Students do the exercise on their own or in pairs. Check answers with the class.

a) a very good businessman b) a gunman c) the gunman d) the head e) the worst f) products g) America

Reading and Listening

6 **a)** Ask students what they know about the fashion designer Gianni Versace.

Pre-teach *sign a book* and check students remember *win an award* and *raise money for charity*. Students do the exercise on their own, then check in pairs. Check answers with the class.

2 a 3 – 4 – 5 a 6 the 7 – 8 a 9 a 10 – 11 the 12 the 13 the 14 – 15 the

b) R10.6 Play the recording. Students listen as they read the article again and find the extra information. Check answers with the class.

1 … in 1984. In September 1988 he opened the first Versace shop in Madrid, Spain. 2 … was killed. But 9 days later, a man was found dead on Miami beach. The police believe that he was Versace's murderer.

7 **a)** Pre-teach *in a sale* and *fashion victim* (someone who wears fashionable clothes even if sometimes the clothes make them look silly). Tell students they are going to find out if they are fashion victims.

Students work on their own and do the questionnaire.

b) Put students into pairs. Students take turns to ask and answer questions 1–6 in the questionnaire and find out how many of their answers are the same.

c) Students check their answers to the questionnaire on SB p158 to find out if they are fashion victims.

d) Students discuss their results of the questionnaire in groups and tell each other if they agree with them. Encourage students to give reasons for their opinions.

Finally, ask students to tell the class their scores and how they feel about the description of them on SB p158.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 10C Articles snakes and ladders p175 (Instructions p133)
10 Review Exercise 5 SB p83
CD-ROM Lesson 10C
Workbook Lesson 10C p53

10D Can I help you?

Real World in a shop
Vocabulary shopping
Help with Listening what shop assistants say
Review clothes; articles

QUICK REVIEW ●●●

This activity reviews clothes vocabulary. Students work in pairs and write all the clothes they can remember. Set a time limit of two minutes. Students compare lists with another pair and find out which pair has the most words. Students then discuss which students in the class are wearing the things on their lists. Find out which pair has the most words and write them onto the board. Ask if other pairs have any different words and add them to the list.

1 **a)** Focus students on the photo and ask what kind of shop it is (*a souvenir shop in London*). Students work on their own and write down as many items in the photo as they can. You can set a time limit of two or three minutes.

b) Students then compare their lists in pairs and find out if they have the same things. Check answers with the class.

maps, jackets, T-shirts, bags, rucksacks, caps, handbags, postcards, scarves, hats, batteries, cameras, watches, belts

c) Students work on their own and tick the words/ phrases they know, then do the exercise in V10.4 SB p139.

Check answers with the class. Point out that we *try something on* to see if it's the right size or looks good on us. Also highlight that *it doesn't fit* can mean that it is too big or too small. You can also teach the phrase *it suits you* (it looks good on you).

Tell students that in the UK *a fitting room* is sometimes called *a changing room*.

Highlight that we can say *pay cash* or *pay by cash* not ~~*pay with cash*~~. We can also *pay by cheque, credit card* or *debit card*.

Model and drill the words/phrases. Pay particular attention to the pronunciation of *medium* /'mi:diəm/, *large* /lɑ:dʒ/, *sign* /saɪn/ and *receipt* /rɪ'si:t/.

V10.4 1h) 2i) 3j) 4k) 5l) 6b) 7c) 8f) 9e) 10d) 11a) 12 g)

Help with Listening What shop assistants say

- This Help with Listening section helps students to understand typical phrases they will hear in shops.

2 **a)** Give students time to read the sentences in the box. Make it clear that these are all things that shop assistants say, not complete conversations.

R10.7 Check students understand that they are going to hear two different conversations. Play the recording (SB p155). Students listen and put the sentences in the order they hear them.

b) Students check answers in pairs. Check answers with the class. Check students understand *amount* (of money) and establish that *altogether* means *in total*.

1 d) f) b) c) e) a)
2 e) b) d) a) c)

3 Give students time to read sentences 1–5. Play the recording again. Students listen and do the exercise. Students check answers in pairs. Check answers with the class.

1 smaller 2 tries 3 £15 4 map, batteries 5 credit card

Real World In a shop

4 **a)–b)** Establish that these are all typical things that customers say when they are shopping.

Students do the exercise on their own, then check their answers in RW10.1 SB p140. Check answers with the class.

- 1 looking 2 Excuse 3 size 4 try 5 take 6 Can 7 sell
- Point out that we say *I'm just looking.* when we don't want the shop assistant to help us.

5 R10.8 P Play the recording and ask students to repeat. Encourage students to copy the polite intonation correctly.

6 **a)** Students work in pairs and write a conversation in the shop from the prompts. While students are working, check their sentences and help with any problems.

Possible answers:

SA Can I help you?
C Have you got this shirt in blue, please?
SA I'll have a look. Yes, here's a blue one.
C Can I try it on, please?
SA Sure. The fitting room's over there.
SA Does it fit?
C Yes, I'll take it.
SA That's £20.50 altogether, please. How would you like to pay?
C By credit card, please.
SA Check the amount and sign here, please. Here's your receipt.

b) Students practise the conversation in pairs until they can remember it without looking at their notebooks. While they are working, monitor and help students with polite intonation.

c) Students work with another pair and take turns to role-play their conversation.

EXTRA IDEA

- Ask a few pairs to role-play the conversation for the class. Alternatively, if you have a strong class you can ask a customer from one pair to role-play the conversation with a shop assistant from another pair.

7 Put students into pairs, student A and student B. Student As turn to SB p107 and student Bs turn to p115. Check they are all looking at the correct exercise.

a) Check students understand *trainers* and *brand*. Give students time to read the information about their roles and to decide what they want to say. Students can make notes, but should not write the complete conversation. While they are preparing, move around the room and help weaker students with any problems.

b) Students work with their partners and role-play the conversations. Student As should start conversation 1 and student Bs should start conversation 2. Tell shop assistants to start the conversation with *Can I help you?* as shown in the speech bubbles.

While they are working, monitor and correct any mistakes you hear. Also encourage students to use polite intonation throughout the conversations.

Finally, you can ask a few pairs of students to role-play the conversations for the class.

EXTRA PRACTICE AND HOMEWORK

Vocabulary Plus 10 Clothes p194
(Instructions p184)
10 Review SB p83
CD-ROM Lesson 10D
Workbook Lesson 10D p54
Workbook Reading and Writing Portfolio 10 p82
Progress Test 10 p221

10 Review

See p31 for ideas on how to use this section.

1a) 1 Pablo Picasso 2 are made; Switzerland 3 discovered; radium 4 are manufactured; Germany 5 was won; Brazil 6 was written; Mary Shelley

2a) 3 didn't use to go 4 used to get 5 didn't use to have 6 x 7 x

4a) 1 anything 2 someone 3 anywhere 4 everywhere 5 No one

5a) 2 The 3 – 4 the 5 a 6 a 7 a 8 – 9 – 10 the

b) 2 We use *The* because it's the second time we talk about the accident. 3 We don't use an article because the fixed phrase is *at night*, not ~~*at the night*~~. 4 We use *the* because *the weather* is a fixed phrase. 5 We use *a* because it's the first time we talk about a new car. 6 We use *a* because it's the first time we talk about a friend. 7 We use *a* because *a car salesman* is a job. 8 We don't use an article with the names of cities. 9 We don't use an article because we are talking about expensive cars in general. 10 We use *the* because *cheapest* is a superlative.

Progress Portfolio

See p31 for ideas on how to use this section.

11 Gossip and news

Student's Book p84–p91

11A Guess what?

Vocabulary verb-noun collocations (3)
Grammar Present Perfect for giving news with *just, yet* and *already*
Help with Listening /t/ at the end of words (2)
Review *will*

QUICK REVIEW ●●●
This activity reviews conversations in a shop. Put students into pairs and tell them that they are in a clothes shop. Make one student a customer and the other student a shopkeeper. Ask students to look at RW10.1 on SB p140 to remind themselves of the language they can use. Also tell the customers to decide on two or three things they want to buy. Students work in pairs and role-play their conversation. Encourage students to continue the conversations for two minutes. Early finishers can swap roles.

Vocabulary Verb-noun collocations (3)

1 a) Check students understand that three of the words/phrases in italics are correct and one is incorrect. Students do the exercise on their own, then check in V11.1 SB p141. Check answers with the class. Check students understand the new phrases *get sacked, get promoted, have an operation* and *pass/fail a driving test*.

Model and drill the complete phrases (*get promoted, pass a driving test*, etc.). Point out that *sacked* /sækt/ is one syllable, not two.

1 an accident 2 18 years old 3 an exam 4 a job

EXTRA IDEA

- Students work in pairs and take turns to test each other on the collocations. One student says a word/phrase, for example, *lost*, and his/her partner says the whole collocation, for example, *get lost*.

b) Students make four sentences about themselves, using the verbs and words/phrases from **1a)**. Tell students these sentences can be in the Present Simple, Present Perfect or Past Simple. If necessary, do some examples of your own with the class before they begin: *I always get lost when I go to a new place., I've never had an accident., I lost my keys last week.*, etc.

c) Students work in pairs and tell each other their sentences. Encourage students to ask follow-up questions where possible, as shown in the speech bubbles. Ask students to share any interesting sentences with the class.

Reading and Grammar

2 Focus students on the photo. Establish that the woman's name is Sharon and highlight her messages A–D around the edge of the photo.

Students read the messages and answer questions 1–4. Check answers with the class.

1 He's had a car accident. 2 He's already done three dives. 3 Money for the work he did for her last month 4 Pippa 5 Jill and Ted are happy. Tim, Deborah, Robin Hall and Pippa are unhappy.

Help with Grammar Present Perfect for giving news with *just, yet* and *already*

3 a) Focus students on the three sentences in bold in Sharon's messages A, B and C. Ask the class which verbs are in the Present Perfect and which verb is in the Past Simple. If necessary, remind students that we make the Present Perfect with subject + *have/has* + past participle.

Present Perfect: He's had a car accident; He hasn't received the money ... . Pippa's lost her job.
Past Simple: ... the work he did for you last month.

b–e) Students do the exercises on their own or in pairs, then check answers in G11.1 SB p142. Check answers with the class.

- **b)** We use the **Present Perfect** for giving news about things that happened in the past, but are connected to now. We don't say the exact time they happened.
- We use the **Past Simple** when we say the exact time something happened.
- **c)** We use ***yet*** to say something hasn't happened, but we think it will happen in the future.
- We use ***just*** to say something happened a short time ago but we don't know or say exactly when.
- We use ***already*** to say something happened some time in the past (perhaps sooner than expected).
- **d)** We usually use ***just*** and ***already*** in positive sentences. We usually use ***yet*** in negative sentences and questions.
- ***Just*** and ***already*** usually go between the auxiliary and the past participle. ***Yet*** usually goes at the end of the sentence or clause.
- Point out that in US English we often use the Past Simple with *just, yet* and *already*.

- Remind students that the verb *go* has two past participles, *been* and *gone*. We often use *been* to mean 'go and come back' and *gone* to mean 'go, but not come back yet'.
- Also highlight that we often use the Present Perfect with *this morning, this afternoon*, etc., if it is still that time of day.
- For examples of all these grammar rules, see G11.1 SB p142.

4 Focus on the examples and highlight that *just, yet* and *already* are always stressed.

R11.1 P Play the recording (SB p155) and ask students to repeat. Check students copy the sentence stress correctly.

You can also ask students to turn to R11.1 on SB p155. They can then follow the sentence stress as they listen and practise.

5 **a)** Students do the exercise on their own, then check their answers in pairs. Check answers with the class.

1 I've **just** sent him a cheque. 2 We've **already** been here a week. 3 I haven't been to visit him **yet**. 4 Ted's **just** gone for another dive. 5 Have you called her **yet**? 6 I've **already** talked to his parents.

b) Focus students again on Sharon's messages A–D. Students work in pairs and match sentences 1–6 to these messages. Check answers with the class.

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

6 **a)** Focus students on the photo of Pippa on SB p85 and ask students what has just happened to her (*she's just lost her job*). Tell students they are going to listen to Sharon talking to Pippa.

R11.2 Play the recording. Students listen and decide if Pippa has got any good news. Check the answer with the class.

Yes, she has. Someone might have a job for her in Cardiff.

b) Go through the things on Pippa's 'To do' list with the class and check they understand them. Play the recording again. Students tick the things she has already done.

c) Students compare answers in pairs and decide what she hasn't done yet. Check answers with the class.

Pippa has cleared her desk, checked her bank account and looked for a holiday on the Net. She hasn't told Andrew the news, phoned Ed Burrows or booked a holiday.

Help with Listening /t/ at the end of words (2)

- This Help with Listening section reviews how we often don't say the /t/ sound at the end of words when the next word starts with a consonant sound. This was first studied in lesson 8B.

7 **a)** Focus students on the bullet point to remind them when we don't hear /t/ at the end of words.

R11.3 Play the recording. Students listen and do the exercise. Check answers with the class.

We hear the *t*s in bold in sentences 2 and 4.

b) Students look at R11.2, SB p155. Play the recording of Sharon and Pippa again. Students read, listen and notice when we don't say /t/ at the end of words.

8 **a)** Focus students on the example to highlight that they have to put the words in order and put the verb in the correct form of the Present Perfect.

Students do the exercise on their own, then check their answers in pairs. Check answers with the class.

2 I haven't booked a holiday yet this year. 3 I've already been on holiday this year. 4 I haven't decided yet what to do next weekend. 5 I've just found a new job. 6 I've already looked at the CD-ROM for this lesson.

b) Students work on their own and tick the sentences in **8a)** that are true for them.

Students then compare answers in pairs. Encourage students to ask follow-up questions where possible. Ask students to share interesting information with the class.

EXTRA IDEA

- Students write about things they have or haven't done this week, using the Present Perfect with *just, already* and *yet* (for example, *I've just been to the bank., I've already been out twice this week., I haven't paid my rent yet.*).

Get ready ... Get it right!

9 Put students into pairs, student A and student B. Student As turn to SB p102 and student Bs turn to SB p110. Check they are all looking at the correct exercise.

a) Tell students that Pippa got the job she talked about on the phone and is now moving house with her husband, Andrew. Pre-teach *cancel the phone, get the phone connected, hire a removal van* and *freezer*.

Tell student As they are Pippa and student Bs that they are Andrew. Students look at their own list (the top list on each page) and choose three things that they have already/just done and three things that they haven't

done yet. Students then think of a good reason why they haven't done these three things.

b) Students work on their own and make Present Perfect questions with *yet* about their partner's list.

Focus students on the examples before they start, and point out that we don't usually use *the* when we write lists, but that students should do so when writing the questions. (*pack books → Have you packed the books yet?*).

c) Focus students on the speech bubbles to illustrate the language that students need to do the tasks. Students work in pairs and take turns to ask their questions from **b)**. While students are working, monitor and correct any mistakes you hear.

Finally, ask students to tell the class some of the reasons why their partners haven't done the things on their list yet.

EXTRA IDEA

- Begin the next class with a Grammar Auction (p22) based on correct and incorrect sentences with the Present Perfect.

EXTRA PRACTICE AND HOMEWORK

Ph **Vocabulary Plus** 11 Phrases with *get* p195 (instructions p184)
11 Review Exercises 1 and 2 SB p91
CD-ROM Lesson 11A
Workbook Lesson 11A p55

11B Murder mystery

Vocabulary crime
Grammar relative clauses with *who, which, that* and *where*
Review Present Perfect; Past Simple passive

QUICK REVIEW ●●●
This activity reviews Present Perfect for giving news with *just, already* and *yet*. Give students a minute or two to think of four pieces of news about themselves and people they know, as in the example. Students work in groups and take turns to tell each other their news. Encourage students to ask each other questions about their news, as in the example. Ask students to share their most interesting news with the class.

Vocabulary Crime

1 Pre-teach *crime, novel* and *author*. Students work in groups and discuss the questions. Ask any students who like crime dramas or novels to tell the class about their favourites.

2 Tell students that all the words in the box are connected with crime. Students work on their own and tick the words they know, then do the exercise in V11.2 SB p141. They can then check their answers in pairs.

Check answers with the class. Point out that *rob, steal* and *burgle* all mean the same thing but we use them with different objects in a sentence: *rob a bank, steal money, burgle houses*, etc.

Also point out that we can also say *I was burgled* to mean *my house/flat was burgled.*

Highlight that we often use 'crime verbs' in the passive: *My car was stolen. A man was arrested.*, etc. Establish that we often use the verb *commit* with the word *crime*: *Have you ever committed a crime?* not ~~*Have you ever done a crime?*~~

Teach students the Past Simple and past participle of the irregular verbs *steal* (*stole, stolen*), *break into* (*broke into, broken into*) and *shoot* (*shot, shot*). Point out that the other verbs in the box are regular.

Model and drill the words. Pay particular attention to the pronunciation of *burgle* /ˈbɜːgl/ and *murder* /ˈmɜːdə/, and point out that the stress on *suspect* is on the first syllable when it is a noun and the second syllable when it is a verb.

V11.2 1 steal 2 rob 3 burgle 4 murder 5 break into 6 bullets 7 shoot 8 a victim 9 a suspect 10 arrest

3 Check students understand that *a criminal* is a person who commits a crime. Students work on their own or in pairs and fill in the gaps in the table with the words in the box. Students check their answers in V11.3 p141.

Model and drill the words. Highlight the difference in pronunciation between *burgle, burglar* /ˈbɜːglə/ and *burglary* /ˈbɜːgləri/; *murder* and *murderer* /ˈmɜːdərə/. Also teach students that the plural of *thief* is *thieves* /θiːvz/.

verb: rob, steal, burgle, murder
criminal: robber, thief, burglar, murderer
crime: robbery, theft, burglary, murder

4 Students do the exercise on their own. Check answers with the class.

1 robbed; stole; robbery 2 broken into; stolen
3 murdered; arrested; suspects; murder
4 burgled; stolen

Listening and Grammar

5 **a)** Tell students that there has been a murder in a village in England called Yately. Pre-teach *garden centre (a large shop in the country that sells flowers, trees and other products for people's gardens)*. Give students time to read the names and descriptions of the people involved.

R11.4 Play the recording (SB p155–p156). Students listen and match the people's names to their descriptions. Students check their answers in pairs. Check answers with the class.

Alice: the owner of the flower shop
Barry Clark: Jack's business partner
Ellen: Jack's wife
Jack Miller: the murder victim
Adam: Ellen and Jack's son

b) Focus students on pictures A–C. Students work in pairs and decide who the people are in each picture. Check answers with the class.

(from left to right) A Mary and Alice B Jack Miller and Barry Clark C Ellen, Adam and Jack Miller

6 Give students time to read questions 1–8 and check they understand all the vocabulary.

Play the recording again. Students listen and answer the questions. Students check answers in pairs. Check answers with the class.

Note: do **not** ask students to look at recording R11.4 in the back of the book at this stage, as students might read the following recording R11.5 and find out who killed Jack Miller.

1 Last night 2 In the garden centre 3 Two weeks ago 4 He was shot. 5 Money (Barry said Jack was stealing from him.) 6 Jack 7 He robbed the local post office and shot a police officer while escaping. 8 Two weeks ago

Help with Grammar Relative clauses with *who, which, that* and *where*

7 **a)–c)** Students do the exercises on their own or in pairs, then check answers in G11.2 SB p142. Check answers with the class.

- **b)** To introduce a relative clause we use: a) *who* or *that* for people. b) *that* or *which* for things. c) *where* for places.
- Point out that it is more common to use *who* for people (but *that* is also correct) and *that* for things (but *which* is also correct).
- Also highlight that we don't usually use *what* in relative clauses: *This is the letter that I got today.* not ~~*This is the letter what I got today*~~. You can teach students that we often use *what* to mean *the thing that*: *Is this what you're looking for?* = *Is this the thing that you're looking for?*

8 Tell students that sentences 1–6 are all about the Yately murder mystery. Remind students that in some sentences more than one answer is possible (1 *who/that*).

Students do the exercise on their own, then check answers in pairs. Check answers with the class.

2 where 3 who/that 4 who/that 5 that/which 6 where

9 **a)** Students work in groups and make a list of the suspects. Each group should then decide who they think murdered Jack, giving reasons for their answers. Encourage students to give reasons (*I think it was … because …*).

b) Students compare their ideas with the class. Do not tell them the answer at this stage.

EXTRA IDEA

- Write a list of suspects on one side of the board. Elicit who each student or group thinks is the murderer and write their names next to the suspects. At the end of the class you can check who was right.

Get ready … Get it right!

10 Tell students they are now going to get more information about the murder. Put students into two groups, group A and group B. Students in group A turn to SB p108 and students in group B turn to SB p116. Check they are all looking at the correct exercise.

a) Students work on their own and choose the correct words in each of their sentences.

b) Put students into pairs with someone from the same group to check their answers. While students are working, monitor and correct any mistakes.

A: 1 that 2 who 3 where 4 who/that 5 that 6 that/which
B: a) who b) that/which c) where d) that; that/which e) where f) which/that

EXTRA IDEA

- Write only the answers for each group on the board (A: 1 *that* 2 *who*, etc.) for students to check their answers against.

c) Give students two or three minutes to read the sentences again and memorise the information. Students then turn back to SB p87.

11 **a)** Focus students on the picture. Put one student from group A with a student from group B. Students take turns to point to things they recognise in the picture and tell their partner what they know about them. Students should use relative clauses, as shown in the speech bubbles.

If students can't remember, they can turn back to SB p108 or p116 to look at the information again.

While they are working, monitor and correct any mistakes you hear.

b) Students work in pairs or groups and decide who they think the murderer is now. Students also decide how and why he/she murdered Jack Miller. Ask students to share their ideas with the class, but don't tell them the answer yet.

12 **a)** Tell students they are going to listen to a news report on the murder trial. Pre-teach *find someone guilty of a crime*.

R11.5 Play the recording. Students listen and find out who the murderer is. Check the answer with the class (*Alice White*).

b) Write the three questions on the board so students can refer to them while they are listening and reading in the back of the Student's Book.

Students look at R11.5, SB p156. Play the recording again. Students read, listen and answer the questions. Students check their answers in pairs. Check answers with the class.

Finally, point out that we can just see that the top button on Alice White's coat is missing in picture A on SB p86.

How the murderer did it: Alice White broke in to Barry Clark's house and stole his gun. Then she went to the garden centre, shot Jack Miller, then went back to Barry Clark's house and put the gun back.

How the police caught her: The police found a button near the body. Mary Barnes saw a picture of it in the paper and told the police that it was from Alice White's coat.

Why the murderer did it: Alice White murdered Jack Miller because her flower shop was losing business to the garden centre. She wanted the police to think Barry Clark killed Jack Miller; then the garden centre would have to close.

EXTRA IDEA

- Students imagine they are Mary, the new person in the village. They write a letter to a friend telling them about the murder, using the language and information from the lesson.

EXTRA PRACTICE AND HOMEWORK

Ph Class Activity 11B Crime crossword 176 (Instructions p133)
11 Review Exercises 3 and 4 SB p91
CD-ROM Lesson 11B
Workbook Lesson 11B p56

11C Here is today's news

Vocabulary guessing meaning from context
Skills Listening: the news; Reading: a newspaper article
Help with Listening sentence stress (2)
Review Present Perfect; Past Simple

QUICK REVIEW ●●●

This activity reviews relative clauses with *who, which, that* and *where*. Students work on their own and write five definitions using relative clauses, as in the example. If students need help with vocabulary, they can look through the Language Summaries for suitable words. Put students into pairs. Students take turns to say a definition or guess the answer. Ask students to share interesting definitions with the class.

Listening

1 **a)** Focus on headlines A–D and elicit what they are (*newspaper headlines*).

Check students understand all the words in the headlines or ask them to look up new words in their dictionaries. You may need to teach new words *dolphin, protesters, clash* (= fight or argue), *trade* (= business) and *cancer*. Check students know that Van Gogh is a famous painter.

Students work in pairs or groups and discuss which they think is the most interesting story. Ask students to share their opinions with the class.

b) R11.6 Play the recording (SB p156). Students listen and put the headlines in order. Check answers with the class.

1C 2A 3B 4D

2 **a)** Pre-teach *gas inspectors* and *arrests*. Do not pre-teach any other vocabulary from the listening at this stage as students will have the chance to guess meanings of difficult words from this report in **7b**.

Students work on their own and match two pieces of information from 1–8 to each headline A–D.

b) Students compare answers in pairs and discuss how the information in **2a)** is connected to the headlines.

c) Play the recording again. Students listen and check their answers. Check answers with the class.

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

Help with Listening Sentence stress (2)

- This Help with Listening section reviews sentence stress and reminds students that they can often understand the general idea of a story by listening to the stressed words.

3 a)–c) Students look at R11.6, SB p156. Tell students to focus on the stress marks and to ignore the words in bold at this stage.

Play the first three news stories on the recording again. Students read, listen and follow the stressed words.

Students look at the fourth story (about the American anti-cancer cream). Students work on their own or in pairs and decide which words are stressed. Encourage students to mark the stress over the correct syllable in each word. While they are working, copy the paragraph on the board ready for checking.

Play the fourth story again. Students listen and check their answers.

Check answers with the class by playing the recording again, pausing after each sentence and eliciting the stressed words from the students. Mark the stress on the board. Note that Dr Baxter stresses the first syllable of *unfortunately* to add emphasis. You can point out to students that this word usually has the stress on the second syllable (*unfortunately*).

Doctors in America have developed a cream to help stop skin cancer. The magic ingredient in the cream is green tea. Dr Ruth Baxter from the British Medical Association welcomed the news.

DR BAXTER This is a very interesting product, but it's important that we do our own tests on anything that's sold in this country. So unfortunately this cream won't be available in Britain for at least two years.

EXTRA IDEAS

- Ask students to look at the whole recording again and decide what kind of words are stressed and unstressed. Check answers with the class. 'Content words', such as nouns, names of people and places, main verbs, adjectives, negative auxiliaries, adverbs and numbers are usually stressed. 'Grammar words', such as positive auxiliaries, prepositions, articles, the verb *be*, connecting words and relative pronouns (*who, which, that*) are usually unstressed. Note that these are general rules, and in some situations we do stress grammar words, for example, if we are contradicting someone or emphasising something.
- Students work in pairs and practise reading the news reports to each other, stressing the most important words.

Reading and Vocabulary

4 a) Students work on their own and match the words to items in pictures A–D. Check answers with the class.

Model and drill the words, paying particular attention to the pronunciation of *unconscious* /ʌn'kɒnʃəs/. Also check that students stress the last syllable of *kangaroo*, not the first.

a kangaroo: B, C, D **a storm:** A
an unconscious person: C, D **a fence:** A, C, D

b) Ask students to cover the newspaper article on SB p89. Focus students on the four pictures again.

Students work in pairs to predict the story and to put the pictures in the order that the events happened.

c) Students read the article and check their answers. Check answers with the class.

1B 2A 3D 4C

5 Pre-teach *bravery, award* and *medal*. Check students understand that Lulu is the name of the kangaroo. Students read the article again and answer the questions. Check answers with the class.

1T 2F She stood next to Len's body and barked/made a noise to get help. 3T 4F She died before the Richards found Lulu. 5T

Help with Vocabulary Guessing meaning from context

6 a)–c) Go through the introductory bullet point with the class and point out that guessing meaning from context is a valuable skill when reading texts in English. Also point out that we sometimes have to guess the meaning of unknown words from context in our own languages.

Students do the exercises on their own or in pairs, then check answers in V11.4 SB p141. Check answers with the class. Encourage students to tell the class how they decided on their answers.

- **a) nouns:** *damage, branch*; **verb:** *barked* (infinitive: *bark*); **adjectives:** *severe, weird, blind*
- **b)** 1a) 2a) 3b) 4b) 5a) 6a)
- Point out that *damage* and *blind* are also verbs, and *bark* is also a noun.
- Also highlight that sometimes we can't guess the meaning of a word from the context, and that we don't always have to understand every single word to understand a story.
- Model and drill the words. Pay particular attention to the pronunciation of *severe* /sɪ'vɪə/, *damage* /'dæmɪdʒ/, *weird* /wɪəd/ and *blind* /blaɪnd/.

7 a) Students look at R11.6, SB p156, and find the words in the box. Point out that all these words are in bold in the recording script.

b) Put students into pairs. Students decide on the part of speech of each word and then try to guess the meaning.

c) Students compare ideas with another pair. Encourage students to give reasons for their ideas if they disagree on the part of speech or the meaning of each word.

Check answers with the class, or ask students to check answers in a dictionary.

Model and drill the words with the class, focusing on word stress. Point out that *injured* /'ɪndʒəd/ is two syllables, not three, and *cruel* /'kruːəl/ is one syllable, not two.

demonstrators (noun) people who walk in the street or stand outside buildings in groups to show that they disagree with or support something

prevent (verb) stop something from happening or someone from doing something

injured (adjective) hurt (for people or animals)

cruel (adjective) extremely unkind and causing pain to people or animals (opposite: *kind*)

residents (noun) people who live in a particular area

apartment block (noun) a tall building with a lot of apartments = a block of flats

leak (noun) a hole or space which allows a liquid or gas to escape from a pipe or container. Note that *leak* is also a verb.

worth (adjective) to have a particular value, especially in money

8 a) Students work in groups and make a list of stories they can remember from the week's news. Students should also add any information about the stories they can remember. Make sure that all students in each group write a list as groups will be separated in **8b)**. While students are working, monitor and help with any new vocabulary.

b) Put students in pairs with someone from a different group. Students take turns to tell their partner about their stories. Students then decide which is the most interesting. While they are working, monitor and help with any problems.

Finally, ask each pair to tell the class what they think the most interesting story is.

EXTRA IDEA

- For homework, ask students to find an interesting news report in English, for example from an English-language newspaper or the Internet. Students read the report and find five words or phrases that they don't know. Students try to guess these words from their contexts, and then check their ideas in a dictionary. At the beginning of the next class, put students into groups of three or four. Students take turns to tell their partners about the news story they read. They can then teach one another some of the words they have learned. You can display all the articles around the room for students to read during breaks.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 11C The *face2face* newsroom p177 (Instructions p133)
CD-ROM Lesson 11C
Workbook Lesson 11C p58

11D Did you?

Real World echo questions
Help with Listening intonation (3)
Review auxiliary verbs; crime words

QUICK REVIEW ●●●
This activity reviews crime vocabulary. Students work in pairs and write a list of all the crime words they can remember. Set a time limit of two minutes. Students compare lists with another pair and decide which words are verbs, criminals or crimes. Encourage students to look back at V11.3 SB p141 to check their answers.

1 a) Focus students on the picture and ask where the people are (*in a café*) and what the people on each table are doing (*having lunch/talking/ordering food*, etc.).

b) Check students know the meaning of *twins*. Students do the exercise on their own, then check answers in pairs.

c) R11.7 Play the recording (SB p156). Students listen and check their answers. Check answers with the class.

A Are you? B Doesn't he? C Didn't you? D Has she?

2 Give students time to read sentences 1–4. Play the recording again. Students listen and do the exercise. Check answers with the class.

1 study 2 80 3 work 4 girls

Real World Echo questions

3 a)–d) Point out that the four questions in **1b)** are called 'echo /'ekəʊ/ questions'. Also check students remember the difference between a main verb and an auxiliary verb.

Students do the exercises on their own or in pairs, then check answers in RW11.1 SB p142. Check answers with the class.

- **a)** We use echo questions when we **are interested or surprised**.
- Point out that these questions are an invitation for the other person to tell us more information about the topic.
- **b)** We usually use the **auxiliary** in echo questions.
- We only use **subject pronouns** in echo questions.
- If the sentence is positive, the echo question is **positive**.
- If the sentence is negative, the echo question is **negative**.
- **c)** 2 Does she? 3 Did they? 4 Has he? 5 Is it?
- Use sentences 1–3 in c) to highlight that when we respond to a positive sentence in the Present Simple and Past Simple, we use *do, does* or *did* in the echo question.
- Use sentence 4 in c) to highlight that when we respond to a sentence with the verb *have got*, we use *have/haven't* or *has/hasn't* in the echo question.
- Use sentence 5 in c) to highlight that when we respond to a sentence with the verb *be*, we use *am, are/aren't* or *is/isn't* in the echo question.
- Also point out that we say *Aren't I?* not ~~*Amn't I?*~~

Help with Listening Intonation (3)

- This Help with Listening section reminds students that we know if people are interested or surprised by how much their voice goes up and down.

4 Tell students that they are going to listen to six short conversations, similar to those from the picture. Students listen to the echo question in each conversation and decide if the person is interested or not interested.

Focus students on 1–6 and check students understand what I and NI stand for.

R11.8 Play the recording (SB p156). Students listen and do the exercise.

Play the recording again, pausing after each echo question to check students' answers. Highlight that in each interested echo question the person's voice movement is much greater than in the uninterested echo questions.

1 I 2 NI 3 I 4 I 5 NI 6 I

5 Focus on the example and point out that the auxiliary in echo questions is always stressed.

R11.9 P Play the recording (SB p156) and ask students to repeat. Check students copy the sentence stress and the intonation correctly.

Stress the importance of an interested intonation pattern in echo questions to show the other person that you are interested in or surprised by what they said and want them to tell you more information about it.

6 Focus students on the picture again. Students do the exercise on their own or in pairs. Check answers with the class.

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

7 a) Students do the exercise on their own, then check answers in pairs. Check answers with the class.

1 Are you? 2 Has he? 3 Did it? 4 Does she? 5 Haven't you? 6 Can't he?

b) Students work in pairs and take turns to practise the sentences and the echo questions. While they are working, monitor and check that students are saying the echo questions with the correct intonation.

8 Check students remember who Angus is (the man in the picture who didn't go to work today). Tell students they are going to listen to Angus talking about his friend, Josh.

R11.10 Play the recording (SB p156–p157) until the first gap (*He's a millionaire now …*). Elicit the echo question from the class (*Is he?*). Play the rest of the recording and ask students to respond with echo questions in each gap.

The first time you do this activity, you might need to pause the recording at each gap to allow students time to formulate their answers. If so, repeat the activity and encourage students to do the task without your pausing the recording.

Is he?; Did he?; Hasn't he?; Has he?; Is she?; Did they?; Does she?; Did she?; Has he?; Are you?

EXTRA IDEA

- Instead of having the whole class responding every time to the recording, divide the class into two groups who take turns to respond. Alternatively, ask the students to take turns responding around the class.

9 a) Students work on their own and write six interesting sentences about themselves or people they know. While students are working, monitor and help with any problems or new vocabulary.

b) Put students into new pairs. Students take turns to say their sentences. Their partner responds with the appropriate echo question. Encourage students to continue the conversation with follow-up questions where possible.

While students are working, monitor and correct students' intonation and grammar where necessary. Finally, ask students to share some of the interesting things they have found out about their partners with the class.

R11.11 *You've Lost That Lovin' Feelin'* SB p101.
Ask students to turn to p101 and look at the song *You've Lost That Lovin' Feelin'*. This song was first recorded by the American duo The Righteous Brothers in 1965. The song was voted number 32 in a list of the 500 Greatest Songs of All Time by *Rolling Stone* magazine in November 2004.

1 Check students remember *break up* (*with someone*). Students work in groups and discuss the questions. Ask students to share interesting answers with the class.

2 a) You can pre-teach some of the new vocabulary, for example, *tenderness, fingertips, lips, criticise, slip away*. However, students should be able to do the task without understanding every word of the song. Alternatively, you can focus on the new vocabulary after they have done **2b)**.

R11.11 Give students time to read the song, then play the recording (SB p157). Students listen and match the two halves of each line in the verses. Play the recording again if necessary.

b) Students check answers in pairs. Check answers with the class. Play the recording again, pausing after each line for students to check their answers.

2d) 3a) 4c) 5g) 6h) 7f) 8e) 9k) 10i) 11l) 12j)

3 a) Focus students on the examples and check they understand *qualities* and *a good sense of humour*. Point out that students should write phrases that begin with a verb+*ing* form (*being honest, having a good sense of humour*, etc.) or a noun (*money, patience*, etc.). Students do the exercise on their own.

b) Students work in pairs and choose the five best qualities from both their lists. Encourage students to give reasons for their choices.

c) Students work in groups or with the whole class and agree on a final list of five qualities. If you have a small class you can elicit each group's lists and write them on the board for the whole class to choose from.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 11D Echo questions dominoes p178 (Instructions p134)
11 Review SB p91
CD-ROM Lesson 11D
Workbook Lesson 11D p59
Workbook Reading and Writing Portfolio 11 p84
Progress Test 11 p222

11 Review

See p31 for ideas on how to use this section.

1a) 1 get 2 pass 3 have 4 have 5 get 6 get

2 2 She hasn't been to the supermarket yet. 3 She's already phoned Deborah. 4 She's just sent an email to Tim. 5 She's already written a letter to Jill. 6 Has she invited Pippa to dinner yet?

3a) 1 murder 2 burglary 3 robbery 4 theft

3b) 1 a murderer; murder 2 a burglar; burgle 3 a robber; rob 4 a thief; steal

3c) 1 burglaries 2 robbery; robbers/thieves 3 murderer 4 robbed; stole

4a) 1 where 2 who/that 3 where 4 that/which 5 that/which 6 who/that

Progress Portfolio

See p31 for ideas on how to use this section.

12 Achieving your goals

Student's Book p92–p99

12A A year off

QUICK REVIEW ●●●

This activity reviews echo questions. Give students time to think of a famous person they know some information about. Students imagine they are that famous person and write four sentences about their life. Put students into pairs. Students take turns to tell each other their sentences and ask echo questions and follow-up questions. Focus students on the example before they begin. Students guess who their partner is.

Vocabulary money
Grammar reported speech
Help with Listening /h/ at the beginning of words
Review present and past verb forms; *going to; will; can*

Vocabulary Money

1 a) Students work on their own or in pairs and tick the phrases they know, then check the new phrases in V12.1 SB p143.

Check answers with the class. Use the picture of Chris and Mark in the Language Summary to clarify the difference between *lend* and *borrow*.

Check students understand the difference between *earn money* (from doing work) and *win money* (from a competition) and teach the phrase *It's a waste of money*.

Also highlight the prepositions in the following phrases: *lend money to someone; borrow money from someone, owe money to someone, waste money on something* and *get money out of the bank*.

Check students know the Past Simple and past participle of the irregular verbs *lend, spend, win, lose, cost* and *get* or ask them to check them in the Irregular Verb List, SB p159.

Model and drill the phrases as listed in the Language Summary. Pay particular attention to the pronunciation of *owe* /əʊ/ and *earn* /ɜːn/.

b) Give students a minute to decide which of the statements 1–11 are true for them. Students then compare answers in groups. Ask students to tell the class one or two sentences that are true for them.

EXTRA IDEA

- Students write six sentences about themselves using the phrases in **1a)**. Three should be true and three should be false. Students work in pairs, swap sentences and guess which of their partner's sentences are false.

Listening and Grammar

2 a) Focus students on the top photo and establish who the people are (*Philip and his aunt, Maureen*).

R12.1 Play the recording (SB p157). Students listen and find out what Philip has just done. Check the answer with the class.

He's just got his degree in medicine. He's also got a job in a restaurant.

b) Give students time to read sentences 1–5. Play the recording again. Students listen and fill in the gaps in the sentences. Students check their answers in pairs. Check answers with the class.

1 restaurant 2 work 3 charity 4 June 5 £100

3 a) Focus students on the bottom photo and elicit who the people are (*Maureen and her husband, Arthur*). Establish that they are talking later that day and that Maureen is telling her husband about her conversation with Philip. Give students time to read sentences a)–e).

R12.2 Play the recording (SB p157). Students listen and put the sentences in the order they hear them. Students check answers in pairs. Check answers with the class.

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

b) Students work on their own and match the sentences in **2b)** and **3a)**. Check answers with the class.

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

Help with Grammar Reported speech

4 a)–d) Tell students that we use reported speech when we want to tell someone what another person said.

Also check students know what an object is by writing *I saw him yesterday.* on the board and eliciting the subject (*I*) and the object (*him*).

Students do the exercises on their own or in pairs, then check answers in G12.1 SB p144. Check answers with the class.

- **a)** Present Continuous → Past Continuous; *will* → *would*; *can* → *could*; *am/are/is going to* → *was/were going to*
- Use the examples to highlight that we usually change the verb forms in reported speech and it usually goes 'one verb form back'. Point out that this is logical as the conversation that the person is reporting is now in the past.

- Note that while this isn't always the case, students at this level are less likely to be confused if you encourage them to follow the basic patterns shown in the table.
- **b)** *say* never has an object; *tell* always has an object
- Point out that we can't say ~~*he said me that …*~~ or ~~*she told that …*~~ .
- Also highlight that we don't have to use *that* in reported speech: *He said (that) he wanted to work abroad.*
- **c)** 1 Philip said that **he** didn't see **his** aunt very often. Maureen said that **she** didn't see **her** nephew very often.
- Use the examples to highlight that we often need to change pronouns and possessive adjectives in reported speech. Point out that it is logical to do this and students do not need to learn any special rules to make these changes.

5 Focus on the example and point out that *that* is usually pronounced in its weak form in reported speech.

R12.3 P Play the recording and ask students to repeat. Encourage students to copy the sentence stress correctly.

You can also ask students to turn to R12.3 on SB p157. They can then follow the sentence stress and weak form of *that* as they listen and practise.

6 **a)** Tell students they are going to listen to the rest of Maureen and Arthur's conversation. Spend a minute or two recapping the situation by asking what they know about Philip's conversation with Maureen earlier in the day. Give students time to read questions 1–4.

R12.4 Play the recording (SB p157). Students listen and answer the questions. Students check answers in pairs. Check answers with the class.

1 About £700 2 £180 3 She told Philip they'd pay for the ticket, then went to the bank and got the money out for him. 4 He's surprised she didn't discuss it with him first.

b) Focus students on sentences 1–6 and point out that the person who said each sentence is in capitals. Use the example to show students that they report what the person said using the verb in brackets. Remind students to change the pronouns and possessive adjectives as well as the verb forms.

Students do the exercise on their own before checking answers in pairs.

c) Play the recording again. Students listen and check. Check answers with the class.

2 He told me (that) he didn't earn very much. 3 She said (that) it was going to take him ages to save enough money. 4 He said (that) he was working seven days a week. 5 She told him (that) they would pay for his ticket. 6 He said (that) he could pay her/them back next year.

Help with Listening /h/ at the beginning of words

- This Help with Listening section helps students understand when we don't say the /h/ sound at the beginning of words.

7 **a)** Check students know what the /h/ sound is by eliciting some words that begin with an /h/ sound, for example *hotel, healthy, happy, him, her,* etc. Tell students that sometimes we don't say the /h/ at the beginning of these words in natural spoken English.

Give students time to read sentences 1–4. If you have a strong class, students could practise saying the sentences to predict which *h*s they hear.

R12.5 Play the recording. Students listen and circle the *h*s they hear. Check answers with the class.

Anyway, (h)e said that the flight was about seven (h)undred pounds.
And [h]e told me that [h]e didn't earn very much.
And then [h]e said that [h]e was working seven days a week.
Yes, [h]e was very (h)appy, I can tell you.

b) Students work on their own and choose the correct words in the rules. Check answers with the class.

We usually hear /h/ after a vowel sound.
We don't usually hear /h/ after a consonant sound.

c) Students look at R12.4, SB p157.

R12.4 Play the recording again. Students read, listen and notice when we don't say /h/ at the beginning of words (shown in brackets in the recording script) and when the /h/ is pronounced (shown in bold in the recording script).

Get ready … Get it right!

8 Focus students on the prompts. Students use these to write 6–8 sentences about their life. While they are working, monitor and check their sentences for accuracy.

9 **a)** Students work in pairs and take turns to tell each other their sentences. Tell students they must remember what their partner tells them. Students can write one word only to remind them of each piece of information they hear. Encourage students to ask follow-up questions if possible.

b) Put students in pairs with a new partner. Students take turns to tell each other what their first partner said. While they are working, monitor and correct any mistakes in reported speech that you hear. If necessary, write the following prompts on the board: *(Marco) told me that … ; (Kumiko) said that … ; He/She also said that … .*

EXTRA IDEA

- With a low-level class, give students time to prepare how they are going to report their first partner's sentences before moving on to **9b)**.

c) Finally, ask students to tell the class two pieces of information that they have learned about the other students.

EXTRA PRACTICE AND HOMEWORK

Ph **Vocabulary Plus** 12 Money p196 (Instructions p184)

Ph **Class Activity** 12A Gap year travellers p179 (Instructions p134)

12 Review Exercises 1 and 2 SB p98

CD-ROM Lesson 12A

Workbook Lesson 12A p60

12B Taking chances

Vocabulary unusual activities
Grammar second conditional
Review reported speech

QUICK REVIEW ●●●

This activity reviews reported speech. Give students time to write six sentences about things other students, their friends or family have told them. While they are working, monitor and help with any problems. Put students into pairs. Students swap information about what other people have told them, using reported speech. If necessary, demonstrate this activity yourself first with the class by writing some things your own family and friends have told you on the board in direct speech, then eliciting the sentences in reported speech.

Vocabulary Unusual activities

1 Check students understand *unusual*. Students work in groups and discuss the questions. Ask students to share interesting answers with the class.

EXTRA IDEA

- Before students work in groups, tell them about something exciting or unusual you have done, answering the questions in **1**. Students then work in pairs and tell each other what they remember of your story, using questions 1–3 as prompts. Students then discuss their own experiences in groups.

2 **a)** Students work on their own or in pairs to match the words to the pictures. They can check new words in V12.2 SB p143.

b) Students compare answers in pairs. Check answers with the class.

Highlight the spelling of *dye* and contrast it with *die*. You can also use the pictures to teach *spider* and *hypnotist* /'hɪpnətɪst/.

Model and drill the words/phrases. Pay particular attention to the pronunciation of *hypnotise* /'hɪpnətaɪz/, *gloves* /glʌvz/, *parachute* /'pærəʃuːt/ and *karaoke* /ˌkæri'əʊki/.

Note that only the main stress in words/phrases is shown in the vocabulary boxes and the Language Summaries.

insects 5 hypnotise someone 7 a reality TV programme 3 gloves 2 a tarantula 2 a parachute jump 1 a karaoke machine 6 dye your hair 4

Reading and Grammar

3 **a)** Ask students if they ever play board games like Monopoly or Trivial Pursuit with their friends and family. Focus students on the cards 1–7 and tell them that these cards come from a board game called *Risk-taker!*

Pre-teach *a risk-taker* and the phrase *take a risk*. Ask students if they think they are risk-takers or not. Students read the cards and choose the correct answers for them.

b) Students choose a partner, or you can put them in pairs yourself. Do not let students talk to each other yet. Students look back at the questions in the questionnaire and guess which answers their partner chose.

c) Students work with their partner and check their guesses, as shown in the speech bubbles. Students are not allowed to look at each other's answers. Ask students if anyone guessed all seven of their partner's answers correctly.

d) Students look at SB p158 to find out if they are risk-takers or not. Ask students to share their scores with the class to find out who the biggest risk-taker is. You may want to answer the questions yourself before the class as students will probably ask you what your score was!

Help with Grammar Second conditional

4 **a)–d)** Focus students on the cards and check they understand that these sentences (for example, *If I won a parachute jump in a competition, I wouldn't do it.*) are called second conditionals. Check students understand *imaginary*.

Students do the exercises on their own or in pairs, then check answers in G12.2 SB p144. Check answers with the class.

- **a)** We use the second conditional to talk about imaginary situations.
- The second conditional talks about the present or the future.
- Point out that second conditionals often talk about the opposite of what is true or real: *If I had enough money, I'd buy that jacket.* (but I don't have enough money).
- You can also focus students on the **First conditional or second conditional?** section in G12.2 SB p144 to reinforce the difference in meaning between these two structures.
- **b)** We make second conditional sentences with: *If* + subject + Past Simple + … , subject + *'d (=would)/wouldn't* + infinitive + … .
- Focus students on the table in G12.2 SB p144 to further highlight the word order of second conditionals. Point out that we don't usually use *would* in the *If* … clause: ~~*If I would win a parachute jump …*~~ .
- Point out that the *if* clause can be first or second in the sentence. We only use a comma when the *if* clause is first; *If I had enough time, I'd help you. I'd help you if I had enough time.*
- Also establish that we can say *If I/he/she/it was …* or *If I/he/she/it were …* in the second conditional.
- **c)** 1 **If** someone asked you to hold a tarantula, **would** you **do** it? 2 What **would** you **do if** you won a parachute jump?
- Use the second example to highlight that we often make second conditional questions with *What would you do if … ?*.

5 R12.6 P Play the recording (SB p157) and ask students to repeat. Check students copy the sentence stress correctly.

You can also ask students to turn to R12.6 on SB p157. They can then follow the sentence stress as they listen and practise.

6 Students work in pairs and make five sentences, using one phrase from each box (A, B and C). Check answers with the class.

1 If I didn't have to get up early, I'd go out tonight, but I start work at 7.30 tomorrow. 2 If my parents lived nearer, I'd see them more often, but they live 300 kilometres away. 3 If she worked a bit harder, she wouldn't do so badly at school, but she spends all her time watching TV. 4 If my father was here, he'd know what to do, but he's on holiday in South America. 5 If he didn't work so hard, he wouldn't be so tired, but he really needs the money.

EXTRA IDEA

- Before the class, write out the parts of sentences in boxes A–C onto cards. Give one card to each student. If you have more than 15 students, make duplicate cards or put students into pairs to share a card. Students find their partners and end up in sentence groups. Each group says their complete sentence out loud and the rest of the class decides if it is correct or not.

7 **a)** Focus students on the example and elicit possible endings for the sentence.

Students do the rest of the exercise on their own, filling in the gap in each sentence with the correct verb form and then completing the sentences for them. While students are working, monitor and check their sentences for accuracy.

2 had; 'd like 3 could; 'd be 4 wasn't/weren't; 'd be 5 had; 'd buy 6 could; 'd change

b) Students compare sentences in pairs, as shown in the speech bubbles. Ask students to share their most interesting sentences with the class.

Get ready … Get it right!

8 Put students into two groups, group A and group B. Students in group A turn to SB p104 and students in group B turn to SB p112. Check they are all looking at the correct exercise.

a) Students do the exercise on their own. While they are working, monitor and check for accuracy.

A: 1 won 2 could 3 was/were 4 could 5 were
B: a) could b) were c) could d) knew e) needed

b) Use the speech bubbles to highlight that students should answer the questions with *(I think) I'd …* and not to repeat the *if* clause. You can also teach *I don't know/I'm not sure what I'd do.*

Students work with their partners and take turns to ask and answer their questions. While they are working, monitor and help with any problems.

Finally, ask students to tell the class one or two of their partner's answers.

EXTRA IDEA

- Students choose one question from their list in **8a)**. Instead of working in pairs in **8b)**, students move round the room asking one another their questions.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 12B Would you or wouldn't you? p180 (Instructions p135)
12 Review Exercise 3 SB p98
CD-ROM Lesson 12B
Workbook Lesson 12B p61

12C Men of magic

Vocabulary connecting words (2); *first, next, then,* etc.
Skills Listening: a radio interview; Reading: a magazine article
Help with Listening linking: review (2)
Review *used to*; past verb forms

QUICK REVIEW ●●●
This activity reviews the second conditional. Give students time to read the rubric and think of answers for themselves. Write the following prompt on the board: *If I was/were a ... , I'd be (a) ...* . Students compare their ideas in pairs and find out if any are the same. Encourage students to give reasons for their choices. Ask students to share any surprising or funny answers with the class.

Vocabulary and Listening

1 **a)** Focus students on the photo and ask if they know who the person is (Houdini) and why he is famous (*he was a famous magician and escape artist*).

b) Be prepared with definitions, examples, etc., to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves.

Note that the aim of these boxes is to highlight which words you need to pre-teach in order to help students understand the text that follows. The vocabulary in these boxes is not in the Language Summaries in the Student's Book.

Ask students which words they can find in the photo of Houdini (*magician, a pair of handcuffs, chains*).

Model and drill the words. Pay particular attention to the pronunciation of *magician* /mə'dʒɪʃən/, *magic* /'mædʒɪk/ and *curtains* /'kɜːtənz/.

2 **a)** Give students a minute or two to read the sentences about Houdini. Students work in pairs and decide if they are true or false.

b) Tell students they are going to listen to a radio interview with a film maker, Oliver Fuller, who is making a documentary about Houdini.

R12.7 Play the recording (SB p157–p158). Students listen and check their answers. Check answers with the class.

1F His real name was Erich Weiss. 2F He was born in Hungary. 3F 4T 5F He died in hospital a week after his last show.

3 Give students time to read sentences 1–6. Play the recording again. Students listen and do the exercise. Students check answers in pairs. Check answers with the class.

1 17 2 20 3 $20 4 10 5 on his body 6 stomach problems

Help with Listening Linking: review (2)

- This Help with Listening section reviews all the types of linking that students have met in **face2face** Pre-intermediate.

4 **a)** Students look at the example sentences. Elicit the different types of linking that they can find. Point out the consonant-vowel links, when one word ends in a consonant sound and the next begins with a vowel sound (*escape_I, put_into*, etc. Also highlight the extra linking sounds /j/, /r/ and /w/ that we use when one word ends in a vowel sound and the next also begins with a vowel sound (*the*$_{/j/}$*underwater*$_{/r/}$*escape, into*$_{/w/}$*a*, etc.).

b) Students look at R12.7, SB p157–p158. Play the recording again. Students read, listen and notice the linking.

Reading and Vocabulary

5 **a)** Students work in groups and discuss the questions. Tell students not to read the article about David Blaine on SB p97 yet. Ask students how many people have heard of David Blaine and what they know about him.

b) Be prepared with definitions, examples, etc., to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves. Model and drill the words with the class.

Ask students which words they can find in photos A–C on SB p97. Check answers with the class.

all three pictures: stunt **A:** a glass box **B:** a pillar **C:** frozen, a block of ice

6 **a)** Students read the article and put photos A–C in the order David Blaine did the stunts. Set a time limit of one or two minutes to encourage students to skim-read the article. Check answers with the class.

1C 2B 3A

b) Students read the article again and answer questions 1–7. Students check answers in pairs. Check answers with the class.

1 When he was four 2 Robert De Niro, Leonardo di Caprio, Madonna 3 After he made a TV programme called *David Blaine: Street Magic* 4 He couldn't walk after spending 61 hours in a block of ice. 5 He jumped off the pillar onto a pile of boxes. 6 He didn't eat anything. He only drank water. 7 He lives in a house that Houdini used to live in.

7 Students work in pairs and discuss the questions. Ask students to share their ideas about David Blaine and his stunts with the class.

EXTRA IDEA

- Students work in pairs and discuss who is more interesting, exciting or unusual, David Blaine or Houdini, and why?

Help with Vocabulary Connecting words (2)

8 a)–b) Check students understand the phrase *the order of events* (the order things happen).

Students do the exercise on their own, then check in V12.3 SB p143. Check answers with the class.

- **a)** 1 while, when 2 then, after, first, next, finally, after that
- Point out that we usually use *while* with continuous verb forms: *While he was studying to be an actor, he used to do magic tricks.*
- Also highlight that *after* can be followed by subject + verb or a noun: *They left after breakfast. He became famous after he made a TV show.* Contrast *after* with *after that*, which is usually followed by a subject + verb: *After that,* ***he lived*** ...

9 a) Elicit the answers to 1 and 2 from the class. Students need to know these words in order to do the trick in **9b)**.

1 add, subtract, multiply, divide 2 It has four digits.

b) Students read the number trick on their own and choose the correct words. Tell students not to try to do the trick at this stage. Students check answers in pairs. Check answers with the class.

1 First 2 Then 3 Next 4 After that 5 Then 6 Finally

c) Students work in pairs and do the trick with their partner. Before they begin, check how many years there have been in this century so far (for example, if you are doing the trick in 2005, there have been five years so far in the century). When they have finished, ask students what they think of the trick.

10 Tell students they are going to learn to do a trick and then try it out on a partner. Put students into pairs, student A and student B. Student As turn to SB p109 and student Bs turn to SB p117. Check they are all looking at the correct exercise.

Note that each student A will need small pieces of paper and a bag or box for their trick, so bring in some cut-up squares of paper and some paper or plastic bags in case students don't have any themselves.

a) Give students time to read and understand the information about their trick. While they are reading, monitor and help with any problems. Make sure students don't try to read about their partner's trick.

If you think students need more time to perfect their tricks, put student As and student Bs together to practise their tricks, but make sure that students from the other group can't hear them.

Check all students are confident that they understand their tricks before putting students into pairs.

b) Students work with their partner and take turns to do their tricks for each other. Encourage students to act like magicians while doing their tricks, for example, by pretending to read their partner's minds (for student As). While they are doing their tricks, monitor and help with any problems.

Finally, students share their reactions to the tricks and decide which trick is better.

EXTRA PRACTICE AND HOMEWORK

12 Review SB p98
CD-ROM Lesson 12C
Workbook Lesson 12C p63
Workbook Reading and Writing Portfolio 12 p86
Progress Test 12 p223

12 Review

See p31 for ideas on how to use this section.

1a) borrow 2 waste 3 earn 4 lose 5 lend 6 save 7 pay back **hidden phrase:** owe money

1b) 1 spend 2 lend 3 pay 4 owe 5 earn 6 get 7 borrowed

3a) 2 retired 3 was/were 4 spoke 5 had

4a) *suggested answers:* **First** the magician put a woman in a box. **Then** he locked it. **Next** the magician asked a man to hold the woman's hand. **While** the man was holding her hand, the magician cut the box in half with a saw. **After that** the man walked round the two halves of the box. **Finally**, the magician put the box back together and the woman got out.

Progress Portfolio

See p31 for ideas on how to use this section.

End of Course Review

- The aim of this activity is to review language that students have learned throughout the course in a fun, student-centred way. The activity takes about 30–45 minutes.

  Pre-teach *a counter, throw a dice, land on a square, move forward/back* and *have a rest*.

  Give students time to read the rules on SB p98 and answer any questions they may have.

  Check students have understood that when a student lands on a Grammar or Vocabulary square, they only need to answer question 1.

  Ask what happens when a second student lands on the same square (they answer question 2).

  Also check what happens when a third student lands on the square (they can stay there without answering a question).

  Put students into groups of four and give a dice and counters to each group (or students can make their own counters).

  Ask a student with a watch in each group to be the time-keeper for the group. He/She should time students when they land on a Keep Talking square and have to talk about a topic for 30 seconds.

  Students take turns to throw the dice and move around the board.

  If a student thinks another student's answer to a question on a Grammar or Vocabulary square is wrong, he/she can check in the Language Summaries in the Student's Book or ask you to adjudicate.

  While students are working, monitor and help with any problems.

  The first student to get to *FINISH* is the winner. Students can continue playing until three students have finished if you wish.

  If one group finishes early, ask them to look at all the squares they didn't land on and answer the questions.

1 1 play cards, go to museums, do judo, go cycling 2 go jogging, go to concerts, do yoga, play basketball

2 1 Who went to the USA? Where did Greg go? 2 Who wants a new car? What does Alice want?

4 1 If **I'm** late, I'll lose my job. 2 He'll do it when he **gets** home.

5 1 impatient; unselfish; immature; unhealthy 2 unhelpful; impolite; dishonest; unreliable

8 1 *can* + infinitive; *plan* + infinitive with *to*; *prefer* + verb+*ing* [or infinitive with *to*]; *decide* + infinitive with *to* 2 *forget* + infinitive with *to*; *enjoy* + verb+*ing*; *start* + verb+*ing* or infinitive with *to*; *will* + infinitive

10 1 more boring, most boring; richer, richest; further/farther, furthest/farthest; more modern, most modern 2 more polite, most polite; lazier, laziest; worse, worst; more mature, most mature

12 1 *like* and *believe* describe states; *play* and *do* describe activities 2 *know* and *hate* describe states; *run* and *work* describe activities

14 1 We can use *a few, some* and *not many* with countable nouns. 2 We can use *lots of* and *any* with countable nouns.

16 1 I **went** to Thailand in 2003. 2 That was a very **exciting** film.

18 1 go **to** Rome, go **with** my cousin, go **on** holiday 2 go **on** a tour, go **for** a walk, go **to** the beach

20 1 I haven't told him yet. 2 She's just lost her job.

24 1 make, made, made; win, won, won; see, saw, seen; buy, bought, bought 2 write, wrote, written; find, found, found; give, gave, given; take, took, taken

25 1 see V4.3 SB p126. 2 See V6.2 SB p130.

26 1 **for** an hour, **since** nine o'clock, **since** 2004, **for** ages 2 **since** last week, **for** a long time, **for** a week, **since** midday

29 1 see V6.1 SB p130. 2 See V9.2 SB p137.

30 1 He doesn't have to get up early. 2 I didn't have to have a degree.

32 1 artist, collection/collector, musician, discussion. *Artist* and *musician* are jobs. 2 assistant, decision, cleaner, argument. *Assistant* and *cleaner* are jobs.

35 1 see V7.2 SB p132. 2 See V9.3 SB p137.

36 1 *Harry Potter* was written by JK Rowling. 2 Nokia mobile phones are made in Finland.

37 1 We *lend money* to a person because he/she needs it. We *borrow money* from a person because we need it. 2 *A trip* is when you go to a place for a short time and then come back. *A journey* is when you go from one place to another place.

Class Activities

Instructions

There are 35 Class Activities worksheets (p136–p180). These worksheets give extra communicative speaking practice of the key language taught in the Student's Book. Each activity matches a lesson in the Student's Book, for example, *1A Ask me!* matches lesson 1A and *1C An active life?* matches lesson 1C, etc. There are three activities for each unit in units 1–11 and two activities for unit 12.

The Class Activities can be used as extra practice when you have finished the relevant lesson or as review activities in the next class or later in the course.

Many of the activities involve students working in pairs or groups. When you have an odd number of students, you can:

- ask two lower-level students to share a role card or set of information.
- give two role cards or two sets of information to a stronger student.
- vary the size of the groups.

1A Ask me! p136

Language

Question words and question forms

Activity type, when to use and time

'Find someone who' activity. Use any time after lesson 1A. 15–20 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Give each student a copy of the worksheet. Students complete sentences 1–10 about themselves.
- Write *I eat rice every day.* on the board. Point at the word *rice* and elicit the question *What do you eat every day?* Students write questions for the other nine sentences, using the question words at the top of the worksheet. There is one question word for each question. Check and drill the questions with the class before continuing.
- Students move around the room asking their questions. If students aren't able to leave their seats, they should ask as many students as they can sitting near them. When students find someone whose answer is the same as the one they have written for themselves, they should write the student's name in the second column. Students should try to find a different student for each question. Encourage them to ask follow-up questions to find out more information about their new classmates. Demonstrate this stage of the activity with the whole class before students begin.
- When students have finished, they can work in pairs and tell their partners what they have in common with their classmates. Finish the activity by asking students to share interesting information with the class.

1 **What** do you eat every day?
2 **When**'s your birthday?
3 **How often** do you go shopping for new clothes?
4 **Who** do you usually spend your free time with?
5 **Where** did you go on holiday last year?
6 **How** did you go there?
7 **How old** were you when you started learning English?
8 **How many** cups of coffee did you drink yesterday?
9 **How much** did your English dictionary cost?
10 **Why** are you learning English?

1B Stress dominoes p137

Language

Word stress; work and travel vocabulary

Activity type, when to use and time

Dominoes. Use any time after lesson 1B. 15–20 minutes.

Preparation

Photocopy one set of dominoes for each pair of students. Cut into sets and shuffle each set.

Procedure

- Put students into pairs. Give one set of dominoes to each pair. Students share out the dominoes equally. Students are not allowed to look at each other's dominoes. Note that all the vocabulary in this activity is from lesson 1B.
- One student puts a domino on the table. His/Her partner puts another domino at either end of the first domino so that the word and the stress pattern match. Students continue taking turns to put dominoes at either end of the domino chain.
- If a student thinks the word and the stress pattern don't match, he/she can challenge his/her partner. If the match is incorrect, the student must take back the domino and the turn passes to his/her partner. If students can't agree, they should ask you to adjudicate.
- When a student can't put down a domino, the turn automatically passes to his/her partner. The game continues until one student has put down all his/her dominoes, or until neither student can make a correct match. The student who finishes first, or who has fewer dominoes remaining, is the winner.

●● restaurant, office, children, people, travel, journey, programme
●●● journalist, company, newspaper, editor, teenager, charity
●●● accountant, department, commuter
●●● unemployed
●●●● receptionist
●●●● multinational
●●●●● university

1C An active life? p138–p139

Language

Free time activities; frequency adverbs and expressions

Activity type, when to use and time

Information gap/whole class mingle. Use any time after lesson 1C. 20–30 minutes.

Preparation

Photocopy one worksheet for each student and one set of activity cards for every twelve students. Cut into separate cards.

Procedure

- Give each student a copy of the worksheet. Focus students on the pictures. Students work on their own or in pairs and write the verb and the name of the activity in the *verb + activity* columns. Elicit the first one as an example. Check answers with the class (see answer key).
- Students work in pairs and prepare *yes/no* questions with *you* for each picture to find out if people do these activities, then a question with *How often … ?* . Elicit the questions for the first picture: *Do you do judo? How often do you do judo?* Check and drill the questions if necessary.
- Give each student an activity card. If you have fewer than twelve students, give two cards to some students. If you have more than twelve students, photocopy an extra set and give out duplicate cards. Students are not allowed to look at each other's activity cards.
- Students find the activity from their card on their worksheet, then write their name in the *Name* column and how often they do this activity in the *How often* column.
- Students then move around the room asking their questions with *Do you … ?* to find out who does which activity. When they find the person who does each activity, they write his/her name in the *Name* column. They then ask their question with *How often … ?* and fill in the *How often* column. Demonstrate this stage of the activity with the whole class before they begin.
- Students continue moving round the room asking each other questions until they have filled in all the spaces on the worksheet.
- Finally, students can compare their answers in pairs and decide who they think leads the most active life. Ask students to share their ideas with the class.

do judo, play volleyball, go to the theatre, go running, play basketball, go to concerts, do aerobics, go skateboarding, go to the beach, do yoga, go to the gym, play tennis

2A Richard Branson p140

Language

Past Simple: *Wh-* questions

Activity type, when to use and time

Information gap. Use any time after lesson 2A. 20–30 minutes.

Preparation

Photocopy one A or B information card for each pair.

Procedure

- Ask if students have heard of Richard Branson or any Virgin companies. If so, elicit what students know about them.
- Pre-teach *successful, success, hot air balloon* and *staff*.
- Put the students into two groups, A and B. Give a copy of the appropriate worksheet to each student. Give students time to read the text, but they should not write anything at this stage.
- Focus students on the first gap on each worksheet and elicit the questions students need to ask to complete the sentence (see answer key). Students work in pairs with another student from the same group and write the rest of the questions. While they are working, monitor and check their questions for accuracy.
- Put one student from group A with a student from group B. Students are not allowed to look at each other's worksheets. Students take turns to ask their questions and fill in the gaps on their worksheet. Tell student As to ask the first question.
- When students have finished, they can check answers by comparing worksheets. Finally, ask students what they think of Richard Branson and whether they would like to work for him.

STUDENT A: 1 Where was Richard Branson born? 2 When did he start publishing a students' magazine? 3 When did he start Virgin Records? 4 How much did he sell the Virgin Music Group for? 5 When did he start Virgin Atlantic Airways? 6 How much did the Virgin Group make in 1983? 7 Where did he sail in 1986? 8 What did he buy in 2003?

STUDENT B: a) When was Richard Branson born? b) Where did he open his first record shop? c) How many copies did the company's first album/*Tubular Bells* sell? d) When did he sell the Virgin Music Group? e) When did he start a train company? f) How much did the Virgin Group make in 2002? g) How did he cross the Atlantic in 1987? h) Why did he buy an island near Australia?

2B Husbands and wives p141

Language

Past Continuous and Past Simple

Activity type, when to use and time

Alibi role play. Use any time after lesson 2B. 30–40 minutes.

Preparation

Photocopy one worksheet for each pair of students.

Procedure

- Divide the class into two equal groups, A and B. If possible, put all the men in the class in group A and all the women in group B. If there is an odd number of students, have more students in group B.
- Divide each group into pairs. Give a copy of the appropriate worksheet to each student. If there are any extra students in group B, ask them to be one of the wife's parents and work in a group of three. Note that you need an equal number of pairs/threes in each group. Establish that the time now is about 11 p.m.
- Give students time to read their worksheets and deal with any problems. Students work in their pairs and prepare their questions or answers based on the prompts. While they are working, monitor and check group B's questions for accuracy. Check that all student Bs are writing the questions, as they will be interviewing their husbands separately. Also make sure student Bs write four *What were you doing at … ?* questions for the note at the bottom of their worksheet.
- Match up a pair from group A with a pair from group B. Rearrange the class so that each student B can interview their husband separately.
- Student Bs interview their husbands and make brief notes of their answers. Encourage them to ask their *What were you doing at … ?* questions at appropriate times in the interview.
- When they have finished, students go back to their original A–A and B–B pairs. Student Bs compare their answers and decide if their husbands' stories match. Student As discuss the questions they were asked and whether they answered every question correctly.
- Finally, ask student Bs to tell the class if they believe their husbands or not, giving reasons for their answers.

2C Androcles and the lion p142

Language

Connecting words; Past Continuous and Past Simple

Activity type, when to use and time

Picture ordering and story writing. Use any time after lesson 2B. 25–40 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets. If you want students to finish the writing for homework, make enough copies so that each student can have both worksheets.

Procedure

- Ask students if they have heard of Aesop's /iːsɒps/ Fables. (Aesop was a storyteller who lived in Greece in the sixth century B.C. His stories contain moral lessons, and are often studied in schools.) Ask students if they know the story of Androcles and the lion.
- Pre-teach *slave, lion, roar* /rɔː/, *thorn, paw* /pɔː/, *pull something out, cave, a Roman guard* /gɑːd/ and *emperor* /'emprə/. Drill these words with the class. Also check students know the Colosseum /kɒlə'siːjəm/ in Rome and what it was originally used for (people went there to watch gladiatorial contests, often of slaves and gladiators fighting wild animals). With low level classes, read out the story before handing out worksheets (see answer key).
- Put the students into pairs, student A and student B. Give a copy of the student A worksheet to one student in each pair and a copy of the student B worksheet to his/her partner. Students are not allowed to look at each other's worksheets.
- Tell students that the story begins with picture C. Students work in pairs and take turns to describe the pictures to each other and decide on the correct order of the pictures. If you have a low-level class, students can look at both worksheets and work out the correct order of the pictures together, giving reasons for their ideas. Check the order of pictures with the class (see answer key).
- Students work in pairs and write the story using the Past Simple and Past Continuous. Encourage students to use the connecting words *because, so, until, when* and *while* in their stories. You can elicit the beginning of the story (picture C) from the students and write it on the board to start students off. While students are working, monitor and help with any problems.
- When students have finished, ask them to swap stories with other pairs and read one another's versions of the fable. Alternatively, you can display the stories around the room for other students to read.
- If your students don't have time to finish the story in class, distribute extra copies of the worksheets so that each student has a copy of both worksheets. Students can then finish the story for homework.

Androcles and the Lion

In the old days in Rome, there was a slave called Androcles. One night he escaped from his master's house while his master was sleeping. He ran away into the forest. The next day, while he was walking through the forest, he came face to face with a lion. But the lion didn't attack him; it just roared and roared. Androcles saw that it had a thorn in its paw. He walked slowly toward the lion and pulled out the thorn.

Androcles made his home in a nearby cave. The lion stayed with him and brought him food to eat and, as time passed, they became good friends.

One day, two Roman soldiers were walking through the forest. They saw Androcles asleep on the ground. They took him back to the city to see the Emperor. The Emperor was very angry.

'You have to fight for your freedom in the Colosseum!' he shouted.

The next day Androcles stood in the middle of the Colosseum ready to fight for his life. Suddenly a lion started running towards him. However, the lion didn't kill Androcles – it started licking him! It was the lion from the forest.

The Emperor called Androcles to see him, and the slave told the Emperor about his time in the forest and the thorn in the lion's paw. The Emperor liked the story very much and he gave Androcles his freedom. The next day, Androcles set the lion free and he waved goodbye as it ran into the forest to live in peace.

The correct order of the pictures is C, G, B, H, D, J, A, F, E, I.

3A Guess the job p143–p144

Language

have to/had to; Past Simple and Present Simple: *Wh-* questions

Activity type, when to use and time

Information gap. Use any time after lesson 3A. 15–25 minutes.

Preparation

Photocopy one worksheet for each student. Photocopy one set of role cards for every ten students and cut into separate role cards.

Procedure

- Pre-teach *uniform* and check students know where Miami is (in Florida, USA).
- Give each student a copy of the worksheet. Focus students on sentence 1 and point out that the gap at the beginning of the sentence corresponds to a classmate's name. Students work on their own and write *yes/no* questions with *have to/had to* for sentences 2–10. Check the questions with the class (see answer key) and drill them if necessary.
- Give each student a role card. If you have more than ten students, these can be duplicated without affecting the outcome of the activity. If you have fewer than ten students, do **not** give two cards to each student. Give students time to read their role cards and to find where to write their own name on the worksheet. Students are not allowed to look at each other's cards.
- Students move around the room and ask one another their questions with *have to/had to*. When they get a *yes* answer, they write the person's name in the space at the beginning of the sentence, then ask the follow-up questions in the second column. Point out that these questions are either in the Present Simple (with *do you*) or the Past Simple (with *did you*), **not** *have to/had to* questions. Students must not tell one another what their jobs are at this stage.
- When students have information for all the items, they work in pairs and decide which *job* each student has, based on the information they have found out. Students write their ideas in the jobs column.
- Ask students to share their ideas with the class, giving reasons for their answers. Each student says if the class has guessed his/her job correctly.

2 Do you have to run for three hours every day? 3 Do you have to wear a uniform? 4 Do you sometimes have to work all night? 5 Do you have to do lots of interviews? 6 Do you have to know every street in the city? 7 Did you have to write 50 reports last night? 8 Do you have to answer the phone all day? 9 Did you have to study for five years? 10 Do you have to work every weekend?

3C Which word? p145

Language

Noun endings

Activity type, when to use and time

Personalised information gap. Use any time after lesson 3C. 10–15 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Put students into two groups, A and B. Give a copy of the appropriate worksheet to each student.
- Students work with a partner from the same group and choose the correct words in bold. Refer students to V3.3 SB p123 if they are having problems. While they are working, monitor and check students' answers. If necessary, check the answers with both groups before continuing (see answer key).
- Put one student from group A with a student from group B. Students take turns to ask their partner the questions on their worksheet. Encourage students to ask follow-up questions to find out more information.
- When students have finished, ask them to share interesting answers with the class.

STUDENT A: 1 commute 2 cook 3 decisions 4 advertisement 5 interview 6 musician 7 examinations 8 collect 9 arguments 10 actor

STUDENT B: 1 decisions 2 painter 3 interview 4 advertisements 5 art 6 discussions 7 singer 8 visitor 9 argue 10 assistants

3D What do you know? p146

Language

Review of lessons 1A–3D

Activity type, when to use and time

Board game. Use any time after lesson 3D. 20–30 minutes.

Preparation

Photocopy one board for each group of three or four students. You also need a dice for each group and a counter for each student (or students can make their own counters).

Procedure

- Put the class into groups of three or four. Give each group a copy of the board, a dice and counters. Ask a student with a watch in each group to be the timekeeper.
- Students take turns to throw the dice and move around the board. When a student lands on a *Talk about* square, he/she must talk about the topic for 30 seconds. If he/she does this successfully, he/she can stay on the square. If he/she stops talking before 30 seconds are up, he/she must move back to his/her previous square.
- When a student lands on one of the other squares, he/she must answer the question correctly in order to stay on the square. If a student can't answer the question correctly, he/she must move back to his/her previous square.
- If students think another student's answer is wrong, they can check in the Language Summaries in the Student's Book or ask you to adjudicate. If the answer is wrong, the student must move back to his/her previous square.
- If a student lands on a square which has already been answered, he/she must answer the question again to check that he/she has been listening!
- The game ends when one student reaches the *FINISH* square. If one group finishes early, they can go through the squares in number order and discuss the answers.

1 ate; drank; had; sold; bought **3** Neither do I./Oh, I do. **5** play: football, tennis, volleyball, cards, chess, etc.; go to: concerts, art galleries, the gym, museums, etc. **9** ask someone out, go out with someone, get engaged, get married **11** collector/collection; actor/actress/ action; painter/paint; advertisement/advert/ad/advertising **12** 's having; want to **13** for, in, for/to **15** always, normally, often, sometimes, occasionally, never **19** How does he get to work? What's/What is he doing now? **21** do: yoga, aerobics, exercise, sport, etc.; go: cycling, running, skateboarding, jogging, etc. **23** Where does Tony work? Who lives in Paris? **25** cleaner/cleaning; decision; visitor/visit; argument **29** So do I./Oh, I don't. **30** When did he work in the USA? What were you doing when I phoned? **32** as; with; in; for **33** saw; felt; made; left; came

4B The music party p147–p148

Language

Present Perfect for life experiences; Past Simple

Activity type, when to use and time

Information gap. Use any time after lesson 4B. 20–30 minutes.

Preparation

Photocopy one role card for each student.

Procedure

- Pre-teach *have a number 1 single/album, go on tour, win an award, an awards ceremony, headline* and *the cover of a magazine*. Also ask if students have heard of Glastonbury Festival (a big rock festival that takes place in England – see photo 3 on SB p31 for a photo of this festival).
- Tell students they are at a big party where all the guests are musicians or singers. Give each student a role card and allow them time to read the information. If you have more than eight students, you can distribute extra role cards without affecting the outcome of the activity. If you have fewer than eight students, you can still do the activity, but some students won't find matches for all the points on their role cards.
- Students work on their own and write *Have you ever … ?* questions for the sentences in bold in the first column on their role cards. For example, the first question for role card 1 is: *Have you ever had a number 1 album in Argentina?* Do one or two examples with the class first. Each student must write four questions.
- Focus students on the follow-up questions in the third column and elicit what verb form these questions are usually in (Past Simple). Students fill in the gaps in these questions with either *did* or *was*.
- Tell students that they are now at the party and they must find one other person who has also done each of the things in bold on their role cards. Students move around the room and ask one another their *Have you ever … ?* questions. When they find someone who answers *yes* to one of their questions, they write his/her name in the second column on their role card. They then ask the appropriate follow-up question in the third column.
- Encourage students to start each conversation by using appropriate 'getting to know you' language (*How are you? Are you enjoying the party? My name's … , Nice to meet you, I don't think we've met*, etc.). You can play background music to help students get into the party mood.
- The activity continues until all the students have found at least one person who has done the things on their role card.
- Students work in pairs and take turns to tell each other what they have found out about the others. Ask each student to share with the class one or two of the things he/she has in common with other students.

4C Entertainment crossword p149

Language

Film; TV; music

Activity type, when to use and time

Paired crossword. Use any time after lesson 4C. 15–20 minutes.

Preparation

- Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Divide the class into two groups, A and B. Give a copy of the student A crossword to each student in group A and a copy of the student B crossword to each student in group B.
- Students work in pairs with a partner from the same group and check they know the meanings of all the words/phrases on their worksheet. With a low-level class, also ask them to prepare clues for each of their words/phrases. Students can check any words they don't know in V4.1, V4.2 and V4.3 SB p126.
- Put students into pairs so that a student from group A is working with a student from group B. Students are not allowed to look at each other's worksheets. Check that students understand how to refer to words in a crossword, for example, *1 down* and *7 across*. They should tell their partner if the answer is two words.
- Students then take turns to give their clues for the words on their crossword. These clues can be a sentence (*People win things on this type of TV programme*) or visual (students can mime, sing, or draw a picture). Students are not allowed to use the words themselves or to give letters as clues.
- When students have finished, they check their completed crosswords and their spelling with their partner.

4D Q&A: Children and mobiles p150

Language

Agreeing, disagreeing and asking for opinions

Activity type, when to use and time

Debate. Use any time after lesson 4D. 30–40 minutes.

Preparation

Photocopy one set of role cards for every four students. Cut into four separate cards.

Procedure

- Ask students if they have a mobile phone, how often they use it and if they use it more for phoning or sending messages (texting). Pre-teach *text, radiation* and *new model*.
- Remind students of the debate in lesson 4D and ask students what the name of the programme was (*Q&A*). Explain that they are going to have a debate about mobile phones on the next *Q&A* programme.
- Divide the class into four groups: teenagers, parents, teachers and presenters. If you have extra students, add these students to the first three groups. If you have one or two students who tend to dominate the class, make them presenters, as this will encourage them to allow the other students to speak. Arrange the class so each group is sitting together. If this is not possible, students can do the preparation stage on their own.
- Give each student in the four groups the appropriate role card. Students work in their groups and do the tasks written on their cards. While they are working, monitor and help with language and ideas where necessary.
- While students are working, copy the table from RW4.1 on SB p127 onto the board.
- Rearrange the class so that students are sitting in groups of four, with one teenager, parent, teacher and presenter in each group. Focus students on the language on the board and remind them to use this language during the debate.
- Ask each presenter to start their debate. Try to ensure that all students have an opportunity to speak.
- Ask each group to share their conclusions with the class.

5A The crystal ball p151

Language

will for prediction; *might, will be able to*

Activity type, when to use and time

Role play. Use any time after lesson 5A. 15–20 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Introduce the topic by asking students if they think people can see into the future. Explain how some people believe they can see the future by looking at tea leaves, tarot cards and crystal balls. Ask students if they believe in this or if they know anyone who has ever visited a fortune-teller.
- Give each student a copy of the worksheet and point out the six different categories. Explain that students are going to predict one another's future. Elicit possible topics that fortune-tellers could talk about for each category.
- Put students into pairs, but tell them not to talk to their partner yet. Students work on their own and write two sentences with *will, won't, might* or *will be able to* about their partner's future for each category. Encourage students to take a light-hearted approach to this. While they are working, monitor and check students' sentences for accuracy.
- Students work with their partner and take turns to tell each other's fortune. The 'fortune-teller' can gaze into an imaginary crystal ball and 'see' the future appear before their eyes. Encourage students to ask their partner questions about his/her predictions with *do you think …* : *When do you think I will meet this person? Where do you think we will meet?* etc.

- At the end of the activity, ask students to share some of their partner's predictions with the class. Students can also say whether they think any of the predictions will come true or not.

5B My personal future p152

Language

Future plans and ambitions: *be going to, planning to,* etc.

Activity type, when to use and time

Personalised guessing game. Use any time after lesson 5B. 20–30 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Give a copy of the worksheet to each student. Tell students to read the prompts in the box and then write the ten things, people, places and films in the circles. Students should write single words or short phrases, for example, *a new car, Brad Pitt, Australia,* etc., not complete sentences. They can write their answers in any circle they want, but not in the same order as the prompts. Demonstrate this before they begin by drawing some circles on the board and writing in your own ideas in random order.
- Students work in pairs and swap worksheets with their partner. Students then take turns to guess why their partners have written the things in the circles. For example, if a student has written *a new car*, his/her partner might ask: *Are you going to buy a new car this year?* or *Are you thinking of buying a new car one day?* Students should ask one or two follow-up questions for each point, for example, *What kind of car are you going to buy?*
- When students have finished, each student can tell the class two or three things that they have found out about their partner's future.

5C Preposition pelmanism p153

Language

Verbs and prepositions

Activity type, when to use and time

Pelmanism. Use any time after lesson 5C. 10–20 minutes.

Preparation

Photocopy one worksheet for each group of three students. Cut into sets of large and small cards and shuffle each set.

Procedure

- Put the class into groups of three. Give each group a set of cards and ask them to spread them out face-down in front of them, with the smaller cards on one side and the larger cards on the other.
- Students take turns to turn over one large card and one small card. If a student thinks that the verb and preposition match and the cards make a complete sentence, he/she keeps the cards and has another turn. If the cards don't match, the student puts both cards back on the table face-down in exactly the same place.
- The activity continues until all the cards are matched up. The student with the most cards is the winner. If groups finish early, students can take turns in testing each other on the verb-preposition collocations in bold.

6B Where's Emma staying? p154–p155

Language

Superlatives; family relationships; character adjectives

Activity type, when to use and time

Information gap puzzle. Use any time after lesson 6B. 20–25 minutes.

Preparation

Photocopy one student A worksheet and one student B worksheet for each pair of students. Cut the worksheets in half.

Procedure

- Explain that a family are on holiday in a hotel, but one member of the family, Emma, has forgotten which room she is staying in.
- Put students into pairs. Give a copy of the top half of the Student A worksheet to one student in each pair and a copy of the top half of the Student B worksheet to his/her partner. Students are not allowed to look at their partner's worksheet.
- Students work on their own and write the superlatives of the adjectives in brackets in gaps a)–j). For each gap, students must decide whether to use *the* with the superlatives or not. If necessary, check answers to these gaps only with the whole class (they are the same on both worksheets). Point out that we do not use *the* in sentences 3, 4, 7 and 10 because the superlative follows a possessive 's (*Emma's*).
- Students work with their partners and take turns to ask each other questions to complete sentences 1–10. Check students know what questions they should ask for each gap in their sentences before they begin. If necessary, write the following questions on the board for sentence 1: *Who's the most stubborn person in Emma's family? What's his relationship to Emma? Which room is he in?* Tell student As to ask the first set of questions.
- When students have filled in all the gaps in their sentences, hand out a copy of the Hotel Room Plan to each student. Students work together in pairs and complete the Hotel Room Plan to find out which room Emma is in (506). Check answers with the class.

6C Word formation snap p156

Language

Prefixes and opposites of adjectives: *un-, in-, im-, dis-*

Activity type, when to use and time

'Snap' card game. Use any time after lesson 6C. 10–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate sets and shuffle each set.

Procedure

- Pre-teach the following adjectives and their opposites: *satisfied/dissatisfied, accurate/inaccurate, active/inactive, connected/disconnected.*
- Put students into pairs. Give a set of prefix cards to student A in each pair and a set of adjective cards to student B. It is helpful if student A sits on the left of student B. Students need a pen and paper to keep score.
- Both students put down a card on the table in front of them at the same time. If the cards make an 'opposite adjective' match, the first student to say *Snap!* gets a point. (Note: students do not pick up any cards at this point.) If the cards don't match, students continue putting down cards at the same time until someone says *Snap!*
- Students continue putting down cards until all their cards are finished. Students then pick up their own cards only (not their partner's cards) and shuffle them before playing again. The first student to get 10 points wins.
- If a student says *Snap!* and the cards don't match, then his/her partner gets a bonus point. If students can't agree if the cards match, they can check in V6.3 SB p130 or ask you to adjudicate.
- If possible, demonstrate the activity with a strong student in front of the whole class before students begin.
- When students have finished, they can make pairs of sentences using both the positive and negative adjective. For example, *I'm quite patient, but my brother is really impatient.*

6D Noughts and crosses p157–p158

Language

Review of lessons 4A–6D

Activity type, when to use and time

Noughts and crosses board game. Use after lesson 6D. 20–30 minutes.

Preparation

Photocopy one board 1/Team A question sheet for half the number of students in your class and one board 2/Team B question sheet for the other half. Cut each worksheet into separate boards and question sheets.

Procedure

- Ask students if they know the game noughts /nɔːts/ and crosses. If not, draw a noughts and crosses grid on the board. Explain that the aim of the game is to win squares by answering questions. The first team to get a line of three, horizontally, vertically or diagonally is the winner.
- Put students into groups of four or six. Divide each group into two teams: team A and team B. Give each group a copy of the board 1 worksheet.
- Give each student in each team A a copy of the Team A question sheet and each student in each team B a copy of the Team B question sheet. Students are not allowed to look at the other team's question sheet. Students toss a coin to decide who starts.
- The teams take turns to choose a square on board 1. For example, if Team A chooses *vocabulary*, team B reads the first question in the *vocabulary* section of their question sheet. If team A answers correctly, they win the square and draw a cross or a circle on it. If the answer is incorrect, the square remains available (team A does not get the square). Point out that the answers to the questions are in brackets on the question sheets.
- The first team to get a line of three squares on board 1 wins the first game. Students can then play again on board 2. If students run out of questions in a particular category, they can ask any question from the other categories instead.
- Groups that finish early can play again or ask each other the unanswered questions on their worksheet.

7A Kanga Tours p159

Language

Present Continuous for future arrangements

Activity type, when to use and time

Information gap/whole class mingle. Use any time after lesson 7A. 20–30 minutes.

Preparation

Photocopy one worksheet for each student. Cut into two halves: itinerary and role cards. Cut into separate cards. You need an itinerary for each student and one set of role cards for every six students in the class. Discard the extra role cards.

Procedure

- Set the context by telling students that they are going on an six-day package tour of Australia. Point out that everything on their tour has been arranged for them.
- Pre-teach *barbeque* /bɑːbəkjuː/, *harbour*, *penguin* /ˈpeŋgwɪn/ and *scuba diving*. Model and drill these words with the class. If necessary, check the pronunciation of the Australian place names in the activity: *Sydney, Melbourne, Bondi* /ˈbɒndaɪ/ *Beach, Uluru* /ʊləˈruː/, *Cairns* /keənz/ and *the Great Barrier Reef*. Also check students know that Uluru is sometimes called Ayers Rock. If possible, bring in colour photos of some of these places to show the students.

- Tell the students that they have just received the itinerary for their package tour, but the travel agent has sent only one part of the itinerary to each student. They will have to share their information to find out what they are doing each day and where they are staying.
- Give one itinerary card to each student. If you have more than six students in the class, you can give duplicate cards without affecting the outcome of the activity. If you have fewer than six students, give two cards to the stronger students.
- Allow students time to read their card and decide how they are going to tell other students about their day's itinerary, using the Present Continuous. If necessary, write: *Morning – go on a boat trip* on the board and elicit the full sentence: *In the morning we're going on a boat trip.*
- Give a copy of the blank Kanga Tours itinerary to each student. Explain that students need to ask questions and exchange information in order to complete their itinerary. If necessary, elicit the questions *Where are we going on Day 1?* and *What are we doing in the morning/afternoon/evening?* and *Where are we staying at night?* before they begin.
- Students move around the room and swap the information on their itinerary cards only (not the information on other students' itinerary cards). Students should speak to a different person for each day of their itinerary.
- Students work in pairs and compare their completed Kanga Tours itineraries. They can then decide which is the best day of the holiday.
- As a follow-up activity, students can imagine they are at one of the places on the holiday and write a postcard to their friends.

7B Holiday habits p160

Language

Quantifiers

Activity type, when to use and time

Personalised information gap. Use any time after lesson 7B.
15–25 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Pre-teach *cash* and point out that it is an uncountable noun. Also check students remember *souvenirs* /ˈsuːvənɪəz/ and *sightseeing* /ˈsaɪtsiːjɪŋ/.
- Put students into pairs. If possible, put students with someone they don't know very well. Give a copy of the student A worksheet to one student and a copy of the student B worksheet to his/her partner. Ask students to write their partner's name at the top of their worksheets. Students are not allowed to look at each other's worksheets.
- Students work on their own and try to make correct sentences about their partners' habits when they go on holiday. To do this they must choose the positive or negative form of the verb in each sentence and fill in the gaps with an appropriate quantity word/phrase from the box. Students are not allowed to talk to their partner during this stage of the activity.
- Students work with their partner and take turns to say their sentences. They can begin each sentence with *I think …* or *I don't think …* . For example, for the first sentence on student A's worksheet, he/she can say: *I think you take a lot of clothes with you.* or *I don't think you take many clothes with you.*
- Students tick the sentences that they got right and put a cross next to those that they got wrong. The student who got the most sentences right is the winner.
- Finally, students tell the class about some of their partner's unusual or interesting holiday habits. As a follow-up activity, students can continue working in pairs and discuss how many holiday habits they have in common.

7C Ski Canada p161

Language

Expressions with *go*; comparatives and superlatives

Activity type, when to use and time

Information gap. Use any time after lesson 7C.
20–30 minutes.

Preparation

Photocopy one worksheet for every four students. Cut into four separate worksheets.

Procedure

- Pre-teach *snowmobiling, sauna, Jacuzzi, ice skating, snowboarding* and *dog sledding.*
- Tell the class they are going on a skiing/mountain holiday in Canada for one week over New Year and that they must decide where they want to stay. They have four hotels to choose from. All these hotels are in or near the same village.
- Put the class into four groups, A, B, C and D. Give a copy of The Chateau worksheet to every student in group A, a copy of The Mountain View Hotel worksheet to every student in group B, a copy of The Rockies Hotel worksheet to every student in group C and a copy of The Maple Leaf Hotel worksheet to every student in group D. Students work together in pairs with a student from the same group and decide what the best five things about the hotel are.
- Reorganise the class into groups of four, with one student from each of the four groups. If you have extra students, have some groups of five. Students take it in turns to tell the group about their hotel. Encourage students to compare the hotels and give reasons why one hotel is better than another, using comparatives and superlatives. The group must then decide on one hotel.
- Finally, each group tells the class which hotel they have decided to go to and their reasons for choosing this hotel.

8A Rose Avenue p162

Language

Present Perfect for unfinished time with *for, since* and *How long … ?*

Activity type, when to use and time

Information gap puzzle. Use any time after lesson 8A. 15–30 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Put students into two groups, A and B. Give a copy of the appropriate worksheet to each student.
- Focus students on the illustration of Rose Avenue, and tell them that they have some information about the people who live there.
- Students work with someone from the same group and make questions with *How long … ?* and the Present Perfect to find out the information they need to fill in the gaps on their worksheet. Elicit the first question from both worksheets and write them on the board before students begin (*1 How long has Jack lived in Rose Avenue? / a) How long has the person on his right had her sports car?*). While students are working, monitor and check their questions for accuracy.
- Put a student from group A with a student from group B. Students are not allowed to look at each other's worksheets. They take turns to ask their questions and complete their worksheets. Encourage students to use short answers (*Since 2001. For five years.*, etc.).
- When students have completed both worksheets, they work in their pairs and decide who lives in which house. They then write the people's names on the correct houses on Rose Avenue. Check answers with the class.

1 Katrina and Paul 2 Tony 3 Jack 4 Fiona
5 Marian and Ross 6 Anne

8B What should I do? p163

Language

should, shouldn't, must

Activity type, when to use and time

Role play. Use any time after lesson 8B. 15–30 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into separate worksheets.

Procedure

- Pre-teach *counsellor* and *client*. Point out that professional people like counsellors, lawyers and accountants refer to customers as clients.
- Set the scene by asking students what people can be addicted to (chocolate, work, caffeine, etc.). Teach the words *chocoholic* and *workaholic*.
- Put students into pairs. Give a copy of the student A worksheet to one student in each pair and a copy of the student B worksheet to his/her partner. Each worksheet has one role card for a counsellor and one for a client.
- Focus students on the first role play, where student A is a client (the chocoholic) and student B is the counsellor. Students work on their own and prepare their roles, using the information on the role cards.
- Students work with their partner and role-play the situation. Encourage the client to respond to advice appropriately, for example, *Yes, I'll try that.; It might be difficult but I'll try.; I'm sorry, but I can't do that because … ,* etc.
- When students have finished, focus them on the second role play, where student B is the client (the workaholic) and student A is the counsellor. Again give students time to prepare their roles on their own, using the information on the role cards.
- Students work in their pairs again and role-play the second situation.
- At the end of the activity, ask the clients if the counsellors' advice was useful. What was the best piece of advice they got?
- If you have limited time, only do one role play. You can let each pair choose which role play to do.

8C Find someone who … p164

Language

Verb patterns

Activity type, when to use and time

'Find someone who' activity. Use any time after lesson 8C. 15–25 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Pre-teach *dolphin* and *desert island*.
- Give a copy of the worksheet to each student. Students work on their own and fill in the gaps in the first column using the correct form of the verb in brackets. They can check in pairs or in GR 8.3 SB p136. Check answers with the class.
- Explain that they are going to try to find someone in the class who answers *yes* to each question. Elicit the questions the students will need to ask, for example, *1 Would you like to swim with dolphins? 2 Have you ever forgotten to pay for something?*, etc. With a low-level class you may need to go through each sentence and elicit the question for each one. Drill these questions if necessary.
- Students move around the room and ask questions. If students are not able to leave their seats, they should ask as many students as they can sitting near them. When they

find a student who answers *yes* to a question, they write the student's name in the second column on the worksheet. Students should ask one or two follow-up questions based on the prompts in the third column. Encourage students to talk to as many different people as possible. Students only need to find one person who answers *yes* to each item.

- When students have finished, they can work in pairs and tell their partners what they have found out about their classmates. Finish the activity by asking each student to tell the class one or two interesting things they have found out.

Verb patterns: 1 to swim 2 to pay 3 to stop 4 learning/to learn 5 eating 6 to buy 7 own 8 enjoy 9 to write 10 to buy

Questions: 1 Would you like to swim with dolphins? 2 Have you ever forgotten to pay for something? 3 Have you tried to stop smoking? 4 Are you going to start learning something new soon? 5 Do you prefer eating/to eat hamburgers to food from your country? 6 Have you decided to buy a new mobile phone? 7 Do you think you will own a business one day? 8 Do you think you might enjoy living on a desert island? 9 Are you planning to write a book one day? 10 Do you need to buy a birthday present for someone soon?

9A Volunteers p165–p166

Language

First conditional

Activity type, when to use and time

Information exchange. Use any time after lesson 9A. 25–35 minutes.

Preparation

Photocopy one information table for each student. Photocopy one set of role cards for every four students. Cut into four separate cards.

Procedure

- Pre-teach *rainforest, volcano, electricity, shark, injured* and *tour guide*.
- Ask students if they would like to do volunteer work, and if so, what kind of work they would like to do.
- Tell students they are going to choose a volunteer project to do. Introduce the four projects on the cards and explain that each project is protecting an animal in a different country.
- Put the students into four groups, A, B, C and D. Give a copy of the appropriate role card to each student. (If you have a small class, you could use two or three projects instead of all four.)
- Give a copy of the information table to each student. Students work together in pairs with a student from the same group and complete the information for their project.
- Reorganise the class into groups of four with one student from each of the four groups. If you have extra students, make some groups of five.
- Students complete the information tables by asking questions about the projects using the first conditional and questions with *will*. For example, *If we go to South Africa, what kind of animal will we help? Where will we stay?*, etc. When answering the questions, students make first conditional sentences using the information they have on their cards. For example, *If we stay for four weeks, we'll pay £500. If we stay for five weeks, we'll pay £550. If we stay in a local house, it will be free. If we stay in a hotel, we'll have to pay £25 a week. If we stay with a local family, we'll learn a lot about the country.*, etc. With a low-level class you can elicit some example questions and sentences and write them on the board.
- When the group has completed the information table, they decide which project they want to do and give reasons for their choices. Students must all decide on the same project and 'after the project' activity.
- Finally, each group tells the class which project they have chosen and their reasons for choosing it. Ask which 'after the project' activity the group has chosen and why.

9C The new building p167–p168

Language

too, too much, too many, (not) enough; first conditional

Activity type, when to use and time

Debate. Use any time after lesson 9C. 30–45 minutes.

Preparation

Photocopy one set of six role cards for each group of six students. Cut into separate role cards.

Procedure

- Tell the class that they all live in a small town. They are going to have a meeting to decide what to do with a new building in the town centre.
- Pre-teach *government, concert hall* and *options*, and check students remember *screen*.
- Divide the class into groups of six. Try to choose confident students to be the chairpeople. You can have fewer students in some of the groups if necessary.
- Give each student a copy of the appropriate role card. Give students time to read the introduction on their cards and check they have understood it.
- Students work in their groups and decide on reasons why their option for the new building is the best and think of reasons why the other options are bad ideas. Encourage students to use *too, too much, too many* and *not enough* in their arguments. Chairpeople work together and plan their introductions and questions.
- While students are working, write the language for agreeing, disagreeing and asking for opinions from RW4.1 SB p127 on the board.
- Rearrange the class so that students are sitting in groups of six, with one student from each group. You can have fewer students in some groups without affecting the outcome of

the activity. Focus students on the language on the board and remind them to use this language during the meeting.

- Ask the chairpeople to start their meetings. Allow the discussions to proceed uninterrupted if possible, but try to ensure that all students have an opportunity to speak. Encourage students to give reasons using the first conditional, for example, *If we have a concert hall, there will be too much noise at night.* While they are talking, you can make notes of mistakes to discuss at the end of the activity. Allow about 10 or 15 minutes for this stage of the activity.
- At the end of the meeting, students vote to decide what the building will be. Ask each group to share their conclusions with the class.

9D Get rich quick! p169–p170

Language

Review of lessons 7A–9D

Activity type, when to use and time

Board game. Use after lesson 9D. 20–30 minutes.

Preparation

Photocopy one board, one set of Vocabulary cards and one set of Grammar cards for each group of three or four students. Cut the Vocabulary cards and Grammar cards into two separate sets. Shuffle each set. Each group needs a dice. Each student needs a counter and a pen and paper to keep a record of their winnings.

Procedure

- Check students know how to say numbers like 10,000 and 3,500, etc.
- Put the class into groups of three or four. Give each group a copy of the board, a dice and counters. Ask a student with a watch in each group to be the timekeeper.
- Give each group a set of Vocabulary cards and a set of Grammar cards. Students should put these face-down on the table in front of them in two separate piles.
- The aim of the game is to win the most money. Tell students that they all start with £10,000 in the bank. Students record their winnings and adjust their total each time they win or lose some money.
- Students take turns to throw the dice and move around the board. When a student lands on a *Talk about* square, he/she must talk about the topic for 30 seconds to win the amount of money shown. If he/she doesn't talk for 30 seconds, he/she loses the amount of money shown on the square.
- When a student lands on a square that says *Vocabulary card* or *Grammar card*, he/she turns over the top card on the appropriate pile and reads out the question to the group. He/she must then answer the question. If he/she answers the question correctly, he/she wins the amount of money on the square. If he/she does not answer the question correctly, he/she loses the amount of money on the square. He/she then puts the card back on the bottom of the appropriate pile.
- If a student thinks another student's answer is wrong, they can check in the Language Summaries in the Student's Book or ask you to adjudicate. Students always stay on the square they landed on, whether they win or lose money.
- The game finishes when one student reaches the *FINISH* square and wins £5,000. The winner of the game is the person who has the most money at this point, not the person who finishes first.
- If one group finishes early, students can discuss the answers to the questions on the rest of the Vocabulary cards and Grammar cards in their groups.

V1 journey; tour V2 tube; pair; piece/packet V3 for; on; with V4 up; on V5 arrive on time; get lost; shake hands V6 reading; to call V7 answers will vary V8 get stuck in traffic; forget someone's birthday; have an accident V9 **countable:** suitcase; towel; razor **uncountable:** tea; soap; shampoo V10 answers will vary V11 on; up V12 answers will vary V13 away; up V14 miss a train; lose your keys; run out of money V15 **countable:** T-shirt; camera; swimsuit **uncountable:** perfume; make-up; shaving foam V16 go; watching

G1 few; much G2 for an hour; since Saturday; since last night; for ages G3 've/have lived; moved G4 sending; have G5 as soon as; when G6 I'm going to Germany next week. What are you doing this weekend? G7 knew, known; swam, swum; bought, bought; thought, thought G8 I'm not warm enough. The second sentence is correct. G9 too; too; enough G10 'll/will miss; don't leave; G11 little; many G12 What do you think I should do? What time should I get there? G13 I came here to study. I went home to see my grandmother. G14 They're friendly. G15 How long were you there? How long have you been here? G16 for ten weeks; since ten o'clock; since I was ten; for ten years

10A Auction house p171–p172

Language

Past Simple passive

Activity type, when to use and time

To buy and sell/auction memorabilia. Use any time after lesson 10A. 20–30 minutes.

Preparation

Photocopy one set of cards for every eight students. Cut into eight separate cards. Make cuts between the pictures on each card to make tearing them off easier. Do not cut off the pictures. You may want to make paper money and photocopy it to use during the activity.

Procedure

- Pre-teach *award, champagne* /ʃæm'pəin/, *helmet, signed by* and check students remember *memorabilia* from lesson 10A. Drill these words with the class.
- Give one card to each student. If you have more than eight students, you can give duplicate cards without affecting

the outcome of the activity. Tell students that the three pictures on the cards are valuable items they can sell. Point out that they collect the things written on the left hand side of their cards. Students should not look at one another's cards.

- Students study the prompts in the middle of the cards. On their own they write sentences in the Past Simple Passive from the prompts. Do an example on the board before they begin: *This dress / own / Madonna.* → *This dress was owned by Madonna.*
- Ask students to decide how much they think they want to sell each item for. Each student begins with £10,000 to spend.
- Elicit the following conversation onto the board. Seller: *This dress was owned by Madonna. I'll sell it to you for £5,000.* Buyer: *Sorry, that's too expensive. I'll give you £3,000.* Seller: *How about £4,000?* Buyer: *OK, it's a deal.* Remind students they don't have to sell their items to the first person they meet.
- Students move around the room and try to buy and sell items to each other. When students have agreed a price, the buyer and the seller complete the information on their cards and the seller gives the buyer the item by tearing off the picture on their card.
- When students buy something, they deduct the price from their £10,000 on the right hand side of their card. When they sell something, they can spend the money on something else. The activity continues until most students have sold all their items.
- Students work in pairs or groups and tell each other what they have bought.
- Finally, ask students if they spent all their money and whether they are happy with their purchases.

Card 1
This medal was given to Pelé.
This dress was owned by Madonna.
This diamond earring was worn by David Beckham.
Card 2
This letter was written by Elvis.
These football boots were worn by David Beckham.
This *Mission Impossible* poster was signed by Tom Cruise.
Card 3
This letter was written by Madonna.
This T-shirt was worn by Tom Cruise.
This champagne glass was used by Julia Roberts.
Card 4
This guitar was used by David Bowie.
This England football shirt was signed by David Beckham.
This helmet was worn by Michael Schumacher.
Card 5
This award for best female singer was won by Madonna.
This football was signed by David Beckham.
This necklace was worn by Julia Roberts.
Card 6
This film script was signed by Robert De Niro.
This guitar was played by Madonna.
This hat was worn by Jennifer Lopez.
Card 7
This tennis racket was used by Roger Federer.
These sunglasses were owned by Tom Cruise.
This gold album was given to Enrique Iglesias.
Card 8
This motorbike was ridden by Arnold Schwarzenegger.
This award was given to Tom Cruise.
This dress was worn by Marilyn Monroe.

10B www.irememberyou.com p173–p174

Language

used to

Activity type, when to use and time

Information gap mingle. Use any time after lesson 10B. 20–30 minutes.

Preparation

Photocopy one set of role cards for every twelve students. Cut into separate cards. Photocopy one classroom plan for each student.

Procedure

- Introduce the topic. Ask older students if they keep in touch with their classmates from school. Why?/Why not? Ask younger students if they think they will stay friends and keep in touch with everyone in their class. Would they like to meet their old classmates 20 years after leaving school? Why?/Why not?
- Tell students they have been invited to a class reunion. Ask if school reunions are common in their countries.
- Pre-teach *cheat, surgeon* /'sɜːdʒən/, *pocket money, fashion designer, geography* /'dʒɒgrəfɪ/ and *rat*. Drill these words with the class.
- Give each student a role card and tell them this has information about what they used to be like at school and what they do now. Tell students not to look at each other's cards. If you have more than 12 students, you can give out duplicate role cards without affecting the outcome of the activity. If you have fewer than 12 students, do not give out the extra role cards.
- Give each student a classroom plan. Tell students to find their desk and write their name on it. Tell students to find out who all their ex-classmates are, using the information on the desks on the classroom plan. Students should begin by asking a question with *Did you use to … ?* for the prompts on each desk. For example for desk 1 students ask, *Did you use to be really good at tennis?* If the answer is yes, students write that person's name on their worksheet. They then ask, *What else did you use to do?* and write this information in the THEN section on the worksheet. Finally students ask *What do you do now?* and write this information in the NOW section. If necessary, write the three questions on the board for students to refer to during the activity.

- Students then move around the room and complete the classroom plan. Encourage students to tell one another more information about their past and present lives if possible.
- Students work in pairs and check that the information on their classroom plans is the same. Finally, ask students who they think has changed the most.
- As a follow-up activity, students can write a short article about the reunion for the school magazine.

10C Articles snakes and ladders p175

Language

Use of articles: *a, an, the,* no article

Activity type, when to use and time

Board game. Use any time after lesson 10C. 15–25 minutes.

Preparation

Photocopy one worksheet for each group of three students. You also need a dice for each group and a counter for each student.

Procedure

- Put the class into groups of three. Give each group a copy of the snakes and ladders board, a dice and three counters.
- Students take turns to throw the dice and move around the board. When they land on a square, they must say the sentence correctly, filling in the gaps with either *a, an, the* or no article. If students get the sentence wrong, they must move back to their previous square.
- If a student thinks another student's answer is wrong, students can check in V10.3 SB p139 or ask you to adjudicate.
- If students land on the bottom of a ladder, they must answer the question correctly before they are allowed to go up it. They do not have to answer the question at the top of the ladder. If they land on the head of a snake, they must always go down the snake to its tail. They don't have to answer the question on the tail.
- The first student to reach the *FINISH* square is the winner. If one group finishes early, they can go through the squares in order and discuss the answers.

1 –; the 2 a; – 3 the; the 4 the; the 5 a; – 6 The; the 7 –; the 8 the; the 9 –; the 10 an; the 11 the; the 13 a; The 14 –; the 15 a; – 16 the; the 17 –; the 18 an; an 19 the; the 20 –; a 22 a; The 23 the; the 24 –; the 26 the; – 27 the; the 28 the; – 29 a; – 30 a; The 31 a; the 33 –; a

11B Crime crossword p176

Language

Relative clauses with *who, which, that* and *where*; crime

Activity type, when to use and time

Paired crossword. Use any time after lesson 11B. 15–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Divide the class into two groups, group A and group B. Give a copy of the appropriate crossword to each student.
- Students work in pairs with a partner from the same group and check they know the meanings of all the words on their worksheet. Students can check any words they don't know in V11.2 and V11.3 SB p141.
- In their pairs, students prepare clues for all the words on their half of the crossword. Clues should include a relative clause with *who, which, that* and *where* if possible. For example, *A person who steals from houses. A place where they put criminals,* etc. While students are working, monitor and check their clues for accuracy.
- Put students into pairs so that one student from group A is working with a student from group B. Students are not allowed to look at each other's worksheets. Check that students understand how to refer to words in a crossword, for example, *1 down* and *2 across*. Students then take turns to say their clues for the words on their crossword. Students should not use the words themselves or give letters as clues.
- When students have finished, they compare their completed crosswords and check their spelling.
- As a follow-up, ask students to make sentences using the vocabulary from the crossword.

11C The *face2face* newsroom p177

Language

Present Perfect for giving news with *just, yet* and *already*; Past Simple

Activity type, when to use and time

Produce a news broadcast. Use any time after lesson 11C. 30–45 minutes.

Preparation

Photocopy one worksheet for every four students. Cut into four separate worksheets.

Procedure

- Tell students that they are going to present a short news broadcast to the class.
- Divide the class into groups of four. Give a copy of the appropriate worksheet to each student. If you have more than sixteen students, ask two groups to present the same stories. If you have extra students, copy out an extra news story from the box on page 134 and give one to each student. Then ask them to join one of the groups.

- Give students time to read the information on their cards. Students work in their groups and decide who is the presenter and who is covering each story. Students then prepare what they are going to say, using the prompts on the worksheet and their own ideas. Remind the presenter and reporters to introduce the news using the Present Perfect, for example, *A lion has just escaped from the zoo.* Allow students about 15–20 minutes for the preparation stage.
- Write the following phrases on the board for the presenters to copy: *Welcome to face2face news. I'm … and the time is 6 p.m. Here are tonight's headlines. Now over to our reporter … , live in London. Thank you for watching.* Encourage presenters to use these phrases during the broadcast.
- When students have finished their part of the news broadcast, they can help their classmates with their stories. While students are working, monitor and help with any problems. If a group finishes early, ask them to prepare a short weather forecast to present at the end of the news.
- If you have time, students can rehearse the news in their groups before presenting to the class. If you have a strong class, encourage them to memorise their part of the news.
- Each group takes it in turn to present their news programme to the class. Allow students to complete the programme uninterrupted if possible. If you have access to video cameras, you can video their broadcasts and use them for error correction in the next class.
- When all the groups have finished their broadcasts, students can vote on which they think is the best.

Extra news story 1: 90-year-old man becomes oldest space tourist (Who? When? How long is he in space? Why did he want to go? What do his family think?, etc.)

Extra news story 2: famous footballer releases rock album (Who? What's the name of the album? What instrument does he play? What do his teammates think?, etc.)

Extra news story 3: teacher finds gold coins in garden (Who? Where? How many gold coins did he/she find? How much are they worth? What does he/she want to do with the money?, etc.)

11D Echo questions dominoes p178

Language

Echo questions

Activity type, when to use and time

Dominoes. Use any time after lesson 8D. 15–25 minutes.

Preparation

Photocopy one set of dominoes for each pair of students. Cut into sets and shuffle each set.

Procedure

- Put students into pairs. Give one set of dominoes to each pair. Students share out the dominoes equally. Students do not look at each other's dominoes.
- One student puts a domino on the table. His/Her partner puts another domino at either end of the first domino so that the echo question on one domino matches the sentence on the other. Students then continue taking turns to put dominoes at either end of the domino chain.
- If a student thinks that one of their partner's matches isn't correct, he/she can challenge it. If it is incorrect, the student must take back the domino and the turn passes to their partner. If students can't agree, they should ask you to adjudicate.
- When a student can't put down a domino, the turn automatically passes to his/her partner. The game continues until one student has put down all his/her dominoes or until neither student can make a correct match. The student who finishes first, or who has fewer dominoes remaining, is the winner.
- When the students have finished they can share the dominoes and take turns saying the sentences. Their partners must say the correct echo question.

12A Gap year travellers p179

Language

Reported speech

Activity type, when to use and time

Role-play interview. Use any time after lesson 12A.
Procedure A: 35–45 minutes.
Procedure B: 20–30 minutes.

Preparation

Procedure A: Photocopy one worksheet for each pair of students. Cut into two separate role cards.

Procedure B: Photocopy one Traveller role card for each student. Discard the Journalist role cards.

Procedure A

- Introduce the idea of a 'gap year', a year off that students often take between school and university. People usually travel around the world and often spend some time working for charities in developing countries. You can refer to Philip from lesson 12A as an example. Point out that older people can also have a 'gap year' between jobs.
- Tell the class that half of them are going on a gap year and the other half are journalists who are going to interview them about their trip.
- Divide the class into two groups. Give a copy of the Traveller role card to each student in the first group and a copy of the Journalist role card to each student in the second group. If you have an odd number of students, have an extra journalist. Give students time to read the cards and check they all understand the situation.
- The travellers work on their own and think of interesting answers to the questions. The journalists work on their own or in pairs and make questions from the prompts. While they are working, check the journalists' questions for accuracy and help the travellers with ideas of places to go and things to do.

- Reorganise the class so that each traveller is paired with a journalist. Journalists then ask the travellers the questions and make notes on their answers.
- After the role play, journalists and travellers work together to write a short article for the magazine, including all the answers the travellers gave. Remind students to write these answers in reported speech.
- Written articles can then be put on the wall for others to read. Students can vote on the best, most interesting article.

Procedure B

- This procedure provides practice of speaking only.
- Introduce the idea of a 'gap year', as described in procedure A.
- Tell students that they are going on a gap year and they are going to plan their trip. Give a copy of the Traveller role card to each student.
- Students work on their own and answer the questions on the role card. While they are working, help students with ideas for things to do and places to go.
- Put students into pairs. Students take turns to ask each other about their trip. Students also make notes on their partner's trip so that they can report this to other students.
- Rearrange the class so that students are working in pairs with different partners. Students take turns to tell their new partner about their first partner's trip, using reported speech. Write: *He/She said that … , He/She told me that …* on the board as prompts before they begin.
- Students can write about their first partner's trip for homework, using reported speech.

12B Would you or wouldn't you? p180

Language

Second conditional

Activity type, when to use and time

Class survey. Use any time after lesson 12B. 10–15 minutes.

Preparation

Photocopy one worksheet for every sixteen students in the class. Cut into separate cards.

Procedure

- Pre-teach *school subject, maths, geography, cheat, a member of the opposite sex* and *partner* (= husband, girlfriend, etc.).
- Give a question card to each student. If you have more than sixteen students, give out duplicate cards.
- Students work on their own and complete the question in the second conditional. While they are working, monitor and check their questions are correct.
- Tell students that they are going to ask everyone in the class the question. Write the following possible answers to *yes/no* questions on the board: *Yes, I would. No, I wouldn't. Yes, I might. It depends. I'm not sure.*
- Students move around the room asking other students their question. They make a note of students' answers in their notebooks or on the back of the card. Students should try to talk to every student in the class. Encourage students to ask follow-up questions where possible.
- Students work on their own and write a sentence about the results of their classroom survey. For example, a student with the first card could write *If they suddenly became a millionaire, five people would still study English and seven people wouldn't.*
- Students take turns to tell the class their results. Discuss any surprising or interesting results with the class.

If you suddenly **became** a millionaire, **would** you still **study** English?
If you **didn't like** your partner's favourite dress or shirt, **would** you **tell** him/her?
If you **saw** another student cheating in a test, **would** you **tell** the teacher?
If you **saw** a famous person in the street, **would** you **ask** for his/her autograph?
If you **were** a member of the opposite sex, **would** your life **be** easier?
If your best friend **told** you he/she was stealing money from work, **would** you **tell** the police?
If you **found** £1,000 in the street, **would** you **keep** it?
If you **didn't study** English, **would** you **study** another language instead?
If you **found** your brother's or sister's personal diary, **would** you **read** it?
If you **were** arrested, **would** you **tell** your parents (or children)?
If you **sang** at a karaoke party, **would** you **sing** a love song or a rock song?
If you **had to** look after a neighbour's pet for a month, **would** you **prefer** to look after a dog or a cat?
If you **saw** someone stealing a car in the street, **would** you **call** the police?
If you **won** the lottery, **would** you **stop** working or studying immediately?
If you **went** out to dinner with a famous film star, **would** you **offer** to pay for the meal?
If you **had to** study a school subject again, **would** you **choose** history, geography or maths?

1A Ask me! question words and question forms

~~What~~ How often How many Why How much Where Who When How How old

	Same as me
1 I eat ..... every day. **Question:** *What do you eat every day?*	
2 My birthday is in ..... . **Question:**	
3 I go shopping for new clothes every ..... . **Question:**	
4 I usually spend my free time with ..... . **Question:**	
5 I went on holiday to ..... last year. **Question:**	
6 I went there by ..... . **Question:**	
7 I was ..... years old when I started learning English. **Question:**	
8 I drank ..... cups of coffee yesterday. **Question:**	
9 My English dictionary cost ..... . **Question:**	
10 I'm learning English because ..... . **Question:**	

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1B Stress dominoes word stress; work and travel vocabulary

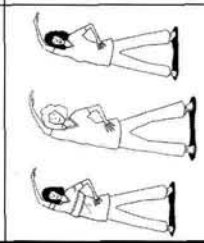
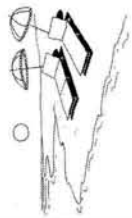
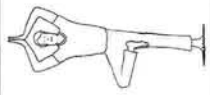
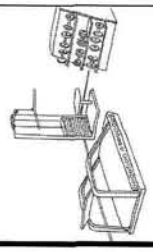
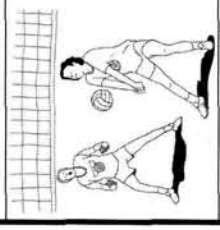
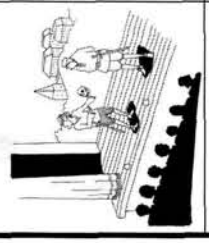
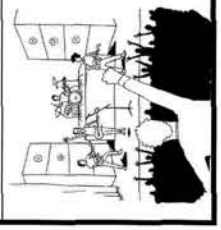
●●●	journalist	●●●	university
●●●	company	●●●●●	commuter
●●●	restaurant	●●●	people
●●	accountant	●●	multinational
●●●	office	●●●●	travel
●●	unemployed	●●	editor
●●●	children	●●●	journey
●●	newspaper	●●	programme
●●●	receptionist	●●	teenager
●●●●	department	●●●	charity

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1C An active life? free time activities; frequency adverbs and expressions

Worksheet

	Verb + activity	Name	How often
			
			
			
			
			
			
			
			
			
			
			
			

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Instructions p121

1C An active life? free time activities; frequency adverbs and expressions

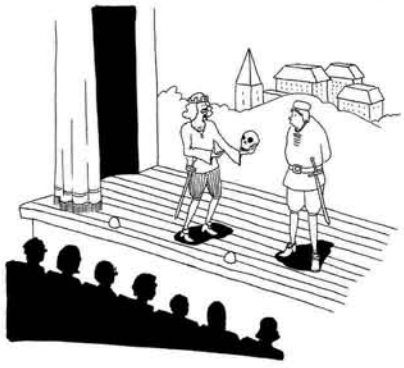
Activity cards



every Monday



three times a week



once or twice a year



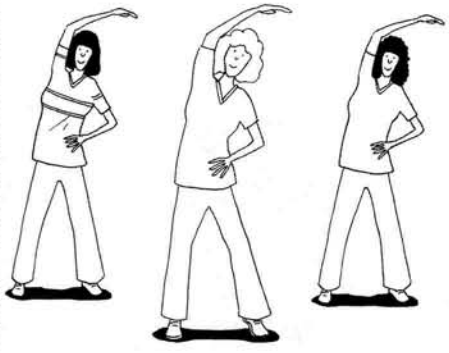
every day



every Saturday



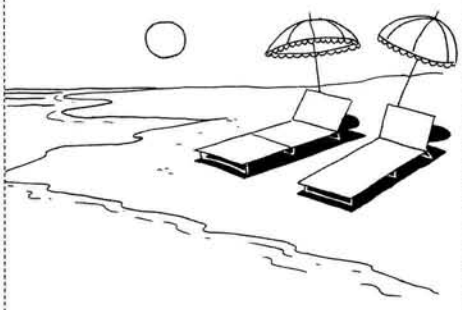
once every three months



every couple of weeks



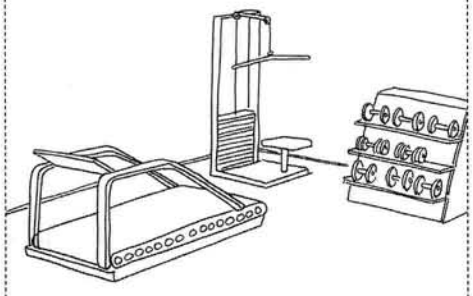
every evening



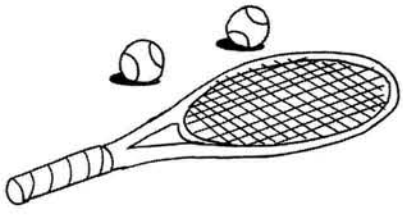
twice a day



every morning



once a month



twice a week

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2A Richard Branson Past Simple: *Wh-* questions

Student A

Richard Branson, the man behind the famous Virgin brand, is one of the UK's most successful businessmen. He was born in [1]..... (Where?) in 1950. He started publishing a students' magazine [2]..... (When?) and opened his first record shop in Oxford Street, London, when he was 20. In [3]..... (When?) he started Virgin Records and the company's first album, *Tubular Bells* by Mike Oldfield, sold over five million copies. The company continued to be successful and he sold the Virgin Music Group for [4]..... (How much?) in 1992.

But Richard Branson was never happy having only one business. In [5]..... (When?) he started Virgin Atlantic Airways and in 1997 he started a train company called Virgin Rail. There are now over 200 Virgin companies around the world, selling mobile phones, internet services, cola, wine, cars, books and holidays. In 1983 The Virgin Group made [6]..... (How much?). In 2002 it made over £4 billion.



However, Richard Branson doesn't spend all his time working. In 1986 he sailed [7]..... (Where?) in the fastest ever time. Also in 1987 he crossed the Atlantic in a hot air balloon – and became the first person ever to do this. In 2003 he bought [8]..... (What?) for his staff to use because he wanted them to share in the company's success. And Richard Branson's next project? His new company, Virgin Galactic, wants to take Virgin passengers into space!

Student B

Richard Branson, the man behind the famous Virgin brand, is one of the UK's most successful businessmen. He was born in Surrey, England, in [a)]..... (When?). He started publishing a students' magazine when he was sixteen and he opened his first record shop in [b)]..... (Where?), when he was 20. In 1973 he started Virgin Records and the company's first album, *Tubular Bells* by Mike Oldfield, sold [c)]..... (How many?) copies. The company continued to be successful and he sold the Virgin Music Group for $1 billion in [d)]..... (When?).

But Richard Branson was never happy having only one business. In 1984 he started Virgin Atlantic Airways and in [e)]..... (When?) he started a train company called Virgin Rail. There are now over 200 Virgin companies around the world, selling mobile phones, internet services, cola, wine, cars, books and holidays. In 1983 The Virgin Group made £50 million. In 2002 it made [f)]..... (How much?).



However, Richard Branson doesn't spend all his time working. In 1986 he sailed across the Atlantic Ocean in the fastest ever time. Also in 1987 he crossed the Atlantic [g)]..... (How?) – and became the first person ever to do this. In 2003 he bought an island near Australia for his staff to use because [h)]..... (Why?). And Richard Branson's next project? His new company, Virgin Galactic, wants to take Virgin passengers into space!

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Instructions p122

Student A



This evening you had a big problem. You wanted to go to an important football match, but your wife wanted you to go out to dinner with her parents. So this afternoon you left a message on your wife's mobile, saying that you (and a friend from work) were taking a very important business customer called Mr Hicks out for dinner. Then you turned off your mobile and went to the football match with your friend.

You are now travelling home from the match. You know that your wife is going to ask you lots of questions when you get home. Before you talk to her, you and your friend must plan what you are going to say. Your stories must be <u>exactly</u> the same, because your wives will check your stories with each other later.

Work with your friend and decide these things:

- facts about Mr Hicks (name, age, nationality, etc.)
- where you met him and what he was wearing
- what Mr Hicks was doing when you met him
- the name of the restaurant and how you got there
- what the three of you ate and drank
- what you talked about during the meal
- what your waiter/waitress was wearing
- who paid the bill and how much it was
- what you did after dinner
- what time you started and finished each part of the evening
- anything else you think your wife will ask

Student B



This evening you wanted to go out to dinner with your husband and your parents (it's their wedding anniversary today). But this afternoon your husband left a message on your mobile, saying that he (and a friend from work) were taking a very important business customer called Mr Hicks out for dinner. You don't believe him because you know that your husband wanted to go to an important football match this evening.

You are now talking to his friend's wife. Write some questions to ask your husband when he comes home. You must both write the questions.

Ask questions about these things:

- facts about Mr Hicks (name, age, nationality, etc.)
- where they met him and what he was wearing
- what Mr Hicks was doing when they met him
- the name of the restaurant and how they got there
- what they all ate and drank
- what they talked about during the meal
- what their waiter/waitress was wearing
- who paid the bill and how much it was
- what they did after dinner
- any other questions you want to ask

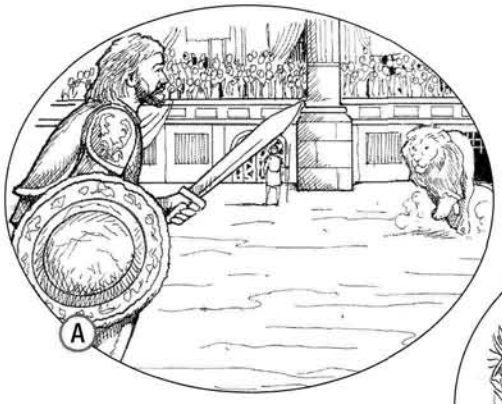
Note: You called your husband's mobile four times during the evening, but it was switched off. Decide exactly what time you called (7.15, 8.00, etc.) and ask what he was doing at these times.

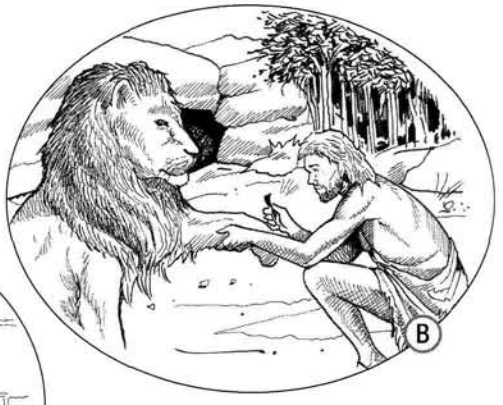
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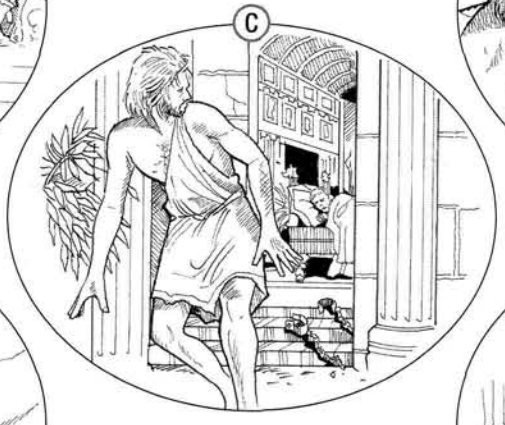
CLASS ACTIVITIES: PHOTOCOPIABLE

2C Androcles and the lion connecting words; Past Continuous and Past Simple

Student A











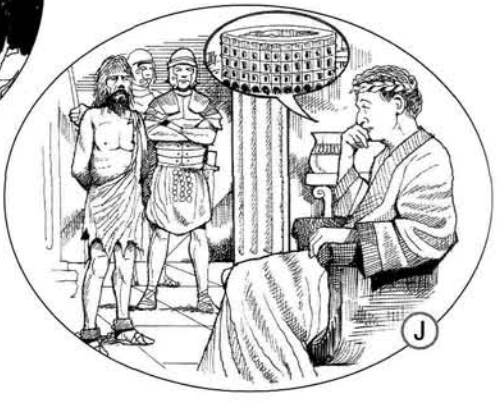
Student B











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Instructions p122

3A Guess the job *have to/had to*; Past Simple and Present Simple: *Wh*- questions

Name	Follow-up questions	Job
1 ..... had to go to Miami yesterday. Question: *Did you have to go to Miami yesterday?*	Why / go there? Who / meet?	
2 ..... has to run for three hours every day. Question:	What / usually eat? Where / go in 2004?	
3 ..... has to wear a uniform. Question:	Where / go last week? How long / stay there?	
4 ..... sometimes has to work all night. Question:	Where / go in 2002? Who / meet there?	
5 ..... has to do lots of TV and radio interviews. Question:	Where / live? How many interviews / do last week?	
6 ..... has to know every street in the city. Question:	What time / start work every day? Who / meet last week?	
7 ..... had to write 50 reports last night. Question:	Where / work? What / usually do in the evening?	
8 ..... has to answer the phone all day. Question:	Who / work for? How many people / talk to yesterday?	
9 ..... had to study for five years. Question:	When / pass your final exams? Where / work now?	
10 ..... has to work every weekend. Question:	What time / usually finish work on Sunday? Who / work for last year?	

Instructions p123

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3A Guess the job *have to/had to*; Past Simple and Present Simple: *Wh-* questions

STUDENT A

You are a successful businessperson. You have to wear a suit every day and go to important meetings to discuss plans for your company. Yesterday you had to fly to Miami for a meeting with the sales team at Disney.

STUDENT B

You are a marathon runner. You have to run for three hours every day. You usually eat pasta twice a day for energy. You went to the Olympics in Athens in 2004 and ran the marathon for your country.

STUDENT C

You are a pilot. You fly all over the world and you have to wear a uniform. You flew to Brazil last week, but you could only stay a few hours because you had to fly to Argentina the same day.

STUDENT D

You are a journalist. You write sports articles for a newspaper. Sometimes you have to work all night and don't sleep at all. In 2002 you went to the World Cup finals in Japan and met the Brazilian team!

STUDENT E

You are a famous actor/actress. You love your job, but you have to do a lot of interviews. Last week you did over 60 TV and radio interviews because you have a new film in cinemas now. You live in Los Angeles.

STUDENT F

You are a taxi driver. You have to know every street in your city. You usually start work at 5 a.m. every day and meet lots of interesting people. Last week you took Elton John to the airport!

STUDENT G

You are a teacher. You work in a language school and you usually check your students' homework in the evening. You didn't sleep much last night because you had to write 50 reports about your students.

STUDENT H

You are a receptionist. You work for a multinational oil company and have to answer the phone all day. It's a very boring job – yesterday you talked to over a hundred different people!

STUDENT I

You are a vet. You had to study for five years at university to learn how to do your job and you had to work every holiday. You passed your final exams three years ago. Now you work on a farm.

STUDENT J

You are a newspaper editor. You have to work every weekend because you work for a Sunday newspaper. You usually finish work at 4 a.m. on Sunday morning. Last year you worked for the *New York Times*.

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Instructions p123

Student A



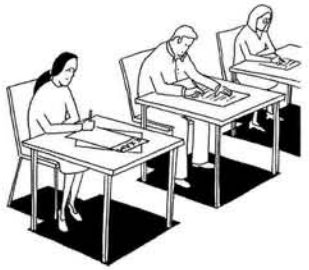
1 Does anyone in your family *commute/commuter* to work every day?
2 Who is the best *cook/cooker* in your family?
3 Who makes *decides/decisions* quickly in your family?
4 What's your favourite *advertise/advertisement* on TV at the moment?



5 Which famous person would you like to do an *interview/interviewer* with?



6 Who is your favourite *music/musician*?
7 How many *examines/examinations* do you have to do before you leave this school?



8 Who is your favourite *act/actor*?
9 Did you have *argues/arguments* with your brothers/sisters when you were younger?



10 Did you *collect/collection* anything when you were younger?

Student B



1 Do you find it difficult to make *decides/decisions*?
2 Who is your favourite *paint/painter*?



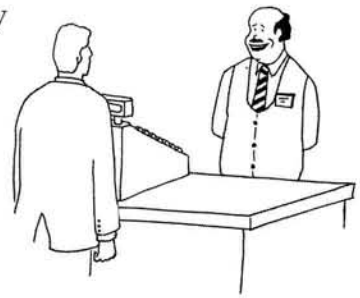
3 What do friends often *argue/argument* about?
4 Is anyone in your family interested in *art/artist*?
5 Is it OK to have *advertises/advertisements* for cigarettes in magazines?
6 Who was the last *visit/visitor* you had in your home?



7 Do you like watching *discussions/discusses* about politics on TV?
8 Did you have to have an *interview/interviewer* for your job or university course?



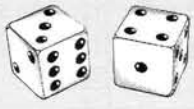
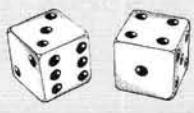
9 Who is your favourite female *sing/singer*?
10 Are the shop *assists/assistants* near where you live usually friendly?



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CLASS ACTIVITIES:
PHOTOCOPIABLE

3D What do you know? Review of lessons 1A–3D

30 **Correct these questions.** When he did work in the USA? What was you doing when I phoned?	**31** MOVE BACK FOUR SQUARES 	**32** **Fill in the gaps in these phrases.** work ..... a waiter work ..... children work ..... an office work ..... a charity	**33** **Say the Past Simple of these verbs.** see, feel, make, leave, come	FINISH
29 **Agree and disagree with this sentence.** I really love my job.	**28** **Talk for 30 seconds about what people in your family do in their free time.**	**27** **Talk for 30 seconds about your last holiday.**	**26** MOVE FORWARD TWO SQUARES 	**25** **Make nouns from these verbs.** clean, decide, visit, argue
20 **Say what you were doing at: 9 a.m., 12.30 p.m., 4 p.m. and 9.30 p.m. yesterday.**	**21** **Say three free time activities with *do* and three with *go*.**	**22** **Talk for 30 seconds about what you did last weekend.**	**23** **Make questions about the words in bold.** Tony works **in London**. **Andrea** lives in Paris.	**24** MOVE BACK TWO SQUARES 
19 **Correct these questions.** How he gets to work? What he's doing now?	**18** **Talk for 30 seconds about what your friends do in their free time and what they are doing now.**	**17** THROW AGAIN! 	**16** **Make one sentence with *when* and one sentence with *while* about your day yesterday.**	**15** **Put these adverbs in order.** often, always, normally, sometimes, never, occasionally
10 **Talk for 30 seconds about what you have to do every day.**	**11** **Make nouns from these verbs.** collect, act, paint, advertise	**12** **Choose the correct verb forms.** She *has/'s having* lunch now. I *want/am wanting* to buy it today.	**13** **Fill in the gaps in these phrases.** apply ..... a job fill ..... an application form go ..... an interview	**14** **Say four different ways to start a conversation at a party.**
9 **Put these phrases in order.** ask someone out, get married, go out with someone, get engaged	**8** MOVE FORWARD TWO SQUARES 	**7** **Talk for 30 seconds about the last time you went to a restaurant.**	**6** **You didn't phone the other students last night. Apologise, give a reason and make a promise.**	**5** **Say three free time activities with *play* and three with *go to*.**
START	**1** **Say the Past Simple of these verbs.** eat, drink, have, sell, buy	**2** **Make a sentence with *because* and a sentence with *so* about your day yesterday.**	**3** **Agree and disagree with this sentence.** I don't like travelling.	**4** THROW AGAIN! 

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Instructions p124

4B The music party Present Perfect for life experiences; Past Simple

Guest 1

1 **You've had a number one album in Argentina.** It was number one for 13 weeks.
2 **You've played live on TV in China.** You felt very nervous and forgot the words!
3 **You've met Elton John.** You met him when you were living in England.
4 **You've won an award for best album.** You won this award two years ago.

1 Name .....
2 Name .....
3 Name .....
4 Name .....

1 How long ..... it stay at number one?
2 How ..... you feel?
3 When ..... you meet him?
4 When ..... you win this award?

Guest 2

1 **You've had a number one album in Argentina.** It was number one for 12 weeks.
2 **You've been on the cover of *Time* magazine.** The headline was: *The world's worst singer.*
3 **You've written a book about your life.** It took you three years to write it.
4 **You've played at Glastonbury Festival in England.** It was the most amazing experience of your life.

1 Name .....
2 Name .....
3 Name .....
4 Name .....

1 How long ..... it stay at number one?
2 What ..... the headline?
3 How long ..... it take you?
4 What ..... it like?

Guest 3

1 **You've been on tour in Russia.** You went to 13 cities.
2 **You've written a song in Turkish.** You studied Turkish at university.
3 **You've met Elton John.** You met him when you were making an album in London.
4 **You've been on a date with a very famous actor/actress.** You decide who he/she was.

1 Name .....
2 Name .....
3 Name .....
4 Name .....

1 How many cities ..... you go to?
2 When ..... you learn to speak Turkish?
3 When ..... you meet him?
4 What ..... his/her name?

Guest 4

1 **You've been on tour in Russia.** You went to 14 cities.
2 **You've cried at an awards ceremony.** You cried at the MTV awards last year because you won the 'best singer' award.
3 **You've written a book about your life.** It took you three weeks to write it.
4 **You've had a number one single in Brazil.** It was number one for 15 weeks.

1 Name .....
2 Name .....
3 Name .....
4 Name .....

1 How many cities ..... you go to?
2 Why ..... you cry?
3 How long ..... it take you?
4 How long ..... it stay at number one?

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4B The music party Present Perfect for life experiences; Past Simple

Guest 5

1 **You've won an award for best guitarist**. You won the award last year.	1 Name	1 When ..... you win your award?
2 **You've played live on TV in China**. You felt very nervous.	2 Name	2 How ..... you feel?
3 **You've been on tour in Japan**. You did 27 concerts.	3 Name	3 How many concerts ..... you do?
4 **You've had a number one single in Brazil**. It was number one for 14 weeks.	4 Name	4 How long ..... it stay at number one?

Guest 6

1 **You've done a free concert for 100,000 people**. The concert was in New York in 2003.	1 Name	1 Where ..... it?
2 **You've been on the cover of *Time* magazine**. The headline was: *The world's best singer*.	2 Name	2 What ..... the headline?
3 **You've made a classical album**. It only sold 1,000 copies!	3 Name	3 ..... it successful?
4 **You've been on a date with a very famous actor/actress**. You decide who he/she was.	4 Name	4 What ..... his/her name?

Guest 7

1 **You've won an award for best guitarist**. You won the award 2 years ago.	1 Name	1 When ..... you win your award?
2 **You've written a song in Turkish**. You lived in Turkey in 1998.	2 Name	2 When ..... you learn to speak Turkish?
3 **You've done a free concert for 100,000 people**. The concert was in Hyde Park, London, in 2004.	3 Name	3 Where ..... it?
4 **You've played at Glastonbury Festival in England**. You hated it because it rained all the time.	4 Name	4 What ..... it like?

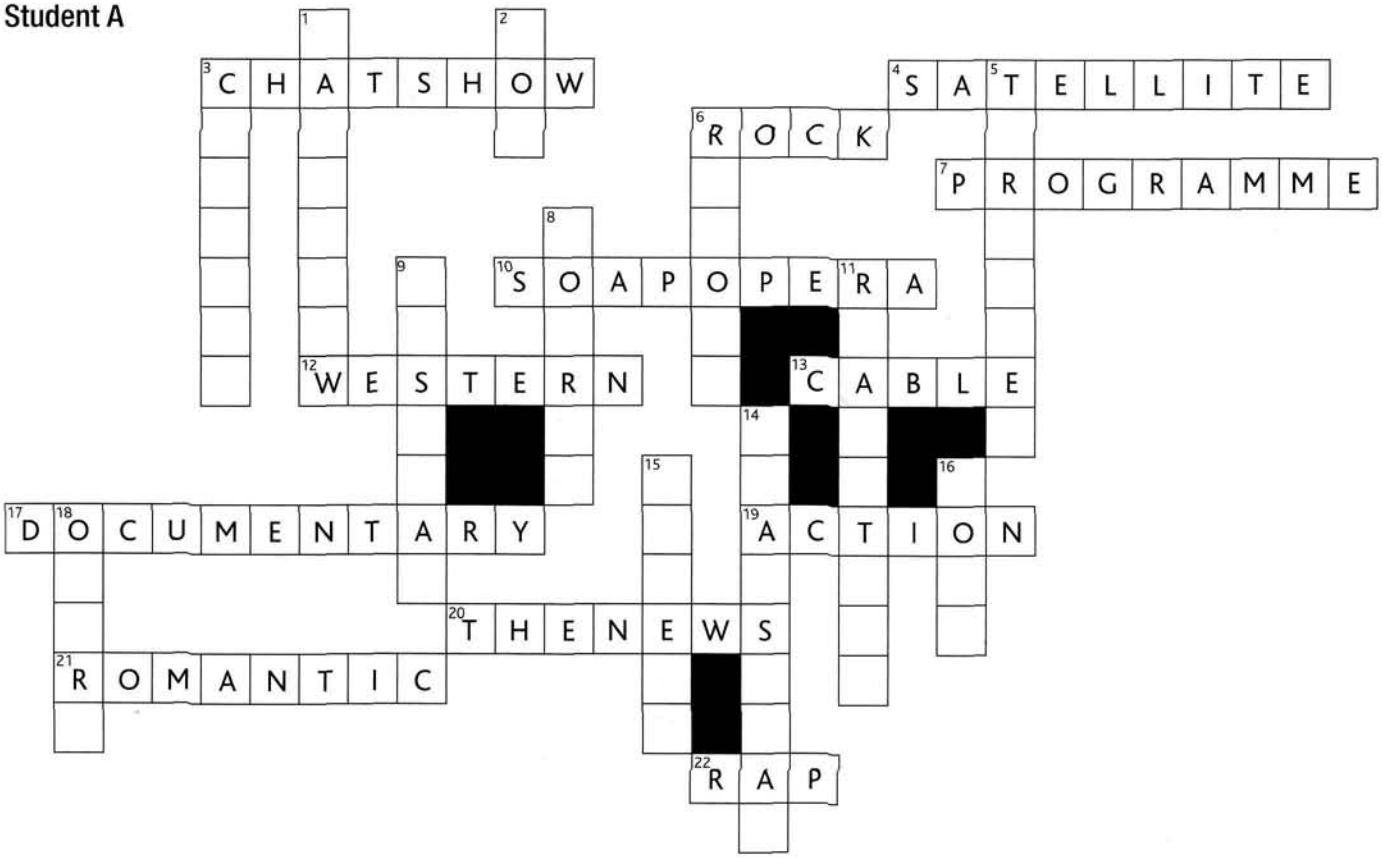
Guest 8

1 **You've been on tour in Japan**. You did 28 concerts.	1 Name	1 How many concerts ..... you do?
2 **You've cried at an awards ceremony**. You cried at the MTV awards last year because you didn't win the 'best singer' award.	2 Name	2 Why ..... you cry?
3 **You've made a classical album**. It sold 10 million copies.	3 Name	3 ..... it successful?
4 **You've won an award for best album**. You won this award in 2002.	4 Name	4 When ..... you win this award?

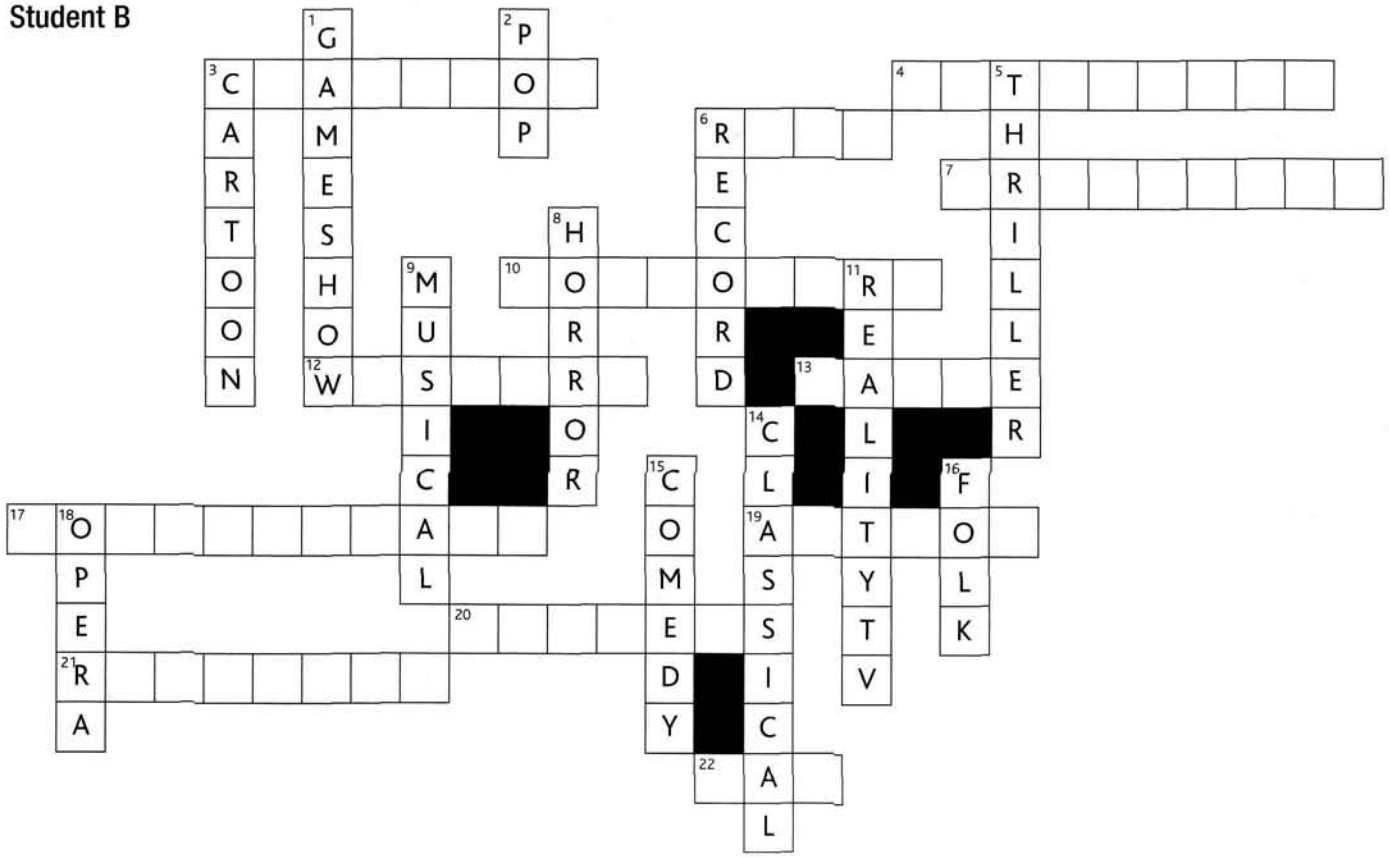
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4C Entertainment crossword film; TV; music

Student A



Student B



Instructions p125

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4D Q&A: Children and mobiles agreeing, disagreeing and asking for opinions

Teenager

Your name is Chris West, and you are 15 years old. You are going to appear on the TV current affairs programme **Q&A**. This week's debate is: ***Should children have mobile phones?***

Think of at least three reasons why all children should have mobile phones, for example, children can tell their parents if they are late, miss a bus, etc.

Now look at these reasons why parents think children shouldn't have mobile phones. Think of what you can say about them.

- mobile phones are bad for children's health
- mobile phone calls are very expensive
- children always want the new models

Parent

Your name is Sam Richards, and you are the mother/father of three children, aged 8, 11 and 15. You are going to appear on the TV current affairs programme **Q&A**. This week's debate is: ***Should children have mobile phones?***

Think of at least three reasons why children under 16 shouldn't have mobile phones, for example, radiation from mobile phones is bad for children's health.

Now look at these reasons why children think they should have mobile phones. Think of what you can say about them.

- mobile phones help children to be safe when they're on their own
- texting is very cheap
- children without mobile phones don't have many friends

Teacher

Your name is Max Taylor, and you are an English teacher at a local school. You are going to appear on the TV current affairs programme **Q&A**. This week's debate is: ***Should children have mobile phones?***

Decide what you can say about these ideas.

Reasons why children should have mobile phones

- children can phone for help if they have a problem or are in danger
- children with mobile phones are more independent
- children without mobile phones don't have many friends

Reasons why children shouldn't have mobile phones

- problems in class (mobile phones ringing, children texting each other, etc.)
- children's safety (people steal mobile phones)
- health problem from radiation, particularly for children under 10

Think of two or three more ideas.

Presenter

You are the presenter of the TV programme **Q&A**. This week's debate is: ***Should children have mobile phones?*** On this week's programme there is a parent (Sam Richards, parent of three children), a teenager (Chris West, aged 15) and a teacher (Max Taylor, English teacher at a local school).

1 Prepare a short introduction to the debate. Welcome the audience, say who the guests are and what the debate is about.

2 Write questions to ask the guests about children and mobile phones. Use these topics:

- why children want mobile phones
- the age children should be when they get their own mobile phones
- health problems
- cost of having a mobile phone
- effect on children's education
- your own ideas

During the debate make sure everyone speaks and can give his/her opinion.

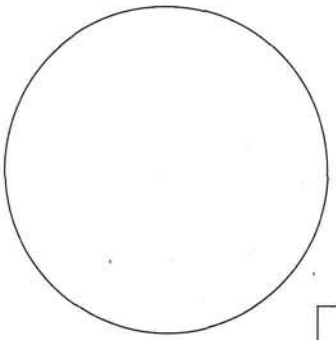
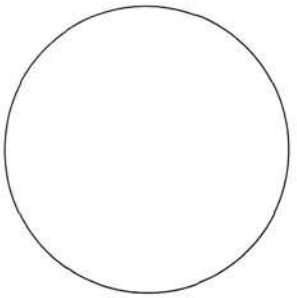
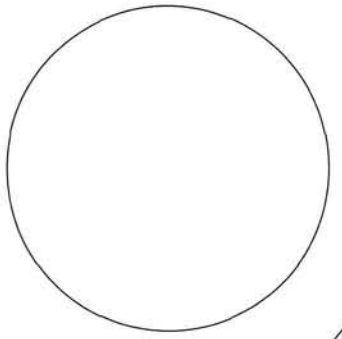
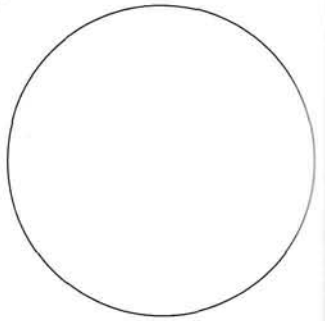
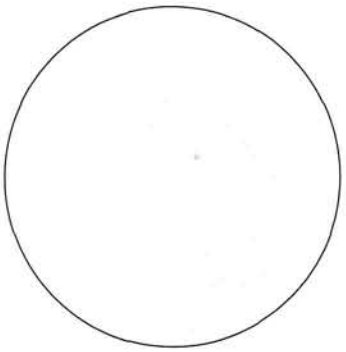
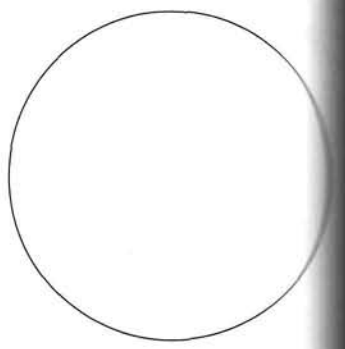
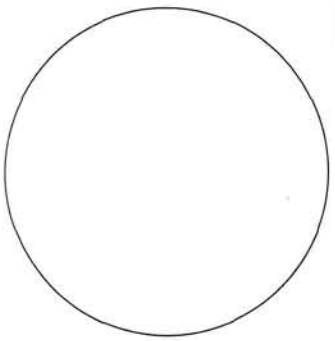
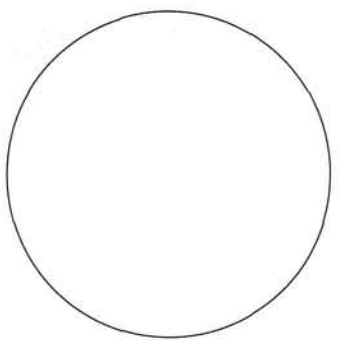
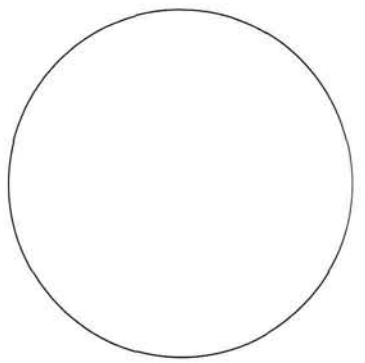
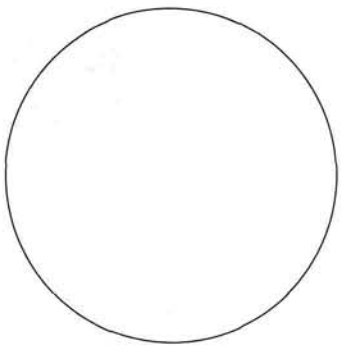
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Instructions p125

5A The crystal ball *will* for prediction; *might, will be able to*

Instructions p125

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Write short answers to ten of these prompts in the circles. Don't write them in this order.

- something you're going to do this year
- someone you'd like to meet one day
- a place you're thinking of visiting one day
- a film you're looking forward to seeing
- something you're planning to do next weekend
- someone you're hoping to see next weekend
- something you're hoping to buy soon
- a place you're looking forward to going to next month
- something you'd like to get for your next birthday
- a film you're thinking of watching on video/DVD soon
- someone you're looking forward to seeing
- something you're thinking of buying one day
- a place you're planning to go to this year
- something you're going to wear tomorrow
- a film you'd like to see again in the cinema

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Instructions p126

5C Preposition pelmanism verbs and prepositions

Last year we **travelled**	**to** Spain by train. We had a great time.	Next week we're **going**	**on** a trip to London. We're staying for two weeks.
He **returned**	**to** work after his holiday with a great suntan.	I **paid** $200	**for** my new watch.
I **travel** to Barcelona	**by** plane about three times a year.	He **talked**	**about** football all night. Everyone was bored!
I'm **looking**	**for** my wallet. I can't find it anywhere.	I **sold** my car	**to** someone at university for £1,000.
He's **looking**	**out of** the window at his children playing in the garden.	She **spent** £600	**on** a beautiful Gucci handbag.
We never **talk**	**about** politics because we always disagree.	I'm planning to **fly**	**to** the USA next year if I have time.
I'm hoping to **sell** my house	**for** £1 million. It has 20 rooms and a pool!	They'd like to **go**	**on** a trip to Australia one day to see their grandchildren.
My mother has **flown**	**to** Europe about five times in her life.	My brother **sold**	his flat **for** $250,000.

Instructions p126

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6B Where's Emma staying? superlatives; family relationships; character adjectives

Student A

1 ..... is a) *the most stubborn* (stubborn) person in Emma's family. He's Emma's ..... and he's staying in room ..... .

2 John's b)..... (lazy) person in Emma's family. He's her uncle and he's staying in room 502.

3 ..... and ..... are Emma's c)..... (considerate) relatives. They're Emma's ..... and they're staying in room ..... .

4 Tom and Maria are Emma's d)..... (noisy) relatives. They're Emma's cousins and they're staying in room 501.

5 ..... is e) ..... (helpful) person in Emma's family. She's Emma's ..... and she's staying in room ..... .

6 Julie is f)..... (bright) person in her family. She's Emma's mother and she's staying in room 505.

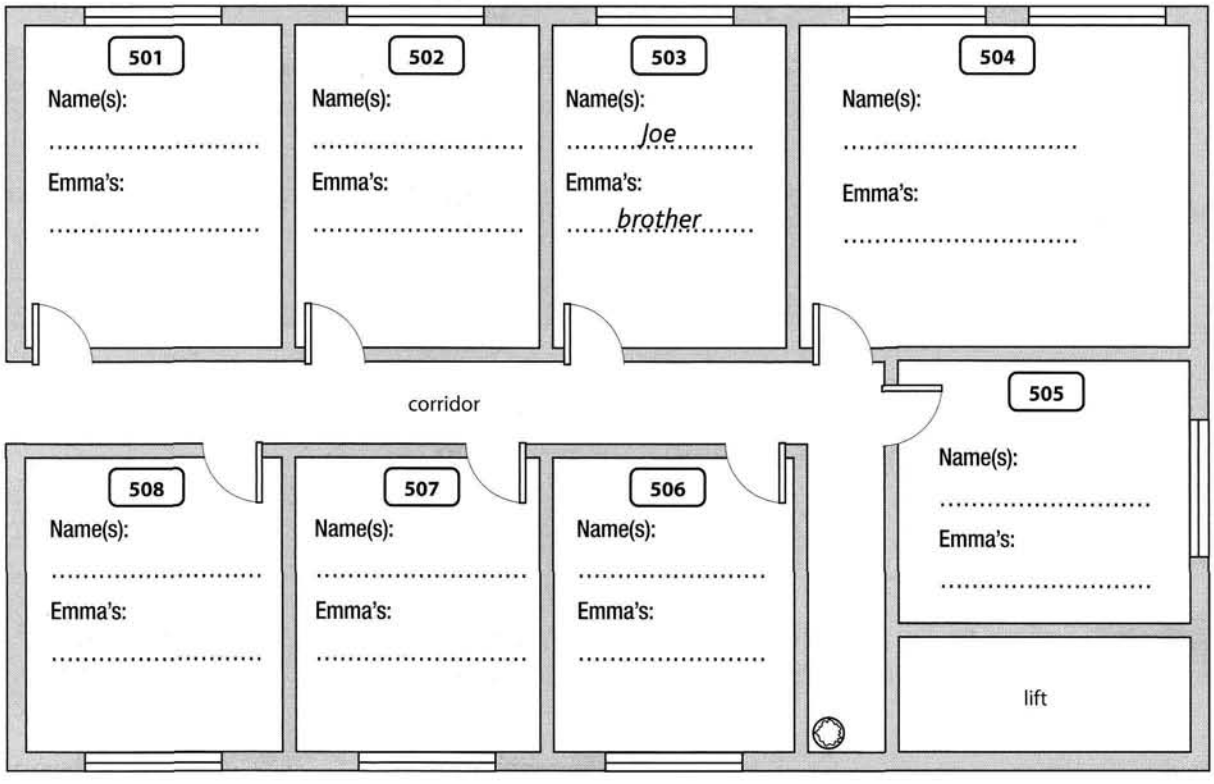
7 ..... and ..... are Emma's g)..... (shy) relatives. They're Emma's ..... and ..... , and they're staying in room ..... .

8 Peter is h)..... (ambitious) person in her family. He's Emma's brother-in-law and he's staying in room 507.

9 ..... is i)..... (organised) person in Emma's family. He's Emma's ..... and he's staying in room ..... .

10 Jessica is Emma's j)..... (patient) relative. She's Emma's aunt and she's staying in room 502.

HOTEL ROOM PLAN



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6B Where's Emma staying? superlatives; family relationships; character adjectives

Student B

1 Joe is a) *the most stubborn* (stubborn) person in Emma's family. He's Emma's brother and he's staying in room 503.

2 ..... is b) ..... (lazy) person in Emma's family. He's her ..... and he's staying in room ..... .

3 Iris and Bill are Emma's c) ..... (considerate) relatives. They're Emma's grandparents and they're staying in room 504.

4 ..... and ..... are Emma's d) ..... (noisy) relatives. They're Emma's ..... and they're staying in room ..... .

5 Sally is e) ..... (helpful) person in her family. She's Emma's sister and she's staying in room 507.

6 ..... is f) ..... (bright) person in Emma's family. She's Emma's ..... and she's staying in room ..... .

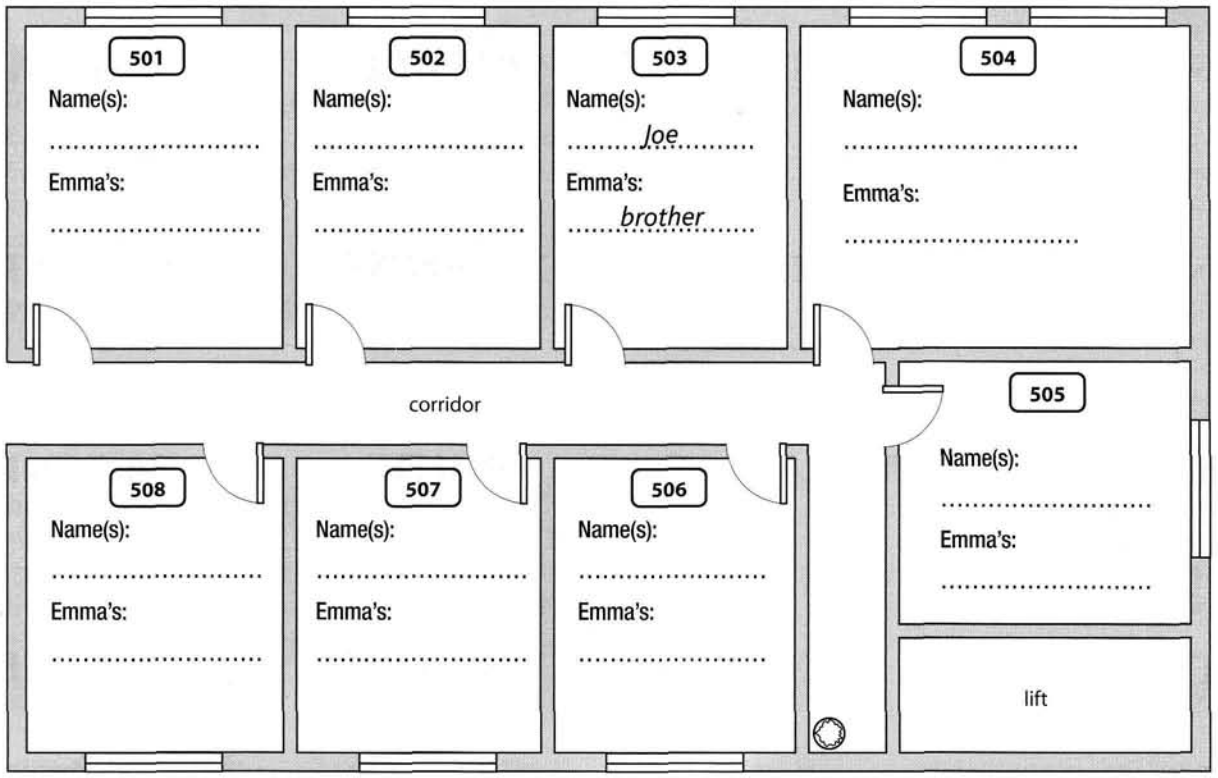
7 Harry and Wendy are Emma's g) ..... (shy) relatives. They're Emma's nephew and niece, and they're staying in room 508.

8 ..... is h) ..... (ambitious) person in Emma's family. He's Emma's ..... and he's staying in room ..... .

9 Bob's i) ..... (organised) person in her family. He's Emma's stepfather and he's staying in room 505.

10 ..... is Emma's j) ..... (patient) relative. She's Emma's ..... and she's staying in room ..... .

HOTEL ROOM PLAN



Instructions p126

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6C Word formation snap prefixes and opposites of adjectives: *un-, in-, im-, dis-*

Student A

UN	UN	IM	IM
IN	IN	DIS	DIS
UN	UN	IM	IM
IN	IN	DIS	DIS

Student B

SELFISH	RELIABLE	POSSIBLE	MATURE
CONSIDERATE	CORRECT	ORGANISED	HONEST
HELPFUL	ATTRACTIVE	POLITE	PATIENT
ACCURATE	ACTIVE	CONNECTED	SATISFIED

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6D Noughts and crosses Review of lessons 4A–6D

Board 1

-ed/-ing ADJECTIVES	IRREGULAR VERBS	VERB FORMS
VERBS & PREPOSITIONS	VOCABULARY	COMPARATIVES & SUPERLATIVES
COLLOCATIONS	ERROR CORRECTION	INFINITIVE OR VERB+*ing*

Team A – Question sheet

-ED/-ING ADJECTIVES **Which sentence is correct?** 1 The film was exciting. *or* The film was excited. *(exciting)* 2 I was surprising when I saw him. *or* I was surprised when I saw him. *(surprised)* 3 I'm interesting in sport. *or* I'm interested in sport. *(interested)*	IRREGULAR VERBS **Say the Past Simple and past participle of these verbs.** 1 see *and* hear *(see, saw, seen; hear, heard, heard)* 2 eat *and* drink *(eat, ate, eaten; drink, drank, drunk)* 3 say *and* think *(say, said, said; think, thought, thought)*	VERB FORMS **Put the verb in the correct form.** 1 I (watch) TV at the moment. *('m/am watching)* 2 I (meet) my best friend last weekend. *(met)* 3 My sister (play) tennis every weekend. *(plays)*
VERBS AND PREPOSITIONS **Complete the sentence with the correct preposition.** 1 I went ..... a trip yesterday. *(on)* 2 He never stops talking ..... sport. *(about)* 3 I'm planning to fly ..... Spain next week. *(to)*	VOCABULARY **In 30 seconds say …** 1 six character adjectives with a positive meaning. *(see* V6.1*)* 2 nine types of film. *(see* V4.1*)* 3 six types of TV programme *(see* V4.3*)*	COMPARATIVES AND SUPERLATIVES **Say (and spell) these comparatives and superlatives.** 1 happy *and* fat *(happier, happiest; fatter, fattest)* 2 big *and* good *(bigger, biggest; better, best)* 3 crowded *and* noisy *(more crowded, most crowded; noisier, noisiest)*
COLLOCATIONS **Which is correct?** 1 do the housework *or* make the housework. *(do)* 2 have a good time *or* spend a good time. *(have)* 3 make a degree *or* do a degree. *(do)*	ERROR CORRECTION **Correct this sentence.** 1 I've never been to there. *(I've never been there.)* 2 Paolo is as older as me. We're both 28. *(Paolo is as old as me.)* 3 We're thinking of go to the theatre. *(We're thinking of going to the theatre.)*	INFINITIVE OR VERB+*ING* **Which sentence is correct?** 1 I'm planning to go there. *or* I'm planning to going there. *(go)* 2 I'm looking forward to meet him. *or* I'm looking forward to meeting him. *(meeting)* 3 I'd like to meet Madonna. *or* I'd like to meeting Madonna. *(meet)*

Instructions p127

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6D Noughts and crosses Review of lessons 4A–6D

Board 2

VOCABULARY	COMPARATIVES & SUPERLATIVES	*-ed/-ing* ADJECTIVES
ERROR CORRECTION	VERB FORMS	IRREGULAR VERBS
INFINITIVE OR VERB+*ing*	VERBS & PREPOSITIONS	COLLOCATIONS

Team B – Question sheet

-ED/-ING ADJECTIVES **Which sentence is correct?** 1 He looks very tired. *or* He looks very tiring. *(tired)* 2 I was very worried. *or* I was very worrying. *(worried)* 3 The film was really bored. *or* The film was really boring. *(boring)*	IRREGULAR VERBS **Say the Past Simple and past participle of these verbs.** 1 win *and* lose *(win, won, won; lose, lost, lost)* 2 make *and* meet *(make, made, made; meet, met, met)* 3 give *and* take *(give, gave, given; take, took, taken)*	VERB FORMS **Put the verb in the correct form.** 1 I (see) *Star Wars* six times in my life. *('ve/have seen)* 2 Sam (watch) football on TV twice a week. *(watches)* 3 John (talk) on the phone now. *('s/is talking)*
VERBS AND PREPOSITIONS **Complete the sentence with the correct preposition.** 1 He sold his car ..... his best friend. *(to)* 2 He sold his car ..... $5,000. *(for)* 3 I'm getting there ..... taxi. *(by)*	VOCABULARY **In 30 seconds say …** 1 twelve people in the family. *(see* V6.2 *)* 2 six character adjectives with a negative meaning. *(see* V6.1 *)* 3 nine types of music. *(see* V4.2 *)*	COMPARATIVES AND SUPERLATIVES **Say (and spell) these comparatives and superlatives.** 1 busy *and* hot *(busier, busiest; hotter, hottest)* 2 bad *and* noisy *(worse, worst; noisier, noisiest)* 3 nice *and* new *(nicer, nicest; newer, newest)*
COLLOCATIONS **Which is correct?** 1 take time with someone *or* spend time with someone *(spend)* 2 get a suntan *or* do a suntan *(get)* 3 make your homework *or* do your homework *(do)*	ERROR CORRECTION **Correct this sentence.** 1 I spend lots of money for clothes. *(I spend lots of money on clothes.)* 2 He isn't as tall than me. *(He isn't as tall as me.)* 3 He's seen that film last week. *(He saw that film last week.)*	INFINITIVE OR VERB+ING **Which sentence is correct?** 1 I'm thinking of go out. *or* I'm thinking of going out. *(going)* 2 I might watch TV. *or* I might watching TV. *(watch)* 3 I'm hoping to do it. *or* I'm hoping doing it. *(do)*

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DAY 1: SYDNEY
Morning: go on a boat trip
Afternoon: climb the Sydney Harbour Bridge
Evening: go to an opera in the famous opera house
Night: stay in a 5-star hotel



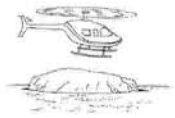
DAY 2: SYDNEY
Morning: have a surfing lesson on Bondi Beach
Afternoon: visit Sydney Zoo
Evening: fly to Melbourne
Night: stay in the Melbourne Palace Hotel



DAY 3: MELBOURNE
Morning: take a city tour
Afternoon: go shopping
Evening: visit Phillip Island to see the penguins
Night: fly to Uluru and stay in the Rock Hotel



DAY 4: ULURU
Morning: fly over Uluru in a helicopter
Afternoon: visit the National Park Cultural Centre
Evening: have a barbeque
Night: camp under the stars



DAY 5: ULURU
Morning: go for a walk around Uluru at sunrise
Afternoon: go to a museum
Evening: fly to Cairns
Night: stay in the Cairns Holiday Hotel



DAY 6: CAIRNS
Morning: go on a boat trip on the Great Barrier Reef
Afternoon: go scuba diving
Evening: have a meal in a traditional pub
Night: stay in a 5-star hotel



KANGA TOURS

ITINERARY

DAY 1: .....
Morning: .....
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Afternoon: .....
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Evening: .....
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Night: .....
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DAY 2: .....
Morning: .....
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Afternoon: .....
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Evening: .....
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Night: .....
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DAY 3: .....
Morning: .....
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Afternoon: .....
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Evening: .....
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Night: .....
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DAY 4: .....
Morning: .....
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Afternoon: .....
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Evening: .....
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Night: .....
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DAY 5: .....
Morning: .....
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Afternoon: .....
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Evening: .....
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Night: .....
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DAY 6: .....
Morning: .....
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Afternoon: .....
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Evening: .....
.....
Night: .....
.....

CLASS ACTIVITIES: PHOTOCOPIABLE

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Student A

My partner's name: .....

a lot of	lots of	a few	a little	a bit of	many	much	some	any

When my partner goes on holiday …

… he/she *takes/doesn't take* ..... clothes with him/her.
… he/she *spends/doesn't spend* ..... time sitting by a swimming pool.
… he/she *does/doesn't do* ..... shopping.
… he/she *reads/doesn't read* ..... books.
… he/she *goes/doesn't go* on ..... organised tours to famous places.
… he/she *takes/doesn't take* ..... sun cream with him/her.
… he/she *takes/doesn't take* ..... photos.
… he/she *spends/doesn't spend* ..... time sitting in cafés.
… he/she *buys/doesn't buy* ..... presents for his/her friends and family.
… he/she *does/doesn't do* ..... walking.

Student B

My partner's name: .....

a lot of	lots of	a few	a little	a bit of	many	much	some	any

When my partner goes on holiday …

… he/she *takes/doesn't take* ..... books with him/her.
… he/she *spends/doesn't spend* ..... time at the beach.
… he/she *buys/doesn't buy* ..... souvenirs.
… he/she *takes/doesn't take* ..... film with him/her.
… he/she *goes/doesn't go* to ..... museums and art galleries.
… he/she *takes/doesn't take* ..... cash with him/her.
… he/she *makes/doesn't make* ..... phone calls to people at home.
… he/she *does/doesn't do* ..... sightseeing.
… he/she *spends/doesn't spend* ..... time in the hotel in the day.
… he/she *goes/doesn't go* to ..... nightclubs/bars.

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The Chateau

One week New Year break – £1,000 per person

The Chateau is a luxury hotel in the mountains. It's a short walk to the village and only 10 minutes from the ski area.

- 55 rooms (some suites)
- all rooms with private sauna
- free bus to village centre



After a day skiing, you can …

- go swimming in our indoor pool
- have dinner in one of our restaurants
- go for a drink in our wine bar

Special trips

- go snowmobiling through the forests
- go sightseeing in Vancouver
- go to the Harbour Centre Tower for great views of Vancouver

The Mountain View Hotel

One week New Year break – £700 per person

This friendly hotel is a short walk from the mountain and close to bars and restaurants.

- only 100m from the ski area
- 98 rooms (some with private Jacuzzi)
- free ½ day skiing for everyone



After a day skiing, you can …

- relax in the heated outdoor pool
- go for a drink in the bar
- go to the gym and sauna

Special trips

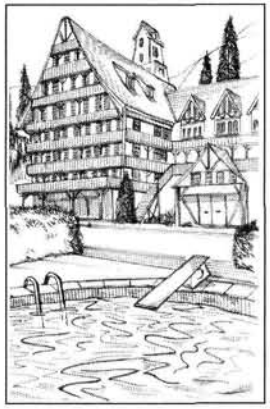
- go ice skating in the nearby village
- go cycling in Stanley Park, Vancouver
- go to Vancouver to see an ice hockey match

The Rockies Hotel

One week New Year break – £900 per person

The hotel is only 6 minutes from the mountain and is one of the best hotels in the resort.

- 228 luxury rooms
- all rooms have a TV and DVD player
- the first day's skiing is free



After a day skiing, you can …

- go swimming in the outdoor pool
- eat in our world-famous restaurant
- go dancing in the Shades nightclub

Special trips

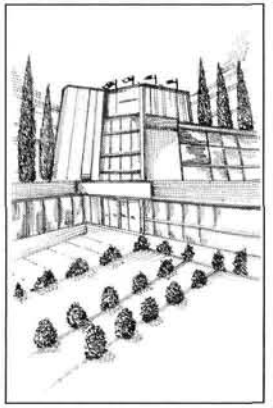
- go dog sledding through the mountains
- go on a boat trip around Victoria Harbour
- go for a Chinese meal in Chinatown, Vancouver

The Maple Leaf Hotel

One week New Year break – £800 per person

The hotel is in the village centre, close to bars, restaurants and nightlife.

- Only 300m from the ski area
- 71 rooms, all with TV and free movies
- free snowboarding lesson



After a day skiing, you can …

- relax in the indoor pool
- spend the evening in our lively bar
- go dancing in the hotel's popular nightclub

Special trips

- go snowmobiling through the forests
- go sea-fishing
- take a helicopter flight over the mountains

CLASS ACTIVITIES: PHOTOCOPIABLE

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Student A

- Jack has lived in Rose Avenue [1]_____ . The person on his right has had her sports car for three years. Jack's had a dog [2]_____ and he's known his other neighbour for four years. He lives in the biggest house.
- Anne has lived in Rose Avenue [3]_____ . She has had three cats since 1999. She's known the married couple on her left [4]_____ .
- Marian and Ross have been married for 10 years. They've had a boat [5]_____ and they've lived in Rose Avenue since 2003. They hate cats, but the person on their right has three!
- Katrina and Paul have been married [6]_____ . They've lived in Rose Avenue since 1994 and they've known the man on their right [7]_____ . They've had a dog for two years.
- Fiona has lived in Rose Avenue [8]_____ . She's had her sports car for three years. The person on her left has had his dog [9]_____ . The people on her right have got a boat and she's known them since 2003.
- Tony has lived in Rose Avenue [10]_____ . He's had his cat since 2002. Both his neighbours have dogs!

ROSE AVENUE

1	2	3	4	5	6
_____	_____	JACK	_____	_____	_____

Student B

- Jack has lived in Rose Avenue for ten years. The person on his right has had her sports car [a)]_____ . He's had a dog since 2002 and he's known his other neighbour [b)]_____ . He lives in the biggest house.
- Anne has lived in Rose Avenue for six years. She has had three cats [c)]_____ . She's known the married couple on her left since 2003.
- Marian and Ross have been married [d)]_____ . They've had a boat for 1 year and they've lived in Rose Avenue [e)]_____ . They hate cats, but the person on their right has three!
- Katrina and Paul have been married since 1989. They've lived in Rose Avenue [f)]_____ and they've known the man on their right for four years. They've had a dog [g)]_____ .
- Fiona has lived in Rose Avenue since 2000. She's had her sports car [h)]_____ . The person on her left has had his dog since 2002. The people on her right have got a boat and she's known them. [i)]_____
- Tony has lived in Rose Avenue for four years. He's had his cat [j)]_____ . Both his neighbours have dogs!

ROSE AVENUE

1	2	3	4	5	6
_____	_____	JACK	_____	_____	_____

8B What should I do? *should, shouldn't, must*

Student A

Client

You are a chocoholic. Read this information about your life and answer the questions.

- You eat chocolate every day. **(What do you eat for breakfast? How much chocolate do you eat every day?)**
- You get up in the middle of the night and eat chocolate too. Your family don't know how much you eat.
- You don't eat fruit and vegetables very often. **(Which do you eat? How often do you eat them?)**
- You spend a lot of money on chocolate every week. **(How much do you spend?)**
- You hardly ever do any exercise. **(How often do you do sport?)**
- In the evening you usually stay in, eat chocolate and watch TV. **(What do your friends think about your problem?)**

You go to a counsellor for help. Make some questions to ask the counsellor.

Use: *Should I … ?* and *Do you think I should … ?*

Counsellor

Your client is a workaholic. Make questions to find out more about the problem.

1 What / do? *What do you do?*
2 What time / leave home?
3 How long / take / get to work?
4 What / have / lunch?
5 What time / leave work?
6 What / do / free time?
7 When / last have a holiday?
8 What / family think about your work?

Think of some advice you can give your client.

Use: *(I think) you should …*
I don't think you should …
You shouldn't …
You must …

Student B

Counsellor

Your client is a chocoholic. Make questions to find out more about the problem.

1 What / eat / breakfast? *What do you eat for breakfast?*
2 How much chocolate / eat every day?
3 How much fruit / eat every week?
4 How often / eat vegetables?
5 How much / spend on chocolate every week?
6 How often / do sport?
7 What / usually / do / evening?
8 What / your friends think about your problem?

Think of some advice you can give your client.

Use: *(I think) you should …*
I don't think you should …
You shouldn't …
You must …

Client

You are a workaholic. Read this information about your life and answer the questions.

- You leave home very early every morning. **(What do you do? What time do you leave home?)**
- You drive to work every day. **(How long does it take you to get there?)**
- You have lunch at your desk. **(What do you eat?)**
- You work very late. **(What time do you leave work?)**
- You have no free time. **(What do you do in the evening/at weekends?)**
- You haven't had a holiday for ages. **(When did you last have a holiday? What do your family think about your problem?)**

You go to a counsellor for help. Make some questions to ask the counsellor.

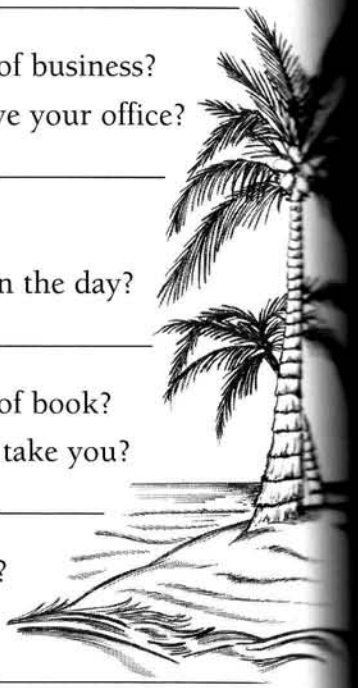
Use: *Should I … ?* and *Do you think I should … ?*

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8C Find someone who ... verb patterns

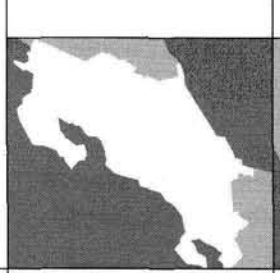
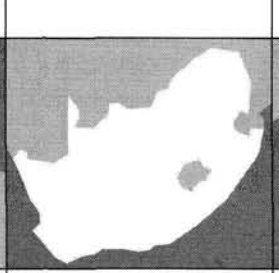
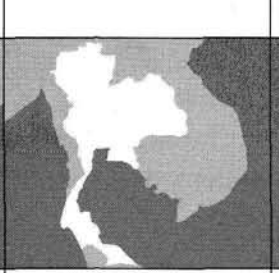
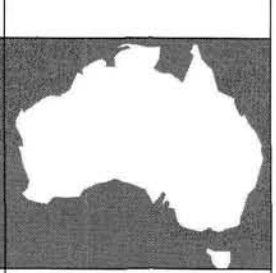
Find someone who ...	Name	Follow-up questions
1 ... would like ..... (swim) with dolphins.		Why? Where / like to go?
2 ... has forgotten ..... (pay) for something.		What / forget / pay for? What / happen?
3 ... has tried ..... (stop) smoking.		When / last try? Why / start again?
4 ... is going to start ..... (learn) something new soon.		What / want / learn? When / course start?
5 ... prefers ..... (eat) hamburgers to food from their country.		Why / prefer them? How often / eat them?
6 ... has decided ..... (buy) a new mobile phone.		When / buy it? Why / need a new phone?
7 ... thinks he/she will ..... (own) a business one day.		What kind of business? Where / have your office?
8 ... thinks he/she might ..... (enjoy) living on a desert island.		Why? What / do in the day?
9 ... is planning ..... (write) a book one day.		What kind of book? How long / take you?
10 needs ..... (buy) a birthday present for someone soon.		What / buy? Who for?



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9A Volunteers first conditional

Information Table

	Costa Rica	South Africa	Thailand	Australia
				
Which animal / help?				
How long / work on the project? How much / cost?				
Where / stay? How much / cost?				
How many hours / work a week?				
Which jobs / have to do?				
What / do after the project?				

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Role cards

Student A

Kangaroos in Australia



Have you ever wanted to work in one of the most beautiful countries in the world? Well, now's your chance! Help kangaroos and protect nature in Australia!

Length of project and cost: Two weeks £400
Three weeks £450

Accommodation and cost: Small house, but there's no electricity. If you prefer, you can camp on the beach. Both are free.

Work and jobs: Five days a week, usually from 8 a.m. to 4 p.m. Cleaning rivers and helping to look after sick kangaroos and their babies.

After the project: You have a choice of two tours; both last seven days and cost only £100.

- The Gold Coast Tour – go diving and visit rainforests.
- The Red Centre Tour – go walking in the Australian desert.

Student B

Elephants in Thailand



Have you ever wanted to work with the largest animals on the planet? Now's your chance to help save the elephants in Northern Thailand.

Length of project and cost: Four weeks £600
Five weeks £700

Accommodation and cost: Free accommodation in small wooden house with local people. Or if you prefer, you can stay in a hotel for £25 a week.

Work and jobs: Four days a week, six hours a day. Preparing food for the elephants, washing and feeding them. You will also teach English to the local tour guides.

After the project: You have a choice of two trips.

- Four-week project – free three-day trip riding elephants in Northern Thailand.
- Five-week project – free five-day trip to the beautiful beaches of Southern Thailand.

Student C

Turtles in Costa Rica



Have you ever thought of living and working in one of the most beautiful countries in Central America? Help protect turtles in Costa Rica.

Length of project and cost: Four weeks £500
Six weeks £600

Accommodation and cost: Small house with other volunteers – free accommodation, but no water or electricity. If you prefer to be more comfortable, there's a small hotel for £40 a week.

Work and jobs: Six days a week, five hours a day. Protecting turtle eggs on the beach and looking after baby turtles.

After the project: You have a choice of two tours.

- Four-week project – free two-day walking tour of the biggest volcano in Costa Rica.
- Six-week project – free three-day tour, walking and camping in the rainforest.

Student D

Penguins in South Africa



This is your chance to help save sick and injured penguins in one of the most beautiful cities in the world – Cape Town, South Africa.

Length of project and cost: Four weeks £500
Five weeks £550

Accommodation and cost: Local family house (free). Or you can choose to stay in a local hotel for £50 a week. Both are near the beach so you'll be able to go swimming and surfing in your free time.

Work and jobs: Five days a week, Monday to Friday, five hours a day. Feeding the penguins, looking after injured penguins and cleaning their homes.

After your project: You have a choice of two trips.

- Safari – free three-day camping trip with all food included.
- 'Dive with Sharks' – only £200 for an unforgettable five-day boat trip.

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9C The new building *too, too much, too many, (not) enough*; first conditional

Student A – Concert hall

You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall, a sports centre, a nightclub, a theatre** and **a 10-screen cinema**.

You want the town to have a **concert hall**. Think of at least four reasons why this is the best choice.

Famous bands will come and play – good for local businesses.

Think of reasons why the other four options are a bad idea. Use these ideas or your own.

noise parking rubbish cost traffic problems effect on teenagers jobs safety

Student B – Sports centre

You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall, a sports centre, a nightclub, a theatre** and **a 10-screen cinema**.

You want the town to have a **sports centre**. Think of at least four reasons why this is the best choice.

No places to swim or do exercise at the moment – good for the health of the town.

Think of reasons why the other four options are a bad idea. Use these ideas or your own.

noise parking rubbish cost traffic problems effect on teenagers jobs safety

Student C – Cinema

You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall, a sports centre, a nightclub, a theatre** and **a 10-screen cinema**.

You want the town to have a **10-screen cinema**. Think of at least four reasons why this is the best choice.

It will create jobs for young people – local people can see new films.

Think of reasons why the other four options are a bad idea. Use these ideas or your own.

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Student D – Nightclub

You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall, a sports centre, a nightclub, a theatre** and **a 10-screen cinema**.

You want the town to have a **nightclub**. Think of at least four reasons why this is the best choice.

People from other towns will come to the club – good for local businesses.

Think of reasons why the other four options are a bad idea. Use these ideas or your own.

noise parking rubbish cost traffic problems effect on teenagers jobs safety

Student E – Theatre

You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall, a sports centre, a nightclub, a theatre** and **a 10-screen cinema**.

You want the town to have a **theatre**. Think of at least four reasons why this is the best choice.

Local people can see famous plays – good for children's education.

Think of reasons why the other four options are a bad idea. Use these ideas or your own.

noise parking rubbish cost traffic problems effect on teenagers jobs safety

Student F – Chairperson

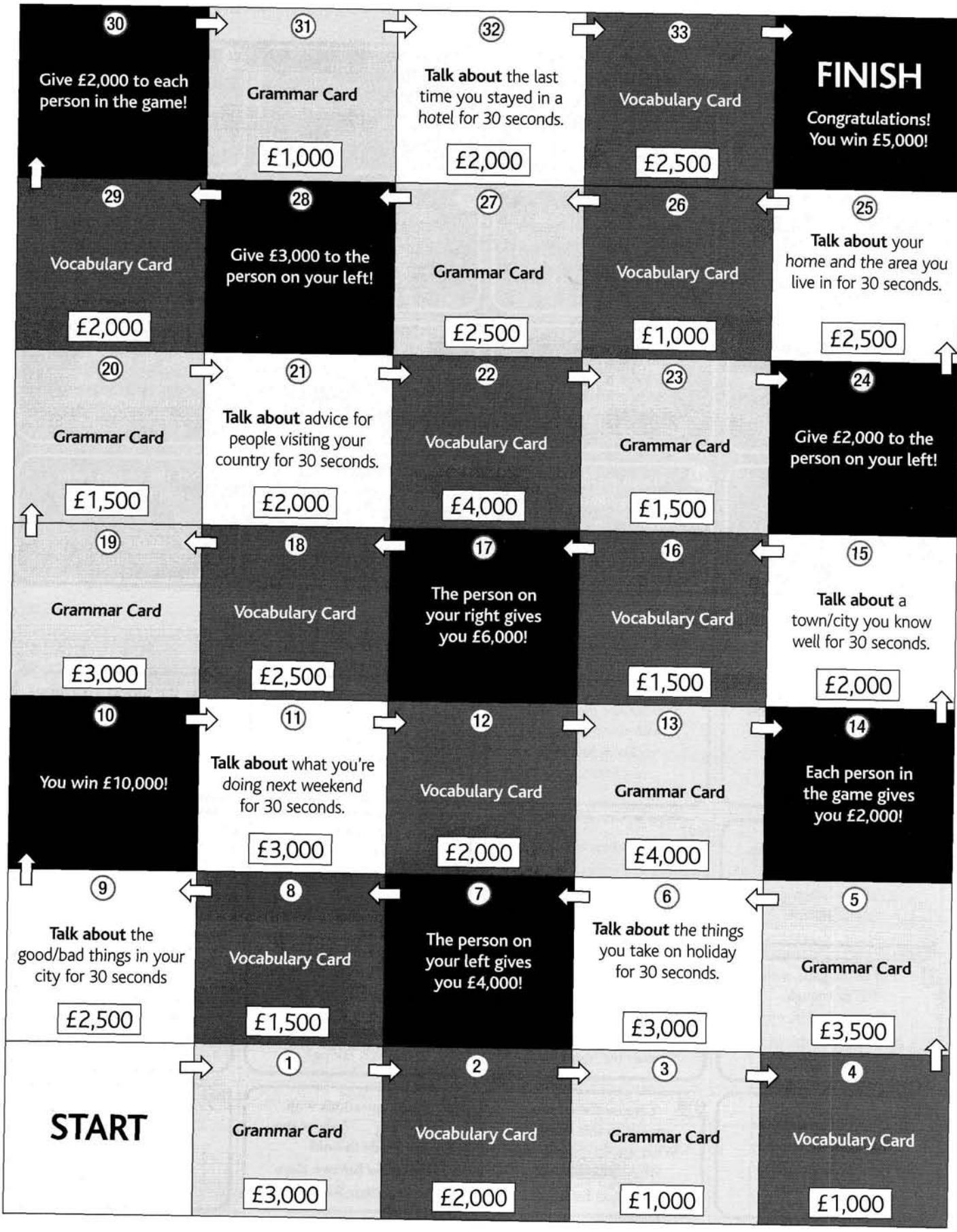
You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall, a sports centre, a nightclub, a theatre** and **a 10-screen cinema**.

You work for the government and you are going to be the **chairperson** at the meeting.

- Write a short introduction to the meeting. Welcome everyone and say what the meeting is about. Then ask all the people to introduce themselves.
- Think of two questions about each option to ask at the meeting, for example, *Will the nightclub be too noisy?*
- During the meeting, make sure everyone has the opportunity to speak. Remember, you are in control of the meeting.

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9D Get rich quick! Review of lessons 7A–9D



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9D Get rich quick! Review of lessons 7A–9D

Vocabulary cards

V1 **Choose the correct word.**
That was a very long travel/journey.
Have you ever been on a package trip/tour?

V2 **Which words do we use with these nouns?**
a ..... of toothpaste
a ..... of shorts
a ..... of chewing gum

V3 **Fill in the gaps with a preposition.**
go ..... a swim
go ..... a trip
go ..... my sister

V4 **Fill in the gaps in these phrasal verbs.**
What time did everyone turn ..... for the party?
The party went ..... all night.

V5 **Match the verbs to the nouns.**

arrive	lost
get	hands
shake	on time

V6 **Say the correct form of the verbs.**
I prefer (read) to watching TV.
I forgot (call) Mia.

V7 **Say ten adjectives to describe towns/cities, weather and food in 30 seconds.**

V8 **Match the verbs to the nouns.**

get	an accident
forget	stuck in traffic
have	someone's birthday

V9 **Are these words countable or uncountable?**
tea, suitcase, soap, towel, razor, shampoo

V10 **Say ten adjectives to describe feelings in 30 seconds.**

V11 **Fill in the gaps in these phrasal verbs.**
Do you get ..... with your neighbours?
I can't put ..... with the noise.

V12 **Say six possible problems in a hotel room in 30 seconds.**

V13 **Fill in the gaps in these phrasal verbs.**
Please go ..... and leave me alone.
I've given ..... smoking.

V14 **Match the verbs to the nouns.**

miss	of money
lose	a train
run out	your keys

V15 **Are these words countable or uncountable?**
perfume, T-shirt, make-up, shaving foam, camera, swimsuit

V16 **Say the correct form of the verbs.**
We must (go) soon.
Did you finish (watch) that film?

Grammar cards

G1 **Choose the correct words.**
There are a *few/little* books.
There isn't *much/many* toothpaste.

G2 **Do we use *for* or *since* with these phrases?**
an hour, Saturday, last night, ages

G3 **Put the verbs in the Present Perfect or Past Simple.**
I (live) here since I was born.
My brother (move) out two years ago.

G4 **Say the correct verb forms.**
Would you mind (send) someone to fix it?
I wonder if I could (have) some more towels.

G5 **Choose the correct words.**
I'll retire *until/as soon as* I'm 65.
I'll call you *when/if* the class finishes.

G6 **Correct these sentences.**
I going to Germany next week.
What you are doing this weekend?

G7 **Say the Past Simple and past participle of these verbs.**
know, swim, buy, think

G8 **Which sentence is correct? Correct the wrong sentence.**
I'm not enough warm.
He's not old enough to drive.

G9 **Fill in the gaps with *too* or *enough*.**
This is ..... difficult.
I've got ..... many things to do.
This isn't big ..... .

G10 **Put the verbs in the correct form in this first conditional sentence.**
We (miss) the film if we (not leave) the house soon.

G11 **Choose the correct words.**
There's a *few/little* sun cream left.
How *much/many* CDs are you taking?

G12 **Make questions with these words.**
you / I / What / should / think / do / do ?
should / get / What time / there / I / ?

G13 **Correct these sentences.**
I came here for to study.
I went home to seeing my grandmother.

G14 **Choose the correct answer to this question. What are the people like?**
They're like friendly.
They're friendly.

G15 **Make questions with *How long ... ?* about the words in bold.**
I was there **for two days**.
I've been here **for a year**.

G16 **Do we use *for* or *since* with these phrases?**
ten weeks, ten o'clock, I was ten, ten years

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10A Auction house Past Simple passive

Card 1

You collect film memorabilia.

You start with £10,000.

You bought for

..... £.....

..... £.....

..... £.....

..... £.....

Total spent £.....

This medal / give / Pelé for winning the World Cup in 1970.

Sold for £.....



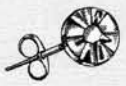
This dress / own / Madonna.

Sold for £.....



This diamond earring / wear / David Beckham when he got married.

Sold for £.....



Card 2

You collect music memorabilia.

You start with £10,000.

You bought for

..... £.....

..... £.....

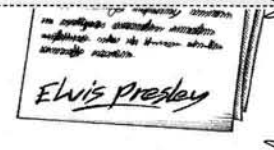
..... £.....

..... £.....

Total spent £.....

This letter / write / Elvis Presley when he was in the army.

Sold for £.....



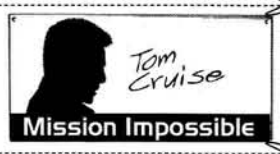
These football boots / wear / David Beckham in the 2002 World Cup quarter-final.

Sold for £.....



This *Mission Impossible* poster / sign / Tom Cruise at the movie premiere.

Sold for £.....



Card 3

You collect sports memorabilia.

You start with £10,000.

You bought for

..... £.....

..... £.....

..... £.....

..... £.....

Total spent £.....

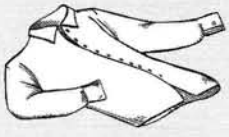
This letter / write / Madonna before she was famous.

Sold for £.....



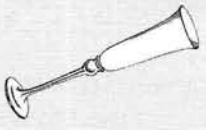
This shirt / wear / Tom Cruise in the film *Rain Man*.

Sold for £.....



This champagne glass / use / Julia Roberts in the film *Pretty Woman*.

Sold for £.....



Card 4

You collect Madonna memorabilia.

You start with £10,000.

You bought for

..... £.....

..... £.....

..... £.....

..... £.....

Total spent £.....

This guitar / use / David Bowie on his first tour.

Sold for £.....



This football shirt / sign / David Beckham on the day he became England captain.

Sold for £.....



This helmet / wear / Michael Schumacher when he won his first world championship in 1994.

Sold for £.....



CLASS ACTIVITIES: PHOTOCOPIABLE

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10A Auction house Past Simple passive

Card 5
You collect Tom Cruise memorabilia.
You start with £10,000.
You bought for
..... £.....
..... £.....
..... £.....
..... £.....
Total spent £.....

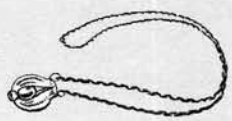
This award for best female singer / win / Madonna at the MTV awards.
Sold for £.....



This football / sign / David Beckham at the 2002 World Cup final.
Sold for £.....

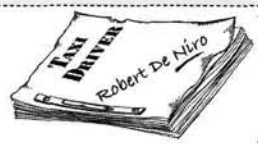


This necklace / wear / Julia Roberts in the film *My Best Friend's Wedding.*
Sold for £.....



Card 6
You collect David Beckham memorabilia.
You start with £10,000.
You bought for
..... £.....
..... £.....
..... £.....
..... £.....
Total spent £.....

This *Taxi Driver* film script / sign / Robert De Niro when he finished making the film.
Sold for £.....



This guitar / play / Madonna at a concert in New York in 1993.
Sold for £.....

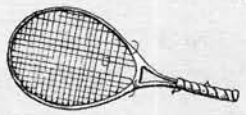


This hat / wear / Jennifer Lopez in her latest video.
Sold for £.....

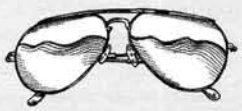


Card 7
You collect fashion memorabilia.
You start with £10,000.
You bought for
..... £.....
..... £.....
..... £.....
..... £.....
Total spent £.....

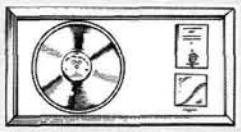
This tennis racket / use / Roger Federer at Wimbledon in 2005.
Sold for £.....



These sunglasses / wear / Tom Cruise in the film *Top Gun.*
Sold for £.....



This gold album / give / Enrique Iglesias after his last world tour.
Sold for £.....

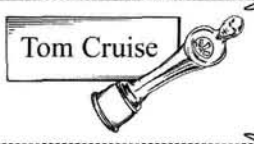


Card 8
You collect anything.
You start with £10,000.
You bought for
..... £.....
..... £.....
..... £.....
..... £.....
Total spent £.....

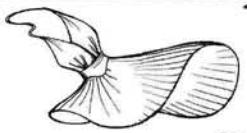
This motorbike / ride / Arnold Schwarzenegger in *Terminator 2.*
Sold for £.....



This award / give / Tom Cruise for best actor in *Born on the Fourth of July.*
Sold for £.....



This dress / wear / Marilyn Monroe in the film *The Seven Year Itch.*
Sold for £.....



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Instructions p131

You used to sit at Desk 1.

You used to be really good at tennis and were the best player in the school team. You also used to get up early every morning and run 10km before school!

Now you're a professional tennis player and you've won Wimbledon three times.

You used to sit at Desk 2.

You were very quiet and you used to stay at home every night listening to classical music. You also used to really hate rock music.

You are now married to a famous rock star (you decide who) and you love his/her music.

You used to sit at Desk 3.

You used to smoke a lot when you were at school. You also used to miss sports classes because you hated doing any kind of exercise.

You are now a world famous heart surgeon. You stopped smoking the day you left school.

You used to sit at Desk 4.

You used to hate flying and got really sick if you travelled by plane. You also used to be the worst geography student in the class.

Now you love flying – you are a travel writer for a famous newspaper and you fly all over the world.

You used to sit at Desk 5.

You used to hate school and hardly ever did your homework. You also used to cheat in every exam, so the teachers thought you were very bright.

You are now the head teacher of a school. If anyone cheats in an exam in your school, they fail the exam!

You used to sit at Desk 6.

You loved cooking and used to make cakes for your classmates every Friday. You also used to invite your friends to dinner every Saturday and cook a lovely meal for them.

You are now a famous chef with your own TV show.

You used to sit at Desk 7.

You used to bring your pet rat to school in your pocket and frighten other students with it. You also used to take injured birds home and help them get better.

You are now a successful vet and you live in the country with twelve cats and six dogs.

You used to sit at Desk 8.

You used to make lots of money at school by doing maths homework for your classmates and charging them £10. You also used to save all your pocket money.

You are now a millionaire so you don't have to work any more.

You used to sit at Desk 9.

You always used to wear fashionable clothes. You are sure the others remember you! You also used to make clothes and sell them to your friends.

You are now a top fashion designer and travel to fashion shows all over the world.

You used to sit at Desk 10.

You were always really tired and you used to fall asleep in class every day. You also used to oversleep every morning.

You are now a breakfast TV presenter and start work at 5 a.m. every day.

You used to sit at Desk 11.

You didn't use to like science and technology, and you failed all your exams in these subjects. You also used to hate using computers at school.

You are now a web designer and you design websites for international companies.

You used to sit at Desk 12.

You were always very musical, and you used to play the piano at break time. You also used to play the guitar in the school band.

You are now a famous musician. Your band is doing a concert in the town tonight.

Instructions p132

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Classroom Plan

1

Name .....

THEN

be really good at tennis

.....

.....

NOW

.....

2

Name .....

THEN

stay at home every night

.....

.....

NOW

.....

3

Name .....

THEN

smoke a lot

.....

.....

NOW

.....

4

Name .....

THEN

hate flying

.....

.....

NOW

.....

5

Name .....

THEN

hate school

.....

.....

NOW

.....

6

Name .....

THEN

make cakes for your classmates

.....

.....

NOW

.....

7

Name .....

THEN

bring a pet to school

.....

.....

NOW

.....

8

Name .....

THEN

do homework for money

.....

.....

NOW

.....

9

Name .....

THEN

wear fashionable clothes

.....

.....

NOW

.....

10

Name .....

THEN

fall asleep in class

.....

.....

NOW

.....

11

Name .....

THEN

hate science and technology

.....

.....

NOW

.....

12

Name .....

THEN

play the piano at break time

.....

.....

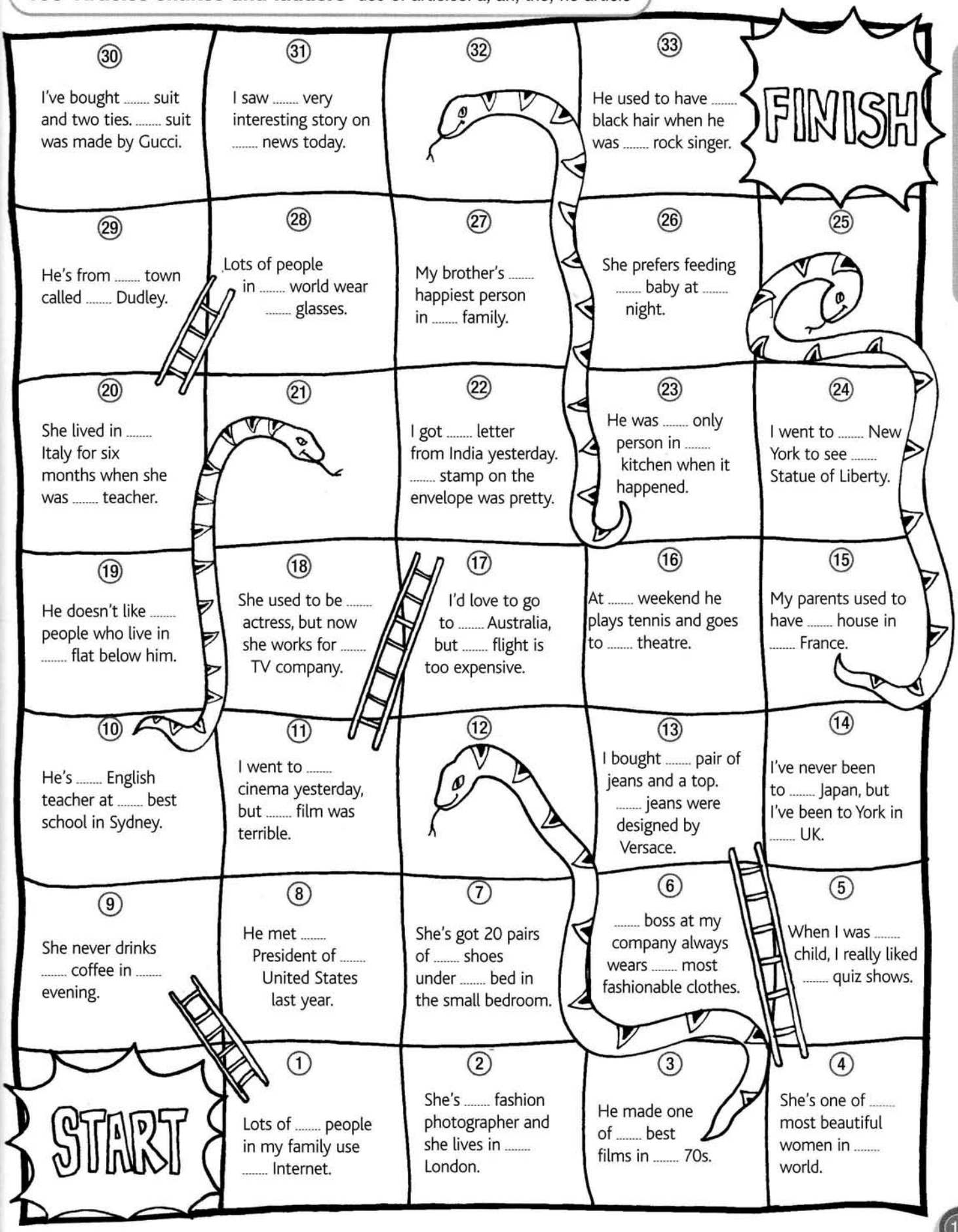
NOW

.....

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Instructions p132

10C Articles snakes and ladders use of articles: *a, an, the,* no article

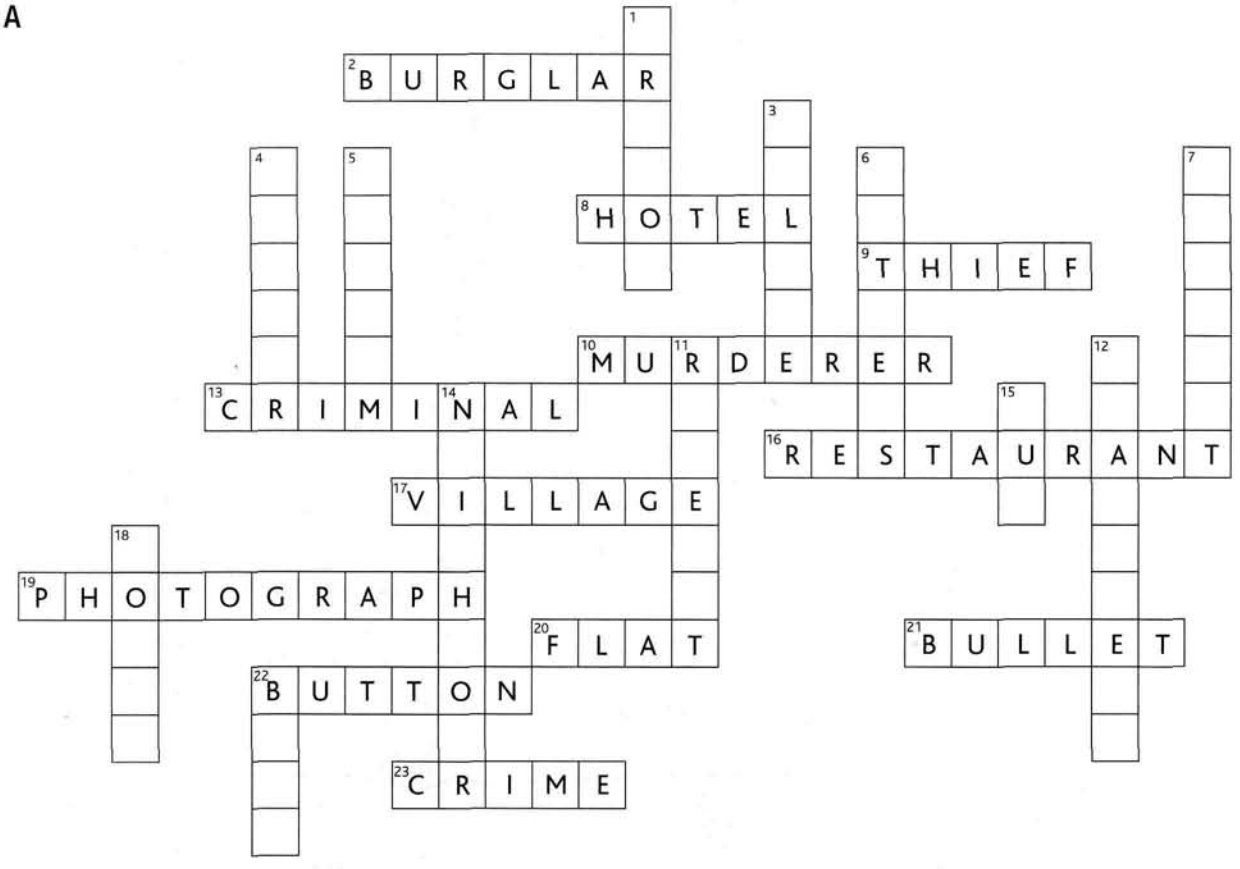


Instructions p133

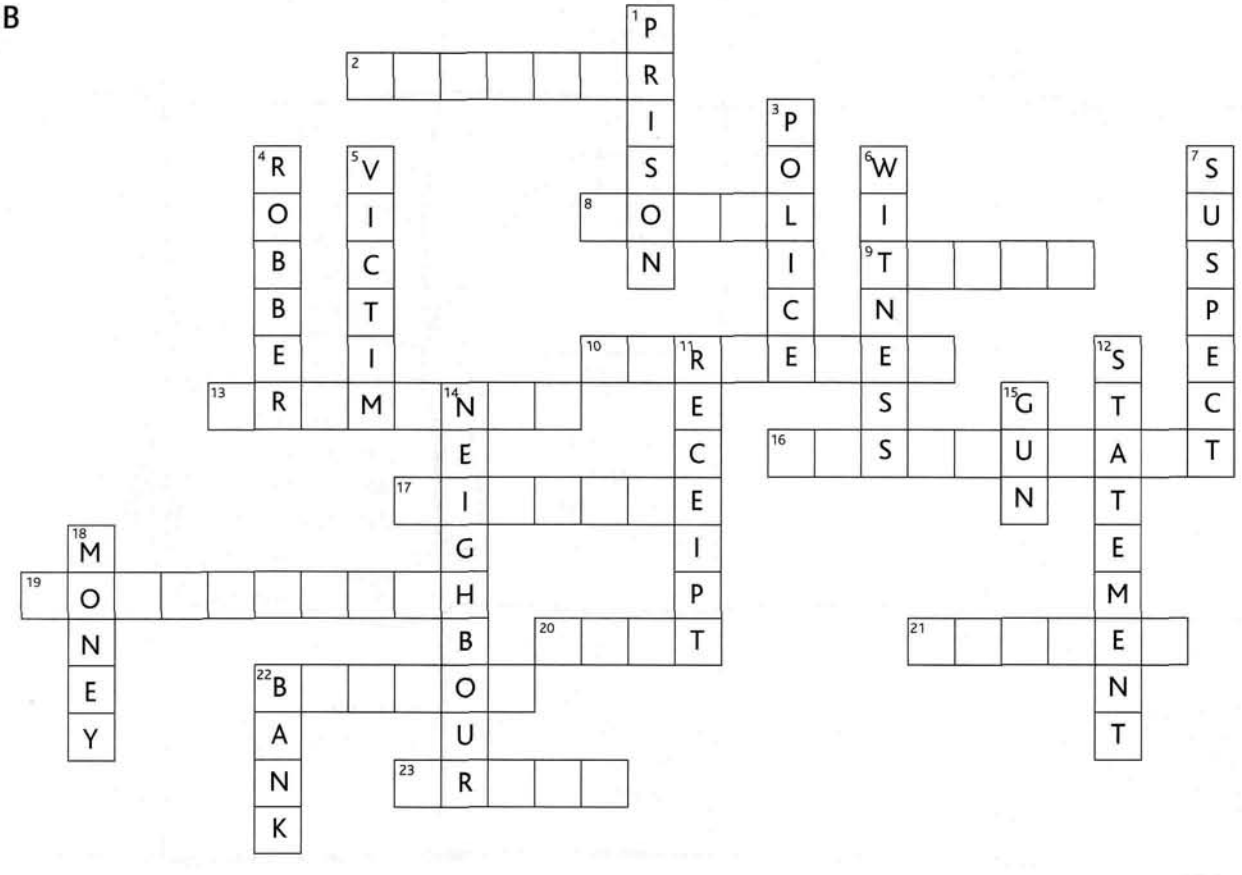
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11B Crime crossword relative clauses with *who, which, that* and *where*; crime

Student A



Student B



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Instructions p133

Group A – *face2face* news

You are going to present a short news report to the class. Prepare what you are going to say. Use the following information and your own ideas.

Presenter: you introduce the programme, read the headlines, introduce each story with one sentence, hand over to the reporters, end the programme

News story 1: dangerous animal escapes from zoo (Which animal/zoo? When did this happen? What did the animal do? Has it been caught yet? etc.)

News story 2: person travels around the world in a balloon (Who? Where did he/she start and finish from? What problems did he/she have? etc.)

Sport: Brazilian driver wins Grand Prix and Formula 1 championship (Who? Where? When? Who was watching? What did he do after the race? etc.)

Group B – *face2face* news

You are going to present a short news report to the class. Prepare what you are going to say. Use the following information and your own ideas.

Presenter: you introduce the programme, read the headlines, introduce each story with one sentence, hand over to the reporters, end the programme

News story 1: dolphin saves child (Where? When? What happened? Why was the child in the water? How did the dolphin save him/her? etc.)

News story 2: robbers steal painting (Where from? Which painting/artist? How did they steal it? Have they been caught yet? etc.)

Entertainment: famous film stars visit town for movie premiere (Which stars? What is the name of the film? Where was the premiere? What do the critics think of the film? etc.)

Group C – *face2face* news

You are going to present a short news report to the class. Prepare what you are going to say. Use the following information and your own ideas.

Presenter: you introduce the programme, read the headlines, introduce each story with one sentence, hand over to the reporters, end the programme

News story 1: demonstrators stop international conference (Where? What kind of conference? What were they demonstrating about? What happened? etc.)

News story 2: student writes best-selling book (Who? Where from? What is the book about? How long did it take to write? How many copies were sold? Next book? etc.)

Sport: 15-year-old tennis star wins tournament (Who? Where from? Which tournament? Who did he/she beat? What did his/her parents do after he/she won? etc.)

Group D – *face2face* news

You are going to present a short news report to the class. Prepare what you are going to say. Use the following information and your own ideas.

Presenter: you introduce the programme, read the headlines, introduce each story with one sentence, hand over to the reporters, end the programme

News story 1: gang robs National Bank (Where? When? How much was taken? How did they rob the bank? How did they get away? What are the police doing now? etc.)

News story 2: diver discovers ancient underwater city (Who? Where? How did he/she find it? What did he/she see there? What's going to happen next? etc.)

Entertainment: famous couple get married (Who? Where was the wedding? What did they wear? How many people were there? Famous guests? etc.)

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CLASS ACTIVITIES: PHOTOCOPIABLE

11D Echo questions dominoes echo questions

Is she?	I really love that new nightclub.
Haven't you?	She can speak 12 languages.
Don't you?	He's got a Ferrari.
Can you?	She never does her homework.
Did he?	We didn't pass the exam.
Aren't you?	I've been skydiving.
Hasn't she?	He's never learned to drive a car.
Has she?	He sends her flowers every week.
Didn't they?	I can't believe what he said!
Can't he?	He isn't going to university.
Are you?	I've never been to France.
Have you?	I won the lottery *last week.*

Do you?	I haven't got a mobile phone.
Can she?	I never get up early on Sundays.
Has he?	I can count to 30 in three languages.
Doesn't she?	He spent £20,000 on a new car.
Didn't you?	I'm not going to the party tonight.
Have you?	She hasn't got a DVD player.
Hasn't he?	She's met the Queen of England.
Does he?	They didn't get married.
Can't you?	He can't swim.
Isn't he?	I'm getting married next year.
Haven't you?	I've got six brothers.
Did you?	She's meeting the *president tomorrow.*

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Instructions p134

Instructions p134



Journalist

You write for a travel magazine and are writing a special feature on gap year travellers. Make questions to ask a traveller who is leaving the country soon. Use *can, will, be going to*, Present Continuous and Present Simple.

1 Where / plan / go?
Where are you planning to go?
2 When / leave?
3 Who / go / with?
4 What / want / do there?
5 / do any charity work?
6 / speak / foreign languages?
7 How / travel around?
8 How / feel about your trip?
9 What / do if / have / problem?
10 What / miss most while you're away?
11 What / your family think about your trip?
12 What / do when / get back?

Think of two or three more questions to ask.



Traveller

You are going on a gap year and are leaving very soon to begin your trip. Write short answers to these questions.

- Where are you planning to go?
- When are you leaving?
- Who are you going with?
- What do you want to do there?
- Are you going to do any charity work?
- Can you speak any foreign languages?
- How are you going to travel around?
- How do you feel about your trip?
- What will you do if you have a problem?
- What will you miss most while you're away?
- What does your family think about your trip?
- What are you going to do when you get back?

Think of two or three other interesting things about your trip.

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CLASS ACTIVITIES: PHOTOCOPIABLE

12B Would you or wouldn't you? second conditional

If you suddenly ..... (become) a millionaire, ... you still ..... (study) English?	If you ..... (not like) your partner's favourite dress or shirt, ... you ..... (tell) him/her?
If you ..... (see) another student cheating in a test, ... you ..... (tell) the teacher?	If you ..... (see) a famous person in the street, ... you ..... (ask) for his/her autograph?
If you ..... (be) a member of the opposite sex, ... your life ..... (be) easier?	If your best friend ..... (tell) you he/she was stealing money from work, ... you ..... (tell) the police?
If you ..... (find) £1,000 in the street, ... you ..... (keep) it?	If you ..... (not study) English, ... you ..... (study) another language instead?
If you ..... (find) your brother or sister's personal diary, ... you ..... (read) it?	If you ..... (be) arrested, ... you ..... (tell) your parents (or children)?
If you ..... (sing) at a karaoke party, ... you ..... (sing) a love song or a rock song?	If you ..... (have to) look after a neighbour's pet for a month, ... you ..... (prefer) to look after a dog or a cat?
If you ..... (see) someone stealing a car in the street, ... you ..... (call) the police?	If you ..... (win) the lottery, ... you ..... (stop) working or studying immediately?
If you ..... (go) out to dinner with a famous film star, ... you ..... (offer) to pay for the meal?	If you ..... (have to) study a school subject again, ... you ..... (choose) history, geography or maths?

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Vocabulary Plus

Instructions

There are twelve Vocabulary Plus worksheets (p185–p196) which introduce additional vocabulary that is not presented in the Student's Book. The topic of each Vocabulary Plus worksheet is linked to the topic of the corresponding unit in the Student's Book. You will need to photocopy one Vocabulary Plus worksheet for each student. There is an answer key at the bottom of each worksheet which can be cut off if necessary.

- Use them as extra vocabulary input in class. The instructions give additional communicative stages you can include in each lesson. We suggest you cut off the answer keys and check the answers after each exercise.
- Give them for homework for students to use on their own. You can either leave the answer keys on the worksheets so students can check the answers themselves or cut them off and check answers at the beginning of the next class.
- When you have a mixed level class, give them to students who finish longer speaking activities early. They can begin the worksheets in class and finish them for homework if necessary. You can then give the worksheet for homework to the other students at the end of the class.

1 Sport p185

Language

a pitch, slopes, a court, a pool, a course, basketball, football, golf, hockey, rugby, skiing, snowboarding, swimming, tennis, volleyball

When to use and time

Use any time after Lesson 1C. 15–25 minutes.

Procedure

1 Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Drill the words chorally and individually. Pay particular attention to the pronunciation of *slopes* /sləʊps/, *course* /kɔːs/ and *court* /kɔːt/.

2 **a)** Students do the exercise on their own or in pairs. Check answers with the class. Focus students on the sports and check pronunciation of *hockey* /'hɒki/ and *rugby* /'rʌgbi/. Tell students that football is called *soccer* in US English and that the sport called *football* in the US is called *American football* in UK English.

b) Ask students where people play football. Students do the exercise on their own or in pairs and write sports f)–o) under the pictures in exercise **1**. Check answers with the class. Students work in pairs and test each other on the vocabulary in exercises **1** and **2**. For example, student A points to picture f and asks *What's the sport?*. Student B replies *Football. You play it on a football pitch.*

3 Students work on their own or in pairs and fill in the gaps with the correct words from **1** and **2**. Check answers with the class.

4 Students work on their own and choose the correct word in each sentence. Students check answers in pairs. Check answers with the class. Students tick the sentences that are true for them. Then they compare sentences in pairs or groups. Finally, ask students to tell the class some of their true sentences.

EXTRA IDEA

- Start with a board race (see p21). Allow one minute for teams to write as many sports as they remember.

2 Weddings p186

Language

a wedding day, a wedding cake, a wedding ring, a wedding ceremony, a wedding dress, a groom, a wedding invitation, a bride, propose to someone, send invitations, go to the reception/ceremony/wedding, make a speech, get married, give presents, go on honeymoon, cut the cake

When to use and time

Use any time after Lesson 2B. 20–30 minutes.

Procedure

1 Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Drill the new vocabulary, paying particular attention to the word stress in *ceremony* and the pronunciation of *groom* /gruːm/ and *bride* /braɪd/.

2 Remind students that some words from exercise **1** go with *wedding*, but others don't. For example, we can say *wedding cake* but not ~~*wedding bride*~~. Check answers with the class. Encourage students to remember collocations as one phrase and to record these in their vocabulary books. Students work in pairs to do the puzzle.

3 Students do the exercise on their own or in pairs. Again, encourage students to remember these collocations as one expression. Students can test each other on the collocations in pairs: student A – *propose*; student B – *propose to someone*.

4 Students work on their own and complete the text about typical British weddings. Students check answers in pairs. Check answers with the class. You can tell students that the best man also makes a speech. Ask if they are surprised by anything that happens at a British wedding.

5 Students work on their own and fill in the gaps in sentences 1–4. Check answers with the class. Then put students into groups to discuss the questions. If you have a multinational class, group different nationalities together. If you have a monolingual class, ask students to discuss what happened at the last wedding they went to.

3 Jobs p187

Language

an architect, an optician, a mechanic, a soldier, a model, an electrician, a farmer, a PA, a salesperson, a stewardess

When to use and time

Use any time after Lesson 3A. 15–20 minutes.

Procedure

1. Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Drill the words chorally and individually, focusing on word stress. Highlight the stress on *architect* /'ɑːkɪtekt/ and *mechanic* /mɪ'kænɪk/. Also teach *steward* (a male stewardess). Students cover the words in **1** and take turns to test each other on the vocabulary by pointing at the pictures and asking their partner what the job is.
2. Students do the exercise on their own or in pairs. Check answers with the class. Ask students to make a sentence with the 'incorrect' word.
3. Students do the exercise on their own. Then they work in pairs and discuss whether they agree with their partner's sentences.

EXTRA IDEA

- Divide the class into two teams and do a board race (see p21) to see how many jobs each team can remember.

4 Describing films p188

Language

a soundtrack, hilarious, predictable, depressing, brilliant, subtitles, terrible, difficult/easy to follow, unpredictable, be set in, be based on, star, be about

When to use and time

Use any time after Lesson 4A. 20–35 minutes.

Procedure

1. Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Drill the words with the class. Pay attention to the pronunciation of *hilarious* /hɪ'leərɪəs/, *terrible* /'terəbl/, *depressing* /dɪ'presɪŋ/, *predictable* /prɪ'dɪktəbl/, *unpredictable* /ˌʌnprɪ'dɪktəbl/ and *based*: /beɪst/.
2. Students match the adjectives on their own or in pairs. Check answers with the class. Students can work in pairs and test each other by one student saying one adjective and their partner giving the opposite adjective. Alternatively, say one of the adjectives and ask students if they think it describes good or bad films.
3. Students do the exercise on their own or in pairs. Check answers with the class. Elicit other places the film could be set in (e.g., space, the mountains, other countries) or other things a film can be based on (e.g., a true story or a famous person's life).
4. Students do the exercise on their own or in pairs. Check answers with the class.

EXTRA IDEAS

- Start the class by discussing films that are in the cinemas at the moment or students' favourite films.
- Students work in pairs and describe a film they have either liked or disliked. Encourage students to give reasons for their opinions.

5 Prepositions p189

Language

complain about/to, look for/at, shout at/to, talk to/about, work for/as

When to use and time

Use any time after Lesson 5C. 15–20 minutes.

Procedure

1. Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Encourage students to remember and record the verbs and prepositions as one phrase. Students can then work in pairs and test each other. For example, student A says *complain about* and student B says *the weather, the food*, etc.
2. Students do the exercise on their own then check answers in pairs. Check answers with the class.
3. Students do the exercise on their own. Check answers with the class. Students can then work in groups or move around the room and ask each other the questions. Ask students to share interesting answers with the class.

EXTRA IDEA

- Prepare a short text with incorrect prepositions for students to correct.

6 Physical appearance p190

Language

wavy hair, be going bald, a ponytail, a scar, a beard, a tattoo, a fringe, stubble, blonde hair, well-built, slim, smart, scruffy, handsome (men), pretty (women)

When to use and time

Use any time after Lesson 6A. 15–25 minutes.

Procedure

1. Students do the exercise on their own. Check answers with the class (see answer key on worksheet). Drill the vocabulary with the class. Pay particular attention to the pronunciation of *bald* /bɔːld/, *beard* /bɪəd/, *fringe* /frɪndʒ/, *stubble* /ˈstʌbl/, and the stress on *tattoo*. Point out that *stubble* is uncountable. Students can then work in pairs and test each other on the vocabulary by covering the words and taking turns to say a letter.
2. Students do the exercise on their own. Check answers with the class. Explain that *pretty* is used to describe women and *handsome* is used for men. Students can then work in pairs and take turns to describe someone they know well, using vocabulary from exercises **1** and **2**.
3. Students choose one of the people and write a description on their own. Put students into pairs. Students read their partner's descriptions and check they are correct.
4. Students work in pairs and ask each other the questions.

EXTRA IDEA

- Students write a description of someone in the class. Collect the descriptions and read them out to the class. Ask students to guess who they think is being described.

7 Holidays p191

Language

a 5-star hotel, sunbathe, dive, peaceful, go hiking, a guidebook, a youth hostel, historical monuments, a souvenir, lively

When to use and time

Use any time after Lesson 7A. 15–25 minutes.

Procedure

1. Students read the postcards quickly to find out who is having a beach holiday and who is having a city holiday. Check answers with the class (see answer key on worksheet).
2. Students do the exercise on their own before checking in pairs. Check answers with the class. Drill the phrases, paying particular attention to the pronunciation of *sunbathe* /ˈsʌnbeɪð/ and *souvenir* /ˌsuːvənˈɪə/.
3. Students do the exercise on their own. Check answers with the class. Students then work on their own and tick the sentences which are true for them. Students work in pairs and compare sentences. Encourage them to ask follow-up questions, for example, *Which guidebook do you usually read? When did you last go hiking?*

8 In the kitchen p192

Language

a bowl, a coffee maker, a cup, a dishwasher, a food processor, a fork, a glass, a kettle, a knife, a microwave, a mug, a plate, a saucer, a spoon, a toaster, a washing machine

When to use and time

Use any time after Lesson 8A. 15–20 minutes.

Procedure

1. Students do the exercise on their own, then check answers in pairs. Check answers with the class (see answer key on worksheet). Drill the words with the class, focusing on word stress. Highlight that in the compound nouns the stress is on the first word. Pay particular attention to the pronunciation of *saucer* /ˈsɔːsə/, *bowl* /bəʊl/ and *knife* /naɪf/.
2. Students do the exercise on their own or in pairs. Check answers with the class. Students work in pairs and take turns to name a category and respond with three items from that category.
3. Students do the wordsearch puzzle in pairs. The first pair to complete the puzzle wins.
4. Write the following quantifiers on the board: *a few, not many, a lot of, lots of, some* and *not any*. Students then work on their own and write sentences about the things they have in their kitchens. Put students into pairs. Students compare lists and find out what they both have in their kitchens. Students can also tell their partner which of the objects in the picture they would like to have. For example, *I'd like to have a dishwasher.*

9 Phrasal verbs p193

Language

get on/off something, set off/get back, put something on/take something off, turn something on/off, get into/out of something, turn something up/down, stand up/sit down, go up/down

When to use and time

Use any time after Lesson 9C. 25–35 minutes.

Procedure

1. Students do the exercise on their own, then check answers in pairs. Check answers with the class (see answer key on worksheet).
2. Students do the exercise on their own, then check answers in pairs. Check answers with the class. Students work in pairs and test each other. For example, student A says *take off* and student B says *put on*.

3 Students do the exercise on their own or in pairs. Check answers with the class.

4 Students work on their own and choose the correct phrasal verbs. Check answers with the class. Students work on their own and tick the sentences which are true for them. Students then compare sentences in pairs or groups. Alternatively, students can work in pairs to turn the sentences into questions, for example, *Are you going to watch TV when you get back home tonight?* Check these questions with the class. Students move around the room and try to find one person who has ticked each of the sentences. When they find someone who answers *yes*, they write that student's name on their worksheet and move on to talk to a different student.

10 Clothes p194

Language

a collar, a necklace, a sleeve, a bracelet, a zip, a vest, a lace/laces, tights, a handbag, earrings, a button, a belt, a glove/gloves, a scarf, knickers, a bra, pants, boxer shorts, jewellery, underwear

When to use and time

Use any time after Lesson 10D. 15–25 minutes.

Procedure

1 Students do the exercise on their own, then check answers in pairs. Check answers with the class (see answer key on worksheet). Students work in pairs and take turns to test each other by pointing at a picture for their partner to guess. Remind students that we can say *'a pair of ...* + plural noun: *gloves, pants,* etc.' Discuss which words are always plural. For example, we always say *jeans,* not ~~*a jeans*~~.

2 Ask students to explain why *sleeve* is the odd one out in question 1 (it's a part of an item of clothing; the other things are not). Students work on their own or in pairs. Check answers with the class. Ask why students have chosen each odd word out.

3 Students work in new pairs and do the crossword. Suggest that they begin with the longest words first. While they are working, monitor and check their crosswords. Check answers with the class.

EXTRA IDEA

- Go around the class asking each student to name one different item of clothing.

11 Phrases with *get* p195

Language

different meanings of *get (get a new car, get emails, get some milk, get home, get hot)*

When to use and time

Use any time after Lesson 11A. 20–30 minutes.

Procedure

1 Students work on their own and match the sentences with the pictures. Check answers with the class (see answer key on worksheet).

2 Students do the exercise in pairs. Check answers with the class. Use the examples to highlight that *get* is a very common verb with multiple meanings.

3 Students do the exercise on their own. Check answers with the class. They can then work in pairs and take turns to ask their partner the questions. Ask students to share interesting answers with the class.

4 Students do the exercise on their own. Remind students to think about the form of the verb they will need. Check answers with the class. Students then tick the sentences that are true for them. Put students into groups. Students compare sentences and ask follow-up questions if possible (for example, *Are your friends often late?, What do you do when you can't sleep?)*

12 Money p196

Language

coins, a credit card, a currency, a cashpoint/a cash machine, a cashpoint card, an exchange rate, notes, a tip, a PIN number

When to use and time

Use any time after Lesson 12A. 15–25 minutes.

Procedure

1 Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Check pronunciation of vocabulary, paying attention to the word stress of *currency*. Point out that in the compound nouns, the stress is on the first word: *exchange rate, credit card, cash machine* and *traveller's cheques*. Note that in US English, *cheque* is spelled *check*. In a restaurant the *bill* (UK English) is the *check* (US English). *PIN* is an acronym for Personal Identification Number. Students then work in pairs and test each other. One student says a number and the other says the word.

2 Preteach *change money*. Students do the exercise on their own, then check answers in pairs. Check answers with the class.

3 Students do the exercise on their own. Check answers with the class. If you have a multinational class, you may like to discuss the different currencies they use.

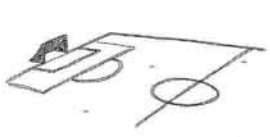
4 Students work in pairs or groups and take turns to ask and answer the questions in exercise **3**. If you have a multinational class, group different nationalities together. Ask students to share any interesting information with the whole class.

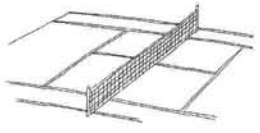
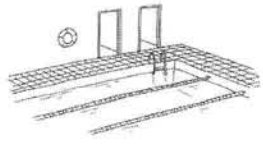
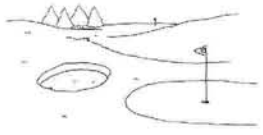
1 Sport

1 Look at the pictures of where people do sport. Write the places in gaps a)–e).

~~pitch~~ course court pool slope

a) *pitch* b) ..... c) ..... d) ..... e) .....



....

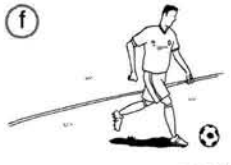
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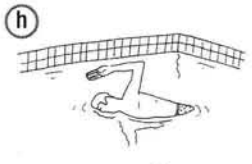
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2 **a)** Match these words to pictures f)–o).

basketball [*k*] football [ ] golf [ ] hockey [ ] rugby [ ] skiing [ ]
snowboarding [ ] swimming [ ] tennis [ ] volleyball [ ]

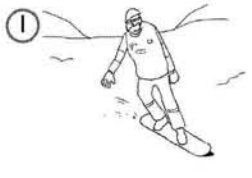
f) g) h) i) j)







k) l) m) n) o)




b) Write the sports in **2a)** under the pictures in **1**.

3 Fill in the gaps with words from **1** and **2**.

1 We watched some volleyball on the outdoor *court* .
2 ..... and ..... are popular sports in the French mountains.
3 I want to go to that new golf ..... .
4 The football ..... was too wet because of the heavy rain.
5 Most ..... players are very tall.
6 The water in the swimming ..... was really cold!

4 Choose the correct words in these sentences. Then tick (✓) the sentences that are true for you.

1 There are lots of football *pitches/courts* in my city.
2 I can go skiing on the *course/slopes* near my city.
3 My city has some golf *courses/courts*.
4 I don't like swimming in *pools/courts*. I prefer the sea.
5 I can't go *skiing/rugby* in my country because there's no snow.
6 At school we played *basketball/hockey* on an indoor court.
7 A lot of people in my country play *snowboarding/golf*.

VOCABULARY PLUS: PHOTOCOPIABLE

1 b slopes c court d pool e course **2** a) football f; golf g; hockey n; rugby m; skiing j; snowboarding l; swimming h; tennis i; volleyball o
b) **pitch:** football, hockey, rugby; **slopes:** skiing, snowboarding; **court:** basketball, tennis, volleyball; **pool:** swimming; **course:** golf
3 2 Snowboarding, skiing 3 course 4 pitch 5 basketball 6 pool **4** 2 slopes 3 courses 4 pools 5 skiing 6 basketball 7 golf

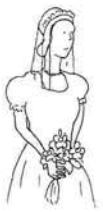
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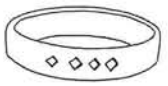
2 Weddings

1 Look at the pictures of people and things connected to weddings. Match the words to pictures a)–h).

day [h] cake [ ] ring [ ] ceremony [ ] dress [ ] groom [ ] invitation [ ] bride [ ]

a) 

b) 

c) 

d) 

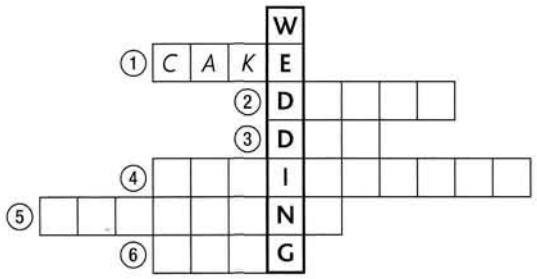
e) 

f) 

g) 

h) 

2 Which of the words in 1 can we use with *wedding*? Complete the puzzle to find out.



3 Match the verbs in A to the words/phrases in B.

A	B
1 propose	a) invitations
2 send	b) to someone
3 go to	c) the reception
4 make	d) a speech
5 go to	e) married
6 get	f) a wedding
7 give	g) the cake
8 go on	h) honeymoon
9 cut	i) presents

4 Read this description of a typical British wedding. Fill in the gaps with words/phrases from 1 and 3.

In Britain, the man usually [1] *proposes* to the woman and she usually says 'yes'. Before they [2] ..... married, the couple [3] ..... invitations to their friends and family. The wedding [4] ..... is very special. Many people have their wedding [5] ..... in a church. The bride usually wears a white wedding [6] ..... and the groom usually wears a suit. During the wedding ceremony the groom gives his new wife a wedding [7] ..... . After the ceremony the guests go to the [8] ..... . The bride and groom [9] ..... the wedding cake and the guests [10] ..... them presents. The bride's father [11] ..... a speech about the bride and groom. After the reception the bride and groom go on their [12] ..... .

5 Fill in the gaps with words/phrases from 3. Then answer the questions about weddings in your country.

1 Where do people ..... married?
2 Do people ..... speeches? If so, who?
3 Do the guests ..... presents? If so, what kind of presents?
4 Do the bride and groom ..... a honeymoon? If so, where do they usually go?

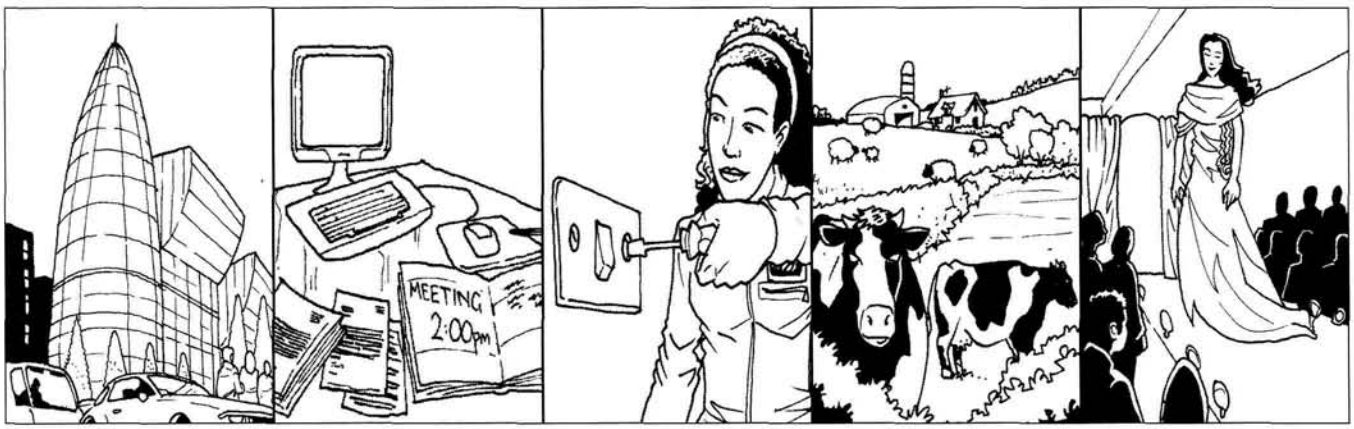
1 cake f; ring c; ceremony e; dress g; groom a; invitation d; bride b 2 2 dress 3 day 4 invitation 5 ceremony 6 ring
3 2 a 3 c 4 d 5 f 6 e 7 i 8 h 9 g 4 2 get 3 send 4 day 5 ceremony 6 dress 7 ring 8 reception 9 cut 10 give 11 makes
12 honeymoon 5 get 2 make 3 give 4 go on

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3 Jobs

1 Match these jobs to pictures 1–10.

~~an architect~~ an optician a mechanic a soldier a model an electrician a farmer
a PA (personal assistant) a salesperson a stewardess



1 *an architect* 2 ..... 3 ..... 4 ..... 5 .....



6 ..... 7 ..... 8 ..... 9 ..... 10 .....

2 Choose the correct word in each sentence.

1 I had to take my car to the *electrician/mechanic* this morning.
2 I can't see the board in class. I think I need to go to the *architect/optician*.
3 The *PA/farmer* is arranging a meeting for his boss.
4 The *model/stewardess* helped me during the flight.
5 The *farmer/salesperson* often has to travel at the weekend.

3 Complete the sentences with a job from 1.

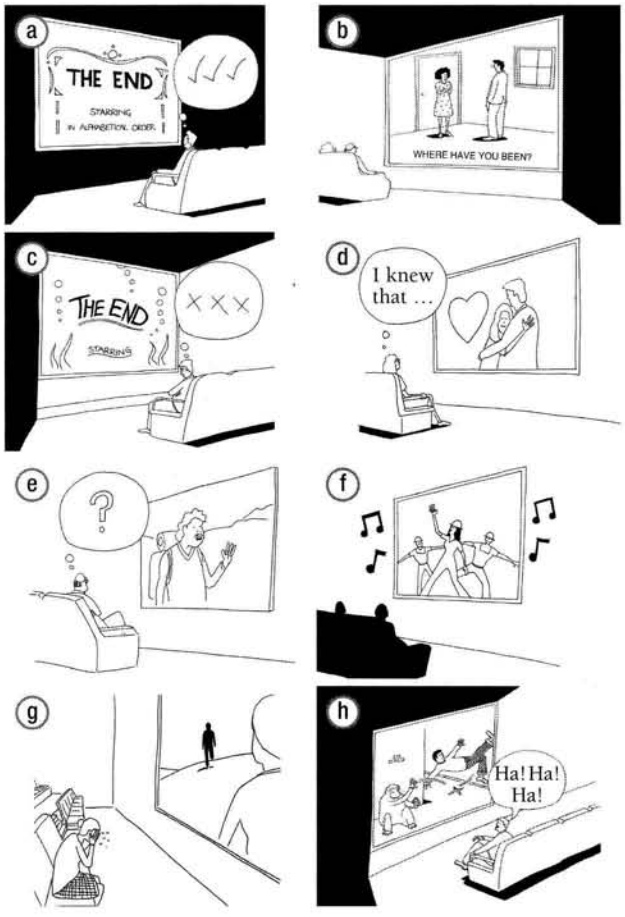
1 A/An ..... has a good salary.
2 You have to have a degree to be a/an ..... .
3 A/An ..... has to work long hours.
4 I think being a/an ..... is easy.
5 You don't have to have a degree to be a/an ..... .
6 I think being a/an ..... is very dangerous.
7 I wouldn't like to be a/an ..... .
8 A/An ..... gets paid a lot of money.
9 I'd love to be a/an ..... .
10 I think being a/an ..... is quite boring.

1 1 an architect 2 a PA 3 an electrician 4 a farmer 5 a model 6 a soldier 7 a stewardess 8 a mechanic 9 an optician 10 a salesperson
2 1 mechanic 2 optician 3 PA 4 stewardess 5 salesperson

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4 Describing films

1 Read sentences 1–8. Match the words in bold to pictures a)–h).



1 It had a great **soundtrack**! I'm going to buy the CD so I can listen to all the songs again. [f]
2 The film was **hilarious**. I couldn't stop laughing! [ ]
3 It had a really **predictable** ending. I knew what was going to happen. [ ]
4 It was so **depressing**. I cried at the end of the film. [ ]
5 The film was **brilliant**. It's the best film I've seen all year. [ ]
6 I read the English **subtitles** and listened to the film in Spanish. [ ]
7 It was a **terrible** film – the worst film I've ever seen. [ ]
8 The story was **difficult to follow**. I couldn't understand what was happening. [ ]

2 Match adjectives **1–4** to their opposites a)–d).

1 hilarious	a) terrible
2 predictable	b) easy
3 difficult	c) depressing
4 brilliant	d) unpredictable

3 Match phrases **1–4** to phrases a)–d).

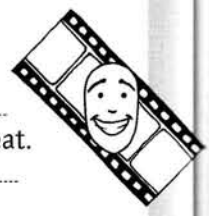
1 It's set in	a) Renee Zellweger.
2 It's based on	b) London.
3 It stars	c) a woman looking for the perfect man.
4 It's about	d) a book of the same name.

4 Read parts of four film reviews. Fill in the gaps with words from **1**, **2** and **3**.

A

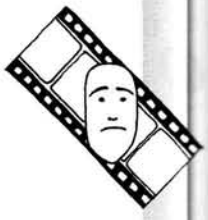
It's [1]..... in Thailand and it [2]..... Leonardo di Caprio. It's [3]..... on a book of the same name and it's [4]..... a young man travelling around the country.

B



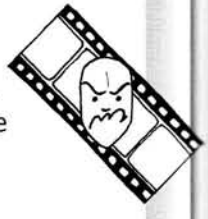
The acting was [5]....., the plot was really [6]..... to follow and the music was great. Go out and buy the [7]..... and sing the songs at home.

C



I laughed a lot because it was [8]....., but I thought the ending was too [9]..... – I knew what was going to happen. A good film but a [10]..... ending!

D



The plot was too [11]..... to follow, and I couldn't read the [12]..... so I didn't understand everything!

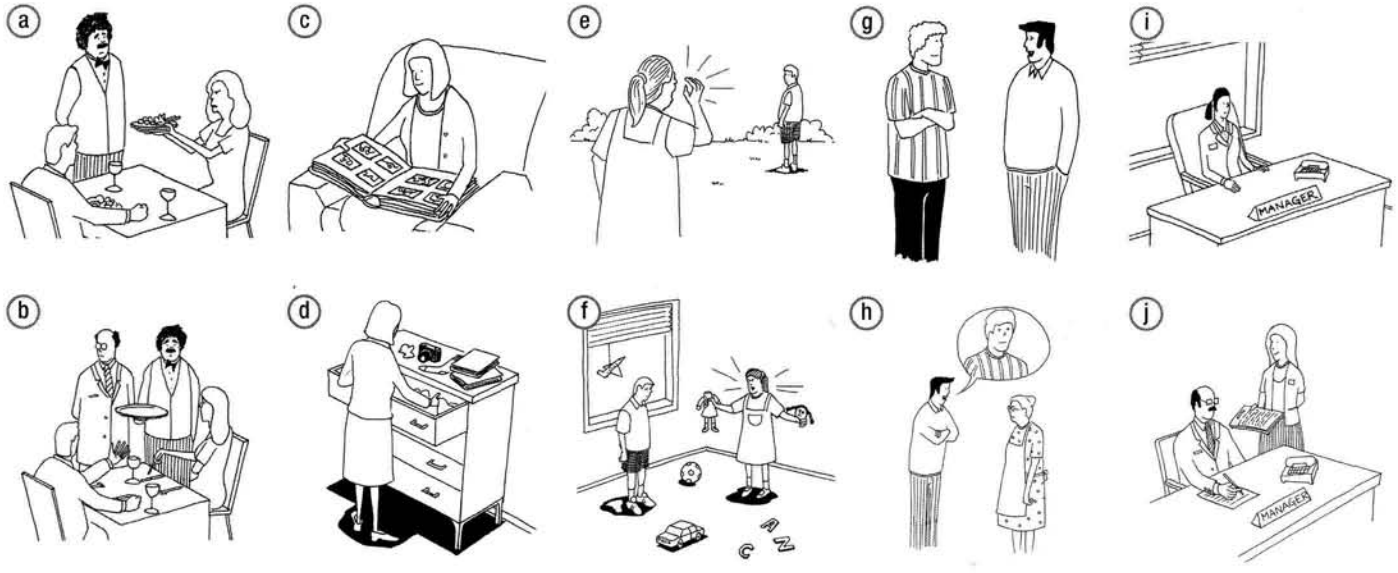
1 f 2 h 3 d 4 g 5 a 6 b 7 c 8 e **2** 1 c 2 d 3 b 4 a **3** 1 b 2 d 3 a 4 c **4** 1 set 2 stars 3 based 4 about 5 brilliant 6 easy 7 soundtrack 8 hilarious 9 predictable 10 terrible 11 difficult 12 subtitles

VOCABULARY PLUS: PHOTOCOPIABLE

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5 Prepositions

1 Match sentences 1–10 to pictures A–J.



1 They're **complaining about** the waiter.	a	2 They're **complaining to** the waiter.	
3 She's **looking for** some photos.		4 She's **looking at** some photos.	
5 She's **shouting at** her brother.		6 She's **shouting to** her brother.	
7 He's **talking to** his friend.		8 He's **talking about** his friend.	
9 She **works for** a manager.		10 She **works as** a manager.	

2 Circle the correct prepositions.

1 I talked (to)/*about* my boss *to/about* my salary.
2 He complained *to/about* the room *to/about* the hotel manager.
3 I shouted *to/at* my friend because she broke my mobile phone.
4 She works *for/as* a pilot *for/as* British Airways. She flew to Italy yesterday.
5 She spent all day looking *at/for* her keys but she couldn't find them.
6 I shouted 'Hello!' *to/at* my sister, but she was too far away to hear me.
7 Mike held my hand, looked *at/for* me and asked, 'Will you marry me?'.

3 Fill in the gaps with the correct preposition from 1. Then answer the questions for you.

1 Have you ever complained *about* something in a hotel?
2 What do men/women like to talk ..... ?
3 Did you talk ..... anyone on the phone yesterday?
4 How often do you look ..... old photos?
5 Which company/Who would you like to work ..... in the future?
6 Have you ever shouted ..... a taxi driver because he was driving too fast?

VOCABULARY PLUS: PHOTOCOPIABLE

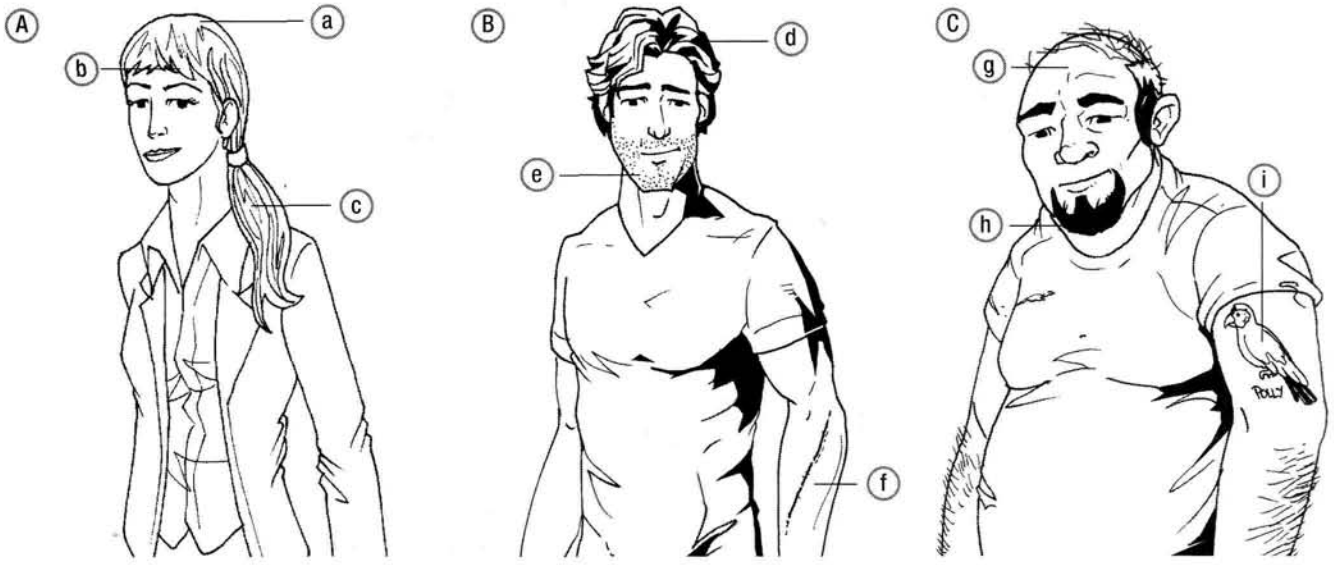
1 1 b), 2 a), 3 d), 4 c), 5 f), 6 e), 7 g), 8 h), 9 j), 10 i) 2 1 about 2 about, to 3 at 4 as, for 5 for 6 to 7 at
3 2 about 3 to 4 at 5 for 6 at

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6 Physical appearance

1 Match these words/phrases to pictures a)–i).

wavy hair [d] be going bald [ ] a ponytail [ ] a scar [ ] a beard [ ]
a tattoo [ ] a fringe [ ] stubble [ ] blonde hair [ ]



2 Match people A–C to words 1–6.

1 well-built *B* 2 slim ..... 3 smart ..... 4 scruffy ..... 5 handsome ..... 6 pretty .....

3 Look at these two pictures from a dating agency. Choose one and write a short description of the person.





4 Write your answers to these questions.

1 Is it OK for men/women in your country to have tattoos ?
2 Which famous person do you think is handsome/pretty?
3 Who is your perfect man/woman? What does he/she look like?
4 Do you have any scars?
5 When did you last wear some smart clothes?

1 be going bald g; a ponytail c; a scar f; a beard h; a tattoo i; a fringe b; stubble e; blonde hair a 2 A 3 A 4 C 5 B 6 A

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7 Holidays

1 Read the postcards. Who is having a holiday in a city? Who is having a beach holiday?

A

We're staying in a beautiful [1]5-star **hotel** with great views of the sea. It's really hot so we [2]**sunbathe** all day. In the evening it's quiet and [3]**peaceful**. I've always wanted to learn to [4]**dive** so I'm starting a diving course tomorrow. Next week we're going to the mountains to [5]**go hiking** for a few days. We've got a good [6]**guidebook** so we're hoping to see some interesting things on the way!
Love,
Gary and Meg

Mr + Mrs J
44 Brook L
Southfields
Slough,
Berkshire.
SL71 5TR

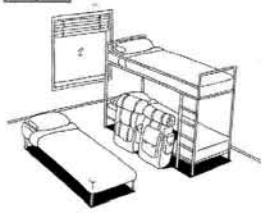
B

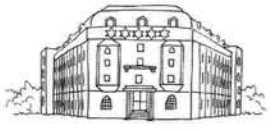
I'm staying in a small [7]**youth hostel** and I'm having a great time! There's so much to do here. I've seen the local markets and lots of [8]**historical monuments**. Yesterday I looked around some shops and bought some great [9]**souvenirs**. There are lots of bars and nightclubs – it's a really [10]**lively place**.
See you next week.
Lots of love,
Tracey

John Har
214 Cherry D
Morcombe,
Reading,
Berkshire.
RE29 1BB

2 Match the words/phrases 1–10 in **bold** in the postcards to pictures a)–j).

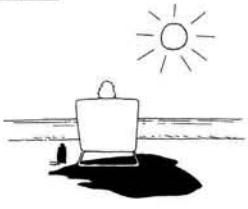
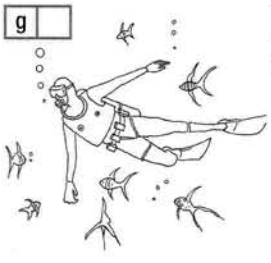
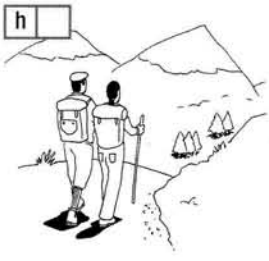
a 7 b c d e






f g h i j



3 Fill in the gaps with the correct form of the words/phrases in **bold** in 1. Then tick (✓) the sentences that are true for you.

1 I usually read a ..... before I go on holiday.
2 I like ..... in the mountains when I'm on holiday.
3 I usually buy lots of ..... . I bought a small red bus when I went to London.
4 I love quiet and ..... places where I can relax on the beach all day.
5 I love places with lots of ..... bars and nightclubs.
6 I'd like to ..... and see all the colourful fish.
7 I'm interested in history. When I go on holiday, I like visiting lots of ..... .
8 I love ..... on a sunny beach all day. That's the best holiday for me.
9 I often stay in a ..... on holiday. It's cheaper than a hotel.
10 I have a friend who always stays in a ..... because the service is really good.

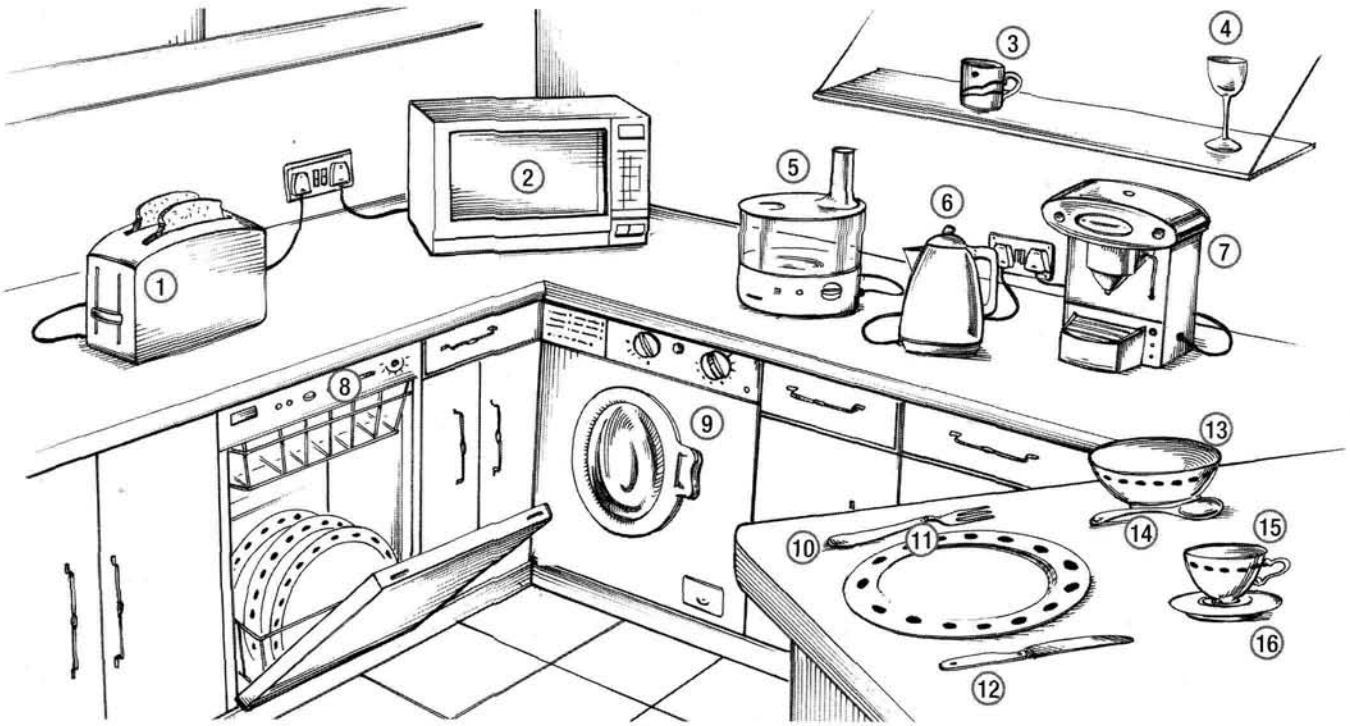
1 city holiday: Tracey; beach holiday: Gary and Meg 2 a 7 b 6 c 1 d 9 e 10 f 2 g 3 h 5 i 4 j 8 3 1 guidebook 2 going hiking 3 souvenirs 4 peaceful 5 lively 6 dive 7 historical monuments 8 sunbathing 9 youth hostel 10 5-star hotel

Instructions p183
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8 In the kitchen

1 Match the words to the pictures 1–16.

a bowl [13] a coffee maker [ ] a cup [ ] a dishwasher [ ] a food processor [ ] a fork [ ]
a glass [ ] a kettle [ ] a knife [ ] a microwave [ ] a mug [ ] a plate [ ] a saucer [ ]
a spoon [ ] a toaster [ ] a washing machine [ ]



2 Write the words from 1 in the table.

Machines in the kitchen	Things used when eating	Things used when drinking
	a bowl	

3 Find the words from 1 in the puzzle.

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

4 Write what you have in your kitchen.

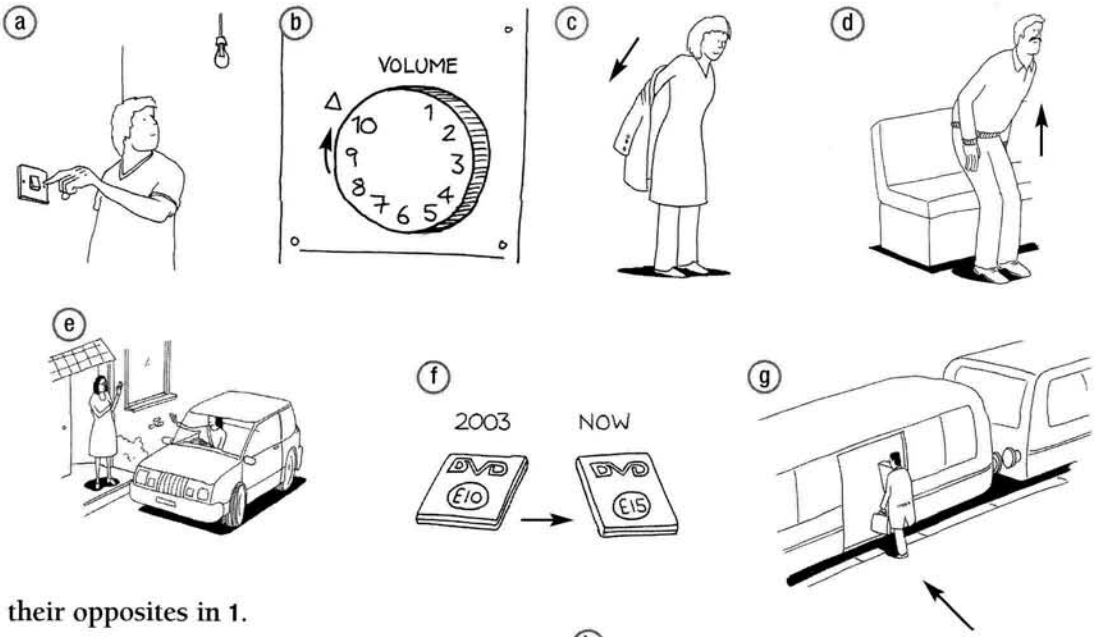
1 a coffee maker 7; a cup 15; a dishwasher 8; a food processor 5; a fork 10; a glass 4; a kettle 6; a knife 12; a microwave 2; a mug 3; a plate 11; a saucer 16; a spoon 14; a toaster 1; a washing machine 9 2 **machines:** coffee maker, dishwasher, food processor, kettle, microwave, toaster, washing machine; **used when eating:** fork, knife, plate, spoon; **for drinks:** cup, glass, mug, saucer

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9 Phrasal verbs

1 Match verbs 1–8 to pictures a)–h).

1 set off ...e...
2 get on .....
3 put on .....
4 turn on .....
5 get into .....
6 turn up .....
7 stand up .....
8 go up .....



2 Match these verbs to their opposites in 1.

a) take off ...put on...
b) go down .....
c) turn off .....
d) get out of .....
e) turn down .....
f) get back .....
g) sit down .....
h) get off .....

3 Write the opposite of these sentences.

1 He put on his glasses. *He took off his glasses.*
2 She got into the taxi. .....
3 He turned up the music. .....
4 The students stood up. .....
5 She got off the bus. .....
6 They got back at midnight. .....
7 The price of computers went down. .....
8 He turned on the TV. .....

4 Circle the correct phrasal verb in these sentences. Then tick the sentences that are true for you.

1 I'm going to watch TV when I *get on/(get back)* home tonight.
2 In primary school, I had to *stand up/get off* when the teacher came into the classroom.
3 The last time I went on holiday I *set off/went up* very early.
4 My children never *turn off/take off* the lights when they leave a room.
5 I've asked my neighbours to *turn down/go down* their music late at night.
6 I always *put on/get on* my right shoe before my left one.
7 I *go up/turn up* my music when nobody is in the house.
8 I *turn on/take off* the TV as soon as I get home.
9 The prices of fresh fruit and vegetables *go up/turn up* every winter.
10 I never *go down/take off* this ring.

---

1 2 g 3 c 4 a 5 h 6 b 7 d 8 f 2 b) go up c) turn on d) get into e) turn up f) set off g) stand up h) get into 3 2 She got out of the taxi. 3 He turned down the music. 4 The students sat down. 5 She got on the bus. 6 They set off at midnight. 7 The price of computers went up. 8 He turned off the TV. 4 2 stand up 3 set off 4 turn off 5 turn down 6 put on 7 turn up 8 turn on 9 go up 10 got on

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10 Clothes

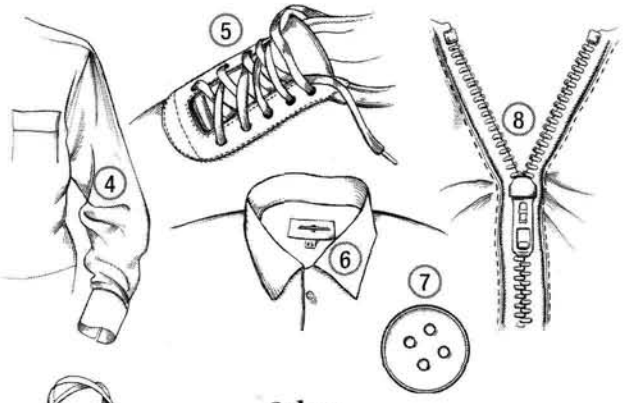
1 Match these words to pictures 1–18.

a collar [6]	a necklace [ ]	a sleeve [ ]	a bracelet [ ]	a zip [ ]	a vest [ ]	laces [ ]	tights [ ]	a handbag [ ]
earrings [ ]	a button [ ]	a belt [ ]	gloves [ ]	a scarf [ ]	knickers [ ]	a bra [ ]	pants [ ]	boxer shorts [ ]

Jewellery



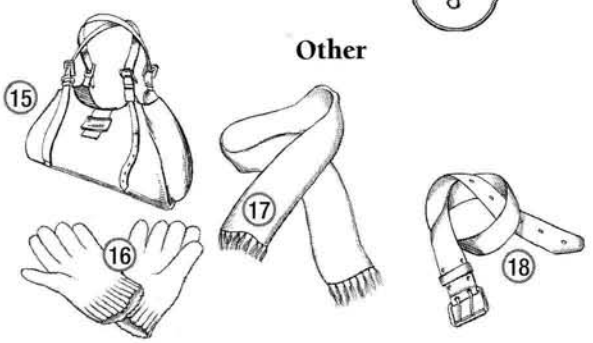
Parts of clothes



Underwear



Other

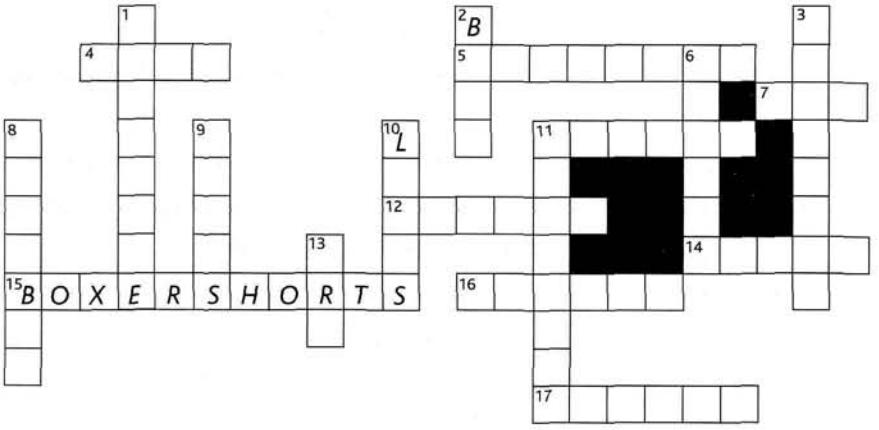


2 Which word is the odd one out?

1 handbag (sleeve) gloves scarf
2 necklace pants boxer shorts vest
3 sleeve zip tights button
4 collar necklace earring bracelet
5 bra boxer shorts knickers tights
6 belt collar sleeve button

3 Complete the crossword with these words from 1.

~~boxer shorts~~
bracelet
earrings
knickers
necklace
handbag
button
collar
gloves
sleeve
tights
laces
pants
scarf
belt
vest
bra
zip



1 a necklace 1; a sleeve 4; a bracelet 2; a zip 8; a vest 11; laces 5; tights 12; a handbag 15; earrings 3; a button 7; a belt 18; gloves 16; a scarf 17; knickers 14; a bra 9; pants 13; boxer shorts 10 2 2 necklace (not underwear) 3 tights (not 'parts of clothes') 4 collar (not jewellery) 5 boxer shorts (not women's underwear) 6 belt (not part of a shirt) 3 1 necklace 2 belt 3 knickers 4 vest 5 earrings 6 gloves 7 zip 8 handbag 9 pants 10 laces 11 across button 11 down bracelet 12 collar 13 bra 14 scarf 15 boxer shorts 16 sleeve 17 tights

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11 Phrases with *get*

1 Match sentences 1–5 to pictures a)–e).

1 I'm going to **get** a new car. ___b___

2 I **get** emails every day. _____

3 Oh dear – I need to **get** some more milk. _____

4 I **get** home at 6 pm. _____

5 It **gets** really hot in here. _____

a)



b)



c)



d)



2 Match the meanings of *get* in sentences 1–5 in 1 to these meanings.

a) go somewhere and bring back someone or something ___3___

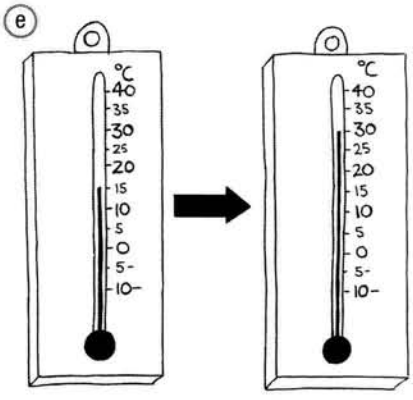
b) become _____

c) buy _____

d) arrive _____

e) receive _____

e)



3 Match *get* in these sentences to meanings a)–e) in 2.

1 What time did you get home yesterday? ___a___

2 What did you get your mother for her last birthday? _____

3 When did you last get a letter? _____

4 Did you get ill last winter? _____

5 Do you have to get anything from the shops today? _____

4 A common meaning of *get* + adjective is *become*. This shows that something is changing. Complete these sentences using the correct form of *get* and an adjective from the box. Then tick the sentences which are true for you.

~~angry~~	cold	dark	light	better	worse	hungry	tired

1 I ___get angry___ when my friends are late.

2 When it _____ at 5 a.m., I can't sleep any more.

3 I _____ really _____ now. I think we should have a break.

4 I always _____ at 11 a.m. if I don't have breakfast.

5 My English _____ . Now I can understand films in English.

6 I used to understand French really well, but now I think my French _____ .

7 In winter I like to get home before it _____ .

8 Yesterday it was 10° but today it is 3°! It _____ .

VOCABULARY PLUS: PHOTOCOPIABLE

2 a 3 d 4 c 5 e **3** b) 5 c) 1 d) 4 e) 2 **4** 2 b 3 a 4 e 5 d **5** 2 gets light 3 'm getting, tired 4 get hungry 5 is getting better/has got better 6 is getting worse/has got worse 7 gets dark 8 's getting colder

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12 Money

1 Match these words to 1–10 in the pictures.

coins [8] a credit card [ ] traveller's cheques [ ] a currency [ ] a cashpoint/a cash machine [ ]
a cash card [ ] an exchange rate [ ] notes [ ] a tip [ ] a PIN number [ ]



2 Fill in the gaps in these sentences with words/phrases from 1.

1 I couldn't remember my *PIN number* yesterday when I went to the ..... so I couldn't get any money out!
2 I need to change some euros into yen. Do you think the ..... is good at the moment?
3 Next week I'm flying to Australia. I'm getting some ..... because I don't want to carry a lot of cash.
4 Yesterday I went out to eat with some friends. I left a big ..... because the service was excellent.
5 I didn't have enough cash or traveller's cheques so I had to pay by ..... .
6 I'm going to Colombia next month. The ..... there is the peso, isn't it?

3 Fill in the gaps with the singular or plural form of the words/phrases from 1.

1 Do you usually pay for things by cash or *credit card* ?
2 How often do you go to a ..... to get some money out?
3 Do you have any ..... in your pockets?
4 Do you give ..... to waiters, taxi drivers and hairdressers?
5 Are there famous people on your country's ..... ?
6 Do you usually take cash or ..... when you go on holiday?
7 Does your currency have a good ..... to the US dollar at the moment?
8 Have you ever forgotten your ..... at a cash machine?

4 Write your answers to the questions in 3.

---

1 a credit card 9; travellers cheques 6; currency 4; a cashpoint/a cash machine 2; a cash card 3; an exchange rate 5; notes 7; a tip 10; a PIN number 1 2 2 exchange rate 3 travellers cheques 4 tip 5 credit card 6 currency 3 2 cashpoint/cash machine 3 coins 4 tips 5 coins/notes 6 travellers cheques/a credit card 7 exchange rate 8 PIN number

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Study Skills

Instructions

There are five Study Skills worksheets (p201–p206). The aim of these worksheets is to help students become better and more independent learners. The worksheets are designed to be used in class, offering a change of pace and focus for both teacher and students.

1 Using a monolingual dictionary p201

Aim

To raise students' awareness of information that can be found in a monolingual dictionary and to give practice in searching for information about words.

When to use and time

Use any time after lesson 1D. 20–30 minutes.

Preparation

Photocopy one worksheet for each student. A class set of monolingual dictionaries would be useful.

Procedure

1 Give a copy of the worksheet to each student. Focus students on the title of the worksheet. Check students understand *monolingual*. Students work in pairs and discuss what information they can find in a monolingual dictionary. Ask students to share their answers with the class.

2 **a)** Set the scene by asking students if they like pizza and if so, what types of pizza they like. Ask them to read the advert on the worksheet and answer the questions.

b) Students read the advert again and match the words in bold (a–g) to the parts of speech (1–7). If students seem unfamiliar with this, give examples of nouns (e.g., *a pizza*), verbs (e.g., *eat*), etc. on the board first. Then do *tired* and *food* together before encouraging students to work on their own. Check answers with the class.

2b 3c 4d 5g 6e 7a

c) Students write the parts of speech next to the abbreviations. Point out that dictionaries use a number of abbreviations and symbols and that these may vary from dictionary to dictionary. If you have the *Cambridge Essential English Dictionary* (*CEED*), ask students to check the explanations of abbreviations and symbols on pages vi and vii before completing the matching task.

a adjective b adverb c countable noun d verb
e conjunction f uncountable noun g preposition

3 Ask students to look at the example for *ingredient* and point out the symbol for word stress and the way phonemes are written. Remind students of the phonemic table in their Student's Book (p159) or ask them to find one in the dictionary they are using. Elicit the correct pronunciation from the class and drill if necessary.

Students use their dictionaries to find and mark the word stress on the words in the exercise.

delicious vegetarian organic special

4 **a)** Ask students if they know any words in their own language which have more than one meaning and to give examples if possible. Explain that it is important to check the meaning of words carefully in dictionaries (many words in English have more than one meaning). Students read the entry for *tired* on the worksheet and choose the correct meaning of *tired* in the context of the advert (meaning 2).

b) Tell students that many dictionaries show collocations in **bold**. Ask them to read the dictionary entry for *tired* and use the words in bold to fill the gaps.

1 out
2 of doing

5 **a)** Focus students on the two adverts. Give students a few minutes to read the adverts and choose one thing they would like to eat from each advert. Ask students to tell the class their choices.

b) Put students into pairs, student A and student B. Students choose three words from adverts 1 or 2 they don't know and look them up in a dictionary. They answer the questions about each word. Encourage students to write down the meaning, part of speech and stress for each word.

c) Students work in pairs and take turns to teach each other their words. Finally, ask students to share their new words with the class.

EXTRA IDEAS

- With a strong class discuss the advantages and disadvantages of using a monolingual or a bilingual dictionary. Stress that it is helpful to use both types.
- Ask students to look up a selection of words from the Student's Book in both a bilingual and a monolingual dictionary. Ask them to compare the information they find and to note the advantages and disadvantages of each type of dictionary.

2 Your vocabulary notebook p202

Aim

To show students different ways of recording vocabulary and to make their own vocabulary notebooks more useful as a learning and revision aid.

When to use and time

Use any time after lesson 3B. 20–30 minutes.

Preparation

Photocopy one worksheet for each student. A class set of dictionaries would be useful.

Procedure

1 Students work in groups and discuss the questions. Groups then share their ideas with the whole class. You will probably find that most students write new vocabulary in lists in their notebooks with the English word or phrase and a translation in their own language. Encourage students who don't yet have a vocabulary notebook to start one.

2 **a)** Ask students to look at the Hungarian student's vocabulary list. Elicit what information is missing.

Examples of omissions are:
word stress has not been marked; the student hasn't written what part of speech the words are; no collocations have been recorded; there are no example sentences showing how to use the words in context.

b) Students look at the new list. Elicit in what way the list is improved.

Extra information in list 2: word stress; part of speech; collocations: *a high/low salary, to get sick pay;* examples of use: *He gets his salary at the end of the month. How many people does the company employ?;* the indefinite article *a* with countable nouns; regular verb; uncountable noun.

3 **a)** Put students into pairs, student A and student B. Student A looks up the words *flexible, promotion* and *boss* and student B looks up the words *apply, earn* and *opportunity*. They answer the questions (1–6). Encourage students to look back at Unit 3A, SB p20 and 3B SB p22 for help, as all these words are related to jobs/work.

Possible answers:
A
flexible (adj) [translation] opposite – *inflexible. I want a job with flexible working hours.*
a promotion [translation and phonemics] /prəməʊʃən/ *He hopes to get a promotion soon.*
a boss [translation] (informal) opposite – *employee. We have to do what she says – she's the boss.*

B
apply (regular verb) (applying; applied) [translation]; to **apply for** a job; *I'm going to apply for a job at the bank.*
earn (regular verb) [translation and phonemics] /ɜːn/ *He earns a good salary.*
an opportunity [translation] *In her job she gets the opportunity to travel.*

b) Students compare lists with their partner. They write down their partner's information in their notebooks to make a complete list.

4 **a)** Ask students to choose 6–8 words from the box and write entries for them in their notebooks, using dictionaries as necessary. While they are working, monitor and help students with any problems.

b) Put students into new pairs. Students compare lists and decide which list has more information. Encourage students to discuss what they have included in their lists and why they think this is useful.

3 Reviewing vocabulary p203

Aim

To raise students' awareness of the need for reviewing vocabulary and ways of doing this, by examining facts about short-term memory and reflecting on a variety of strategies for reviewing.

When to use and time

Use any time after lesson 5D. 15–25 minutes.

Preparation

Photocopy one worksheet for each student. A class set of bilingual or monolingual dictionaries would be useful.

Procedure

1 Dictate ten easy words and numbers for students to write. (e.g. *cinema, study, 152, children, department, languages, 650 846221, restaurant, 2004, newspaper*). Ask students whether they are good at remembering things. Give them 30 seconds to study the ten items. Then get them to cover these words and numbers and write them from memory. See who has the longest list at the end of a minute.

2 Ask students if they know the difference between short- and long-term memory. Explain if necessary (short-term memory = your ability to remember things you have just seen, heard or experienced; long-term memory = your ability to remember items and events that you learned or experienced a longer time ago.)

Pre-teach *store* (to keep information safe until you need to use it), *memorise* and *plus or minus* 2. Students read the article and answer questions 1 – 4. Check answers with the class.

1 15–30 seconds 2 7 (plus or minus 2) 3 practice
4 Because without practice, there is less chance that we will remember something correctly.

STUDY SKILLS: INSTRUCTIONS

3 a) Ask students to match the ways to review vocabulary to the pictures.

2b 3e 4d 5f 6a

b) Students do the exercise on their own. Encourage students to think of at least one more idea for reviewing vocabulary. Explain that there are many ways of reviewing vocabulary. Students should try a few different ways and use the ones that work best for them. What is important is that they review their vocabulary regularly.

c) Students work in groups and compare their answers. Then the groups tell the class which ways of reviewing were the most popular.

EXTRA IDEAS

- Get students to create a poster for reviewing vocabulary. They can list all the ways of reviewing vocabulary and students can write individual comments about how useful they found each method. The poster can be displayed on the classroom wall.
- Students choose a topic and produce their own vocabulary mind maps for homework. These can be displayed on the wall.

4 Spelling rules p204–p205

Aim

To review and practise spelling rules for doubling of consonants and changing *-y* to *-i*.

When to use and time

Use any time after lesson 7D. You can refer students to Language Summaries G2.1 SB p121, G3.3 SB p125 and G6.1 SB p131 for more information and examples of spelling rules. 20–30 minutes.

Preparation

Photocopy one student A worksheet and one student B worksheet for each pair of students.

Procedure

1 Start by asking students how their spelling is in English. Is spelling easier in their first language? Discuss why spelling in English can be difficult (often there is no sound/script relationship), but remind students that there are some rules for common spelling patterns. At the beginning of class you can put these questions on the board to encourage self-reflection:

How good is your spelling in English? Are you happy and confident? Or do you need a lot more practice?

Divide the class into two groups: A and B. Give a copy of the appropriate worksheet to each student.

Pre-teach *cool, join, smile* and *dream*. Students read the story and answer the questions. Tell them not to worry about the missing words at this stage.

1 on a beach (in Italy) 2 a guidebook/map
3 Switzerland 4 her ball 5 Jim went back to sit next to Lucy and dream of Switzerland.

2 a) Ask students to cover the story with a piece of paper. Students in group A read the rule on doubling consonants. Students in group B read the rule on changing *-y* to *-i*. Students work on their own and read the rules on their worksheet. Students then fill in the tables with the missing letters. While they are working, move around the room and help with any problems. Ask students to uncover the story. They then look at the words in bold in the story and check their answers. If necessary, check answers with the whole class.

A
Doubling consonants
hotter/hottest, swimming, sitting, stopped /stopping, showing, played/playing

B
Changing *-y* to *-i*
enjoying, prettier/prettiest, studied, crying, shyly, happily

3 a) Put one student from group A with one student from group B. Tell students to teach each other their spelling rule. Monitor the pairs and check that they have understood the rules correctly.

b) Students work on their own and write the correct form of the words in gaps 1–6 in their version of the story.

c) Students work in pairs and check their answers.

A
1 enjoying 2 prettier 3 studied 4 crying 5 shyly 6 happily

B
1 hottest 2 swimming 3 sitting 4 stopped 5 showed 6 playing

5 Words with different meanings p206

Aim

To extend students' knowledge of words with multiple meanings and give students practice in guessing meaning from context.

When to use and time

Use any time after lesson 9C. 20–25 minutes.

Preparation

Photocopy one worksheet for each student. A class set of monolingual dictionaries would be useful.

Procedure

1 Put students into pairs. Ask them to make a list of words in English with more than one meaning. Elicit ideas and write them on the board. Check students understand the meanings of each word.

2 **a)** Remind students of the topic of lesson 9C (problems in your neighbourhood) and write the phrase *late-night bars* on the board. Ask students to look at the dictionary entry for *bar* and decide which meaning is used in this phrase (meaning 1). Check students understand the other meanings.

b) Focus students on the words in the box (note that these words also come from lesson 9C in the Student's Book). Point out that these words also have more than one meaning. Students work on their own and match each word to two of the pictures. Encourage students to use dictionaries if necessary. Students check answers in pairs. Check answers with the class.

rubbish = [3]
park = [1] [6]
train = [5] [8]
play = [2] [7]

3 **a)** Students work on their own and choose the correct meaning of the words in bold. Encourage students to use the context to help them decide which meaning is correct. Focus students on the example before they start. Students should not use dictionaries for this exercise. Students check answers in pairs. Check answers with the class.

2b 3b 4a 5a 6a

b) Students do the exercise on their own, then check answers in pairs. If necessary, check students understand that they need to focus on the other meanings of the words in bold in **3a)**. Check answers with the class.

2 ring 3 fine 4 runs 5 flat 6 bright

4 **a)** Students look at the example of how to record words with different meanings and say whether they like it.

b) Ask them if they have suggestions for remembering words with more than one meaning. If they have no ideas, you could suggest drawing pictures to represent the different meanings or writing sentences to show a clear context.

EXTRA IDEA

- Put students into pairs. Ask each pair to write a short story using words with different meanings from the worksheet. Ask students to underline these words in their story. Students swap stories with another pair. Ask students to read the other pair's story and guess the meanings of the underlined words.

1 Using a monolingual dictionary

1 Work in pairs. What information can you find in a monolingual dictionary?

2 a) Read the advertisement. Would you like to try the pizza? Why?/Why not?

Are you [a]**tired** of eating the same old [b]**food**?
Why not [c]**live** and eat a little [d]**differently**?

Try our spicy [e]**and** delicious vegetarian pizza.
Made with fresh organic [f]**ingredients**.
Get yours today.

Now [g]**at** a special price of only £5.95.



b) Match the words in **bold** in the advert with the correct parts of speech 1–7.

1 countable noun [f]
2 uncountable noun [ ]
3 verb [ ]
4 adverb [ ]
5 preposition [ ]
6 conjunction [ ]
7 adjective [ ]

c) Look at these abbreviations from a dictionary. Match them to parts of speech 1–7 in **2b)**.

a) adj
b) adv
c) n (C)
d) v
e) conj
f) n (U)
g) prep

3 a) Look at the dictionary entry for *ingredient*. Notice how it shows the pronunciation and stress.

ingredient /ɪn'gri:diənt/ *noun*
one of the different foods that a particular type of food is made from: *I don't have the ingredients for a cake.*

b) Find these words from the pizza advert in the dictionary. Mark the stress on each word with a ˙.

spicy delicious vegetarian organic special

4 a) Some words have more than one meaning. Look at the dictionary entry for *tired*. Which is the correct meaning of *tired* in the pizza advert?

tired /taɪəd/ *adj*
1 feeling that you want to rest or sleep: *I'm too tired to go out tonight.* ◦*he was* ***tired out*** (= very tired) *by the end of the day.*

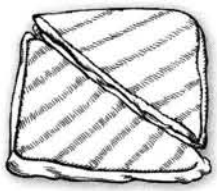
2 tired of doing something bored or angry about something that has happened too often: *I'm tired of listening to her problems.*

b) Fill in the gaps with the words in the dictionary entry.

1 tired .....
2 tired .... something

5 a) Read the adverts. Choose one thing you'd like to eat from each advert.

Advert 1



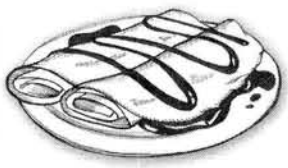
Our toasted sandwiches are worth getting excited about.

Purchase one and get a fresh green salad and your choice of soft drink free.

Our great range of fillings includes egg and tuna, melted cheese and mushroom, and beef sausage and tomato.

All at the incredibly low price of £2.50 each.

Advert 2



For dessert, choose from our chef's outstanding selection: home-made apple pie with cream, sticky toffee pudding or delicious chocolate and nut pancakes. Or if you prefer something lighter, try our fresh fruit salad served with low-fat ice cream. Perfect if you're counting the calories!

b) Work in pairs. Student A, choose three words from advert 1 you don't know. Student B, choose three words from advert 2 you don't know. Then look these words up in a dictionary and find out the **meaning**, the **part of speech** and the **stress** for each word.

c) Work with your partner. Take turns to teach each other the words you looked up.

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2 Your vocabulary notebook

1 Work in groups. Discuss these questions.

1 Where do you write the new words you learn?
2 What information do you write down to help you remember them?

2 a) Look at part of a Hungarian student's vocabulary list from lesson 3A in the Student's Book. What information about the words has she forgotten to write?

salary = fizetés
job = állás
employ = alkalmaz
sick pay = táppénz

b) Look at another student's vocabulary list. What extra information about the words does it contain?

salary /ˈsælərɪ/ = fizetés
a high/low salary
He gets a salary at the end of the month.

a job = állás
to find/have/get a job
to lose your job

employ /ɪmˈplɔɪ/ (regular verb) = alkalmaz
employ staff/workers
How many people does the company employ?

sick pay (uncountable noun) - táppénz
to get sick pay

3 a) Work in pairs, student A and student B. Look at the words in your list. Answer questions 1–6 about each word and write the information in your vocabulary notebook. Use a dictionary if necessary.

Student A	Student B
flexible	apply
promotion	earn
boss	opportunity

1 Where is the word stress?
2 What part of speech is it?
3 Write a translation.
4 Does it have an opposite? If yes, what is it?
5 Write down any collocations.
6 Write a phrase or a short sentence as an example.

an office (noun) = iroda
work in an office
She gets to the office at 8.30 every morning.

b) Work with your partner. Copy the information about your partner's words into your vocabulary notebook.

4 a) Look at these words from Units 1–3. Choose 6–8 words you want to remember. Write them in your vocabulary notebooks. Add extra information for each word.

volleyball job security gym break up engaged
jogging aerobics training decide unemployment
benefit charity department store instrument

b) Work in new pairs. Compare lists with your partner. Which list has more information?

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Instructions p198

3 Reviewing vocabulary

1 Listen to your teacher. Write the words on a piece of paper. Then do what your teacher tells you. How many words did you remember?

2 Read the article about short-term memory. Then answer questions 1–4.



What Can You Remember?

- Your short-term memory can store things for about 15 to 30 seconds. This is shorter than most of us think – a lot of people think it stores things for about ten minutes.
- You can store about seven things (plus or minus two) in your short-term memory at any one time. The size of the 'thing' we remember is also important, so it may be difficult to remember long telephone numbers. If we remember 01223 as the phone code for Cambridge, it becomes just one 'thing', and remembering other numbers after it becomes easier.

Researchers tell us that practice is very important. This means we need to look at and use the things we want to remember again and again in order to memorise them. If we do not practise, there is less chance we will store the information in our short-term memory correctly.

[Source : adapted from ATHERTON J S (2005) *Teaching and Learning:* Memory [On-line] UK: Available: *http://www.learningandteaching.info/learning/memory.htm Accessed:* 25 July 2005]

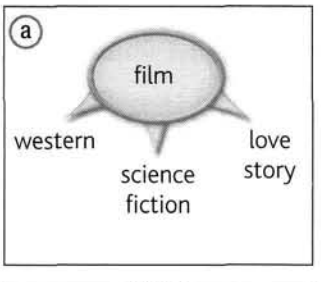
1 How long can people remember something when it first goes into their short-term memory?
2 How many things can people store in their short-term memory?
3 What do researchers say is important?
4 Why is this important?

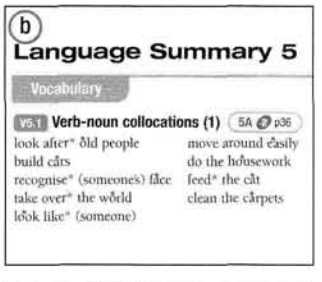
3 **a)** Match the ways to review vocabulary 1–6 with pictures a)–f).

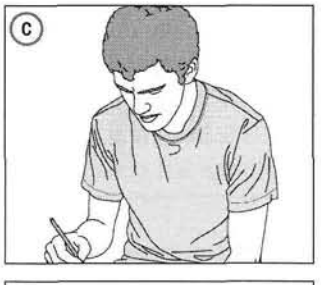
1) Write sentences or a paragraph and include some new words. [c]
2) Review a section of the Language Summary from the **face2face** Student's Book each night. [ ]
3) Review new language with the **face2face** CD-ROM practice activities. [ ]
4) Choose ten words from your vocabulary notebook to learn each day. Cover your list and try to remember the words. [ ]
5) Use cards – write a word on one side of the card and the meaning on the other. Test your memory by looking at one side of the card and saying/writing what is on the other side. [ ]
6) Make word maps with the words you want to remember. [ ]

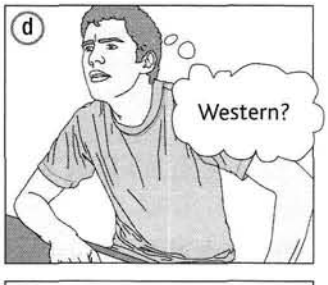
b) Tick (✓) the things in **3a)** that you have done. Then choose two ideas you would like to try. If possible, think of one other way to review vocabulary.

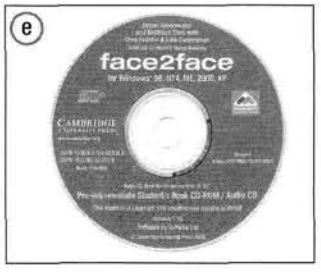
c) Work in groups. Compare your answers. Which are the most popular ideas?

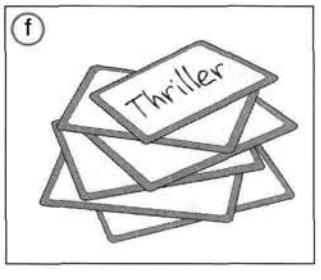












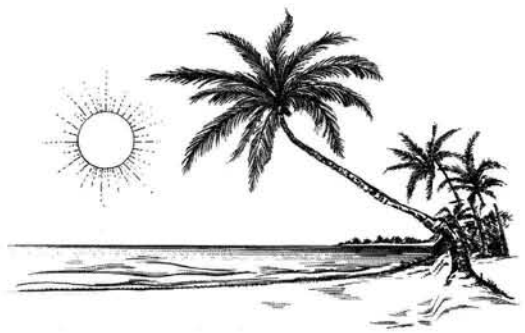
Instructions p198

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4 Spelling rules – Student A

1 Read about Jim and Lucy's holiday. Don't worry about the missing words. Answer these questions.

1 Where were Jim and Lucy?
2 What did Lucy have in her bag?
3 Where did she want to go?
4 What did Jim give to the little girl?
5 What did Jim do after the little girl ran away?



Jim and Lucy were [1] ..... their holiday. They were travelling around Europe and were on a small sunny beach in the south of Italy. It was the **hottest** day of their holiday so far. Jim was **swimming** in the sea and Lucy was **sitting** on the beach. This was a much [2] ..... beach than the last one they visited, she thought, but she wanted to go somewhere a bit cooler. She got out the guidebook from her bag and [3] ..... the map of Europe at the front of the book. Jim came over to join her. Lucy **stopped** reading and **showed** him the map.

'Perhaps we could go to Switzerland next. I'd love to go to the mountains,' she said. Jim agreed.

Just then they heard a noise and looked up. It was a little girl [4] ..... . The ball she was **playing** with was in the water, but she was too afraid to go in. Jim ran to get the ball and gave it to the little girl. She smiled [5] ..... and then ran away [6] ..... . Jim went back to sit next to Lucy and dream of Switzerland.

STUDY SKILLS: PHOTOCOPIABLE

2 **a)** Cover the story, then read the rules for doubling consonants. Fill in the gaps in each word in the table with one or two letters.

Doubling consonants

- When a one-syllable verb ends in consonant-vowel-consonant (e.g., *shop*), we usually double the last consonant when we add *-ed* or *-ing* (e.g., *shopped*).
- When a one-syllable adjective ends in consonant-vowel-consonant (e.g., *thin*), we usually double the last consonant when we add *-er* and *-est* (e.g., *thinner*, *thinnest*).
- When a verb or an adjective ends in *-y* (e.g., *fly*) or *-w* (e.g., *new*), we **don't** double the last consonant (e.g., *flying*, *newer*).

hot →	ho.....er/ho.....est
swim →	swi.....ing
sit →	si.....ing
stop →	sto.....ed/sto.....ing
show →	sho.....ing
play →	pla.....ed/pla.....ing

b) Look at the story again and check your answers.

3 **a)** Work with a student from Group B. Teach him/her your spelling rules.

b) Fill in the gaps in the story with the correct form of these words.

cry happy study shy pretty enjoy

c) Check answers and spelling with your partner.

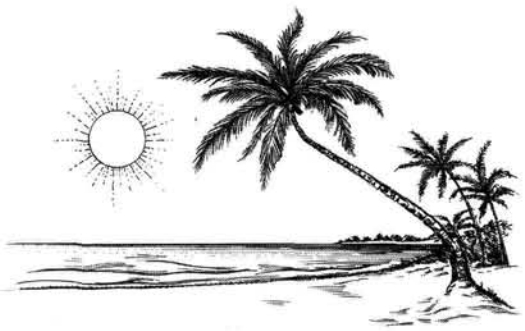
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Instructions p199

4 Spelling rules – Student B

1 **Read about Jim and Lucy's holiday. Don't worry about the missing words. Answer these questions.**

1 Where were Jim and Lucy?
2 What did Lucy have in her bag?
3 Where did she want to go?
4 What did Jim give to the little girl?
5 What did Jim do after the little girl ran away?



Jim and Lucy were **enjoying** their holiday. They were travelling around Europe and were on a small sunny beach in the south of Italy. It was the [1] ..... day of their holiday so far. Jim was [2] ..... in the sea and Lucy was [3] ..... on the beach. This was a much **prettier** beach than the last one they visited, she thought, but she wanted to go somewhere a bit cooler. She got out the guidebook from her bag and **studied** the map of Europe at the front of the book. Jim came over to join her. Lucy [4] ..... reading and [5] ..... him the map. 'Perhaps we could go to Switzerland next. I'd love to go to the mountains,' she said. Jim agreed.

Just then they heard a noise and looked up. It was a little girl **crying**. The ball she was [6] ..... with was in the water, but she was too afraid to go in. Jim ran to get the ball and gave it to the little girl. She smiled **shyly** and then ran away **happily**. Jim went back to sit next to Lucy and dream of Switzerland.

2 **a)** **Cover the story, then read the rules for changing *y* to *i*. Fill in the gaps in each word in the table with either *-i* or *-y*.**

Changing *y* to *i*

- When a verb ends in a consonant +*y* (e.g., *try*), we usually change the *-y* to *-i* when we add *-ed* (e.g., *tried*). We don't change *-y* to *-i* when we add *-ing* (e.g., *trying*).
- When a two-syllable adjective ends in consonant +*y* (e.g., *easy*), we usually change the *-y* to *-i* when we add *-er*, *-est* and *-ly* (e.g., *easier*, *easiest*, *easily*). One-syllable adjectives (e.g., *shy*) don't usually change.
- When a verb or an adjective ends in a vowel +*y* (e.g., *play*) we **don't** change *-y* to *-i* (e.g., *played*).

enjoy →	enjo.....ing
pretty →	prett.....er/prett.....est
study →	stud.....ed
cry →	cr.....ing
shy →	sh.....ly
happy →	happ.....ly

b) **Look at the story again and check your answers.**

3 **a)** **Work with a student from Group A. Teach him/her your spelling rules.**

b) **Fill in the gaps in the story with the correct form of these words.**

swim play sit show hot stop

c) **Check answers and spelling with your partner.**

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5 Words with different meanings

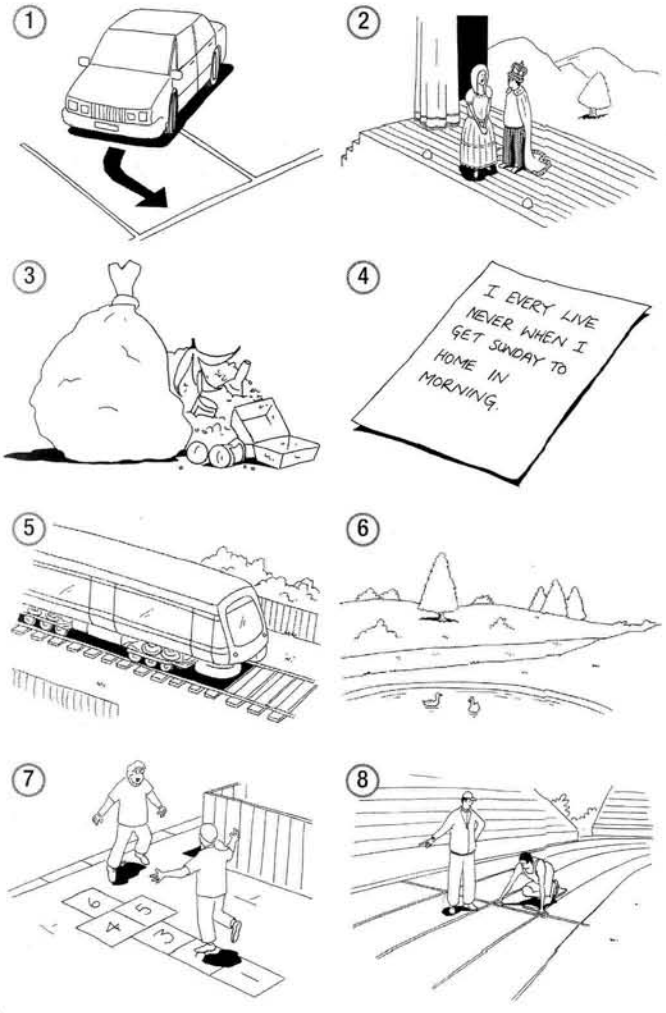
1 Work in pairs. Make a list of words you know that can have more than one meaning.

2 a) In lesson 9C in the Student's Book one of the possible problems in a neighbourhood is *late-night bars*. Look at the *Cambridge Essential English* entry for *bar*. Choose the correct meaning.

> **bar**[1] /ba:[r]/ *noun*
> **1** a place where alcoholic drinks are sold and drunk: *I met him in a bar in Soho.*
> **2** a small block of something solid: *a chocolate bar*
> **3** a long, thin piece of metal or wood: *There were bars on the windows.*

b) These words can also have more than one meaning. Match each word to two pictures. Use a dictionary if necessary.

rubbish	4 ☐	park	☐ ☐
train	☐ ☐	play	☐ ☐



3 a) Choose the correct meaning of the words in **bold** in these sentences.

1 I can't talk now. I'll give you a **ring** when I get home.
(a) a telephone call b) a piece of jewellery
2 She couldn't decide which **top** to put on with her jeans.
a) the highest part of an object
b) an item of clothing
3 It's going to be a **fine** day.
a) healthy b) sunny
4 The area where I live is very **flat** – it's good for cycling.
a) a place with no mountains b) a place to live in
5 He's such a **bright** student, I'm sure he'll pass his exam.
a) clever b) full of light
6 He's very busy. In the day he works as an accountant and at night he **runs** a bar.
a) is the manager of b) moves quickly

b) Fill in the gaps with the words in **bold** from **3a)**.

1 For her birthday she got a beautiful silver *ring* .
2 There was a restaurant with good views of the city at the *top* of the building.
3 I'm ..... now; my cold is much better.
4 He ..... 10 km every morning before work.
5 I'm going to buy that ground floor .....
6 The lights in the room were very ..... .

4 a) When you learn new words, it is useful to write down the different meanings. Look at one way of recording words with different meanings.

words with different meanings

bowl — a bowl
bowl — to bowl a ball

bat — a baseball bat
bat — a bat can fly

coach — a tennis coach
coach — to travel on a coach

b) Can you think of any ways to help you remember words with more than one meaning? Tell the class.

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Instructions p199

Progress Tests

Instructions

The Progress Tests (p211–p224) are designed to be used after students have completed each unit of the Student's Book. Each Progress Test checks students' knowledge of the key language areas taught in the unit. Some exercises and questions may also test students' knowledge of language taught in previous units.

It is helpful for students to have done the Review section at the end of each unit before doing a Progress Test. You can also encourage students to revise for the test by reviewing the relevant Language Summary in the back of the Student's Book and by doing exercises for that unit on the CD-ROM and in the Workbook. Note that Progress Test 6 also reviews items from units 1–5, and Progress Test 12 reviews items from the whole of the Student's Book.

- Allow students 25 minutes for each Progress Test, apart from Progress Tests 6 and 12, for which you should allow 50 minutes. You may wish to adjust this time depending on your class.
- Photocopy one test for each student. Students should do the tests on their own. You can either check the answers with the whole class at the end of the test or collect in the tests and correct them yourself. Keep a record of the test scores to help you monitor individual student's progress and for report writing at the end of the course.
- Progress Tests can also be given as homework for general revision.

Listening Tests

There is a listening section in Progress Tests 6 and 12 only. The corresponding recording scripts (R6.11 and R12.8) are in the answer key for the tests.

Both R6.11 and R12.8 have two separate sections. Focus on one section of the recording at a time. Allow students time to read through the questions for that section in the Progress Test before you start. Play that section of the recording without stopping and allow students to answer the questions. Then play the recording again without stopping. With low-level classes you may wish to play the recording a third time. Repeat this procedure for the other section.

Answer Key and Recording Scripts

Progress Test 1 p211

1 2 basketball 3 mountain biking/cycling 4 jogging 5 chess 6 yoga 7 skateboarding 8 judo

2 2 go to 3 play 4 do 5 go 6 do

3 (2 marks each) 2 Why do you like your job? 3 How many classes are you teaching today? 4 When did you start teaching? 5 What do you do at weekends? 6 Who's your favourite singer?

4 (2 marks each) 2 Anna usually goes to concerts once a week. 3 I don't go mountain biking very often. 4 My sister hardly ever drinks coffee. 5 We always do sport twice a week. 6 Do they play chess every weekend?

5 2 Neither have I. 3 So did I. 4 Oh, I don't. 5 Neither can I. 6 So am I. 7 Oh, I did.

6 (2 marks each) 2 did you have lunch in? 3 works there/in the restaurant? 4 did you look at (after lunch)? 5 does she finish (work)? 6 does she do? 7 's she interviewing (today)?

Progress Test 2 p212

1 2 became 3 sold 4 left 5 had 6 stopped 7 visited 8 died 9 lived 10 went

2 2 studied 3 didn't come 4 Did … start 5 didn't look 6 Did … buy

3 2 to 3 with 4 on 5 to 6 in

4 2 so 3 While 4 until 5 because

5 (2 marks each) 2 was waiting 3 was walking 4 weren't watching 5 were talking 6 was he doing

6 2 was travelling 3 was 4 started 5 was raining 6 got 7 decided 8 was waiting 9 saw 10 offered 11 asked

7 2 aren't you?; live 3 See 4 nice; hope 5 touch; you

Progress Test 3 p213

1 2 has to 3 had to 4A Do … have to 4B do 5 didn't have to 6A Did … have to 6B didn't

2 2 fill in 3 earn 4 apply 5 be 6 go for

3 2 'm sitting 3 'm having 4 am … doing 5 needs 6 help 7 tell 8 'm still learning 9 love 10 get 11 's/is coming

4 (2 marks each) 2 are you going? 3 does Jen (usually) finish work? 4 do you have lunch? 5 's/is your boss talking to?

5 2 visit/visitor 3 examination/examiner/exam 4 collection/collector 5 advertisement/advert/ad/advertising 6 decision 7 actor/actress 8 argument 9 cleaner 10 assistant/assistance 11 painter/paint

6 (2 marks each) 2 have to 3 worry 4 another time 5 couldn't 6 Oh, dear

Progress Test 4 p214

1 2 gave given 3 wrote written 4 saw seen 5 met met 6 heard heard 7 sold sold 8 read read

2 2 have 3 travelled 4 did … like 5 took 6 Have … taken 7 haven't 8 asked

3 2 boring 3 interesting 4 worried 5 frightening 6 interested

4 2 game shows 3 chat shows 4 soap operas 5 science fiction (sci-fi) 6 dramas 7 thrillers

5 (2 marks each) 2 was 3 studied 4 started 5 has played 6 has never laughed 7 won 8 made 9 has acted 10 had

Progress Test 5 p215

1 2 take 3 is doing 4 feeds 5 had 6 to spend 7 looks like 8 learning 9 recognise 10 was looking after

2 (2 marks each) 2 delete *retire* – insert *retiring* 3 delete *leaving* – insert *leave* 4 ✓ 5 delete *visiting* – insert *visit* 6 delete *coming* – insert *come*

3 2 to 3 for 4 on 5 about 6 for 7 out

4 2 is … going to 3 're not going to 4 Are … going to; 'm not 5 are going to 6 Is … going to; is

5 2 I'll 3 That'd be 4 give me a hand 5 Can you 6 shall we

6 (2 marks each) 2 Robots might take over the world by the year 3000. 3 Will we be able to make enough money at the disco? 4 I'm not going to do any housework this weekend. 5 I'm sure we'll have a wonderful time in Australia. 6 Why don't we ask Steve to organise the concert?

Progress Test 6 p216–p217

R6.11 **See p207 for instructions about administering the Listening Test.**

1

NATALIE OK, I have a question for you. What are your top five films of all time, Phil?

PHIL Oh, Natalie! That's really hard! Well, *The Godfather* is brilliant! I thought *The Lord of the Rings* was fantastic and I loved the first *Terminator* film … um, oh, *Star Wars*, of course! That's four. Well, I'm not sure if it's one of my favourites, but have you seen a film called *The Others*?

N No, I haven't. Is it any good?

P Yes, it's excellent. I saw it on DVD on Saturday … It's quite frightening in places, but the plot's really good – very original!

N What kind of film is it? Is it a horror film? Because I don't like those!

P Don't you?! Oh, I do. But no, it's a thriller.

N Who's in it?

P Nicole Kidman – she's very good. And the children are excellent too, especially the little boy. So what kind of films *do* you like?

N Oh, um, romantic comedies, love stories, you know, *Bridget Jones, Sleepless in Seattle* – films with Meg Ryan in, I like those!

P Oh, I don't! … What about sci-fi or action films? They sometimes have a bit of romance in them … *The Matrix*, for example, I enjoyed that!

N Yes, it was OK. Keanu Reeves was very good and I loved his coat! But the film was very long! Over 2 hours!

P That's nothing! – just think of *Titanic* – that's one of your 'romantic films' and it was over 3 hours long! And we all knew what was going to happen in the end anyway!! I never want to see *that* again!

N No, neither do I! It was so sad! I cried when he died and my eyes were really red when I left the cinema. It was really embarrassing!

P Yes, I can imagine. So what are *your* top five films of all time, then?

N Oh, let me see. Well, of course there's …

2

INTERVIEWER Right, good afternoon, James. Thank you for coming. Have you come far?

JAMES Um no, only from Wimbledon.

I OK. Well, I see from your CV that you have some experience of working for a newspaper.

J Yes, that's right. When I finished my degree, I decided to go abroad and I spent 9 months with a newspaper called *Business Today* in Moscow.

I Really? Why Moscow?

J Well, I went to the Czech Republic first, just for a holiday, and then to Russia. I was having such a great time in Moscow, I decided to look for a job there. And my experience with *Business Today* was really good.

I Yes, I've had a letter from your old boss. So, can you speak Russian fluently?

J Well, I had to learn quite quickly. When I first arrived I couldn't say anything! Then when I went for the interview and got the job, the company offered me classes. So now I speak Russian quite well.

I Did you have to travel a lot for your job with the paper?

J No, not really. I'd be very happy to travel in the future …

I OK. That's good to know. … Have you ever worked for a British newspaper?

J Um, no, I haven't.

I OK. So why do you think you are the best person for this job?

J Well, my degree was in journalism. I speak two foreign languages, which your advert asked for, and as a journalist you have to be organised and friendly which I think I am!

I Mmm, and you know, you have to be a little bit aggressive too sometimes! […] Do you have anything you'd like to ask us about the job?

J Um, yes, will there be on-the-job-training? And are there opportunities for promotion?

I Yes to both questions. There is always training for new employees and the flexible hours means that you can do other training courses after work. As for promotion, well, I started in your position and look at me now! [*fade*]

1 2 T 3 F 4 T 5 T 6 F 7 T 8 F

2 (2 marks each) 2 a 3 b 4 b 5 c 6 c 7 b

3 2 j 3 a 4 l 5 g 6 m 7 d 8 b 9 i 10 c 11 h 12 k 13 e

4 2 worse – worst 3 easier – easiest 4 more patient – most patient 5 thinner – thinnest 6 more attractive – most attractive 7 happier – happiest 8 more aggressive – most aggressive 9 safer – safest 10 fatter – fattest 11 drier – driest 12 moodier – moodiest 13 more stubborn – most stubborn

5 2 best 3 more popular 4 more organised 5 intelligent 6 bigger 7 youngest 8 good 9 lazier 10 noisy 11 luckiest 12 nicer 13 more mature

6 (2 marks each) 2 back/tomorrow/later 3 speak 4 called 5 on 6 This 7 at

7 2 impolite 3 immature 4 incorrect 5 dishonest 6 impatient 7 unhelpful 8 impossible 9 unemployed 10 disorganised 11 inconsiderate 12 unintelligent 13 unambitious 14 unattractive

8 (2 marks each) 2 did you have lunch yesterday? 3 does your husband go to London? 4 were you watching TV last night? 5 are you going to travel round Australia? 6 are the students doing now? 7 did they pay for a night in that hotel? 8 lives in the flat next to yours? 9 will you go next summer? 10 tickets have you sold for the disco? 11 did you see at a concert last weekend?

Progress Test 7 p218

1 (2 marks each) 2 Mum and Dad are leaving at 8 o'clock. 3 My English class is going on a trip to London. 4 Am I meeting Anna for dinner? 5 I'm not having an English lesson at 11 o'clock. 6 Mark and Julia are having lunch here./Mark and Julia are coming here for lunch. 7 I'm making a cake for Jill's birthday. 8 A taxi is coming at 3.30 to take me to Jill's house./At 3.30 I'm taking a taxi to Jill's house.

2 2 any 3 some 4 a few 5 much 6 a lot of 7 many 8 a bit of

3 2 mine 3 ours 4 Hers 5 yours 6 Their

4 2 a tube of toothpaste 3 a bottle of perfume 4 a (roll of) film 5 a pair of shorts 6 a packet of tea

5 2 for 3 – 4 with 5 on 6 out 7 on 8 to

6 (2 marks each) 2 problem 3 wrong 4 work 5 I wonder if you could 6 Would you mind 7 I'll

Progress Test 8 p219

1 (2 marks each) 2 since 3 ago 4 for 5 since

2 2 have ... known 3 met 4 've been 5 did ... become 6 retired 7 has always been 8 has ... had 9 bought 10 haven't seen 11 was

3 (2 marks each) 2 's/is ... like 3 are ... like 4 Do ... like 5 's/is ... like 6 do/love it

4 2 spacious 3 floor 4 balcony 5 air conditioning 6 close 7 busy

5 (2 marks each) 2 to find 3 arrive 4 to travel 5 leave 6 to buy 7 to give 8 help 9 doing

Progress Test 9 p220

1 2 see; 'll give 3 'll miss; doesn't hurry 4 drive; 'll have 5 'll call; doesn't arrive 6 will ... do; lose 7 'll/will get; runs 8 won't pass; doesn't study 9 will ... stay; don't find

2 2 before 3 after 4 until 5 If 6 as soon as

3 2 to come 3 to 4 'll 5 meet/go 6 'd be 7 free 8 shall 9 about

4 2 turned up 3 gets on ... with 4 put up with 5 give up 6 took off 7 moved in 8 look after 9 going out with

5 2 enough 3 too 4 enough 5 too much 6 too many 7 enough

Progress Test 10 p221

1 (2 marks each) 2 is used 3 weren't written 4 Were ... built 5 isn't made 6 was ... painted 7 were invented

2 (2 marks each) 2 bought 3 are sold 4 Do ... go 5 are taken 6 doesn't ... send 7 Were ... opened 8 designs

3 2 used to have 3 didn't use to wear 4 did ... use to do 5 didn't use to be 6 Did ... use to play 7 didn't use to buy

4 2 the 3 a 4 the 5 – 6 a 7 the 8 the 9 an 10 the 11 the 12 – 13 –

5 2 everywhere 3 anything 4 someone 5 No one 6 anything 7 anywhere

Progress Test 11 p222

1 2 failed 3 have ... had 4 gets 5 didn't lose 6 had 7 pass

2 (2 marks each) 2 Their house has just been broken into. 3 The police haven't arrested a suspect yet. 4 The thieves have already stolen another car this week. 5 Have the victims left hospital yet? 6 There's the gun which the murderer used.

3 2 saw 3 haven't heard 4 hasn't ... got 5 worked 6 haven't received 7 did ... get 8 has just asked 9 didn't visit 10 haven't been 11 Did ... find 12 have already arrested 13 Has ... finished

4 2 that 3 where 4 that 5 who 6 which 7 where

5 (2 marks each) 2 Are you? 3 Has he? 4 Didn't they? 5 Doesn't she? 6 Did they? 7 Was she? 8 Don't you? 9 Have you?

Progress Test 12 p223–p224

R12.8 **See p207 for instructions about administering the Listening Test.**

1

JULIET You have reached the voicemail of Juliet Holdsworth. I'm afraid I can't take your call right now. Please leave a message after the tone.

[*beep*]

SANDY Oh, hi, Juliet! It's me, Sandy. Um, a group of us are going dancing on Friday night – I think we're going to a nightclub called *Lucky's*! – do you want to come? Some of the girls are coming to my house for dinner first and then we're all meeting at 9.30 outside the club. Oh, and we'll probably share a taxi home afterwards, so you don't have to drive. Give me a call later! OK. Bye!

[*beep*]

FATHER Hello, Juliet! It's your father. (I hate these machines) umm, I'm thinking of organising a lunch party for your mother's 50th birthday – are you able to come home for the weekend of the 18th? I'm planning to ask your Aunt Maud and Uncle Jim and your grandmother will probably come to stay for the whole week. I'm hoping to find a company to do the food … Well, I'll phone again later. Oh! Don't tell your mother – it's a surprise!

[*beep*]

2

MAN I used to earn a lot more when I worked for a big multinational company, but I was often really stressed too. I worked 14 hours a day and didn't have any free time. My friends and family were always saying, 'You shouldn't work so hard. You should find another job!' and so finally I thought, 'Yes! They're right!' So here I am. I've lived in this village for a year now and I've had my own company since August, so, that's about six months. I used to worry about oversleeping in the morning or getting stuck in traffic, but now I don't have to drive anywhere. My office is only across the road and if I start late in the morning, I'll finish later in the evening.

My wife is also much happier here, too. And she only has to drive to the next village to visit her parents, or get on a train to London to go shopping or to see a play. The only problem is I don't earn as much as I used to … and I owe the bank a lot of money because I started this business on my own. But I'll pay it back as soon as I can. Of course, if I won the lottery, I wouldn't work at all! But I'd still live in the country – I wouldn't go back to the city for anything!

1 2 T 3 T 4 F 5 T 6 T 7 F 8 T 9 F

2 (2 marks each) 2 c 3 b 4 b 5 b 6 c 7 c 8 b

3 (2 marks each) 2 Anna said (that) she needed to learn English for her career. 3 Carlo and Maria said (that) they were looking for a good language school. 4 Johann said (that) he would study in the evenings and at weekends. 5 Robert told his teacher (that) he couldn't take any time off work to study. 6 Marta told me she was going to find a job in Britain one day. 7 Patricia and Pierre said (that) they wouldn't live in Britain all their lives. 8 Colin told his boss (that) his family was very important to him. 9 Sue said (that) her brother was working for a computer company at the moment.

4 2 cost 3 borrowed 4 owe 5 Have ... won 6 lent 7 wastes

5 (2 marks each) 2 gave 3 'll pass 4 weren't 5 could 6 will … spend 7 didn't have 8 would … do

6 2 for 3 as 4 for 5 since 6 after 7 in 8 by 9 on

7 2 Did … get 3 is … working 4 was … going 5 wasn't 6 Have … met 7 will … be 8 Have … found 9 are … doing 10 have … been 11 was … built 12 does … earn 13 are … manufactured

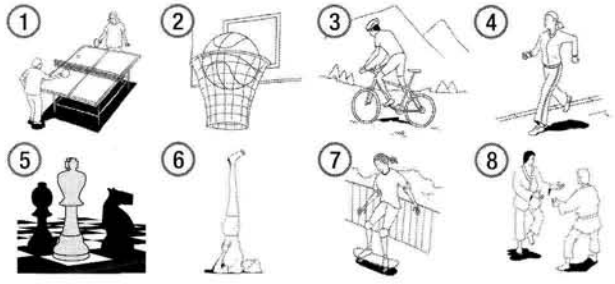
8 2 e 3 b 4 g 5 c 6 a 7 f 8 k 9 h 10 l 11 m 12 j 13 n 14 i

9 2 this is 3 really sorry 4 have to 5 Oh, dear 6 Did she 7 don't worry 8 could you help me 9 Shall I 10 That'd be

Progress Test 1 25 minutes

Name ..... Score 50

1 Write the words for these free-time activities.



1 *table tennis* .
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....

7

2 Fill in the gaps about free time activities with these words/phrases. You can use the words more than once.

do go go to play

1 Do you *play* volleyball?
2 I'd like to ..... an art gallery next weekend.
3 I'm bored. Let's ..... cards.
4 I try to ..... some exercise every day.
5 My friends ..... running six times a week.
6 We ..... aerobics every weekend.

5

3 You are an editor for the school magazine. You want to interview a teacher in your school. Write questions with *you* or *your* and the correct form of the verb.

1 Where / live?
Where do you live?
2 Why / like / job?
.....
3 How many classes / teach / today?
.....
4 When / start teaching?
.....
5 What / do / weekends?
.....
6 Who / be / favourite singer?
.....

10

4 Make sentences and questions with these words.

1 theatre / on / We / the / go / never / to / Friday /.
We never go to the theatre on Friday.
2 goes / a / Anna / week / concerts / usually / to / once /.
.....
3 don't / mountain biking / I / go / very often / .
.....
4 sister / coffee / My / drinks / hardly ever / .
.....
5 twice / We / sport / a / always / week / do / .
.....
6 they / every / chess / Do / weekend / play / ?
.....

10

5 Agree ✓ or disagree ✗ with these statements.

1 A I don't like Mondays. B *Oh, I do.* ✗
2 A I haven't got a car. B ..... ✓
3 A I went to London last weekend.
B ..... ✓
4 A I hate washing up. B ..... ✗
5 A I can't speak German. B ..... ✓
6 A I'm a journalist. B ..... ✓
7 A I didn't go out last weekend.
B ..... ✗

6

6 You are talking to a friend on the phone, but you can't hear her very well. Write questions to check what you hear.

1 A I met my sister last weekend.
B Sorry, who *did you meet?*
2 A We had lunch in the *Bella Roma* restaurant.
B Sorry, which restaurant ..... ?
3 A One of her friends works in the restaurant.
B Sorry, who ..... ?
4 A After lunch we looked at her new office.
B Sorry, whose office ..... ?
5 A In her new job she finishes work at 10 p.m.
B Sorry, when ..... ?
6 A She interviews people for a TV programme.
B Sorry, what ..... ?
7 A She's interviewing Jamie Oliver today.
B Sorry, who ..... ?

12

PROGRESS TESTS PHOTOCOPIABLE

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Progress Test 2 25 minutes

Name _____ Score ☐/50

1 Write the Past Simple of these verbs.

1 need *needed*
2 become _____
3 sell _____
4 leave _____
5 have _____
6 stop _____
7 visit _____
8 die _____
9 live _____
10 go _____

☐/9

2 Put the verbs in brackets in the Past Simple.

1 She *didn't stay* (not stay) at home last night.
2 My father _____ (study) French at university 20 years ago.
3 Jack _____ (not come) to work today.
4 _____ your grandparents _____ (start) the company?
5 We _____ (not look) at the sports programme yesterday evening.
6 _____ a lot of people _____ (buy) fast food in the 1970s?

☐/5

3 Fill in the gaps with a preposition.

1 ask someone *out*
2 get married _____ someone
3 go out _____ someone
4 go _____ a date
5 get engaged _____ your boyfriend
6 fall _____ love

☐/5

4 Fill in the gaps with these words.

~~when~~ so because while until

1 She was very happy *when* she married the King.
2 He got up late, _____ he didn't have any breakfast.
3 _____ he was checking his emails the telephone rang.
4 I didn't have time to go shopping _____ the weekend.
5 She went to bed early _____ she was tired.

☐/4

5 Put the verbs in brackets in the Past Continuous.

1 She *wasn't reading* (not read) a magazine.
2 I _____ (wait) for a bus.
3 Liam _____ (walk) in the mountains.
4 We _____ (not watch) TV at 9.30.
5 You _____ (talk) to Jan when I saw you.
6 What _____ he _____ (do) in the park?

☐/10

6 Read about John. Put the verbs in brackets in the Past Simple or Past Continuous.



This story [1] *happened* (happen) to John, a friend of mine, ten years ago. He [2] _____ (travel) back to the UK from Japan and he [3] _____ (be) next to a Japanese woman on the plane. He [4] _____ (start) talking to her and learned that she was working in London. It [5] _____ (rain) when they [6] _____ (get) to the airport, so John [7] _____ (decide) to get a taxi. While he [8] _____ (wait) in the queue, he [9] _____ (see) the Japanese woman again. He [10] _____ (offer) her a lift home and gave her his phone number. Six months later he [11] _____ (ask) her to marry him.

☐/10

7 Fill in the gaps in these conversations with one or two words.

1 A How do you *know* Jane?
B We met at school.
2 A You're from the Language Centre, _____ ?
B Yes, I am. Do you _____ near here?
A Yes, in Broad Street.
3 A Goodbye.
B Bye. _____ you later.
4 A It was _____ meeting you.
B Yes. I _____ we meet again soon.
5 A Let's keep in _____ .
B Yes, see _____ at the café, probably.

☐/7

PROGRESS TESTS: PHOTOCOPIABLE

face2face Pre-intermediate Photocopiable © Cambridge University Press 2005

Answer Key p207

Progress Test 3 25 minutes

Name _____ Score ☐/50

1 **Fill in the gaps with the correct form of *have to*.**

1 I *have to* get up at 6.30 on school days.
2 A vet _____ learn a lot about animals.
3 My parents _____ borrow a lot of money when they started their business.
4 A _____ London taxi drivers _____ pass any tests?
B Yes, they _____ .
5 I _____ (not) study hard at school.
6 A _____ he _____ work last night?
B No, he _____ . ☐/7

2 **Fill in the gaps with these verbs.**

~~lose~~ go for fill in apply earn be

1 *lose* your job
2 _____ a form
3 _____ a lot of money
4 _____ for a job
5 _____ unemployed
6 _____ an interview ☐/5

3 **Read Joanna's letter. Put the verbs in brackets in the Present Simple or the Present Continuous.**

Dear Marian
I [1] *'m writing* (write) this letter from Cannes in the south of France. I [2] _____ (sit) by a swimming pool and I [3] _____ (have) a great time! What [4] _____ I _____ (do) here? Well, I got a job with a travel company. It [5] _____ (need) people with languages and I can speak French. I [6] _____ (help) travellers with any problems and [7] _____ (tell) them about the town. I only arrived two weeks ago so I [8] _____ (still learn) about the job. I [9] _____ (love) the work, but the hours are long. I never [10] _____ (get) any free weekends. Oh, dear. Someone [11] _____ (come) to ask me a question.
I'll write again soon.
Love
Joanna ☐/10

4 **Make questions to go with these answers.**

1 What *do you do?* (you)
I'm a dentist.
2 Where _____ ? (you)
I'm going to London with some friends.
3 When _____ ? (Jen)
She usually finishes work at about 6.30.
4 What time _____ ? (you)
At about 12.30. I usually stop for a sandwich.
5 Who _____ ? (your boss)
I'm not sure. I think she's talking to the director. ☐/8

5 **Write a noun for each of these verbs.**

1 discuss *discussion*
2 visit _____
3 examine _____
4 collect _____
5 advertise _____
6 decide _____
7 act _____
8 argue _____
9 clean _____
10 assist _____
11 paint _____ ☐/10

6 **Fill in the gaps in the conversations with these words and phrases.**

~~can't~~ couldn't worry oh, dear
have to another time

1
TOM I'm really sorry. I [1] *can't* come to the cinema tonight. I [2] _____ study for an exam.
ANN Don't [3] _____ . We'll do it [4] _____ .
2
JIM I'm sorry I [5] _____ see you last night. I was feeling ill so I went to bed early.
SUE [6] _____ ! Are you all right now? ☐/10

PROGRESS TESTS: PHOTOCOPIABLE

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Progress Test 4 25 minutes

Name _____ Score ☐/50

1 Write the Past Simple and the Past Participle of these irregular verbs.

1 spend *spent* *spent*
2 give _____ _____
3 write _____ _____
4 see _____ _____
5 meet _____ _____
6 hear _____ _____
7 sell _____ _____
8 read _____ _____ ☐/14

2 Put the verbs in brackets in the Present Perfect or the Past Simple and complete the short answers.

1 A Have you ever [1] *been* (go) to India?
B Yes, I [2] _____, actually. I [3] _____ (travel) round India last year.
A What [4] _____ you _____ (like) best?
B Oh, the mountains, I think. I [5] _____ (take) some great photos of the Himalayas.
2 A [6] _____ any of your friends ever _____ (take) singing lessons?
B No, they [7] _____. Oh, but one of my cousins had a few lessons. Her teacher [8] _____ (ask) her to stop because she was so bad, but she sings in a famous band now. ☐/7

3 Fill in the gaps in the sentences with these adjectives.

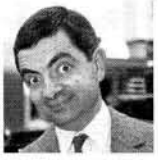
~~bored~~ boring frightening interesting interested worried

1 She was so *bored* by the film that she went home.
2 I can't understand why you watch programmes about cars on TV. They're so _____!
3 I like historical films. They're really _____ and you learn a lot.
4 She's a bit _____ about Henry. He doesn't look well.
5 Tim never watches horror films. They're too _____ and he can't sleep after them.
6 *George is really* _____ *in rap music.* ☐/5

4 Write the right word or phrase for each of these definitions.

1 These programmes on TV give us information about tennis, football, etc. *sports programmes*
2 On some of these TV programmes people try to win prizes by answering questions. g_____
3 On these TV programmes a presenter often interviews famous people. c_____
4 These TV programmes are very popular stories about a group of people. They are usually on TV three or four times a week. s_____
5 This type of film tells a story about life in the future. s_____
6 These are serious plays for the radio, TV or the theatre. d_____
7 This type of film is exciting and the ending is often surprising. t_____ ☐/6

5 Read about the comic actor Rowan Atkinson. Put the verbs in brackets in the Present Perfect or the Past Simple.



Rowan Atkinson [1] *has appeared* (appear) in comedy programmes and films, but he is most famous for Mr Bean. Atkinson [2] _____ (be) born in the north of England in 1956. He [3] _____ (study) electrical engineering at Oxford University and he [4] _____ (start) acting with student friends there.

In his career so far he [5] _____ (play) some great comedy characters on TV like Blackadder and Mr Bean. Richard Curtis, a writer and director, says about Mr Bean that he [6] _____ (never laugh) so much in his life. The programme [7] _____ (win) an international award at Montreux in 1990 and is popular all over the world. Atkinson also [8] _____ (make) a film about Mr Bean in 1997 and he [9] _____ (act) in some other films too. For example, he [10] _____ (have) a small part in *Four Weddings and a Funeral* in 1994. ☐/18

PROGRESS TESTS: PHOTOCOPIABLE

face2face Pre-intermediate Photocopiable © Cambridge University Press 2005

Answer Key p207

Progress Test 5 25 minutes

Name _____ Score ☐/50

1 Fill in the gaps with the correct form of these verbs.

~~clean~~ recognise spend have feed take look like look after do learn

1 He's *cleaning* the bathroom at the moment.
2 I've got my camera because I'd like to _____ some photos at the class party.
3 Frank _____ a degree in French at Cambridge University at the moment.
4 She never _____ the cat at lunch time.
5 We _____ a great time last night.
6 He wants _____ more time playing with his children.
7 Everyone says that he _____ his grandfather – they've both got red hair.
8 She's _____ how to use her computer at the moment.
9 I didn't _____ Diane at the cinema. Her hair's a different colour!
10 While Gianni _____ his sister yesterday evening, she fell and hit her head.

☐/9

2 Tick the correct sentences. Change the incorrect sentences.

1 Could you ~~playing~~ *play* your guitar at the concert?
2 My dad is looking forward to retire.
3 When are we going to leaving tomorrow?
4 I'm hoping to find a job as a journalist.
5 We're planning to visiting some friends in Rome.
6 Diana might coming with us this evening.

☐/10

3 Fill in the gaps with a preposition.

1 He sold his old computer *for* £50.
2 Why did she return _____ London?
3 How much did you pay _____ that camera?
4 They're going _____ a trip around the world.
5 What do you want to talk _____ today?
6 Can you help me look _____ my car keys?
7 Why were you looking _____ of the window?

☐/6

4 Fill in the gaps with the correct form of *be going to* and complete the short answers.

1 I *'m going to* visit my cousin in Italy.
2 When _____ she _____ study Spanish?
3 It's cold, so we _____ play tennis.
4 A _____ you _____ work tomorrow?
B No, I _____ .
5 Martin and Fiona _____ drive to Milan.
6 A _____ your father _____ retire?
B Yes, he _____ .

☐/10

5 Fill in the gaps in the conversation with these phrases.

~~will you~~ I'll shall we can you give me a hand that'd be

A Kelly, [1] *will you* help us at the disco on Saturday?
B Yes, of course. [2] _____ make some food.
A Yes, please. [3] _____ great. We need to advertise the disco. Could you [4] _____ with that?
B Of course. And we could ask the local paper.
A That's a good idea. [5] _____ call them?
B OK. Now [6] _____ talk about the food?

☐/5

6 Make sentences with these words.

1 make / karaoke / for / we / posters / Shall / some / night / the / ?
Shall we make some posters for the karaoke night?
2 Robots / world / the year 3000 / over / by / might / the / take / .
_____
3 we / make / to / enough / disco / Will / be able / at / money / the / ?
_____
4 do / this / not / to / any / I'm / housework / going / weekend / .
_____
5 we'll / a / have / Australia / wonderful / in / I'm / time / sure / .
_____
6 don't / ask / concert / organise / Why / we / Steve / to / the / ?
_____

☐/10

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Progress Test 6 50 minutes

Name ..... Score 100

1 R6.11 **Listen to two friends, Phil and Natalie, talking about their favourite films. Are these sentences true (T) or false (F)?**

1 Phil hated *The Godfather*. F
2 *Star Wars* is one of Phil's favourite films. .....
3 Phil thought *The Others* was very boring. .....
4 Phil enjoys watching horror films. .....
5 Natalie likes romantic films. .....
6 Natalie hated *The Matrix*. .....
7 Phil didn't enjoy watching *Titanic*. .....
8 Natalie wants to see *Titanic* again. .....

7

2 R6.11 **Listen to the job interview with James Drummond, and choose the correct answer for each question.**

1 When did James start working for a newspaper?
a) when he finished school
b) while he was still a student
c) after he left university

2 James worked for a newspaper called ...
a) *Business Today*. b) *Moscow Business*.
c) *Business News*.

3 Why did he go to the Czech Republic?
a) He had a job there. b) For a holiday.
c) To see some friends.

4 When James first arrived in Russia ...
a) he could speak Russian fluently.
b) he didn't know any Russian.
c) he could speak Russian quite well.

5 What does James say about travelling for work?
a) He travelled a lot in his last job.
b) He wants to go back to Russia.
c) He wants to travel in the future.

6 James thinks it is important for a journalist to ...
a) speak a lot of foreign languages.
b) be friendly and aggressive.
c) be organised and friendly.

7 The interviewer says that the job includes ...
a) opportunities for promotion and long holidays.
b) on-the-job training and flexible hours.
c) a good salary and on-the-job training.

12

3 **Match the definitions (1–13) to the relationships (a–m).**

1 your father's or mother's brother *f*
2 someone who lives very close to you
3 your manager at work
4 the mother of your husband
5 someone you share a flat with
6 your brother's or sister's son
7 someone you work with
8 your mother's second husband
9 someone who works for a company
10 your mother's or father's sister
11 a woman who you were married to before
12 your brother's or sister's daughter
13 your mother's father

a) boss
b) stepfather
c) aunt
d) colleague
e) grandfather
f) uncle
g) flatmate
h) ex-wife
i) employee
j) neighbour
k) niece
l) mother-in-law
m) nephew

12

4 **Write the comparative and superlative forms of these adjectives.**

1	rich	*richer*	*richest*
2	bad	.....	.....
3	easy	.....	.....
4	patient	.....	.....
5	thin	.....	.....
6	attractive	.....	.....
7	happy	.....	.....
8	aggressive	.....	.....
9	safe	.....	.....
10	fat	.....	.....
11	dry	.....	.....
12	moody	.....	.....
13	stubborn	.....	.....

12

PROGRESS TESTS: PHOTOCOPIABLE

 © Cambridge University Press 2005 Answer Key p208

5 Read John's school report. Fill in the gaps with the adjective in brackets or the correct comparative or superlative form.

John is the [1] *brightest* (bright) boy in the class. He's also the [2] _____ (good) at most sports and he's [3] _____ (popular) than anyone else. Perhaps everyone likes him because he's also very helpful. His exercise books are [4] _____ (organised) than anyone else's and he helps the boys who aren't as [5] _____ (intelligent) as him with their homework.

His friends are much [6] _____ (big) than him. John is still very small because he's the [7] _____ (young) boy in the class so he isn't as [8] _____ (good) at basketball as the others. Some of the other boys are much [9] _____ (lazy) than John in class. But he's as [10] _____ (noisy) as them!

I think I'm the [11] _____ (lucky) teacher in the school because the children in my class are much [12] _____ (nice) and also [13] _____ (mature) than children in the other classes!

12

6 Fill in the gaps in these conversations with one word.

1



A Is Roy Parker [1] *there*, please?

B I'm afraid he's in a meeting. Can I take a message?

A Yes, please. My name's Georgia Ashby. Could you please ask Roy to phone me [2] _____ ?

2

A Could I [3] _____ to Antonia Grimshaw, please?

B I'm sorry. There's no reply.

A Just tell her Michael [4] _____, please, and she can get me [5] _____ my mobile.

3

A Smith and Company. How can I help you?

B [6] _____ is Greg Brumfield's sister. Is he there?

A No, I'm afraid he's not at the moment.

B Oh, could you ask him to phone me? He can get me [7] _____ home tonight.

12

7 Write the negative of these adjectives.

1 healthy *unhealthy*
2 polite _____
3 mature _____
4 correct _____
5 honest _____
6 patient _____
7 helpful _____
8 possible _____
9 employed _____
10 organised _____
11 considerate _____
12 intelligent _____
13 ambitious _____
14 attractive _____

13

8 Make questions to ask about the words in **bold**.

1 Dad's **washing the car** now.
What *'s Dad doing now* ?
2 I had lunch **in the park** yesterday.
Where _____ ?
3 My husband goes to London **once a week**.
How often _____ ?
4 I was watching TV **at 8 o'clock** last night.
What time _____ ?
5 We're going to travel round Australia **in a van**.
How _____ ?
6 The students are all **doing their homework** now.
What _____ ?
7 They paid **£200** for a night in that hotel.
How much _____ ?
8 **A famous actor** lives in the flat next to mine.
Who _____ ?
9 I think we'll go **to Canada** next summer.
Where _____ ?
10 We've sold **ten tickets** for the disco.
How many _____ ?
11 I saw **Brad Pitt** at a concert last weekend!
Who _____ ?

20

PROGRESS TESTS: PHOTOCOPIABLE

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Progress Test 7 25 minutes

Name ..... Score ☐ 50

1 Look at this page from your diary. What is happening next week?

Diary

MON
Tennis - Irene 4 p.m.

TUES
Mum + Dad leave 8 a.m. (holiday)

WED
English class trip to London

THURS
Meet Anna for dinner?

FRI
~~English lesson 11.00~~

SAT
Mark + Julia - lunch here

SUN
(a.m.) make cake - Jill's birthday
3.30 taxi (→ Jill's house)

1 (Monday) *I'm playing tennis with Irene at 4 o'clock.*
2 (Tuesday) .....
3 (Wednesday) .....
4 (Thursday) ..... ?
5 (Friday) .....
6 (Saturday) .....
7 (Sunday a.m.) .....
8 (Sunday p.m.) .....

☐ 14

2 Choose the correct words.

1 There aren't much/(many) coffee cups in the kitchen.
2 Is there *a few/any* soap in the bathroom?
3 I bought *some/any* coffee this morning.
4 I found *a little/a few* nice T-shirts in that shop.
5 We didn't bring *much/many* sun cream with us.
6 There are *many/a lot of* hats in this shop window.
7 How *much/many* books have you read?
8 I've only got *a bit of/a few* toothpaste.

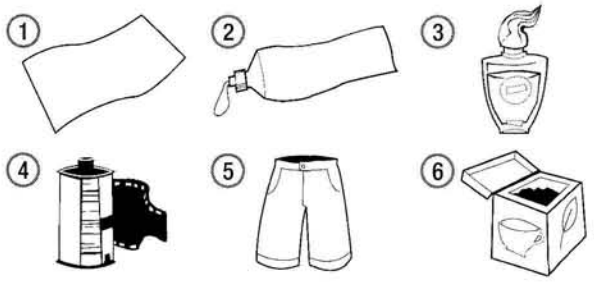
☐ 7

3 Choose the correct words.

1 That's (my)/*mine* bag.
2 That blue jacket is *my/mine*.
3 A Is that her shampoo? B No, it's *our/ours*.
4 A Where are Jane's CDs?
B *Her/Hers* are over there, I think.
5 These are my glasses. Where are *your/yours*?
6 *Their/Theirs* car is in the car park.

☐ 5

4 Write a phrase for each picture.



1 *a piece of paper*
2 .....
3 .....
4 .....
5 .....
6 .....

☐ 5

5 Fill in the gaps with a preposition. If no preposition is needed, put a dash [–].

1 I'd like to go *to* the beach this afternoon.
2 Would you like to go ..... a walk?
3 He's going ..... camping in the mountains.
4 I want to go to Paris ..... my girlfriend.
5 We went ..... a great tour of the city.
6 We're going ..... with a friend tonight.
7 Are you going ..... a business trip this year?
8 I went ..... a beautiful village yesterday.

☐ 7

6 Fill in the gaps in this telephone conversation with these words and phrases.

~~help~~ work wrong would you mind I'll problem I wonder if you could

A Apex Car Hire. How can I [1] *help* you?
B Good morning. This is Mrs Whitely. I hired a car from you yesterday.
A Yes, Mrs Whitely. I remember.
B I've got a bit of a [2] ..... I'm afraid.
A Oh, dear. What's [3] ..... ?
B The air conditioning in the car doesn't [4] ..... so the car's very hot. [5] ..... send someone to check it for me?
A [6] ..... bringing the car to our office, Mrs Whitely? We have a garage here.
B I see. All right. [7] ..... bring it round this afternoon.

☐ 12

PROGRESS TESTS: PHOTOCOPIABLE

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Progress Test 8 25 minutes

Name _____ Score 50

1 **Fill in the gaps with *since, for* or *ago*.**

1 We've had this car *for* fifteen years.
2 He's lived in Edinburgh _____ he was a child.
3 I bought this computer five years _____ .
4 We've been in this school _____ nine months.
5 She's had that watch _____ she was ten.

8

2 **Put the verbs in brackets in the Past Simple or the Present Perfect.**

The police are interviewing people about a man called Mr Johnson. He [1] *disappeared* (disappear) three days ago.

A How long [2] _____ you _____ (know) Alan Johnson?
B Oh, a very long time. We first [3] _____ (meet) in 1985. I started as an engineer in his father's factory and I [4] _____ (be) here since then.
A When [5] _____ he _____ (become) the manager of the factory?
B In 1995, I think – when his father [6] _____ (retire). Alan [7] _____ (always be) a good boss to me.
A He owns another factory in France, doesn't he? How long [8] _____ he _____ (have) it?
B He [9] _____ (buy) it three years ago. Since then we [10] _____ (not see) him much.
A I see. So when [11] _____ (be) his last visit to this factory?
B Two weeks ago.

10

3 **Complete this interview with a student who is studying English in Cambridge.**

A [1] *Do you like* England?
B Yes, I love it. I'm spending a year in Cambridge.
A What [2] _____ Cambridge _____ ?
B It's a beautiful city with some wonderful old buildings.
A And what [3] _____ the people _____ ?
B They're very nice. I've made some good friends.
A What about English food? [4] _____ you _____ it?
B Yes, I eat very well in my host family.
A What [5] _____ the weather _____ ?
B It's a bit cold because it's winter and it's windy.
A Oh, dear. So finally, do you like learning English here?
B Yes, I [6] _____ . My school's very good.

10

4 **Fill in the gaps in this email with one or two words.**

Dear Chris
Pat and I have just moved into a new flat in a [1]f*ashionable* part of town. It's a very [2]s_____ flat on the sixth [3]f_____, so we have lots of room. The living room has a big [4]b_____ with a beautiful view. It's very hot here at the moment, but the [5]a_____ is very good. The flat's [6]c_____ to the shops so it's very convenient. The only bad thing is that it's in a [7]b_____ street so it's a bit noisy. Come and see us soon.
Love
Jan

6

5 **Fill in the gaps with the correct form of the verb in brackets.**

1 I prefer *going* (go) to work by car.
2 She needs _____ (find) a good bookshop.
3 I must _____ (arrive) on time for the lesson tomorrow.
4 My friend plans _____ (travel) around Europe this summer.
5 You shouldn't _____ (leave) any food on your plate in Britain.
6 They forgot _____ (buy) some milk.
7 Our boss decided _____ (give) us all an extra day's holiday at Christmas.
8 Can you _____ (help) me to carry this box?
9 Have you finished _____ (do) your homework?

16

PROGRESS TESTS: PHOTOCOPIABLE

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Progress Test 9 25 minutes

Name _____ Score 50

1 **Fill in the gaps with the correct form of the verbs in brackets.**

1 If we *find* (find) a nice pub, we *'ll stop* (stop) for lunch.
2 If I _____ (see) your girlfriend, I _____ (give) her your message.
3 She _____ (miss) the train if she _____ (not hurry).
4 If you _____ (drive) so fast in the rain, you _____ (have) an accident.
5 We _____ (call) a taxi if the bus _____ (not arrive) soon.
6 What _____ they _____ (do) if they _____ (lose) all their money?
7 Your friend _____ (get) there in time if he _____ (run).
8 Sarah _____ (not pass) her exams if she _____ (not study).
9 Where _____ we _____ (stay) if we _____ (not find) a hotel?

16

2 **Choose the correct words or phrases.**

1 He'll call us *when/until* he arrives.
2 I think I'll do my homework *if/before* I go out.
3 I'll travel round the world *after/before* I retire because I'll have more time then.
4 We stayed there *until/as soon as* the restaurant closed.
5 *Before/If* there isn't enough time to walk, we'll take a taxi.
6 I promise I'll call you *until/as soon as* I get my exam results.

5

3 **Fill in the gaps in these conversations with one or two words.**

1 A Are you doing [1] *anything* next Friday? I'm having a party. Would you like [2] _____?
B I'd love [3] _____. What time?
A Oh, about 8.
B Great! I [4] _____ see you on Friday.
2 A Hello, Jo. I haven't seen you for ages. Why don't we [5] _____ for lunch sometime?
B That [6] _____ great.
A Are you [7] _____ on Tuesday?
B Yes, I think I am. Where [8] _____ we meet?
A How [9] _____ the café in Elm Street at 12.30?
B That's fine. See you then.

8

4 **Fill in the gaps with the correct form of these phrasal verbs.**

~~sit down~~ go out with put up with give up look after get on with turn up take off move in

1 Please *sit down*. Mr Brown will see you in a few minutes.
2 Jules _____ two hours late yesterday!
3 Tara _____ well _____ her parents.
4 The hotel guests had to _____ the noise from the bar.
5 Why don't you _____ smoking? It's bad for your health!
6 He _____ his clothes and jumped into the swimming pool.
7 A new couple have just _____ next door.
8 Could you _____ my cat for a few days?
9 He's started _____ a new girlfriend.

8

5 **Fill in the gaps with *too, too much, too many* or *enough*.**

1 There aren't *enough* places for children to play.
2 He doesn't get _____ sleep.
3 He's _____ tired to go to Rob's party.
4 I don't think children spend _____ time doing exercise.
5 She always gives us _____ homework. It takes hours.
6 She's got fifteen cats! That's _____.
7 Do we have _____ time for coffee?

6

PROGRESS TESTS: PHOTOCOPIABLE

face2face Pre-intermediate Photocopiable © Cambridge University Press 2005

Answer Key p209

Progress Test 10 25 minutes

Name _____ Score ☐/50

1 **Put the verbs in brackets in the Present Simple Passive or the Past Simple Passive.**

1 Rolls Royce cars *are manufactured* (manufacture) in the UK.
2 eBay _____ (use) by millions of people.
3 The plays *Hamlet* and *Macbeth* _____ (not write) by Charles Dickens.
4 _____ those houses _____ (build) in the nineteenth century?
5 That handbag _____ (not make) of leather – it's plastic.
6 Who _____ that picture _____ (paint) by?
7 In the 1950s, lots of new things _____ (invent).

☐/12

2 **Put the verbs in brackets in the correct active or passive form.**

1 Our favourite restaurant *is called* (call) *The Lemon Tree*.
2 A friend of mine _____ (buy) a beautiful painting last weekend.
3 Things that were owned by famous people _____ (sell) by Christie's every year.
4 _____ many people _____ (go) to the winter fashion shows these days?
5 Millions of photos _____ (take) of Buckingham Palace every summer.
6 Ian _____ usually _____ (not send) us a postcard when he's on holiday.
7 _____ those new museums _____ (open) by the Queen yesterday?
8 The Gucci fashion house _____ (design) beautiful bags and shoes.

☐/14

3 **Fill in the gaps with the correct form of *used to* and the verbs in brackets.**

1 My aunt *used to make* (make) bread every day, but now she buys it.
2 David _____ (have) long hair, but now he's bald.
3 My niece _____ (not/wear) dresses, but she has to now because she's a fashion model.
4 Which sports _____ you _____ (do) at primary school?
5 There _____ (not/be) any shops open on Sundays in Britain.
6 _____ people _____ (play) computer games in the 1980s?
7 People _____ (not/buy) frozen foods.

☐/6

4 **Fill in the gaps with *a, an, the* or – .**

ANITA RODDICK AND BODY SHOP

Anita Roddick was born in 1942 in [1] *a* small town on [2] _____ south coast of England called Littlehampton. Her mother and stepfather had [3] _____ café in Littlehampton. Anita's mother took over [4] _____ café when her husband died and Anita had to help after school and at [5] _____ weekends.

Anita trained to be [6] _____ teacher and then travelled round [7] _____ world. She got married to Gordon Roddick in 1971 and [8] _____ couple opened [9] _____ international restaurant in Littlehampton.

While Gordon was abroad for two years in [10] _____ 1970s, Anita opened [11] _____ first Body Shop. The shop sold [12] _____ beauty products made from plants and flowers and has never tested its products on [13] _____ animals. Now there are over 1,800 shops in 49 countries.

THE BODY SHOP®

☐/12

5 **Choose the correct words.**

1 Is *someone/(anyone)* going to the concert with you?
2 You can use mobile phones almost *somewhere/everywhere* now.
3 Do you want *everything/anything* from the shops?
4 I know *someone/anyone* who drives a Rolls Royce.
5 *No one/Anyone* came to her party last Saturday.
6 We haven't got *nothing/anything* to eat for lunch.
7 You can't go *nowhere/anywhere* by car on the island of Sark.

☐/6

PROGRESS TESTS: PHOTOCOPIABLE

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Progress Test 11 25 minutes

Name _____ Score ☐/50

1 **Fill in the gaps with the correct form of these verbs. You can use each verb more than once.**

get have lose pass fail

1 I *had* a problem with my car last night.
2 Ted is upset. He _____ his driving test for the third time yesterday!
3 _____ you ever _____ a car accident?
4 My mother always _____ lost in London.
5 I _____ (not) my wallet – someone stole it.
6 He's in hospital – he _____ an operation yesterday.
7 I'll have to work hard if I want to _____ the next exam.

☐/6

2 **Make sentences and questions with these words.**

1 cousins / on / gone / Joanna's / have / holiday / just / .
Joanna's cousins have just gone on holiday.
2 been / into / Their / just / broken / house / has / .
_____
3 a / police / arrested / yet / suspect / haven't / The / .
_____
4 car / The / stolen / another / have / thieves / already / this week / .
_____
5 left / the / Have / hospital / yet / victims / ?
_____
6 the / which / murderer / There's / gun / used / the / .
_____

☐/10

3 **Put the verbs in brackets in the correct form of the Present Perfect or the Past Simple.**

1 Why *didn't you call* (not/call) him yesterday?
2 I _____ (see) an interesting film last night.
3 We _____ (not hear) about your trip yet.
4 Why _____ he _____ (not/get) a promotion yet?
5 We _____ (work) in Greece for six years in the 1980s.
6 I _____ (not receive) my cheque yet.
7 When _____ they _____ (get) back from Rome?
8 I'm afraid she _____ (just leave). Can I take a message?.
9 They _____ (not visit) Los Angeles when they were in the US.
10 I _____ (not go) to the bank since the robbery.
11 Where _____ you _____ (meet) your husband?
12 The police _____ (already arrest) someone for the murder of the old woman.
13 A _____ she _____ (finish) her exams?
B Not yet.

☐/12

4 **Choose the correct words.**

1 That's the book *who/which* I gave you.
2 Is he the person *which/that* damaged your car?
3 That's the shop *which/where* I bought those shoes.
4 I can't find the CD *that/where* I borrowed from you.
5 There's the doctor *which/who* helped my aunt.
6 This is the beach *which/where* we liked best.
7 Do you remember the market *which/where* you bought some videos?

☐/6

5 **Write echo questions.**

1 A Francesca isn't coming with us tomorrow.
B *Isn't she* ?
2 A Tonio and I are travelling to China next year.
B _____ ?
3 A Dylan's found a job in a computer company.
B _____ ?
4 A They didn't like the film they saw last night.
B _____ ?
5 A Amanda doesn't work in London any more.
B _____ ?
6 A Andrew and Sheila moved house last week.
B _____ ?
7 A My sister was working in Buenos Aires.
B _____ ?
8 A I don't like Indian food.
B _____ ?
9 A We've got a new car.
B _____ ?

☐/16

PROGRESS TESTS: PHOTOCOPIABLE

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Progress Test 12 50 minutes

Name ..... Score ☐/100

1 R12.8 Listen to two voicemail messages. Are these sentences true (T) or false (F)?

1 The two people are calling a woman named Juliet. *T*

First message

2 Sandy and some friends want to go dancing on Saturday night. .....

3 Some of the group are going to eat at Sandy's house first. .....

4 Everyone is meeting at ten o'clock outside the club. .....

5 They will probably go home by taxi. .....

Second message

6 Juliet's father wants to organise a party for his wife. .....

7 The party is going to be on the 8th. .....

8 Juliet's grandmother is going to stay for a week. .....

9 It's OK for Juliet to talk to her mother about the party. .....

☐/8

2 R12.8 Listen to the man talking about his life. Choose the correct answer.

1 How did the man feel when he worked for a multinational company?
a) satisfied (b) stressed c) bored

2 How many hours a day did he work?
a) 10 hours b) 12 hours c) 14 hours

3 His friends thought that he should ...
a) work harder. b) find an easier job.
c) move to the country.

4 How long has he had his own company?
a) a year b) six months c) a year and a half

5 How does he get to his new office?
a) He drives. b) He walks. c) He takes a train.

6 Where do his wife's parents live?
a) in London b) in the same village
c) in the next village

7 Who has he borrowed money from?
a) his wife's parents b) his friends c) the bank

8 What would he do if he won the lottery?
a) He'd continue working.
b) He'd stop working.
c) He'd move back to the city.

☐/14

3 Change these sentences into reported speech. Use *said* or *told*.

1 'I want to earn more money.' (John)
John *said that he wanted to earn more money.*

2 'I need to learn English for my career.' (Anna)
Anna .....

3 'We're looking for a good language school.' (Carlo and Maria)
Carlo and Maria .....

4 'I'll study in the evenings and at weekends.' (Johann)
.....

5 'I can't take any time off work to study.' (Robert to his teacher)
.....

6 'I'm going to find a job in Britain one day.' (Marta to me)
.....

7 'We won't live in Britain all our lives.' (Patricia and Pierre)
.....

8 'My family is very important to me.' (Colin to his boss)
.....

9 'My brother's working for a computer company at the moment.' (Sue)
.....

☐/16

4 Fill in the gaps with the correct form of these verbs.

~~save~~ waste owe lend cost borrow win

1 He *'s saving* money to go on holiday.
2 My mobile phone ..... me a lot of money last month. I couldn't pay the bill.
3 I ..... some money from my father last year to buy a car.
4 If you ..... money to the bank, you always have to pay it back.
5 ..... you ever ..... any money in a competition?
6 Adam ..... me £10 last night for a taxi home.
7 She ..... a lot of money on sweets. ☐/6

PROGRESS TESTS: PHOTOCOPIABLE

Answer Key p210

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5 **Complete these first and second conditional sentences with the correct form of the verbs in brackets.**

1 If he offered me a job, I *'d accept* (accept) it.
2 If someone ..... (give) me a million pounds, I'd stop working.
3 If he studies harder, he ..... (pass) his exam easily.
4 Cities would be much cleaner if there ..... (not/be) so many cars.
5 If I ..... (can) do any job, I'd work as a journalist.
6 What ..... you ..... (spend) the money on if you win the prize?
7 If you ..... (not have) any children, would you look for a job abroad?
8 If someone told you to hold a tarantula, ... you ..... (do) it?

14

6 **Fill in the gaps with a preposition.**

1 I stayed *at* home last night.
2 Who are you waiting ..... ?
3 He used to work ..... a bus driver.
4 She did magic shows ..... ten years.
5 I haven't been to Paris ..... 1989.
6 I have to look ..... my little sister tonight because my parents are going out.
7 It's the most famous restaurant ..... the world.
8 The World Cup was won ..... Brazil.
9 Can I try this skirt ..... , please?

8

7 **Make questions with the verbs in brackets.**

1 When *do* you *want* (want) to go home?
2 ..... your cousin ..... (get married) last year?
3 Where ..... Alex ..... (work) at the moment?
4 Where ..... the thief ..... (go) when he was arrested?
5 Why ..... (not/be) he at the English class last week?
6 ..... you ever ..... (meet) a famous person?
7 Where ..... you ..... (be) in 2015, do you think?
8 ..... Bruce and Eva ..... (find) a new house yet?
9 What ..... you ..... (do) this evening?
10 How long ..... they ..... (be/married)?
11 When ..... their house ..... (build)?
12 How much ..... your boss ..... (earn)?
13 Where ..... BMW cars ..... (manufacture) now?

12

8 **Match words/phrases 1–7 to words/phrases a–g and words/phrases 8–14 to words/phrases h–n.**

A		B	
1	science *d*	a)	money
2	close	b)	the TV
3	turn off	c)	working hours
4	burgle	d)	fiction
5	flexible	e)	friends
6	borrow	f)	the world
7	take over	g)	a house
8	fitting	h)	about
9	how	i)	crops
10	look	j)	a hand
11	rob	k)	room
12	give me	l)	like
13	publish	m)	a bank
14	grow	n)	a book

13

9 **Fill in the gaps in the conversation with these words and phrases.**

~~speaking~~ really sorry shall I could you help me did she oh, dear have to this is don't worry that'd be

TOM Tom Radford [1] *speaking* .
ANN Hello, [2] ..... Ann Jones. I'm [3] ..... , but I can't come to dinner with you tomorrow. I [4] ..... go to see my mother, in hospital.
TOM [5] ..... ! What happened?
ANN She had a car accident yesterday.
TOM [6] ..... ? That's terrible.
ANN Luckily, she's not badly injured.
TOM Good. Anyway, [7] ..... about dinner. We can do it another time.
ANN Great. Tom, [8] ..... with something?
TOM Yes, of course. What is it?
ANN I'm going to stay at my mother's house for ten days and I can't take my cat with me ... .
TOM [9] ..... look after it?
ANN Oh, Tom. [10] ..... great. Thanks.

9

PROGRESS TESTS: PHOTOCOPIABLE

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Rachel Clark & Anna Young
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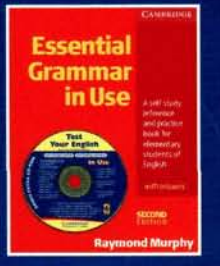
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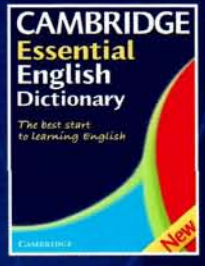
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