SECOND EDITION

face2face

Elementary Teacher's Book

Chris Redston & Jeremy Day with Gillie Cunningham

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Contents

Welcome to face2face Second edition!

face2face Second edition p4
face2face Second edition Elementary Components p4
New Features of **face2face** Second edition Elementary p5
A Guide to the Student's Book p6
Teacher's DVD Instructions p10
Cambridge Dictionary +Plus p11
The Common European Framework (CEFR) p14
English Vocabulary Profile p15
CEFR Tables: Listening and Reading p16
CEFR Tables: Speaking and Writing p18
The **face2face** Approach p20
Teaching Tips p21
Classroom Activities and Games p24

Teaching Notes

Welcome! p26
Lessons 1A–D p28
Lessons 2A–D p38
Lessons 3A–D p46
Lessons 4A–D p55
Lessons 5A–D p65
Lessons 6A–D p74
Lessons 7A–D p83
Lessons 8A–D p92
Lessons 9A–D p102
Lessons 10A–D p110
Lessons 11A–D p120
Lessons 12A–C p129

Photocopiable Materials

Class Activities

Instructions p137
1A At the conference p152
1B Short answer dominoes p153
1C At the car hire office p154
2A Harry and Harriet p155
2C Time and money p156
2D Where is it? p157
3A World routines p158
3B Time phrase snap p159
3D Snakes and ladders p160
4A Verbs and nouns p161
4B A TV presenter's weekend p162
4D Food habits p164
5A Famous people quiz p165
5B Tony's honeymoon p166
5D Adjective pelmanism p167
6A My partner's past p168
6C Lost in the Himalayas p169
6D Money, money, money! p170
7A Places bingo p172
7B A place to rent p173
7D Shopping crossword p175
8A At the park p176
8B Stuck in traffic p178
8D Thought bubbles p179
9A Language schools p180
9B Comparative pelmanism p182
9D Blockbuster p183
10A Something in common p186
10B Who's Alex? p187
10C Health crossword p189
11A New Year's Day p190
11C The missing lottery ticket p191
11D Collocation dominoes p193
12A Four restaurants p194
12B Life experiences p195

Vocabulary Plus

Instructions p196
1 Jobs p201
2 Personal possessions p202
3 Daily routines p203
4 Food p204
5 Irregular verbs p205
6 Verbs and prepositions p206
7 Places in a town p207
8 British and American English p208
9 Mammals, birds and insects p209
10 Parts of the body p210
11 Prepositions of place and movement p211
12 Past participles p212

Extra Reading

Instructions p213
1 The English forum p218
2 What's in a name? p219
3 My day-to-day life p220
4 It's only rock'n'roll p221
5 A director's life p222
6 How to remember names p223
7 The mysterious island p224
8 Teach the planet p225
9 A zoo with a difference p226
10 A personality questionnaire p227
11 A student's plans p228
12 Dancing with the world p229

Study Skills

Instructions p230
1 Classroom language p233
2 Nouns, verbs and adjectives p234
3 Using your English dictionary p235
4 Recording vocabulary p236
5 Word building p237

Progress Tests

Instructions p238
Answer Key and Audio Scripts p238
Progress Test 1 p242
Progress Test 2 p243
Progress Test 3 p244
Progress Test 4 p245
Progress Test 5 p246
Progress Test 6 p247
Progress Test 7 p249
Progress Test 8 p250
Progress Test 9 p251
Progress Test 10 p252
Progress Test 11 p253
Progress Test 12 p254

Welcome to face2face Second edition!

face2face Second edition

face2face Second edition is a general English course for adults and young adults who want to learn to communicate quickly and effectively in today's world. Based on the communicative approach, it combines the best in current methodology with innovative new features designed to make learning and teaching easier. Each self-contained double-page lesson is easily teachable off the page with minimal preparation.

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

There is a strong focus on listening and speaking throughout **face2face** Second edition. Innovative *Help with Listening* sections help students to understand natural spoken English in context and there are numerous opportunities for communicative, personalised speaking practice. The *Real World* lessons in each unit focus on the functional and situational language students need for day-to-day life. This language can now be presented using video material on the Teacher's DVD. For more on the **face2face** approach, see p20.

All new language is included in the interactive *Language Summaries* in the back of the Student's Book and is regularly recycled and reviewed. Students can also review new language in the *Extra Practice* section in the Student's Book and in the Workbook.

The Student's Book provides approximately 80 hours of core teaching material, which can be extended to 120 hours with the inclusion of the photocopiable materials and extra ideas in this Teacher's Book.

The vocabulary selection in **face2face** Second edition has been informed by the *English Vocabulary Profile* (see p15) as well as the *Cambridge International Corpus* and the *Cambridge Learner Corpus.*

face2face Second edition is fully compatible with the *Common European Framework of Reference for Languages* (CEFR) and gives students regular opportunities to evaluate their progress. The Elementary Student's Book reviews CEFR A1 and takes students to the end of A2 (see p14–p19).

face2face Second edition Elementary Components

Student's Book

The **Student's Book** provides a Welcome lesson and 12 thematically linked units, each with four lessons of two pages. Each lesson takes approximately 90 minutes (see p6–p9).

Teacher's Book with Teacher's DVD

This **Teacher's Book** includes *Teaching Tips*, *Classroom Activities and Games* and *Teaching Notes* for each lesson, as well as an extensive bank of photocopiable materials (see p3).

The **Teacher's DVD** contains video presentation material for all the *Real World* lessons in the Student's Book, as well as printable PDFs of all the Teaching Notes and photocopiable materials (see p10).

Class Audio CDs

The three **Class Audio CDs** contain all the listening material for the Student's Book and the listening sections of the *Progress Tests* for units 6 and 12.

Workbook and Online 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 *CEFR*.

The **Online Workbook** provides students with the same Workbook exercises in an easy-to-use online format, as well as additional audio and supporting activities. It also allows teachers to monitor students' work online.

Testmaker CD-ROM and Audio CD

The **Testmaker** enables teachers to create, edit, save and print their own tests, choosing exercises from the Progress Tests and a bank of extra questions. Testmaker also allows teachers to produce two versions of each test to prevent students from sharing answers.

Website

Visit www.cambridge.org/elt/face2face for bilingual Word Lists, sample materials, full details of how **face2face** covers the language areas specified by the CEFR and much more!

New Features of face2face Second edition Elementary



NEW optional **VIDEO** presentation material for all **REALWORLD** lessons in the Student's Book.

8 **a** VIDEO 12.2 CD3 53 Watch or listen to Daisy saying goodbye to her parents at the airport. Answer the questions.

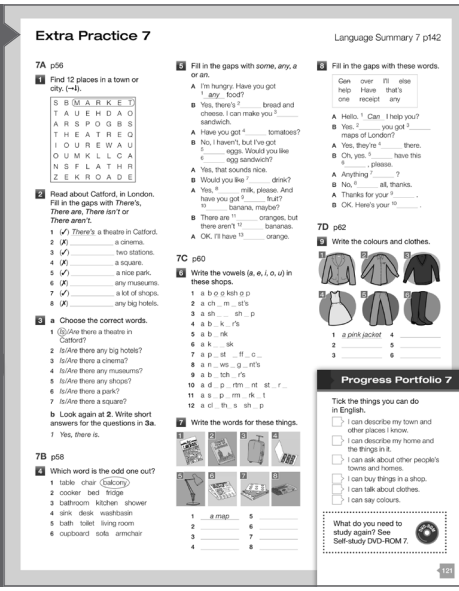
1 Which country is she going to?
2 Who is she going to send a postcard to?
3 How long is she going away for?

b Watch or listen again. Tick the sentences in **6** that you hear.

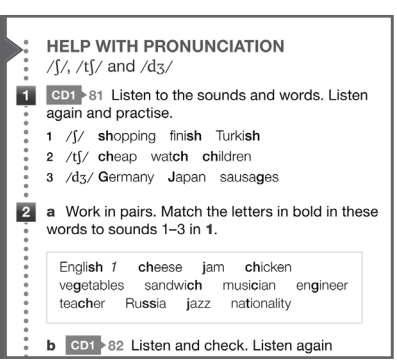


NEW Teacher's DVD with all the Real World video presentation material, Teaching Notes and photocopiable materials from this Teacher's Book.

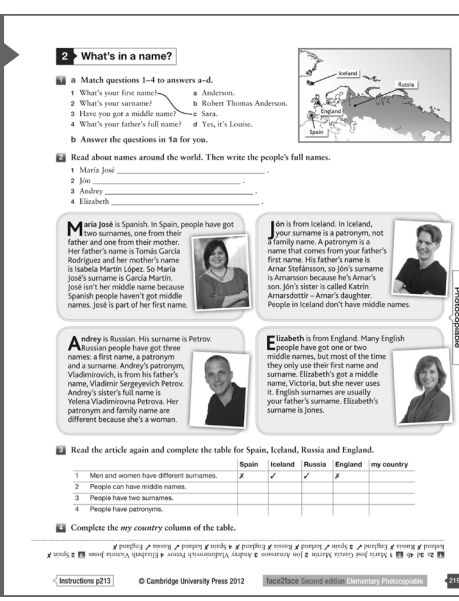
NEW full-page **Extra Practice and Progress Portfolio** sections for each unit in the back of the Student's Book provide further controlled practice of all new language.



NEW Help with Pronunciation sections at the end of each unit in the Student's Book enable students to improve their pronunciation and help them to communicate more effectively.



NEW Extra Reading photocopiable worksheets in the back of this Teacher's Book provide extended reading practice in class or for self-study.

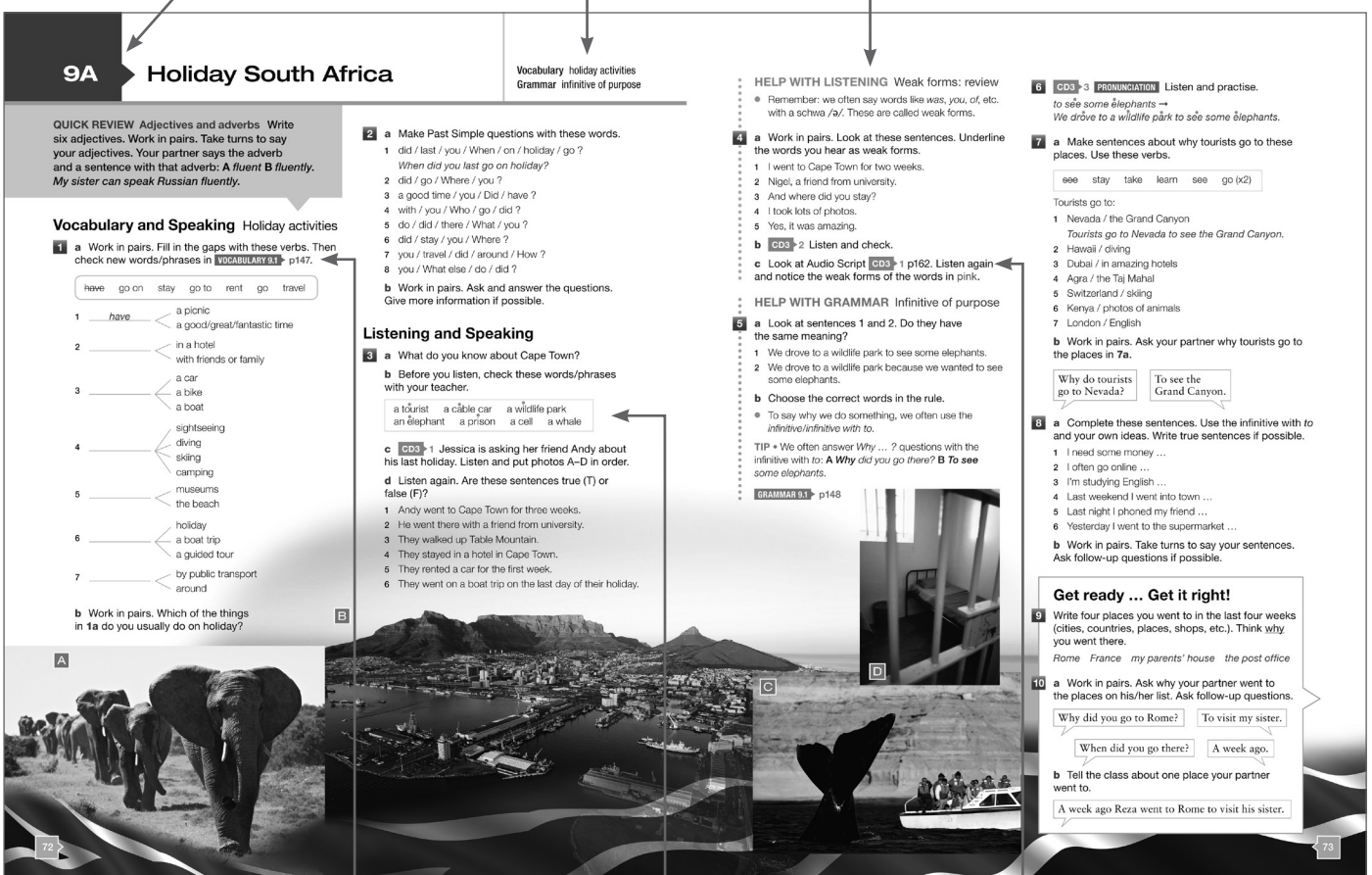


A Guide to the Student's Book

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

The menu lists the language taught in each lesson.

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



9A Holiday South Africa

Vocabulary holiday activities
Grammar infinitive of purpose

QUICK REVIEW Adjectives and adverbs Write six adjectives. Work in pairs. Take turns to say your adjectives. Your partner says the adverb and a sentence with that adverb: A *fluent* B *fluently. My sister can speak Russian fluently.*

Vocabulary and Speaking Holiday activities

1 a Work in pairs. Fill in the gaps with these verbs. Then check new words/phrases in VOCABULARY 9.1 p147.

~~have~~ go on stay go to rent go travel

1 *have* — a picnic; a good/great/fantastic time
2 ___ — in a hotel; with friends or family
3 ___ — a car; a bike; a boat
4 ___ — sightseeing; diving; skiing; camping
5 ___ — museums; the beach
6 ___ — holiday; a boat trip; a guided tour
7 ___ — by public transport; around

b Work in pairs. Which of the things in 1a do you usually do on holiday?

2 a Make Past Simple questions with these words.
1 did / last / you / When / on / holiday / go ?
When did you last go on holiday?
2 did / go / Where / you ?
3 a good time / you / Did / have ?
4 with / you / Who / go / did ?
5 do / did / there / What / you ?
6 did / stay / you / Where ?
7 you / travel / did / around / How ?
8 you / What else / do / did ?

b Work in pairs. Ask and answer the questions. Give more information if possible.

Listening and Speaking

3 a What do you know about Cape Town?

b Before you listen, check these words/phrases with your teacher.

a tourist a cable car a wildlife park
an elephant a prison a cell a whale

c CD3 1 Jessica is asking her friend Andy about his last holiday. Listen and put photos A–D in order.

d Listen again. Are these sentences true (T) or false (F)?
1 Andy went to Cape Town for three weeks.
2 He went there with a friend from university.
3 They walked up Table Mountain.
4 They stayed in a hotel in Cape Town.
5 They rented a car for the first week.
6 They went on a boat trip on the last day of their holiday.

HELP WITH LISTENING Weak forms: review
- Remember: we often say words like *was, you, of,* etc. with a schwa /ə/. These are called weak forms.

4 a Work in pairs. Look at these sentences. Underline the words you hear as weak forms.
1 I went to Cape Town for two weeks.
2 Nigel, a friend from university.
3 And where did you stay?
4 I took lots of photos.
5 Yes, it was amazing.

b CD3 2 Listen and check.

c Look at Audio Script CD3 1 p162. Listen again and notice the weak forms of the words in pink.

HELP WITH GRAMMAR Infinitive of purpose

5 a Look at sentences 1 and 2. Do they have the same meaning?
1 We drove to a wildlife park to see some elephants.
2 We drove to a wildlife park because we wanted to see some elephants.

b Choose the correct words in the rule.
- To say why we do something, we often use the *infinitive/infinitive with to.*

TIP • We often answer *Why … ?* questions with the infinitive with *to*: A ***Why*** *did you go there?* B ***To see*** *some elephants.*

GRAMMAR 9.1 p148

6 CD3 3 PRONUNCIATION Listen and practise.
to see some elephants →
We drove to a wildlife park to see some elephants.

7 a Make sentences about why tourists go to these places. Use these verbs.

~~see~~ stay take learn see go (x2)

Tourists go to:
1 Nevada / the Grand Canyon
Tourists go to Nevada to see the Grand Canyon.
2 Hawaii / diving
3 Dubai / in amazing hotels
4 Agra / the Taj Mahal
5 Switzerland / skiing
6 Kenya / photos of animals
7 London / English

b Work in pairs. Ask your partner why tourists go to the places in 7a.

Why do tourists go to Nevada? — To see the Grand Canyon.

8 a Complete these sentences. Use the infinitive with *to* and your own ideas. Write true sentences if possible.
1 I need some money …
2 I often go online …
3 I'm studying English …
4 Last weekend I went into town …
5 Last night I phoned my friend …
6 Yesterday I went to the supermarket …

b Work in pairs. Take turns to say your sentences. Ask follow-up questions if possible.

Get ready … Get it right!

9 Write four places you went to in the last four weeks (cities, countries, places, shops, etc.). Think why you went there.
Rome France my parents' house the post office

10 a Work in pairs. Ask why your partner went to the places on his/her list. Ask follow-up questions.

Why did you go to Rome? — To visit my sister.
When did you go there? — A week ago.

b Tell the class about one place your partner went to.

A week ago Reza went to Rome to visit his sister.

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.

Key vocabulary in listening and reading texts is pre-taught before students listen or read.

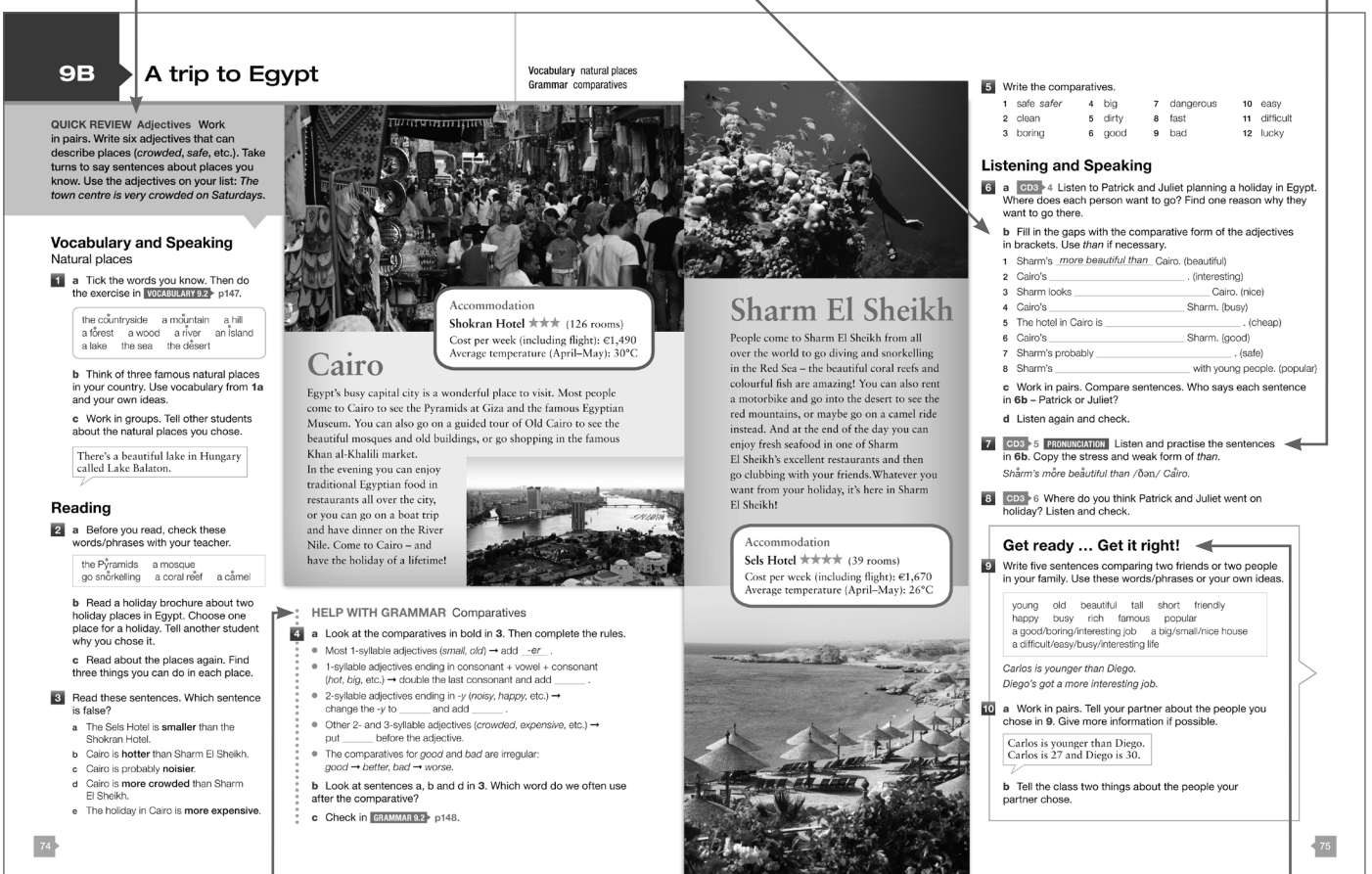
Students are often asked to refer to the *Audio and Video Scripts* in the back of the Student's Book to help develop their ability in both listening and pronunciation.

Reduced sample pages from the **face2face** Second edition Elementary 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.

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

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



9B A trip to Egypt

Vocabulary natural places
Grammar comparatives

QUICK REVIEW Adjectives Work in pairs. Write six adjectives that can describe places (*crowded*, *safe*, etc.). Take turns to say sentences about places you know. Use the adjectives on your list: *The town centre is very crowded on Saturdays.*

Vocabulary and Speaking
Natural places

1 a Tick the words you know. Then do the exercise in VOCABULARY 9.2 p147.

the countryside a mountain a hill
a forest a wood a river an island
a lake the sea the desert

b Think of three famous natural places in your country. Use vocabulary from **1a** and your own ideas.

c Work in groups. Tell other students about the natural places you chose.

There's a beautiful lake in Hungary called Lake Balaton.

Reading

2 a Before you read, check these words/phrases with your teacher.

the Pyramids a mosque
go snorkelling a coral reef a camel

b Read a holiday brochure about two holiday places in Egypt. Choose one place for a holiday. Tell another student why you chose it.

c Read about the places again. Find three things you can do in each place.

3 Read these sentences. Which sentence is false?

a The Sels Hotel is **smaller** than the Shokran Hotel.
b Cairo is **hotter** than Sharm El Sheikh.
c Cairo is probably **noisier**.
d Cairo is **more crowded** than Sharm El Sheikh.
e The holiday in Cairo is **more expensive**.

Accommodation
Shokran Hotel ★★★ (126 rooms)
Cost per week (including flight): €1,490
Average temperature (April–May): 30°C

Cairo

Egypt's busy capital city is a wonderful place to visit. Most people come to Cairo to see the Pyramids at Giza and the famous Egyptian Museum. You can also go on a guided tour of Old Cairo to see the beautiful mosques and old buildings, or go shopping in the famous Khan al-Khalili market.
In the evening you can enjoy traditional Egyptian food in restaurants all over the city, or you can go on a boat trip and have dinner on the River Nile. Come to Cairo – and have the holiday of a lifetime!

HELP WITH GRAMMAR Comparatives

4 a Look at the comparatives in bold in **3**. Then complete the rules.

- Most 1-syllable adjectives (*small, old*) → add *–er* .
- 1-syllable adjectives ending in consonant + vowel + consonant (*hot, big*, etc.) → double the last consonant and add _____ .
- 2-syllable adjectives ending in *-y* (*noisy, happy*, etc.) → change the *-y* to _____ and add _____ .
- Other 2- and 3-syllable adjectives (*crowded, expensive*, etc.) → put _____ before the adjective.
- The comparatives for *good* and *bad* are irregular: *good* → *better, bad* → *worse*.

b Look at sentences a, b and d in **3**. Which word do we often use after the comparative?

c Check in GRAMMAR 9.2 p148.

Sharm El Sheikh

People come to Sharm El Sheikh from all over the world to go diving and snorkelling in the Red Sea – the beautiful coral reefs and colourful fish are amazing! You can also rent a motorbike and go into the desert to see the red mountains, or maybe go on a camel ride instead. And at the end of the day you can enjoy fresh seafood in one of Sharm El Sheikh's excellent restaurants and then go clubbing with your friends. Whatever you want from your holiday, it's here in Sharm El Sheikh!

Accommodation
Sels Hotel ★★★★ (39 rooms)
Cost per week (including flight): €1,670
Average temperature (April–May): 26°C

5 Write the comparatives.

1	safe *safer*	4	big	7	dangerous	10	easy
2	clean	5	dirty	8	fast	11	difficult
3	boring	6	good	9	bad	12	lucky

Listening and Speaking

6 a CD3 4 Listen to Patrick and Juliet planning a holiday in Egypt. Where does each person want to go? Find one reason why they want to go there.

b Fill in the gaps with the comparative form of the adjectives in brackets. Use *than* if necessary.

1 Sharm's *more beautiful than* Cairo. (beautiful)
2 Cairo's _____ . (interesting)
3 Sharm looks _____ Cairo. (nice)
4 Cairo's _____ Sharm. (busy)
5 The hotel in Cairo is _____ . (cheap)
6 Cairo's _____ Sharm. (good)
7 Sharm's probably _____ . (safe)
8 Sharm's _____ with young people. (popular)

c Work in pairs. Compare sentences. Who says each sentence in **6b** – Patrick or Juliet?

d Listen again and check.

7 CD3 5 PRONUNCIATION Listen and practise the sentences in **6b**. Copy the stress and weak form of *than*.
Shárm's móre beáutiful than /ðən/ Cáiro.

8 CD3 6 Where do you think Patrick and Juliet went on holiday? Listen and check.

Get ready … Get it right!

9 Write five sentences comparing two friends or two people in your family. Use these words/phrases or your own ideas.

young old beautiful tall short friendly
happy busy rich famous popular
a good/boring/interesting job a big/small/nice house
a difficult/easy/busy/interesting life

Carlos is younger than Diego.
Diego's got a more interesting job.

10 a Work in pairs. Tell your partner about the people you chose in **9**. Give more information if possible.

Carlos is younger than Diego.
Carlos is 27 and Diego is 30.

b Tell the class two things about the people your partner chose.

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.

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.

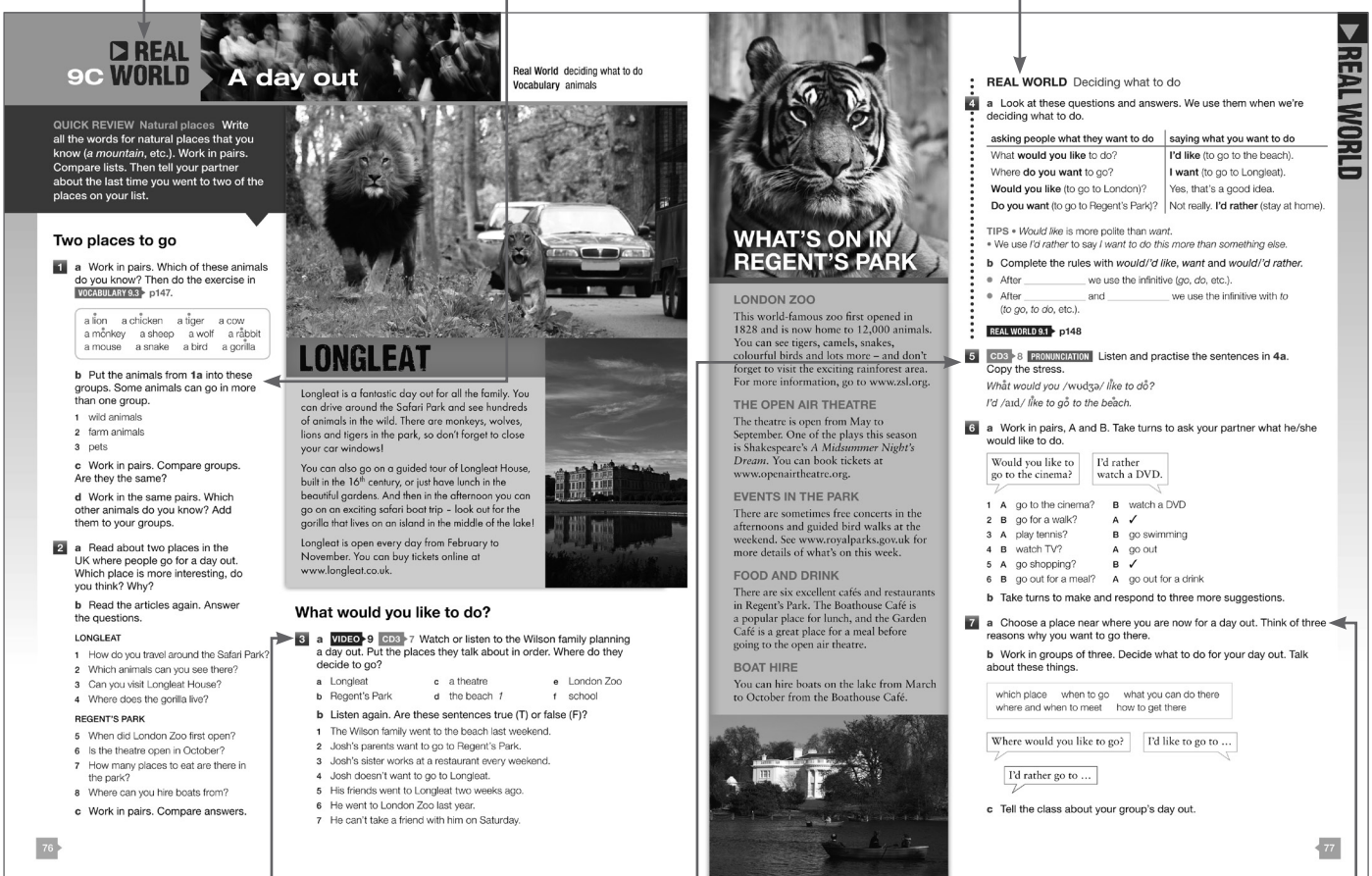
Reduced sample pages from the **face2face**
Second edition Elementary Student's Book

A Guide to the Student's Book

Lesson C REAL WORLD lessons focus on the functional and situational language students need for day-to-day life.

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

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



REAL WORLD 9C

A day out

Real World deciding what to do
Vocabulary animals

QUICK REVIEW Natural places Write all the words for natural places that you know (*a mountain*, etc.). Work in pairs. Compare lists. Then tell your partner about the last time you went to two of the places on your list.

Two places to go

1 a Work in pairs. Which of these animals do you know? Then do the exercise in VOCABULARY 9.3 p147.

a lion a chicken a tiger a cow
a monkey a sheep a wolf a rabbit
a mouse a snake a bird a gorilla

b Put the animals from 1a into these groups. Some animals can go in more than one group.
1 wild animals
2 farm animals
3 pets

c Work in pairs. Compare groups. Are they the same?

d Work in the same pairs. Which other animals do you know? Add them to your groups.

2 a Read about two places in the UK where people go for a day out. Which place is more interesting, do you think? Why?

b Read the articles again. Answer the questions.

LONGLEAT
1 How do you travel around the Safari Park?
2 Which animals can you see there?
3 Can you visit Longleat House?
4 Where does the gorilla live?

REGENT'S PARK
5 When did London Zoo first open?
6 Is the theatre open in October?
7 How many places to eat are there in the park?
8 Where can you hire boats from?

c Work in pairs. Compare answers.

LONGLEAT

Longleat is a fantastic day out for all the family. You can drive around the Safari Park and see hundreds of animals in the wild. There are monkeys, wolves, lions and tigers in the park, so don't forget to close your car windows!

You can also go on a guided tour of Longleat House, built in the 16th century, or just have lunch in the beautiful gardens. And then in the afternoon you can go on an exciting safari boat trip – look out for the gorilla that lives on an island in the middle of the lake!

Longleat is open every day from February to November. You can buy tickets online at www.longleat.co.uk.

What would you like to do?

3 a VIDEO 9 CD3 7 Watch or listen to the Wilson family planning a day out. Put the places they talk about in order. Where do they decide to go?

a Longleat
b Regent's Park
c a theatre
d the beach *1*
e London Zoo
f school

b Listen again. Are these sentences true (T) or false (F)?
1 The Wilson family went to the beach last weekend.
2 Josh's parents want to go to Regent's Park.
3 Josh's sister works at a restaurant every weekend.
4 Josh doesn't want to go to Longleat.
5 His friends went to Longleat two weeks ago.
6 He went to London Zoo last year.
7 He can't take a friend with him on Saturday.

76

WHAT'S ON IN REGENT'S PARK

LONDON ZOO
This world-famous zoo first opened in 1828 and is now home to 12,000 animals. You can see tigers, camels, snakes, colourful birds and lots more – and don't forget to visit the exciting rainforest area. For more information, go to www.zsl.org.

THE OPEN AIR THEATRE
The theatre is open from May to September. One of the plays this season is Shakespeare's *A Midsummer Night's Dream*. You can book tickets at www.openairtheatre.org.

EVENTS IN THE PARK
There are sometimes free concerts in the afternoons and guided bird walks at the weekend. See www.royalparks.gov.uk for more details of what's on this week.

FOOD AND DRINK
There are six excellent cafés and restaurants in Regent's Park. The Boathouse Café is a popular place for lunch, and the Garden Café is a great place for a meal before going to the open air theatre.

BOAT HIRE
You can hire boats on the lake from March to October from the Boathouse Café.

REAL WORLD

REAL WORLD Deciding what to do

4 a Look at these questions and answers. We use them when we're deciding what to do.

asking people what they want to do	saying what you want to do
What **would you like** to do?	**I'd like** (to go to the beach).
Where **do you want** to go?	**I want** (to go to Longleat).
Would you like (to go to London)?	Yes, that's a good idea.
Do you want (to go to Regent's Park)?	Not really. **I'd rather** (stay at home).

TIPS • *Would like* is more polite than *want*.
• We use *I'd rather* to say *I want to do this more than something else.*

b Complete the rules with *would/'d like, want* and *would/'d rather.*
- After _____ we use the infinitive (*go, do*, etc.).
- After _____ and _____ we use the infinitive with *to* (*to go, to do*, etc.).

REAL WORLD 9.1 p148

5 CD3 8 PRONUNCIATION Listen and practise the sentences in 4a. Copy the stress.
What would you /wʊdʒə/ like to do?
I'd /aɪd/ like to go to the beach.

6 a Work in pairs, A and B. Take turns to ask your partner what he/she would like to do.

Would you like to go to the cinema? / I'd rather watch a DVD.

1	A go to the cinema?	B	watch a DVD
2	B go for a walk?	A	✓
3	A play tennis?	B	go swimming
4	B watch TV?	A	go out
5	A go shopping?	B	✓
6	B go out for a meal?	A	go out for a drink

b Take turns to make and respond to three more suggestions.

7 a Choose a place near where you are now for a day out. Think of three reasons why you want to go there.

b Work in groups of three. Decide what to do for your day out. Talk about these things.

which place when to go what you can do there
where and when to meet how to get there

Where would you like to go? / I'd like to go to … / I'd rather go to …

c Tell the class about your group's day out.

77

Add variety to your lessons by presenting Real World language visually using the new video clips on the **face2face** Second edition Elementary Teacher's DVD.

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

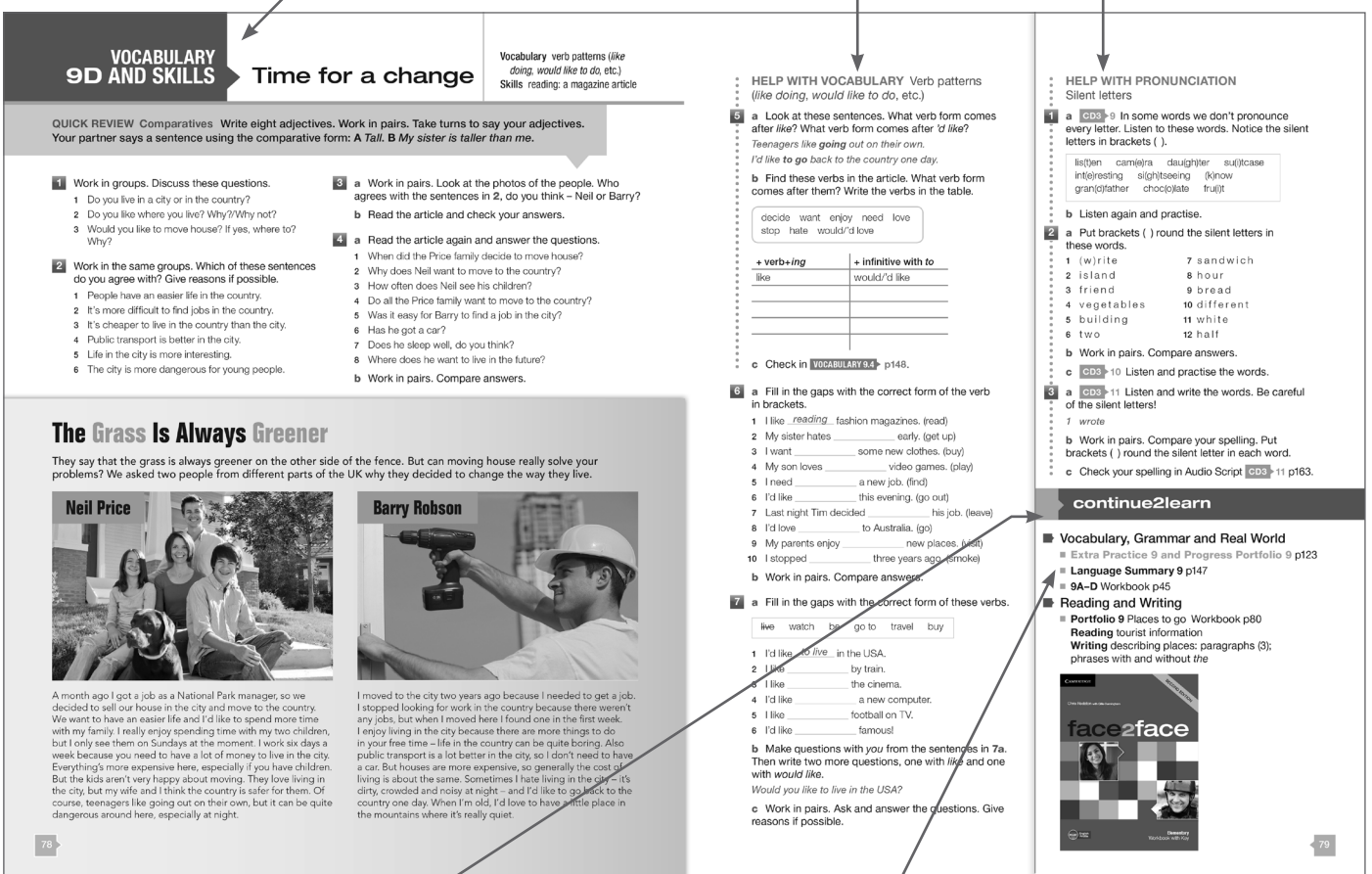
Free-speaking activities at the end of the lesson enable students to practise Real World language communicatively in a personalised context.

Reduced sample pages from the **face2face** Second edition Elementary Student's Book

Lesson D 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.

Help with Pronunciation sections help students with specific areas of pronunciation that they often find problematic.



VOCABULARY 9D AND SKILLS Time for a change

Vocabulary verb patterns (*like doing, would like to do*, etc.)
Skills reading: a magazine article

QUICK REVIEW Comparatives Write eight adjectives. Work in pairs. Take turns to say your adjectives. Your partner says a sentence using the comparative form: **A** *Tall.* **B** *My sister is taller than me.*

1 Work in groups. Discuss these questions.
1 Do you live in a city or in the country?
2 Do you like where you live? Why?/Why not?
3 Would you like to move house? If yes, where to? Why?

2 Work in the same groups. Which of these sentences do you agree with? Give reasons if possible.
1 People have an easier life in the country.
2 It's more difficult to find jobs in the country.
3 It's cheaper to live in the country than the city.
4 Public transport is better in the city.
5 Life in the city is more interesting.
6 The city is more dangerous for young people.

3 a Work in pairs. Look at the photos of the people. Who agrees with the sentences in **2**, do you think – Neil or Barry?
b Read the article and check your answers.

4 a Read the article again and answer the questions.
1 When did the Price family decide to move house?
2 Why does Neil want to move to the country?
3 How often does Neil see his children?
4 Do all the Price family want to move to the country?
5 Was it easy for Barry to find a job in the city?
6 Has he got a car?
7 Does he sleep well, do you think?
8 Where does he want to live in the future?
b Work in pairs. Compare answers.

The Grass Is Always Greener

They say that the grass is always greener on the other side of the fence. But can moving house really solve your problems? We asked two people from different parts of the UK why they decided to change the way they live.

Neil Price

A month ago I got a job as a National Park manager, so we decided to sell our house in the city and move to the country. We want to have an easier life and I'd like to spend more time with my family. I really enjoy spending time with my two children, but I only see them on Sundays at the moment. I work six days a week because you need to have a lot of money to live in the city. Everything's more expensive here, especially if you have children. But the kids aren't very happy about moving. They love living in the city, but my wife and I think the country is safer for them. Of course, teenagers like going out on their own, but it can be quite dangerous around here, especially at night.

Barry Robson

I moved to the city two years ago because I needed to get a job. I stopped looking for work in the country because there weren't any jobs, but when I moved here I found one in the first week. I enjoy living in the city because there are more things to do in your free time – life in the country can be quite boring. Also public transport is a lot better in the city, so I don't need to have a car. But houses are more expensive, so generally the cost of living is about the same. Sometimes I hate living in the city – it's dirty, crowded and noisy at night – and I'd like to go back to the country one day. When I'm old, I'd love to have a little place in the mountains where it's really quiet.

78

HELP WITH VOCABULARY Verb patterns (*like doing, would like to do*, etc.)

5 a Look at these sentences. What verb form comes after *like*? What verb form comes after *'d like*?
Teenagers like ***going*** *out on their own.*
I'd like ***to go*** *back to the country one day.*
b Find these verbs in the article. What verb form comes after them? Write the verbs in the table.

decide want enjoy need love
stop hate would/'d love

+ verb+*ing*	+ infinitive with *to*
like	would/'d like

c Check in VOCABULARY 9.4 p148.

6 a Fill in the gaps with the correct form of the verb in brackets.
1 I like *reading* fashion magazines. (read)
2 My sister hates _____ early. (get up)
3 I want _____ some new clothes. (buy)
4 My son loves _____ video games. (play)
5 I need _____ a new job. (find)
6 I'd like _____ this evening. (go out)
7 Last night Tim decided _____ his job. (leave)
8 I'd love _____ to Australia. (go)
9 My parents enjoy _____ new places. (visit)
10 I stopped _____ three years ago. (smoke)
b Work in pairs. Compare answers.

7 a Fill in the gaps with the correct form of these verbs.

live watch be go to travel buy

1 I'd like *to live* in the USA.
2 I like _____ by train.
3 I like _____ the cinema.
4 I'd like _____ a new computer.
5 I like _____ football on TV.
6 I'd like _____ famous!
b Make questions with *you* from the sentences in **7a**. Then write two more questions, one with *like* and one with *would like*.
Would you like to live in the USA?
c Work in pairs. Ask and answer the questions. Give reasons if possible.

HELP WITH PRONUNCIATION Silent letters

1 a CD3 ▸9 In some words we don't pronounce every letter. Listen to these words. Notice the silent letters in brackets ( ).

lis(t)en cam(e)ra dau(gh)ter su(i)tcase
int(e)resting si(gh)tseeing (k)now
gran(d)father choc(o)late fru(i)t

b Listen again and practise.

2 a Put brackets ( ) round the silent letters in these words.

1 (w)rite	7 sandwich
2 island	8 hour
3 friend	9 bread
4 vegetables	10 different
5 building	11 white
6 two	12 half

b Work in pairs. Compare answers.
c CD3 ▸10 Listen and practise the words.

3 a CD3 ▸11 Listen and write the words. Be careful of the silent letters!
1 wrote
b Work in pairs. Compare your spelling. Put brackets ( ) round the silent letter in each word.
c Check your spelling in Audio Script CD3 ▸11 p163.

continue2learn

- **Vocabulary, Grammar and Real World**
  - **Extra Practice 9 and Progress Portfolio 9** p123
  - **Language Summary 9** p147
  - **9A–D** Workbook p45
- **Reading and Writing**
  - **Portfolio 9** Places to go Workbook p80
    Reading tourist information
    Writing describing places: paragraphs (3); phrases with and without *the*

79

The *continue2learn* sections show students where they can continue practising and extending their knowledge of the language taught in the unit.

There is a full-page *Extra Practice* section in the back of the Student's Book, which provides revision of key language from the unit. Students can also monitor their progress by completing the *Progress Portfolio*, which is based on the requirements of the *Common European Framework of Reference for Languages.*

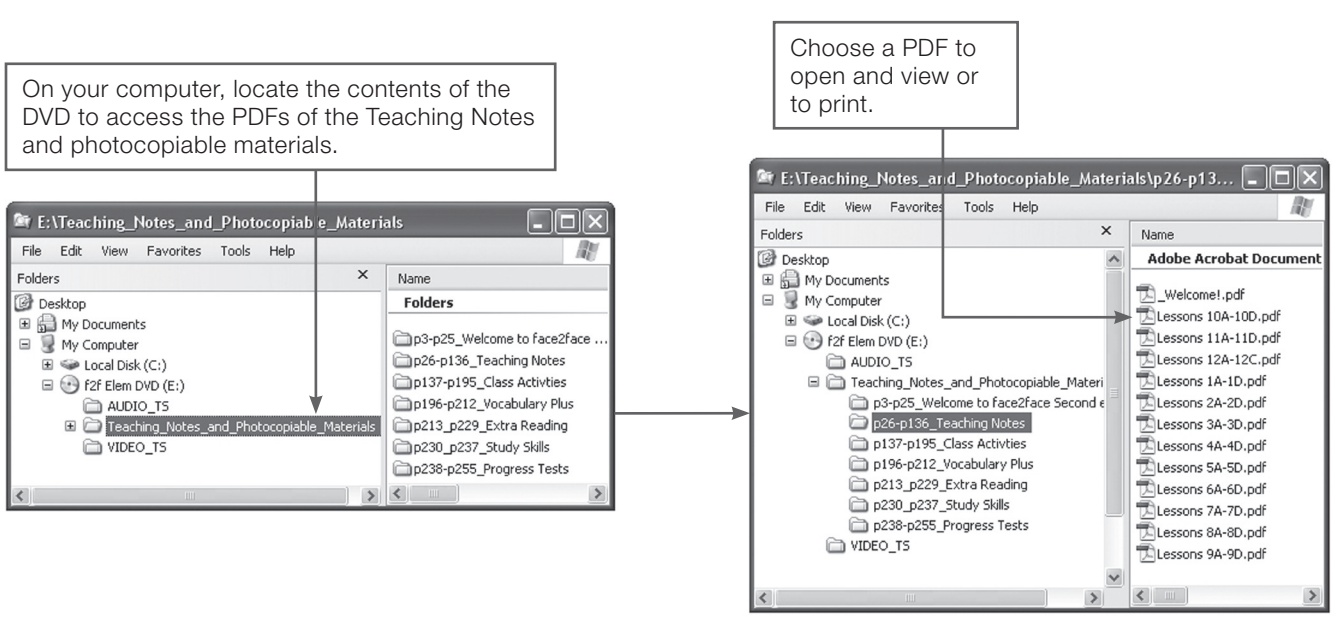
Reduced sample pages from the **face2face**
Second edition Elementary Student's Book

Teacher's DVD Instructions

The Teacher's DVD contains the *Real World* video presentation material as well as printable PDFs of all the Teaching Notes and photocopiable materials from this Teacher's Book.

- To play the *Real World* video presentation material you can use the DVD in a DVD player or in a computer. Insert the DVD and follow the instructions on the main menu.
- To access the PDFs on a Windows operating system, double-click **My Computer**. Right click on the CD/DVD drive and choose *Explore*. Open the "Teaching Notes and Photocopiable Materials" folder and double click on the PDFs you want to view or print.
- To access the PDFs on a computer with a Mac operating system, double-click on the DVD icon on the desktop. Open the "Teaching Notes and Photocopiable Materials" folder and double-click on the PDFs you want to view or print.



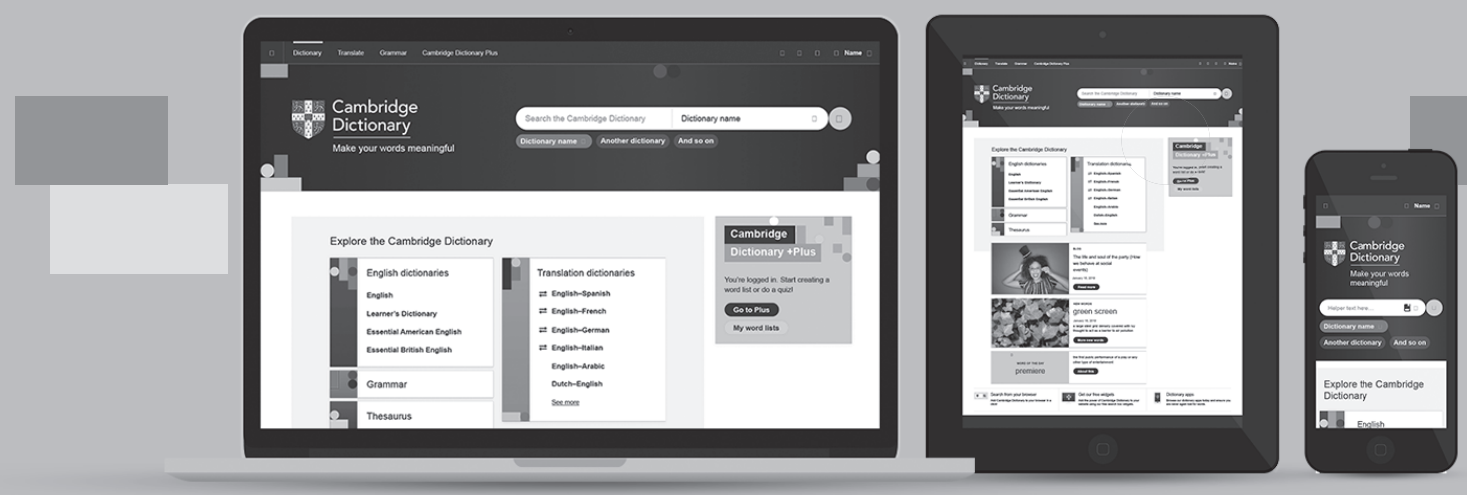


To view or print the Teaching Notes and photocopiable materials you will need a software program that can read PDFs such as Adobe® Reader®, which is free to download and install at www.adobe.com.

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face2face teaches adult and young adult learners to communicate with confidence.

ENGAGING CONTENT FOR LEARNERS



REAL WORLD SITUATIONS

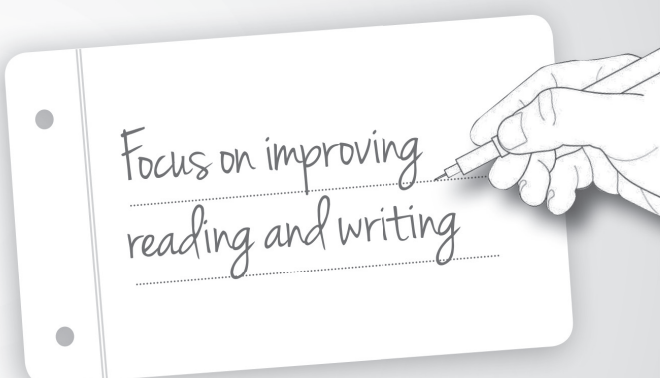
HELP WITH:





GET READY, GET IT RIGHT!

COMMUNICATE PRECISELY AND CONFIDENTLY









- BUILT-IN STRONG FOCUS ON **REVISION**
- ADDRESS STUDENTS' **INDIVIDUAL NEEDS**

Teach Listening
Don't just practise it

FOCUS ON TEACHING LISTENING SKILLS

Using Natural Joined-up Speech



REAL WORLD VIDEOS

bring to **life** the **functional** and **social language** learners need on a day-to-day basis

face2face and all its best-selling content is available in a number of different ways

PRINTED COURSE BOOKS



+



ONLINE WORKBOOKS

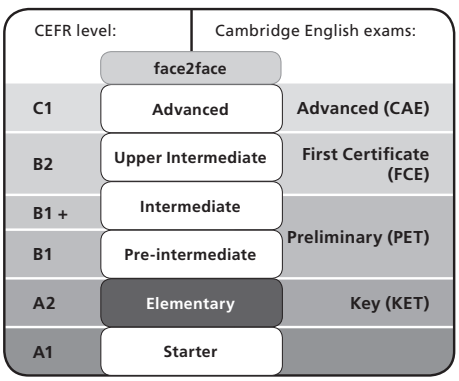
TRACK LEARNERS' PROGRESS AT A GLANCE

The Common European Framework (CEFR)

What is the Common European Framework (CEFR)?

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 (CEFR)*[4]. A related document, *The European Language Portfolio*, encourages learners to assess their progress by matching their competence against the 'can do' statements.

face2face Second edition has been developed to include comprehensive coverage of the requirements of the CEFR. The table above right shows how **face2face** Second edition relates to the CEFR 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).



In the spirit of *The European Language Portfolio* developed from the CEFR, **face2face** Second edition provides a Progress Portfolio for each unit in the Student's Book.

In the Workbook there is a 24-page *Reading and Writing Portfolio* section (two pages for each unit) linked to the CEFR and a comprehensive list of 'can do' statements in the *Reading and Writing Progress Portfolio*, which allows students to track their own progress.

face2face Second edition Elementary and CEFR levels A1 and A2

		A1	A2
UNDERSTANDING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance, (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
SPEAKING	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example, thanking someone for something.

The table above describes the general degree of skill required at levels A1 and A2 of the CEFR. Details of the language knowledge required for A2 are listed in *Waystage 1990* and the 'can do' statements for both A1 and A2 are listed in *The Common European Framework of Reference for Languages: Learning, teaching, assessment*.

The Listening, Reading, Speaking and Writing tables on p16–p19 show where the required competencies for levels A1 and A2 are covered in **face2face** Second edition Elementary. Full details of how this level covers the grammatical, lexical and other areas specified by *Waystage 1990* can be found on 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 ISBN 978-0-521-56707-7
[2]*Threshold 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978-0-511-66717-6
[3]*Vantage* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978-0-511-66711-4
[4]*Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001) Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press ISBN 978-0-521-00531-9

English Vocabulary Profile

What is the English Vocabulary Profile?

The English Vocabulary Profile is part of English Profile, a ground-breaking and innovative programme which is shaping the future of English language learning, teaching and assessment worldwide. Endorsed by the Council of Europe, English Profile provides a unique benchmark for progress in English by clearly describing the language that learners need at each level of the Common European Framework (CEFR).

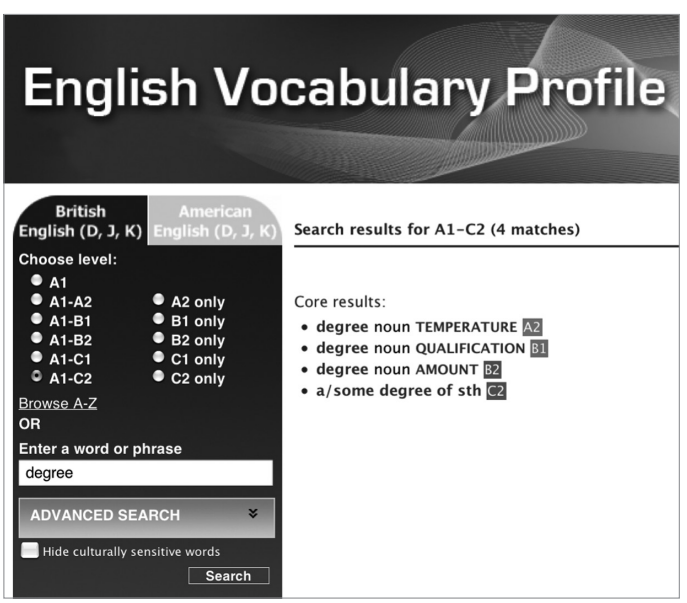
The CEFR is already widely used around the world to assess language ability. However, because it is 'language neutral' it needs to be interpreted appropriately for each language. English Profile makes the CEFR even more relevant to English language teachers by showing the specific vocabulary, grammar and functional language that students can be expected to master at each level in English. By making the CEFR more accessible in this way, it provides unparalleled support for the development of curricula and teaching materials, and in assessing students' language proficiency.

The English Vocabulary Profile shows, in both British and American English, which words and phrases learners around the world know at each level – A1 to C2 – of the CEFR. Rather than providing a syllabus of the vocabulary that learners *should* know, the English Vocabulary Profile verifies what they *do* know at each level. CEFR levels are assigned not just to the words themselves, but to each individual meaning of these words. So, for instance, the word *degree* is assigned level A2 for the meaning *temperature*, B1 for *qualification*, B2 for *amount* and C2 for the phrase *a/some degree of sth*. The capitalised guidewords help the user to navigate longer entries, and phrases are listed separately within an entry.

face2face Second edition Elementary and the English Vocabulary Profile

The vocabulary taught in **face2face** Second edition Elementary has been informed by the English Vocabulary Profile to ensure that the majority of the new words and phrases taught in the Student's Book are A2 (or A1).

To find out more about the English Vocabulary Profile and the English Profile project or to get involved, visit www.englishprofile.org.



English Profile is a collaborative project between:

UNIVERSITY of CAMBRIDGE ESOL Examinations · CAMBRIDGE UNIVERSITY PRESS · BRITISH COUNCIL · UNIVERSITY OF CAMBRIDGE · University of Bedfordshire · ENGLISHUK

CEFR Tables: Listening and Reading

Listening

A language user at A1 and A2 can:	W	1	2	3
manage simple, routine exchanges	W	1A 1B 1C	2C 2D	3A 3B
identify the topic of/information in a discussion				3C
handle simple business in shops, post offices or banks			2C	
understand directions				
extract essential information from short recorded passages		1B 1C	2A 2C 2D	3B 3C 3D
identify the main points of TV news items				
understand the main point in short, clear messages and announcements				

Reading

A language user at A1 and A2 can understand and find simple information in these types of text:	W	1	2	3
directions, signs, notices and instructions	W			
posters and advertisements			2C	
brochures, leaflets, guides				
price lists, tickets, menus				
radio, theatre, TV programmes, timetables				
maps				
forms		1C WB1D WBP1		
personal correspondence: letters, notes, postcards, etc.			WB2D	WB3B WBP3
articles				3A 3D
weather forecasts				

W = **face2face** Second edition Elementary Student's Book Welcome! lesson
1A = **face2face** Second edition Elementary Student's Book Lesson 1A
WB1A = **face2face** Second edition Elementary Workbook Lesson 1A
WBP1 = **face2face** Second edition Elementary Reading and Writing Portfolio 1

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

4	5	6	7	8	9	10	11	12
		WB6B				WB10A	WB11C	WBP12
WBP4	WBP5	WBP6	7B WBP7	8C 8D WBP8			11C	
		WB6D	WB7D		9B 9C WB9B WB9C WBP9		WBP11	
4C								
		WBP6						WBP12
			WB7A		WBP9		11C WB11C	
WB4B								
4A WBP4	5C WB5D	WBP6	WBP7	8C 8D WB8A WB8D WBP8	WB9A	WBP10	11C 11D WB11B WBP11	WBP12
WB4D	5B 5D WB5B WBP5	6A 6B 6C 6D WB6A WB6C	7D WB7D		9D WB9D	10A 10D	WB11D	12A WB12A
						10D WB10D		

CEFR Tables: Speaking and Writing

Speaking

A language user at A1 and A2 can:	W	1	2	3
make an introduction and use basic greetings and leave-taking expressions	W	1A		
ask how people are and react to news		1A		
make and respond to invitations, suggestions and apologies				3C
say what he/she likes and dislikes			2A	3B
discuss what to do in the evening/at the weekend				
agree and disagree with others				3B 3C
exchange relevant information and give his/her opinion				
make simple purchases by stating what is wanted and asking the price				
get simple information about travel and buy tickets			2C	
give and receive information about quantities, numbers and prices		1B 1C 1D	2C	3C
order a meal				
ask and answer questions about themselves and other people, where they live, people they know, things they have		1A 1B	2A 2B 2C	3A 3B 3C 3D
indicate time by such phrases as next week, last Friday, in November, three o'clock			2C	3B 3C 3D
ask for and give directions referring to a map or plan			2D	
ask for and provide personal information	W	1A 1B 1C	2A 2B	
use simple techniques to start, maintain or end a short conversation			2A 2C	3C
ask for repetition and say he/she didn't follow		1C		

Writing

A language user at A1 and A2 can write these simple types of text and perform the following written functions:	1	2	3
forms	1C WBP1		
standard letters			
personal correspondence			WBP3
notes and messages relating to everyday life			
describe events and activities			
describe plans and arrangements			
express likes and dislikes		WBP2	
describe family and living conditions			WBP3
relate personal experiences			

W = **face2face** Second edition Elementary Student's Book Welcome! lesson
1A = **face2face** Second edition Elementary Student's Book Lesson 1A
WBP1 = **face2face** Second edition Elementary Workbook Reading and Writing Portfolio 1

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

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

Listening

A typical listening practice activity in most coursebooks checks students' 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 help students by:

- focusing on the stress system in English.
- examining features of connected speech.
- preparing them for what people in public places say.
- highlighting how intonation conveys mood and feelings.
- encouraging students to make the link between the written and the spoken word by asking them to work with the *Audio and Video Scripts* while they listen.

For *Teaching Tips* on Listening, see p21.

Speaking

All the lessons in the Elementary Student's Book 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 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 p21.

Reading and Writing

In the Elementary 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 extensively practised and there are also controlled writing activities to consolidate the language input of the lesson.
For classes that require more reading and writing, there is a 24-page *Reading and Writing Portfolio* in the Elementary Workbook. This section contains 12 double-page stand-alone lessons which are designed for students to do at home or in class. The topics and content of these lessons are based closely on the CEFR reading and writing competences for levels A1 and A2. There are also 12 *Extra Reading* photocopiable worksheets (p213), which can be used in class or given for homework.

Vocabulary

face2face recognises the importance of vocabulary in successful communication. There is lexical input in every lesson, which is consolidated for student reference in the interactive *Language Summaries* in the back of the Student's Book. In addition, each unit in the Student's Book includes at least one *Help with Vocabulary* section, designed to guide students towards a better understanding of the lexical systems of English.

For longer courses and/or more able students, this Teacher's Book also contains one *Vocabulary Plus* worksheet for each unit (p196). These worksheets introduce and practise new vocabulary that is not included in the Student's Book.

For *Teaching Tips* on Vocabulary, see p21.

Grammar

Grammar is a central strand in the **face2face** Second edition Elementary 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, rather than just being given them. Therefore in the *Help with Grammar* sections students are asked to work out the meaning and form of the structure for themselves, before checking their answers 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 p22.

Functional and Situational Language

face2face places great emphasis on the functional and situational language that students need to use immediately in their daily lives. Each unit contains a double-page *Real World* lesson that introduces and practises this language in a variety of situations. This language can now be presented either by using the video clips on the Teacher's DVD or by using the recordings on the Class Audio CDs.

Pronunciation

Pronunciation is integrated throughout **face2face** Second edition Elementary. Drills for every new grammar structure and all new *Real World* language are included on the Class Audio CDs. These drills focus on sentence stress, weak forms, intonation, etc. Students also practise specific phonological features and problem sounds in the *Help with Pronunciation* sections at the end of each unit.

For *Teaching Tips* on Pronunciation, see p22.

Reviewing and Recycling

We believe that regular reviewing and recycling of language are essential to students' language development, so language is recycled in every lesson of the Elementary Student's Book. Opportunities for review are also provided in the *Quick Review* sections at the beginning of every lesson, the full-page *Extra Practice* section and the 12 photocopiable *Progress Tests* in this Teacher's Book.

For *Teaching Tips* on Reviewing and Recycling, see p23.

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.
- Also 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.
- When you play a recording for a second or third time, you can ask students to read the *Audio and Video 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.

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.
- 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.
- 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.
- 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 work out the rules themselves before checking their answers in the *Language Summaries* in the back of the Student's Book. You can then check students have understood the main points with the whole class.
- Point out the stress marks (•) on all new vocabulary in the vocabulary boxes in the lessons and the *Language Summaries*. These show the main stress only in each new word or phrase.
- When you write a new vocabulary item on the board, make sure students know the stress and part of speech. Give students time to copy new vocabulary into their notebooks.
- Make students aware of collocations in English (for example, *go swimming*, *pass an exam*) by pointing them out when they occur and encouraging students to record them as one phrase in their notebooks.
- Review and recycle vocabulary at every opportunity in class, using the *Extra Practice* sections, the *Language Summaries*, games (p24) and the *Class Activities* (p137).
- Use the photocopiable *Vocabulary Plus* worksheets (p196) to introduce and practise extra vocabulary which is <u>not</u> 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 (Instructions p196). There is one *Vocabulary Plus* worksheet for each unit in the Student's Book.
- Use the photocopiable *Study Skills* worksheets (p230) in class to help students understand other aspects of vocabulary, such as grammatical terms, using a dictionary and how to record vocabulary items.

Teaching Tips

Grammar

- Give students time to work through the exercises in the *Help with Grammar* sections on their own or in pairs, rather than doing this with the whole class. This gives students the opportunity to try and work out the grammar rules themselves before checking their answers in the *Language Summaries* in the back of the Student's Book. You can then check students have understood the main points with the whole class.
- Teach your students useful grammatical terms (for example *noun*, *verb*, *auxiliary*, *Past Simple*, 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. These drills are marked with the pronunciation icon PRONUNCIATION in the Student's Book and give standard British native-speaker models of the language being taught.
- Use the *Help with Pronunciation* sections at the end of each unit. These give extra practice of problematic sounds and aspects of connected speech.
- 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 *listen to music*, the main stress on *music* is shown, but the secondary stress on *listen* 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 *Audio and Video Scripts* (Student's Book p155).

Helping students with sounds

- Consider teaching your students the phonemic symbols (Student's Book p167). This allows students to look up the pronunciation of the words and record difficult pronunciation themselves 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.
- Write the phonemic transcription for difficult words on the board and ask students to work out how the words are pronounced.
- For sounds students often have problems with (for example /θ/) you can demonstrate the shape of the mouth and the position of the tongue in front of the class (or draw this on the board). Often students can't say these sounds simply because they don't know the mouth position required to do so.
- Remember that many sounds in English are often the same in students' own language(s). Draw students' attention to the sounds which are the same 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 spelt.
- When you write words or sentences on the board, mark the stress in the correct place or ask 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 or fist.
- 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, make sure that you 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 weak 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 about their pronunciation.

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 *Extra Practice* sections at the end of each unit. They can be done in class when students have finished the unit, or set for homework. Alternatively, individual exercises can be used as quick fillers at the beginning or end of a lesson, as the exercises and activities 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 are very important for helping students transfer information from their short-term memory 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 the cards in the box. The cards can be used for various revision activities, for example *Know*, *Might Know*, *Don't Know* (see p24).
- Encourage students to review new language by reading the *Language Summary* for the lesson.
- Set homework after every class. The **face2face** Second edition Elementary 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 Elementary-level classes (A1–A2) teachers are often faced with a mixture of complete beginners, false beginners and Elementary-level 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 stronger students dominating the class.
- When monitoring during pair and group work, go to the weaker 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. Weaker students may feel more confident speaking with other students at their own level.
- In activities where students are working 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 an *Extra Practice* 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, weaker ones can read the Audio 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 to help them catch up with areas of language that the rest of the class is confident with.

Classroom Activities and Games

These activities and games can be used to practise a variety of different language areas in class. The Teaching Notes (p26) 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 spelt 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 weaker 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 word/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.

Bingo!

This popular activity can be used to revise any large lexical group, such as numbers, irregular verbs, dates, free time activities, etc.

- Before the class, choose a language area that you would like to practise and make a list of words/phrases.
- Make one card for each student and divide each card into 8 or 10 equal squares.
- Write one word/phrase taken from your list in each square, ensuring that no two cards have exactly the same words on them.
- In class, give one card to each student.
- Dictate the words on your list. Students cross out any words they hear which are on their cards.
- The first student to cross out all their words shouts *Bingo!*. Ask the student to dictate back all the words. If they are correct, that student wins.

Noughts and Crosses

This is a quick revision activity which can be used for vocabulary, grammar or students' common mistakes.

- Draw a noughts and crosses grid on the board and fill in the boxes with examples of your chosen language area, for example:

under	behind	from
on	in	by
at	in front of	to

- Divide the class into two teams: a noughts (0) team and a crosses (X) team. The purpose of the game is to be the first team to complete a line of either three noughts or three crosses in any direction (horizontal, vertical or diagonal).
- Teams toss a coin to see who starts. Each team takes turns to choose a word from a square on the grid. They then try to make a sentence with it that shows they know the meaning. If they are successful, mark a nought or a cross in that square.
- Play continues until a line is complete. The team that completes the line wins the game.
- Alternatively, prepare nine questions for students to answer and write numbers 1–9 on the grid. Students then choose a number and you ask them the corresponding question from your list.

Dialogue Build

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

- Before the lesson, prepare a 6–8 line conversation based on language the students should know. Find a magazine picture of each person in the conversation (or be prepared to draw two people on the board).
- In class, set the context, for example in a restaurant, and put the pictures of the two speakers on either side of the board.
- Draw a speech bubble from the person who speaks first and insert a prompt, for example *order?*. Elicit the target sentence, for example *Would you like to order now?*. 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 person on the other side of the board and insert a prompt, for example *burger + chips*. 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, revise 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, you can 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. Allow the activity to continue 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 revision activity which can be used for vocabulary collocations or grammar structures.

- Before the lesson, prepare a set of 10 pairs of cards for each pair of students (for example *happy/sad, boring/interesting*, 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.

Welcome!

Student's Book p6–p7

Vocabulary numbers 0–20; the alphabet; things in the classroom; days of the week

Real World introducing yourself; classroom instructions; names; saying goodbye

Hello!

1 **a** Focus students on the photo and teach *a teacher* and *a student*.

CD1 ▸ 1 Play the recording. Students listen and read conversation 1. Play the recording again if necessary.

Drill the conversation with the class, either by playing the recording again and pausing after each phrase or sentence or by modelling the phrases and sentences yourself. Point out that *My name's ...* and *I'm ...* have the same meaning.

For tips on drilling in class, see p23.

b Practise conversation 1 with individual students. Students should use their own names.

2 **a** Focus students on Hassan and Olga in the photo. Establish that they don't know each other.

CD1 ▸ 2 Play the recording. Students listen and read conversation 2. Play the recording again if necessary. Point out that *Hi* is more informal than *Hello*.

Drill the conversation chorally and individually with the class, either by playing the recording again and pausing after each phrase or sentence or by modelling the phrases and sentences yourself.

b Demonstrate the conversation with a few confident students. Then ask students to practise the conversation with four other students, either by moving around the room or by talking to people sitting near them. Students should use their own names.

Numbers 0–20

3 **a** Focus students on the numbers.

Students work in pairs and take turns to say the numbers.

b CD1 ▸ 3 Play the recording. Students listen and check.

Point out that we can say *zero* as /ˈzɪərəʊ/ or *nought* /nɔːt/ for *0* when we are counting. Also point out the stress on the second syllable of *thirteen*, *fourteen*, etc.

PRONUNCIATION Play the recording again. Students listen and repeat the numbers. Check they are using the correct stress on the numbers.

c Students work in the same pairs, A and B. Student A says five numbers which student B writes down. Student A then checks that student B has written the correct numbers. Then change roles.

Classroom instructions

4 **a** Students work in new pairs and say which instructions they understand.

Ask students to turn to Language Summary Welcome REAL WORLD 0.2 ▸ (Student's Book p127) and check the other instructions. Demonstrate any instructions to the whole class if necessary.

Explain to students that the Language Summaries in **face2face** contain all the new language taught in each unit of the Student's Book and are a useful reference when students are working in class or at home.

b CD1 ▸ 4 Play the recording (SB p155). Students listen and tick the instructions in **4a** when they hear them. Play the recording again if necessary.

EXTRA IDEAS

- If you have a class of complete beginners, teach the instructions yourself first. Then look at the pictures in Language Summary Welcome REAL WORLD 0.2 ▸ (SB p127).
- If you have a strong class, you can do Study Skills 1 Classroom language (p233) at this point in the lesson. This worksheet reminds students of the language they need to communicate with their teacher in class. Alternatively, consider doing this worksheet in later lessons, or giving it for homework.

The alphabet

5 **a** CD1 ▸ 5 PRONUNCIATION Pre-teach or elicit *the alphabet*. Play the recording. Students listen and repeat the alphabet.

Point out the use of *capital (A)* and *small (a)* for the two letters in each pair.

Play the recording again if necessary. Pay particular attention to the pronunciation of the letters *g* /dʒiː/, *h* /eɪtʃ/, *j* /dʒeɪ/, *r* /ɑː/ and *w* /ˈdbljuː/. Note that students often confuse the letters *e* /iː/ and *i* /aɪ/, and the letters *a* /eɪ/ and *r* /ɑː/.

b Point out the TIP (ss = *double* s). Drill the word *double*. Spell out *class* and ask students to write it.

CD1 ▸ 6 Play the recording (SB p155). Students write down the words they hear. Check answers with the class.

class; photo; please; listen; nineteen

EXTRA IDEA

- If you have a strong class, teach the sound groupings /eɪ/ (A, H, J, K), /iː/ (B, C, D, E, G, P, T, V), /e/ (F, L, M, N, S, X, Z), /aɪ/ (I, Y), /uː/ (Q, U, W), /əʊ/ (O) and /ɑː/ (R). Draw a table with seven columns on the board with the phonemes as the column headings. Drill the seven symbols. Ask students to copy the table into their notebooks. As you play the recording, tell students to write the letters in the correct place in the table. Highlight that the same vowel sound is used in each column of letters. You can also point out that there is a full list of phonemic symbols on SB p167.

First names and surnames

6 **a** Pre-teach *late*, *first name*, *surname* and *spell*. Drill these words with the class.
Focus students on conversation 3. Students then match questions 1–3 to answers a–c.

b CD1 ▶ 7 Play the recording (SB p155). Students listen and check.

1c 2b 3a

c CD1 ▶ 8 Play the recording (SB p155). Students listen and write down the students' names. Ask students to check answers in pairs.

A Camille Laurent
B Bartek Kowalski

EXTRA IDEA

- Tell students to look at Audio Script CD1 ▶ 8 on SB p155. Play the recording again and allow students to listen and read. Note: in **face2face** students are often directed to the Audio and Video Scripts in the back of the Student's Book, as listening and reading at the same time can help students 'tune in' to sound–spelling relationships in English.

7 **a** CD1 ▶ 9 PRONUNCIATION Play the recording. Students listen and repeat the questions in **6a**.
b Students ask four other students the questions in **6a** and write down the answers. Students can either move around the room or talk to students sitting near them.

EXTRA IDEA

- Students spell out their names to you. Write them on a large sheet of paper and put it on the classroom wall to help students remember one another's names.

Things in the classroom

8 **a** Focus students on the pictures and the words in the box. Model and drill the words. Pay particular attention to the pronunciation of *dictionary* /ˈdɪkʃənri/ and *player* /ˈpleɪə/.
Students work on their own and match the words to the pictures. Students check answers in pairs.
Check answers with the class.

a a book **c** a CD player
d a computer **e** a chair
f a pencil **g** a TV **h** a pen
i a DVD player **j** a dictionary

b Focus students on the speech bubbles and drill this example with the class.
Students work in pairs and take turns to test each other on the pictures.

Goodbye!

9 **a** Pre-teach *day* and *week*. Students work in pairs and put the days of the week in order.

b CD1 ▶ 10 Play the recording. Students listen and check their answers.
PRONUNCIATION Play the recording again. Students listen and repeat the days. Pay particular attention to the pronunciation of *Tuesday* /ˈtjuːzdeɪ/ and *Thursday* /ˈθɜːzdeɪ/ which students often confuse, and *Wednesday* /ˈwenzdeɪ/ which is two syllables not three.
Ask students what day it is today and what day it is tomorrow.

Tuesday 2 Wednesday 3 Thursday 4
Friday 5 Saturday 6 Sunday 7

10 CD1 ▶ 11 Play the recording. Students listen and write the day (*Tuesday*). Play the recording again and ask students to repeat each word or phrase. Check students understand that we say *Hello* or *Hi* when we meet someone and *Goodbye* or *Bye* when we leave them.
Students practise the conversation with other students.

Progress Portfolio Welcome!

- Progress Portfolio sections encourage students to reflect on what they have learned. This approach is consistent with the need for students to think about their own language learning as required by the Common European Framework of Reference for Languages (CEFR). There is a Progress Portfolio section for each unit in the Student's Book in the Extra Practice and Progress Portfolio section SB p115–p126. More information on how to use these sections is given in the teaching notes for unit 1, p37.
- Students can also work on their own and tick the things they can do. Encourage students to check new language in Language Summary Welcome, SB p127.
- Students can also work in pairs or groups and compare which statements they have ticked.

EXTRA IDEA

- Students close their books, then work in pairs and tell their partner three things they can do in English. Students should demonstrate their ability to do these things to their partners.

FURTHER PRACTICE

Ph **Study Skills 1** Classroom language p233 (Instructions p230)
Workbook Welcome! p3

1A How are you?

Student's Book p8–p9

Vocabulary countries and nationalities
Grammar *be* (1): positive and *Wh-* questions; subject pronouns and possessive adjectives
Real World introducing people

QUICK REVIEW Quick reviews begin each lesson in a fun, student-centred way. They are short activities which revise previously taught language and are designed to last about five or ten minutes. For more information on Reviewing and Recycling, see p23.
This activity reviews the alphabet. Students write five words on their own, then work in pairs and take turns to spell the words to each other. They should write down their partner's words. Finally, students check their spelling is correct. Check any problem words with the class.

Listening and Speaking

1 **a** Focus students on Lisa and Tom in the photo. Elicit where they are (at a conference in a hotel).
CD1 ▸ 12 Play the recording. Students listen and read conversation 1.
PRONUNCIATION Play the recording again, pausing after each phrase/sentence for students to practise. Check students understand the meaning of *How are you?* and *I'm fine.* and *I'm OK, thanks.*

b Demonstrate the conversation with a few confident students. Then ask students to practise the conversation with four other students, either by moving around the room or by talking to students sitting near them. Students should use their own names. Encourage students to do this without looking at their books if possible.

2 **a** CD1 ▸ 13 Focus students on Paolo, Bianca and Toshi in the photo. Play the recording. Students listen and read conversation 2. Check students understand that Paolo is introducing Bianca to Toshi.
PRONUNCIATION Play the recording again, pausing after each phrase/sentence for students to practise. Check students understand that they can say either *You too.* or *Nice to meet you too.* You can also teach *And you.* as another possible response.

b Demonstrate the conversation with a few confident students. Then put students into groups and ask them to practise introducing one another. Alternatively, students can practise this conversation by moving around the room.

EXTRA IDEA

- If students know each other well, give them false identities of famous people on cards before they practise the conversation.

Vocabulary and Speaking

Countries and nationalities

3 **a** Pre-teach *country*. Students then work on their own and tick the countries they know in the first column.
Check students know where each country is. Point out that all countries and nationalities are spelt with a capital letter. Also point out the use of the article *the* with *the USA* and *the UK*. The USA is often called *the US*, *the States* or *America*. Note that *the UK* refers to England, Scotland, Wales and Northern Ireland, whereas *Great Britain* or *Britain* refers to England, Scotland and Wales only.

b Write on the board *I'm from Brazil. I'm ... .* Elicit the missing word (*Brazilian*). Use this example to establish the difference between *country* and *nationality*.
Focus on the examples in the table in **3a**. Students then fill in the missing letters in the *nationalities* column.
Students check answers in VOCABULARY 1.1 ▸ SB p128. Check they have noticed the spelling pattern in each section.
Point out that the third column in the table in VOCABULARY 1.1 ▸ is a list of the languages spoken in these countries. Drill these words with the class.

c Students take turns to tell each other where they are from and what nationality they are.
If your students are all from the same country, ask the questions to the whole class. In a multinational class, ask students to move around the room and find students from three different countries and three different nationalities.

4 **a** CD1 ▸ 14 Focus students on the table in **3a** and point out how the stress is marked in the Student's Book (•). Play the recording. Students listen and notice the word stress.
Use the countries and nationalities to teach *syllable* and ask how many syllables there are in some of the words.
Point out that the same syllable is stressed in most countries and nationalities, for example, *Brazil/Brazilian*. Elicit which countries and nationalities don't follow this pattern: *Italy/Italian*, *China/Chinese*, *Japan/Japanese*.
Also highlight that *Spain* and *France* don't have a stress mark as they are one-syllable words.

b PRONUNCIATION Play the recording again. Students listen and repeat the words. Pay particular attention to the pronunciation of *Australia* /ɒ'streɪliə/ and *Turkey* /'tɜːki/, and the word stress on *Italy/Italian*, *China/Chinese* and *Japan/Japanese*.

EXTRA IDEA

- Students work in pairs, student A and student B. Student B closes his/her book. Student A says a country from the list in **3a** and student B says the nationality. After a few minutes, students swap roles.

Reading and Listening

5 **a** Write on the board *Where are you from? I'm from (the UK).* Drill the question with the class, then practise with individual students.
Focus students on the rest of the people in the photo and pre-teach *receptionist*.
CD1 ▸ **15** Play the recording. Students listen and fill in the countries in conversations 3, 4 and 5. Play the recording again if necessary.

b Students compare their answers in pairs.

3 Spain **4** Australia **5** Italy; Brazil; the UK

EXTRA IDEA

- Ask questions about conversations 3, 4 and 5 to check comprehension, for example conversation 3: *What's his name? Where's he from?* conversation 4: *What are their names? What room are they in?*

HELP WITH GRAMMAR
be (1): positive and *Wh-* questions

Help with Grammar sections 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. You can then check the main points with the whole class as necessary. In some shorter *Help with ...* sections, the Language Summary reference is given at the end of the section for reference only. In these cases we suggest students check their answers with you, rather than in the Language Summary.
For more information on the **face2face** approach to Grammar, see p20.

6 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 1.1 ▸ SB p129. Check answers with the class.

- **a** **2** 're **3** 's **4** 's **5** 's **6** 're **7** 're
- Highlight that *'m* is the contracted form of *am*, etc., and that contractions are very common in spoken English and informal writing. Encourage students always to use contracted forms when speaking.
- Check students understand the subject pronouns *I*, *you*, *he*, *she*, *it*, *we*, *they* and point out that *you* is both singular and plural in English.
- Highlight which part of *be* (*am/are/is*) goes with each subject pronoun.
- **b** **2** 's **3** 's **4** 's **5** are **6** are
- Highlight the word order in questions: question word + *am/are/is*+ subject + ... , and that *'s* in questions 2, 3 and 4 is the contracted form of *is*.
- Highlight that we don't contract *are* to *'re* in questions: *Where are you from?* not ~~*Where're you from?*~~

7 **a** CD1 ▸ **16** PRONUNCIATION Play the recording. Students listen and repeat the sentences and questions. Check students pronounce the contractions correctly.
Point out the pronunciation of *Where are* /ˈweərə/ and *What are* /ˈwɒtə/. Also check students are pronouncing the weak form of *are* /ə/ and the contracted forms *Where's* and *What's* correctly.

b Students work in pairs and practise conversations 3, 4 and 5. Monitor and correct pronunciation as necessary.

8 Students do the exercise on their own, then check their answers in pairs. Check answers with the class.
Point out that we don't contract *are* after a noun, for example, *names*: *Our names are* ... not ~~*Our names're ...*~~ .

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

EXTRA IDEA

- Students practise the conversations in pairs. While they are working, monitor and check students pronounce the contractions correctly.

HELP WITH GRAMMAR
Subject pronouns and possessive adjectives

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

- The possessive adjectives are: *my*, *your*, *his*, *her*, *its*, *our*, *their*.
- We use subject pronouns with verbs: *I'm from Germany. They're both from Egypt.*, etc.
- We use possessive adjectives with nouns: ***my*** *name*, ***his*** *book*, etc.
- Point out that *you* and *your* are both singular and plural in English, and that we always use a capital *I* for the subject pronoun.
- Also highlight that verbs in English always need a subject: *It's my book.* not ~~*Is my book.*~~

10 **a** Students work on their own and choose the correct words to complete the conversations. Encourage students to look at the word after each option. If the word is a noun, they should choose the possessive adjective.

b Students check their answers in pairs.

2 Our
3 you
4 We
5 they
6 He
7 she
8 their
9 His
10 her

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 p20.

11 Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p109.

a–b Focus students on the example questions above the cards. Point out to students that when they ask or answer a question, they must use the correct subject pronoun, *he* or *she*, or possessive adjective (*his* or *her*).

Students take turns to ask and answer questions about the missing information, then complete their cards. Remind them not to look at their partner's cards.

c Finally, students check their answers and spelling with their partner.

WRITING

Students write eight sentences saying where they, their teacher and two other students in the class come from and what nationality they are.

FURTHER PRACTICE

Ph Class Activity 1A At the conference p152 (Instructions p137)
Extra Practice 1A SB p115
Workbook Lesson 1A p5

1B Coffee break

Student's Book p10–p11

Vocabulary jobs; *a* and *an*
Grammar *be* (2): negative, *yes/no* questions and short answers

QUICK REVIEW This activity reviews numbers 0–20. Put students in pairs, A and B. Students take turns to count from 0 to 20, student A starting with 0, then student B saying 1, etc. Check pronunciation of *nought* /nɔːt/, *three* /θriː/ and *eight* /eɪt/, and the stress on the *-teen* words (*thirteen*, *fourteen*, etc.). Remind students that we can say *zero* or *nought* for 0. When they have all got to 20, tell them to count backwards from 20 to 0 in the same way.

Listening and Speaking

1 **a** Focus students on the pictures A–D. Pre-teach *phone number* and point out the **TIP** on how to say 0 and double digits in phone numbers.
Students work in pairs and see how many of the numbers they can say. While they are working, monitor and check pronunciation.

b **CD1 17** Play the recording. Students listen and check.
PRONUNCIATION Play the recording again. Students listen and repeat the numbers. Check students pause between numbers at the appropriate places.

Point out that in phone numbers the digits are said individually and are grouped together in 'chunks' separated by pauses.

2 **a** **CD1 18** Play the recording (SB p155). Students listen and write the phone numbers. Play the recording again, pausing if necessary to allow time for students to write.
Students check their answers in pairs by saying them to their partner. Check answers with the class.

A 01221 960744 **B** 07906 394896
C 0119 498 0691 **D** 0061 02 9967 2315

b Drill the questions in the speech bubbles and point out that we often say *It's …* before saying our phone number.
Students ask three other people for their phone numbers. They can invent numbers if they prefer. Students should check they have written each number down correctly before moving on to the next person.

EXTRA IDEA

- Students work in pairs and take turns to tell each other the numbers they wrote down in **2b**.

Vocabulary and Speaking Jobs

3 **a** Pre-teach the word *job*. Students work in pairs and say which of the jobs they know, then do the exercise in VOCABULARY 1.2 ▸ SB p128.

Check answers with the whole class. Point out that *a waiter/an actor* is for men and *a waitress/an actress* is for women (although *actor* is now often used for both men and women).

Draw students' attention to the first TIP and point out that only the *main* stress is shown in the vocabulary sections and Language Summaries. We feel this is the simplest and most effective way to make sure students put the main stress in the right place. For example, the main stress in *sales assistant* is on *sales*, not on the second syllable of *assistant* (which is also stressed).

Highlight that we always use an article with jobs: *I'm a doctor*. not ~~*I'm doctor*~~.

Draw students' attention to the second TIP and point out that *unemployed* and *retired* are adjectives, and so don't take *a* or *an*. We say *I'm unemployed*. not ~~*I'm an unemployed*~~.

VOCABULARY 1.2 ▸ 2c 3h 4j 5d 6l 7g 8i 9e 10b 11p 12f 13m 14k 15o 16n

b CD1 ▸ 19 PRONUNCIATION Play the recording. Students listen and repeat the words/phrases. Check students stress the words/phrases correctly. Highlight the pronunciation of *manager* /ˈmænɪdʒə/, *musician* /mjuːˈzɪʃən/, *lawyer* /ˈlɔːjə/ and *builder* /ˈbɪldə/.

HELP WITH VOCABULARY *a* and *an*

Help with Vocabulary sections 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, then check in the Language Summaries. Check the main points with the class as necessary. For more information on the **face2face** approach to Vocabulary, see p20.

4 Pre-teach *consonant* and *vowel*. Students work on their own and complete the rules by referring to the vocabulary in **3a**. Check answers with the class.

- We use ***a*** with nouns that begin with a **consonant** sound.
- We use ***an*** with nouns that begin with a **vowel** sound.

5 Students work in pairs. Check answers with the class.

1 a 2 a 3 an 4 a 5 an 6 a

6 **a** Teach and drill the questions *What's his job?* and *What's her job?* and the answer *He/She's a/an … .* Students look at the pictures in VOCABULARY 1.2 ▸ SB p128. Ask students to cover the words.

Put students into pairs. Students take turns to point to a picture and ask their partner what the person's job is. Remind students of the phrase *I can't remember.*

b Tell students that *What's your job?* and *What do you do?* have the same meaning. Model and drill both questions.

Students ask each other what their jobs are. Help students with any job words they need at this stage.

Ask students to share interesting answers with the class.

Listening and Speaking

7 **a** Focus students on the photo and the lesson title. Ask where the people are (at the conference in the coffee break).

CD1 ▸ 20 Play the recording. Students read, listen and fill in the gaps. Play the recording again if necessary. Check answers with the class.

1 engineer 2 doctor 3 musician
4 police officer 5 accountant

b Students work on their own or in pairs and match conversations 1–3 in **7a** to the groups of people A–C in the photo. Check answers with the class.

1B 2C 3A

EXTRA IDEA

- Students write questions about the conversations, for example conversation 1 *Are they from Canada? What does Jane do?* conversation 2 *Is Sally famous?* conversation 3 *Is she from Mexico?* They then ask and answer their questions in pairs.

HELP WITH GRAMMAR *be* (2): negative, *yes/no* questions and short answers

8 **a–d** Students do the exercises on their own or in pairs, then check in GRAMMAR 1.3 ▸ SB p129. Check answers with the class.

- **b 1** 'm 2 aren't 3 isn't
- We make negatives of *be* with *not*. *Not* comes after the verb.
- Point out that *aren't* is the contracted form of *are not* and *isn't* is the contracted form of *is not*. Encourage students always to use the contracted forms in speaking and writing.
- We can say *you/we/they aren't* or *you're not/we're not/they're not*, and *he/she/it isn't* or *he's not/she's not/it's not.*
- **c 1** 'm 2 Is; isn't 3 Are; aren't
- Highlight the inverted word order in *yes/no* questions: *be* + subject + … .
- Point out that we don't usually just answer these questions with *Yes* or *No* as this can sound impolite.

- We don't use the contracted form in positive short answers: *Yes, I am.* not ~~*Yes, I'm.*~~
- We don't usually use the uncontracted form in negative short answers: *No, I'm not.* not ~~*No, I am not.*~~
- For negative short answers we can say: *No, you/we/they aren't.* or *No, you're not/we're not/they're not*, and *No, he/she/it isn't.* or *No, he's not/she's not/it's not.*

9 CD1 ▸ 21 **PRONUNCIATION** Play the recording (SB p155). Students listen and repeat the sentences. Check students are pronouncing the contracted forms correctly. Students can also follow the stressed words in the Audio Script (SB p155).

10 Focus students on the photo and on the example question and answer in the speech bubbles. Students work in pairs to ask and answer about the people in the photo.

11 **a** Write *I'm from (the UK).* on the board (or another country if you are from the UK). Ask if this is true for you. Elicit the negative sentence *I'm not from (the UK).* Add *I'm from (your country).* Students do the exercise on their own.

b Students compare sentences in groups. Ask students to share interesting sentences with the class.

Get ready … Get it right!

12 Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p109.

a Tell students that they are receptionists at the conference hotel. They have a conference guest list, but some of the information highlighted in pink is wrong. All the information that is not highlighted in pink is correct. Teach and drill *Mr* /ˈmɪstə/ and *Mrs* /ˈmɪsɪz/.
Focus students on the examples. Students then work on their own and write *yes/no* questions to check the rest of the information highlighted in pink.

b Check students understand that five of the pieces of information in pink are correct and five are wrong.
Students work with their partners and take turns to ask and answer their questions. Students are not allowed to look at their partner's guest list. Encourage students to use the correct short answers. Students should correct any wrong information on their version of the conference guest list.

c Finally, students work in pairs with another student from the same group and check their answers.

EXTRA IDEA

- With a class of complete beginners, ask students to check their *yes/no* questions with a student from the same group before they work with their partner in **12b**.

WRITING

Students write a short conversation based on the conversations in **7a**. The conversation should include information about their name, where they come from and what they do. Students write one conversation about themselves and one conversation about a partner, then swap papers and check the information.

FURTHER PRACTICE

Ph **Vocabulary Plus** 1 Jobs p201 (Instructions p196)
Ph **Class Activity** 1B Short answer dominoes p153 (Instructions p137)
Extra Practice 1B SB p115
Workbook Lesson 1B p6

1C REAL WORLD Personal details

Student's Book p12–p13

Real World asking for personal details; asking people to repeat things
Vocabulary numbers 20–100

QUICK REVIEW This activity reviews jobs. Students do the activity in pairs. Set a time limit of two minutes.
Find out which pair has the most words and write them on the board. Ask students to spell any difficult words. Find out if other pairs have any different words and add them to the list.

What number is it?

1 **a** Start with a quick review of numbers 0–20. Students work in pairs and try to say the numbers, then check in **VOCABULARY 1.4** ▸ SB p128.
Model and drill the numbers. Pay particular attention to the pronunciation of *thirty* /ˈθɜːti/ and *forty* /ˈfɔːti/.

b Students work in the same pairs and practise saying the numbers. Highlight the use of hyphens (-) in compound numbers like *twenty-eight*. Check answers with the class. Drill any problematic words.

2 **a** This activity helps students to hear the difference between numbers that end in *-teen* and those that end in *-ty*.

Remind students of word stress by writing some words on the board and asking them which syllable is stressed.

CD1 ▶ 22 Play the recording. Students look at the numbers and listen to the stress. Highlight that for *thirteen*, *fifteen*, etc. the stress is usually on the *-teen* syllable and for *thirty*, *fifty*, etc. the stress is on the first syllable.

b CD1 ▶ 23 Play the recording (SB p155). Students do the exercise on their own or in pairs.

Check answers with the class.

forty; seventeen;
eighty; sixty;
eighteen; fourteen;
sixteen; seventy

c CD1 ▶ 24 PRONUNCIATION Play the recording. Students listen and repeat the numbers. Check they are stressing the numbers correctly.

3 Demonstrate the activity by saying a number between 1 and 100. Ask a confident student to say the next three numbers.

Students work in pairs and take turns to say a number between 1 and 100. Their partners then say the next three numbers.

What's her address?

4 **a** Focus students on the photo of Emma and Emma's things 1–3. Students match the words to the things. Check answers with the class.

Model and drill the words, paying particular attention to the pronunciation of *business* /'bɪznɪs/.

1 a business card 2 a credit card 3 a mobile phone

b Students do the exercise on their own.

c Focus students on the speech bubbles. Students check answers in pairs by asking questions about 1–10 in **4b** with *What's her … ?*.

Check answers with the class. Point out that *postcode* is British English and *zip code* is American English. Highlight that we can say *surname* or *last name*.

Use Emma's email address to teach students how we say . (*dot*) and @ (*at*): *emma dot mitchell at w w l dot co dot uk*. (Students practise saying their email addresses in **9**.)

2h 3j 4d 5e 6i 7f 8a 9g 10c

Hiring a car

HELP WITH LISTENING Sentence stress (1)

Help with Listening sections 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 p20.

This *Help with Listening* section introduces students to sentence stress and highlights that we stress the important words.

5 Focus students on the photo of Paul. Ask where he is (at a car hire office).

CD1 ▶ 25 Play the recording. Students listen and notice the sentence stress in the questions.

Check students can hear that these words/syllables are said louder than other words/syllables. Use sentences 1–8 to highlight that we stress the important words in sentences (the words that carry the meaning).

Play the recording again. Students listen for the pronunciation of *your* /jə/ and *and* /ən/.

Use sentences 1–8 to show how the sound of unstressed words often changes in sentences and that they are not pronounced as students might expect. Point out that the alternative way to say these words is called 'weak forms'.

You may wish to highlight the schwa /ə/ in the weak forms of *your* and *and*. Note that the schwa is dealt with in detail in the *Help with Pronunciation* section at the end of unit 2, and that weak forms in general are dealt with at various points in the *Help with Listening* syllabus.

6 **a** Focus students again on the photo of Paul. Ask what he wants to do (hire a car). Pre-teach *fill in* and *form*.

VIDEO ▶ 1 CD1 ▶ 26 Focus students on the sentences in **5**. Play the video or audio recording (SB p155). Note that all the *Real World* videos can be found on the Teacher's DVD. For more information on using the Teacher's DVD in class, see p10. Students watch or listen to Paul's conversation at the car hire office and tick the sentences in **5** when they hear them.

b Focus students on the car hire form, then play the video or audio recording again. Students complete the form for Paul while they watch or listen to the conversation. Play the video or audio recording again if necessary.

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

surname: Whatling **nationality:** British
address: 29 Elmore (Road), (Bristol) BS13 6QT
mobile number: (07969) 831016
home number: 0117 480 6544

REAL WORLD

Asking people to repeat things

Real World sections introduce students to situational and functional language that they will need in real-world situations. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries.

7 **a** Set the context and establish the meaning of *asking people to repeat things* by saying something too quickly for the students to understand.
CD1 ▸ 27 Allow students time to read the exercise, then play the recording. Students fill in the gaps using the words in the box. Play the recording again if necessary.
Check answers with the class. Point out that *say again* and *repeat* mean the same thing, but *repeat* is more formal. Also point out that we often say *sorry* when we ask people to repeat things.

1 sorry **2** Could; again
3 repeat; please

b Establish that intonation is very important in English and that the correct intonation pattern can help students sound polite. Say the sentences in **7a** with rising and flat intonation to demonstrate how a rising intonation makes you sound polite, and flat intonation makes you sound impolite or bored.

PRONUNCIATION Play the recording again. Students listen and repeat the sentences. Check they are copying the rising intonation pattern correctly. Drill students individually if necessary.

8 CD1 ▸ 28 PRONUNCIATION Focus students on questions 1–8 in **5**, then play the recording. Students listen and repeat the questions. Check students use the correct stress in the questions.

9 Put students in pairs, if possible with people they don't know very well. Students take turns to interview their partner and fill in the form. Remind them of the questions in **7a** and *How do you spell that?* before they begin.
When both students have filled in their form, they check that all the information on their partner's form is correct. Note that the language needed for asking about people's personal details is in REAL WORLD 1.2 ▸ SB p129.

FURTHER PRACTICE

Ph **Class Activity** 1C At the car hire office p154 (Instructions p137)
Ph **Extra reading** 1 The English forum p218 (Instructions p213)
Extra Practice 1C SB p115
Workbook Lesson 1C p8

1D VOCABULARY AND SKILLS

Lost property

Student's Book p14–p15

Vocabulary personal possessions; plurals; *this*, *that*, *these*, *those*

QUICK REVIEW This activity reviews numbers 0–100. Demonstrate both parts of the activity with a confident student before asking students to do the activity in pairs.

1 Focus students on the picture and the title of the lesson. Establish the meaning of *lost property*. Ask students where the lost property room is (in the conference hotel).
Students work on their own or in pairs and match the words to the items in the picture. Check answers with the class.
Model and drill the words. Pay particular attention to the pronunciation of *watches* /ˈwɒtʃɪz/, *radio* /ˈreɪdɪəʊ/, *suitcases* /ˈsuːtkeɪsɪz/, *dresses* /ˈdresɪz/ and *teeth* /tiːθ/.

wallets 15 an MP3 player 17 a mobile 13 watches 14 an umbrella 10 bags 6 shoes 8 a camera 1 coats 5 a bike/bicycle 11 a radio 4 suitcases 9 a laptop 7 dresses 2 ID cards 16 false teeth 3

HELP WITH VOCABULARY

Plurals

2 **a–b** Pre-teach *plural*, *man*, *woman*, *child* and *person*.
Students do **2a** on their own or in pairs by referring to the words in **1**, then check in VOCABULARY 1.6 ▸ SB p128. Check answers with the class.

- To make most nouns plural we add *-s*: *bags*, *wallets*, *suitcases*, etc.
- If the noun ends in *-ch*, *-sh*, *-s*, *-ss*, *-x* or *-z*, we add *-es*: *watches*, *dresses*, etc.
- If the noun ends in consonant + *y*, we change *-y* to *-ies*: *diaries*, etc.
- A few common nouns have irregular plural forms: *men*, *women*, *children*, *people*, *teeth*, etc.
- *Persons* does exist but it is very formal. Point out that we use a plural verb form after *people*. We say *British people are friendly.* not ~~*British people is friendly*~~.

3 CD1 ▸ 29 PRONUNCIATION Play the recording. Students listen and repeat the singular and plural words. Pay particular attention to the *-es* /ɪz/ endings in *suitcases*, *watches* and *dresses*, and the pronunciation of *women* /ˈwɪmɪn/, *children* /ˈtʃɪldrən/ and *teeth* /tiːθ/.

4 Students do the exercise on their own, then check their answers in pairs. Check answers with the class.
Ask students how they think these plural forms are pronounced. Drill the plurals with the class, focusing on the extra /ɪz/ syllables in *waitresses* and *addresses*.

b credit cards **c** nationalities **d** waitresses **e** people **f** cameras **g** addresses **h** men **i** countries **j** women

5 Tell students to cover the vocabulary box in **1** and the table in **2a**. Say the number of two or three items in the picture and ask students to say what they are.
Use the speech bubbles to remind students of the difference between *It's* and *They're* for singular and plural nouns.
Students work in pairs and take turns to test each other on the items in the picture.

EXTRA IDEA

- Play a memory game. Put students in pairs, student A and student B. Give student A one minute to look at items 1–17 in **1**. They then close their books. Student B asks student A to remember as many words as possible in one minute. They then swap roles.

6 Focus on the pictures A–D. Tell students that Eva works at the hotel. Explain that she isn't a native English speaker and so she is asking how to say things in English.
Students work on their own and fill in the gaps in the conversations. Check answers with the class.

A umbrella **B** camera **C** watches **D** false teeth

HELP WITH VOCABULARY
this, that, these, those

7 Students fill in the gaps in the table by referring back to pictures A–D in **6**. Check answers with the class.
Check the table with the class (see the table in VOCABULARY 1.7 ▸ SB p129).

- We use *this* and *these* to indicate something that is close to us.
- We use *that* and *those* to indicate something that is further away from us.
- We use *this* and *that* to refer to singular nouns and *these* and *those* to refer to plural nouns.
- Point out that we often use *over there* with *that* and *those* if something is a long way from us: *What's that over there?*

8 **a** CD1 ▸ 30 PRONUNCIATION Play the recording (SB p155). Students listen and repeat the phrases.
This is a 'chain drill' which helps students build up correct stress patterns in longer sentences.

b Give students time to choose three things that they want to know the English word for.
Focus students on the speech bubbles and drill these examples with the class.
Students ask you what the things are in English, using the questions in **6**. Tell students the answers.
Write new words on the board and mark the stress.

FURTHER PRACTICE

Extra Practice 1D SB p115
Workbook Lesson 1D p9
Workbook Reading and Writing Portfolio 1 p64
Progress Test 1 p242

HELP WITH PRONUNCIATION
Word stress and syllables

Help with Pronunciation sections are designed to help students with aspects of pronunciation that are often problematic for learners of English. For tips on how to help students with pronunciation, see p22.

1 Focus students on the words and point out the word stress. Check students remember *syllable* by asking how many syllables there are in the words *British* and *Japan* (two syllables). Ask students how many syllables *bicycle*, *computer* and *seventeen* have (three syllables).
CD1 ▸ 31 Play the recording. Check that students understand which syllable in each word is stressed.
Play the recording again. Students listen and repeat the words. Check that students stress the correct syllable in each word.

2 **a** Put students into pairs. Students write the words in the table. Encourage students to say the words out loud to help them decide which syllable is stressed.

b CD1 ▸ 32 Play the recording. Students listen and check their answers. Check answers with the class.
Play the recording again. Students listen and repeat the words.

Brit-ish: thirty, mobile
Ja-pan: address, thirteen, Brazil
bi-cy-cle: manager, Germany, Mexican
com-pu-ter: musician, umbrella, mechanic
sev-en-teen: engineer, Japanese, unemployed

3 **a** Students do the exercise on their own.

b Students compare words in pairs. While they are working, move around the room and help students with any problems.
Finally, ask students to say one or two of their words. Check they stress the correct syllable in each word and praise good pronunciation.

continue2learn

There is a *continue2learn* section at the end of each unit. The **Vocabulary, Grammar and Real World** section highlights where students can review and practise the language they have learned in the unit. The **Reading and Writing** section directs students to the Reading and Writing Portfolio in the Elementary Workbook. This Portfolio contains 12 stand-alone reading and writing lessons that can be done either in class or at home. For more on the **face2face** approach to writing, see p20.

- Focus students on the *continue2learn* section on SB p15. Tell students that this section shows where they can practise the language from the unit.
- Ask students to turn to Extra Practice 1 and Progress Portfolio 1 on SB p115. Students can do these exercises in class or for homework. For more information on this section, see p9.
- Ask students to turn to Language Summary 1 on SB p128. Remind students that the Language Summaries contain all the key language from the unit. If you are planning to give your students a Progress Test next class (see p242), tell the class that the test will only contain language that is included in the Language Summary for the unit.
- If your students have the Elementary Workbook, ask them to look at WB p5. Point out that there are practice exercises for each lesson in the Student's Book.
- You can also ask them to look at the Reading and Writing Portfolio 1 WB p64. You can either do this lesson in class, or ask students to do it at home.

Extra Practice and Progress Portfolio

The *Extra Practice and Progress Portfolio* sections provide further controlled practice of the language taught in the unit. This can be done in class, or students can do the exercises on their own for homework. There are exercises for each lesson (1A, 1B, etc.), which can also be done at the end of each lesson as 'fillers'. For tips on Reviewing and Recycling, see p23.

Here are some ideas for exploiting the *Extra Practice and Progress Portfolio* section in class.

Make it a competition

Ask students to do individual vocabulary exercises (word searches, anagrams, missing letters, etc.) in pairs or groups. Give students a time limit of two or three minutes. The pair or group with the correct answers wins.

Alternatively, put students into pairs and ask them to complete the whole Extra Practice section. When checking their answers, give one point for each correct answer. The pair with the most points wins. You may wish to give the winners a small prize at the end of the lesson.

Word stress

After any vocabulary exercise, ask students to mark the stress on the words. You can check the answers on the board, or students can check their answers in the Language Summaries.

Role play

After students have completed a gapfill in a conversation, put students into pairs. Ask one student to be A and the other student to be B. Students can then role-play the conversation in pairs, then swap roles. You can also ask them to memorise the conversation, close their books and role-play the conversation again.

Personalisation

Some exercises ask students to make questions with *you*. After checking the questions, put students in pairs. Students can then ask each other their questions and give their own answers.

Extension

After completing an exercise, ask students to write similar sentences about themselves, where they live, their family, etc. Students can then compare sentences in pairs and check their partner's work.

Extra Practice 1

1A

1 **a**

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

b Germany → German; Italy → Italian; France → French; USA → American; China → Chinese; Turkey → Turkish; Australia → Australian; UK → British; Poland → Polish; Russia → Russian; Argentina → Argentinian

2 **2** 's **3** are **4** 'm **5** are **6** 're **7** are **8** 's **9** 's **10** are **11** 'm **12** 'm

3 **2** her **3** We **4** I **5** his **6** They're **7** You're **8** It's **9** their **10** Our **11** your **12** We; our

1B

4 **2** a doctor **3** a musician **4** a waitress **5** an accountant **6** a manager **7** an engineer **8** a police officer **9** a mechanic **10** a cleaner **11** a sales assistant **12** a teacher

5 **2** Leonardo DiCaprio isn't an accountant. He's an actor. **3** David and Victoria Beckham aren't from Spain. They're from the UK. **4** Pepsi and Coca-Cola aren't British companies. They're American companies. **5** Sydney isn't in the USA. It's in Australia. **6** Ferraris aren't German cars. They're Italian cars. **7** Liverpool and Manchester aren't in Australia. They're in England.

6 **a** **2** Is **3** Are **4** Am **5** Is **6** Is **7** Are **8** Are

b **2** Yes, she is./No, she isn't. **3** Yes, they are./No, they aren't. **4** Yes, you are./No, you aren't. **5** Yes, it is./No, it isn't. **6** Yes, he is./No, he isn't. **7** Yes, we are./No, we aren't. **8** Yes, I am./No, I'm not.

1C

7 **2** What's your first name? **3** What's your nationality?/Where are you from? **4** What's your address? **5** What's your postcode? **6** What's your mobile number? **7** What's your home number? **8** What's your email address?

1D

8 **2** surnames **3** watches **4** dictionaries **5** dresses **6** pencils **7** teeth **8** women **9** men **10** addresses

Progress Portfolio 1

Progress Portfolio sections 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* (CEFR) for level A1. For more information on the CEFR, see p14–p19.

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.

Students work on their own or in pairs or groups and decide which areas they need to study again.

There is also further practice on all key language taught in the Student's Book in the **face2face** Second edition Elementary Workbook.

2A What's important?

Student's Book p16–p17

Vocabulary adjectives (1); adjective word order and *very*

Grammar *have got*: positive and negative, questions and short answers

QUICK REVIEW This activity reviews personal possessions. Remind students of the lost property room at the conference hotel. Students work on their own and write all the things they can remember that were in the room. Set a time limit of three minutes. Students compare answers in pairs, then check in the picture on SB p14.

Vocabulary Adjectives (1)

1 **a** Write *an old car* on the board and use this to teach the words *noun* and *adjective*.
Students tick the adjectives they know, then do the exercise in VOCABULARY 2.1 SB p130.
Check answers with the class. Point out the two opposites of *old* (*new* and *young*) and teach the word *opposite*.
Model and drill the words, focusing on word stress. Pay particular attention to the pronunciation of *ugly* /'ʌgli/ and *favourite* /'feɪvrɪt/.

VOCABULARY 2.1 1h 2a 3i 4f 5e 6d 7b 8g 9j 10c 12l 13k 14n

b Students work in pairs and take turns to test each other on the opposites, as shown in the speech bubbles. Ask one student in each pair to close his/her book. The other student says an adjective from **1a**. Student A says the opposite. After a minute or two, ask students to change roles.

HELP WITH VOCABULARY
Adjective word order and *very*

2 Write the example sentences on the board. Ask a student to underline the adjectives and circle the nouns. Check students understand the meaning of *very*.
Students do the exercise on their own. Check answers with the class.

- We put adjectives **after** the verb *be*: *She's **late**.* not ~~*She late is*~~.
- We put adjectives **before** a noun: *It's a **small** bag.* not ~~*It's a bag small*~~.
- We put *very* **before** adjectives: *It's a **very** difficult question.* not ~~*It's a difficult very question*~~.
- Adjectives **aren't** plural with plural nouns: *Those are my **new** shoes.* not ~~*Those are my news shoes*~~.

3 **a** Students work on their own and use the rules in **2** to put the words in the correct order.

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

2 That's the right answer. 3 Those are very expensive dresses. 4 It's a cheap watch. 5 They're very good cameras. 6 That's a very difficult question.

Reading and Listening

4 **a** Focus students on the photos of Alan and his grandmother, Mary. Tell students that they are talking about the things that are important to them.
CD1 ▸ 33 Play the recording. Students listen, read and underline the things that are important to each person. Play the recording again if necessary.
Students check answers in pairs. Check answers with the class.

Alan: my mobile; an old computer; a big TV
Mary: this very expensive watch; my diary; my new bicycle; a beautiful cat

b Students do the activity on their own.

c Put students into pairs to check answers.

Alan: important (x4); old (x2); fast; big
Mary: important (x4); expensive; new; beautiful

HELP WITH GRAMMAR
have got: positive and negative

5 **a–b** Students do the exercises on their own or in pairs. Check answers with the class.

- The positive form of *have got* is: *I/you/we/they've got* and *he/she/it's got*.
- The negative form of *have got* is: *I/you/we/they haven't got* and *he/she/it hasn't got*.
- Highlight the contractions *I've*, *he's*, *haven't*, *hasn't*, etc. in the positive and negative forms.
- Highlight that the *'s* in *he's got*, etc. is a contraction of *has*, not *is*.
- Point out that we don't contract *have* with names: *Alan and Mary have got …* not ~~*Alan and Mary've got …*~~ .
- *Have got* is very common in British English to talk about possession, family, illnesses, etc. In American English, *have* is often used: *I've got an old car.* (UK) = *I have an old car.* (US). *Have* and *have got* are dealt with in more detail in unit 4.

6 CD1 ▸ 34 PRONUNCIATION Play the recording (SB p155). Students listen and repeat the sentences. Help students reproduce the correct sentence stress and contractions. Students can follow the stressed words in the Audio Script (SB p155).

7 Students do the exercise on their own, then check answers in pairs. Check answers with the class. Make sure students have used the contracted forms of *have*. Focus on question 6 and use this to teach the meaning of *but*.

2 hasn't got 3 've got 4 haven't got 5 haven't got 6 's got; hasn't got 7 have got 8 haven't got

8 **a** Students work on their own and write down five things a friend has or hasn't got.

b Students work in pairs, compare lists and find out if any of the things are the same. Ask students to share interesting answers with the class.

Listening and Speaking

9 **a** Focus students on the photo and ask where Alan and Mary are (in an electrical shop). Establish who the other woman is (a sales assistant).
Students look at the table and guess which things Alan and Mary have got by putting a tick or a cross in the *guess* columns.

b CD1 ▸ 35 Point out that the sales assistant is doing a survey to find out what electrical products people have got. Play the recording (SB p155). Students complete the *answer* columns and compare the answers with their guesses.
Play the recording again if necessary. Check answers with the class.

product	Alan	Mary
laptop	✗	✓
camera	✗	✓
MP3 player	✓	✗
radio	✗	✓
DVD player	✓	✓

EXTRA IDEA

- When students have completed the listening, ask them to turn to Audio Script CD1 ▸ 35, SB p155, then play the recording again. Students listen and read the conversation at the same time.

HELP WITH GRAMMAR

have got: questions and short answers

10 **a–b** Students do **10a** on their own or in pairs, then check in GRAMMAR 2.2 ▸ SB p131.
Check answers with the class.

- Highlight the word order of questions: (question word) + *have/has* + subject + *got* + … .
- We don't use contractions in positive short answers: *Yes, I have*. not ~~*Yes, I've*~~.
- We don't use *got* in short answers: *No, he hasn't*. not ~~*No, he hasn't got*~~.
- We often use ***any*** in plural negatives and questions with have *got*. *Any* is dealt with in more detail in unit 7. At this stage we suggest you just teach it as an item of vocabulary.

11 CD1 ▸ 36 PRONUNCIATION Play the recording. Students listen and repeat the questions and short answers. Point out that *have* is stressed in short answers but not in questions.

12 Students work in pairs and take turns to ask questions about Alan and Mary. Students can check their partner's answers in **4a** and **9a**.

EXTRA IDEA

- If you have a class of complete beginners, ask students to write their questions before putting them in pairs.

Get ready … Get it right!

13 Put students into pairs, student A and student B. If possible, students should work with someone they don't know very well. Student As turn to SB p104 and student Bs turn to SB p109. Check they are all looking at the correct exercise.

a Students work on their own and guess which things their partner has got by putting a tick or a cross in the *your guess* column. Students are not allowed to talk to each other at this stage.

b Students work on their own and write questions with *you* about the pictures. 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. They should fill in the *your partner's answer* column with a tick or a cross and check if their guesses were correct.

d Students work with a new partner and say five things their first partner has/hasn't got. Finally, ask the class who had the most correct guesses.

EXTRA IDEA

- Students write five sentences to say what their partner has/hasn't got, using the information from **13**.

FURTHER PRACTICE

Ph **Class Activity** 2A Harry and Harriet p155 (Instructions p138)
Extra Practice 2A SB p116
Workbook Lesson 2A p10

2B The Browns

Student's Book p18–p19

Vocabulary family
Grammar possessive *'s*

QUICK REVIEW This activity reviews *have got* and personal possessions. Students work in pairs and ask questions with *Have you got … ?* to find five things they've got that their partner hasn't got. Ask students to share interesting information with the class.

Vocabulary, Reading and Listening

Family

1 **a** Focus on the title of the lesson and elicit the name of the family in the family tree (the Browns). Point out the photos of Alan and Mary from lesson 2A. Check students understand the organisation of the family tree.
Students work on their own and fill in the gaps in each paragraph. Check answers with the class.

EXTRA IDEAS

- To generate interest at the beginning of the lesson, bring in photos of your family and talk about them to the class.
- If you have a class of complete beginners, teach the words in the boxes yourself first by drawing your own family tree on the board. Then use **1a** as a practice activity.

b CD1 ▸ **37** Play the recording. Students listen and check their answers. Check answers with the class.

EXTRA IDEA

- With a strong class you can also teach *typical*, *baby*, *kids* and *divorced* from the texts.

PAM: **2** children **4** daughter **5** father **6** mother **7** brother
GREG: **9** sisters **11** grandchildren **12** grandsons **13** granddaughter
ALAN: **15** uncle **16** cousins **18** grandfather **19** grandmother

2 Draw a three-column table on the board with the headings *male*, *female* and *male and female*. Tell students to copy the table into their notebooks. Write the examples from the Student's Book in the correct places in the table.
Students work in pairs and complete the table with the words from the three vocabulary boxes in the family tree. Students then check answers in VOCABULARY 2.3 ▸ SB p130.

Point out that only your mother and father are your *parents*, other family members are *relatives* and that *brothers* = men/boys only. You can also teach the words *a boyfriend/a girlfriend*. Also point out that *dad*, *mum* and *kids* are informal words for *father*, *mother* and *children*.
Model and drill the words, focusing on word stress. Pay particular attention to the pronunciation of *parents* /ˈpeərənts/, *daughter* /ˈdɔːtə/ and *aunt* /ɑːnt/. Also focus on the /ʌ/ sound in *mother* /ˈmʌðə/, *son* /sʌn/, *brother* /ˈbrʌðə/, *husband* /ˈhʌzbənd/, *grandmother* /ˈgrændmʌðə/, *uncle* /ˈʌŋkəl/ and *cousin* /ˈkʌzən/.

EXTRA IDEA

- Students work in pairs to test each other on the words in **2**. The first student says a word and the other student says whether it's male, female or male and female and spells the word. Their partner checks and corrects their spelling if necessary.

3 **a** Write *Pam's got … brothers and sisters.* and *Mary and Ben have got … children.* on the board. Use these sentences to elicit the example questions with *How many … ?* in the Student's Book. Tell students that we use *How many … ?* to ask about a number and that the noun used with *How many … ?* is always plural.
Model and drill the example questions and elicit similar questions from the class.
Students work on their own and write four *How many … ?* questions about the Browns.

b Students work in pairs and ask each other their questions. Monitor and correct any mistakes you hear.

EXTRA IDEA

- Students do the activity with their books closed as a memory game.

4 Go through the example with the class. Make sure students understand that some of the sentences are correct.
Students do the exercise on their own, using the family tree to help them. Check answers with the class.

2 ✓ **3** Jill is Alan's aunt. **4** ✓ **5** Nick and Pam are Robbie's parents. **6** ✓

HELP WITH GRAMMAR Possessive *'s*

5 **a–b** Students do the exercise on their own or in pairs. Check answers with the class.

- **a** We use name + *'s* or a noun + *'s* for the possessive.
- **b** 1c 2a 3b
- We say *Jill is Pam's sister*. not ~~*Jill is the sister of Pam*~~.
- When there are two names, we put the apostrophe after the second name only: *Mary is Robbie and Florence's grandmother*. not ~~*Mary is Robbie's and Florence's grandmother*~~.
- For plural nouns, the apostrophe is after the *s*: *My parents' names …* not ~~*My parent's names …*~~.

6 Students work on their own and make sentences about the people. Check answers with the class.

2 Greg is Martina's husband. 3 Robbie is Florence's brother. 4 Mary is Ben's wife. 5 Florence is Ben and Mary's granddaughter.

EXTRA IDEA

- Students write five more sentences about the people in the family tree. You could give them prompts on the board, or tell them to choose five people. Put students in pairs to check answers.

7 CD1 ▸ 38 **PRONUNCIATION** Play the recording (SB p156). Students listen and repeat the phrases. Point out the extra /ɪz/ syllable in *Chris's* and *Max's*. This is because *Chris* and *Max* end in a /s/ sound.

Listening and Speaking

8 Ask students to find Jill on the family tree. Ask *Is she married?* and elicit/teach *No, she's divorced*.
Tell students she's got a new boyfriend, Luke, and she wants to show him some photos of her family.
Ask students to name the people in photos A–D.

A Greg, Martina, Alan B Ben, Mary, Lily the cat
C Nick, Pam D Robbie, Florence

9 **a** CD1 ▸ 39 Play the recording (SB p156). Students listen and put the photos in the order they hear them. Check answers with the class.

1C 2D 3A 4B

b Give students time to read sentences 1–7, then play the recording again. Students listen and choose the correct words.

2 doctor 3 six 4 engineer 5 Italian 6 retired
7 seventy-three

HELP WITH LISTENING Sentence stress (2)

This *Help with Listening* section gives students more practice in sentence stress and highlights that we stress the important words.

10 **a** Write the sentence *Luke, come and look at these photos of my family.* on the board. Elicit which words are stressed.
CD1 ▸ 39 Play the first sentence of the recording again and ask students to listen for the stressed words.

b Students turn to Audio Script CD1 ▸ 39, SB p156. Play the whole recording again. Students listen and notice the stressed words.

Get ready … Get it right!

11 **a** Students write their names and the names of five family members on a piece of paper.
Give students two minutes to think about what they can say about these people. Students must not write this information.

b If possible, put students into pairs with someone they don't know very well. Ask them to swap papers. Point out the example questions and elicit more topic areas: age, job, nationality, possessions, etc.
Students then work on their own and write questions about the people on their partner's paper. While students are working, check their questions for accuracy and help with any problems.

12 **a** Students take turns to ask their partner their questions. Students should make notes on their partner's answers.

b Students work in new pairs and swap information about their partner's family. Finally, students can share any interesting information with the class.

WRITING

Students use the notes they wrote in **12a** to write a short paragraph about their partner's family.

FURTHER PRACTICE

Ph **Extra reading** 2 What's in a name? p219 (Instructions p213)
Extra Practice 2B SB p116
Workbook Lesson 2B p11

2C REAL WORLD

Time and money

Student's Book p20–p21

Real World telling the time; talking about the time; saying prices; buying tickets at the cinema
Vocabulary time words

QUICK REVIEW This activity reviews family words. Students do the activity in pairs. Set a time limit of three minutes. Students decide whether the words on their list are for men/boys, women/girls, or both. Students then compare lists with another pair. You could do this as a *Board Race* (see p24).

What's the time?

1 **a** Students work in pairs and try to put the time words in order. Check answers with the class.
Model and drill the words. Highlight the pronunciation of *minute* /'mɪnɪt/ and the silent *h* in *hour* /aʊə/.

a minute 2 an hour 3 a day 4 a week 5 a month 6 a year 7

b Put students into pairs to ask and answer the questions.

2 **a** Students work on their own or in pairs and match the times to pictures A–F.
Check answers with the class. Check students understand the meaning of *quarter*, *half*, *past* and *to* in times. Point out that we can say *quarter past four* or *a quarter past four*, but not ~~*fifteen past four*~~.
Model and drill the times. Highlight the schwa in *o'clock* /ə'klɒk/, and the pronunciation of *quarter* /'kwɔːtə/ and *half* /hɑːf/. Point out the weak form of *to* /tə/ in *quarter to ten*, etc. Note that only the main stress on each time is given in the Student's Book.

B twenty to nine
C quarter past four
D quarter to ten
E twenty past five
F half past seven

b Tell students that there are two ways to tell the time in English. Students work on their own or in pairs and match the times to pictures A–F. Check answers with the class.

A one **B** eight forty **C** four fifteen
D nine forty-five **E** five twenty
F seven thirty

3 **a** Students work on their own or in pairs and write the times.

b Students check their answers in REAL WORLD 2.1 SB p131. Model and drill the times.

1 five past two **2** twenty-five to eight
3 ten past three **4** ten to eleven
5 twenty-five past six **6** five to twelve

4 CD1 ▸ 40 Refer students back to pictures A–F in **2a**. Play the recording (SB p156). Students listen and match the conversations to three of the pictures. Check answers with the class.

1A **2**F **3**C

REAL WORLD Talking about the time

5 **a–b** Students do the exercises on their own or in pairs. Check answers with the class.

- **a 1** is **2** one **3** time **4** past **5** got
- Point out that all three questions have the same meaning, but the third question is more polite.
- **b 1** at **2** from; to
- Point out that we use *at* with individual times and we use *from … to* for lengths of times.
- Teach the meaning of *a.m.*, *p.m.*, *noon*, *midday* and *midnight*. Model and drill these words and phrases.

6 **a** CD1 ▸ 41 PRONUNCIATION Play the recording. Students listen and repeat the questions and answers. Check students copy the polite intonation in the questions correctly.
Also check students understand *Thanks a lot*. (an informal way to say *Thank you*).

b Give students one minute to work on their own and write down six times.
Students work in pairs and take turns to ask and answer the questions in **5a**. Their partner should write down the times. Encourage students to use all three questions.
Students check they have written down the correct times with their partner.

An evening out

7 **a** Use adverts A and B to teach *adverts*. You can teach students that *advert* and *ad* are short forms of *advertisement* /əd'vɜːtɪsmənt/.
Students do the exercise on their own, then check in pairs. Check answers with the class.

A an exhibition **B** a cinema

EXTRA IDEAS

- Ask students to find more detail in the adverts (the names of the exhibition and films, the months the exhibition is on, etc.).
- Point out that a booking fee is often added to the price of a ticket bought online or by phone using a credit card and that the numbers (12) and (15) after the film titles in advert B give the minimum age that a child must be to see the film.

b Tell students they are going to hear two recorded messages about adverts A and B. Focus students on the gaps 1–4 for the times.

CD1 ▸ 42 Play the recording (SB p156). Students listen and write the times. Play the recording again if necessary. Check answers with the class.

1 6.30 (p.m.) 2 4.30 (p.m.) 3 4.40 4 7.15

8 **a** Pre-teach *price*. Elicit what the money symbols represent (£ = *pound*, *p* = *pence*, € = *euro*, $ = *dollar*, *c* = *cents*). Students work in pairs and try to say the prices.

b CD1 ▸ 43 Play the recording. Students listen and check their answers.

PRONUNCIATION Play the recording again. Students listen again and repeat the prices. Highlight the pronunciation of *p* /piː/, *euros* /ˈjʊərəʊz/ and *cents* /sents/.

Point out that in the UK it is much more common to say *forty p* than *forty pence*, although both are correct. Also point out that the currency words are often missed out if the context is clear, for example *twenty-nine ninety-nine*.

Note that how to say the prices in **8a** is given in REAL WORLD 2.3 ▸ SB p132.

c Refer students back to adverts A and B. Focus students on the prices a–d.

CD1 ▸ 44 Pre-teach *ticket*, then play the recording (SB p156). Students listen and choose the correct prices. Play the recording again if necessary. Check answers with the class.

a £9.50 b £6.50 c £11.50 d £8.25

9 **a** Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the recording that follows. The vocabulary is not in the Language Summaries in the Student's Book.

Point out that *screen 1, 2,* etc. refers to the room where a film is being shown at a cinema.

Model and drill the words. Point out the stress on the first syllable of *popcorn*.

b Focus students on the photo. Elicit where the people are (at the cinema) and what you think they want to do (buy tickets).

VIDEO ▸ 2 CD1 ▸ 45 Play the video or audio recording (SB p156). Students watch or listen and write the film Chris and Louise, and Alison and Josh want to see.

Chris and Louise: The Brothers
Alison and Josh: A New Day

10 VIDEO ▸ 2 CD1 ▸ 45 Focus students on the table. Play the video or audio recording again. Students complete the table. Check students understand the phrases *How much is that?*, *Here you are.*, *Right.* (= *OK*), *Thanks a lot.* and *You're welcome.* (a polite response to *Thank you.*). Play the video or audio recording again if necessary.

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

	price of tickets	time film starts	screen number
Chris and Louise	£23	7.15	2
Alison and Josh	£19.75	in two minutes/7.00	1

EXTRA IDEA

- With beginners, you could practise Chris's conversation with the ticket seller as a *Dialogue Build* (see p25).

REAL WORLD Buying tickets at the cinema

11 **a–b** Focus students on the flow chart. Check they understand that the customer says the sentences in the left-hand boxes and the ticket seller says the sentences in the right-hand boxes. Point out that the language in brackets can change depending on what the customer wants.

Students fill in the gaps on their own, then check in REAL WORLD 2.4 ▸ SB p132. Check answers with the class.

- 2 please 3 is 4 are 5 adults 6 time 7 Thanks 8 welcome
- Remind students that we use *How much … ?* to ask about prices and that *You're welcome* is a polite response to *Thanks a lot*, etc.

12 CD1 ▸ 46 PRONUNCIATION Play the recording. Students listen and repeat the sentences.

13 Put students into pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p110. Check they are all looking at the correct exercise.

a Allow students time to read about their roles. Students then work in their pairs and student A buys tickets from student B. Students should write the time and how much their tickets cost.

b Students read about their new roles. Students repeat the role play with student B as the customer.

c Students role-play the conversations again. Customers buy tickets for a different film and write the times and how much their tickets cost. Encourage students to buy different types and numbers of tickets each time.

Finally, ask a few pairs of students to role-play their conversations for the class.

FURTHER PRACTICE

Ph **Class Activity** 2C Time and money p156 (Instructions p138)
Extra Practice 2C SB p116
Workbook Lesson 2C p13

2D VOCABULARY AND SKILLS

Where's the baby?

Student's Book p22–p23

Vocabulary things in a house; prepositions of place
Skills listening: a conversation

QUICK REVIEW This activity reviews times and prices. Students write four times and prices on their own, then work in pairs and dictate them to their partner, who writes them down. Students check their answers in pairs.

1 Students work in pairs and say which words they know, then do the exercise in VOCABULARY 2.5 SB p130. They can then check answers with another pair. Check answers with the class. Model and drill the words.

VOCABULARY 2.5 1f 2i 3g 4k 5e 6a 7b 8l 9d 10j 12c

HELP WITH VOCABULARY

Prepositions of place

2 Students do the exercise on their own or in pairs, then check in VOCABULARY 2.6 SB p131. Check answers with the class.
Note that *by* is taught here, rather than *next to*, as it is more commonly used in this context. *Next to* is introduced later in the course.

1 in front of 2 behind 3 under
4 by 5 on 6 in

3 **a** Focus students on the picture. Establish that the people in the picture, Nick, Pam and Robbie, are the people from the Brown family tree in lesson 2B. You can use the picture to teach *living room*.
Focus students on the example sentence. Ask students to find Nick's suitcase in the picture.
Students do the exercise on their own. While they are working, monitor and help with any problems.

b Students work in pairs and take turns to say where their six items are. Tell them to check that their partners have used the correct preposition.
Check answers by asking the class where each item is.

Nick's keys are on the coffee table. Nick's mobile phone is under the coat. Pam's coat is on the sofa. Robbie's new shoes are under the chair. The cat is on the chair. Robbie's bag is by the door. Robbie's books are in the bag. Nick's passport is by the computer. Robbie's MP3 player is on the coffee table. The lamp is by the computer. The DVDs are in front of the TV.

4 Use the speech bubbles to teach *Whose … is this/are these?* Point out the use of *It's … /They're …* and the possessive *'s* in the answers. Drill the questions and answers with the class.
Students cover the box in **3a** then do the activity in pairs.

EXTRA IDEA

- Go around the class and ask each student to put one of their possessions in a bag. Then ask students to take turns to take an object out of the bag and ask *Whose … is this?* The other students answer *(I think) it's (student's name + 's).*

5 **a** Focus students on the picture. Tell students that the Brown family are having a busy Monday morning.
CD1 47 Play the recording (SB p156). Students listen and tick the things in the box in **3a** that the family talk about. Check answers with the class.

Nick's suitcase; Nick's keys; Nick's mobile phone; Pam's coat; Robbie's new shoes; Robbie's bag; Robbie's books; Nick's passport

b Check students understand that three things are in the wrong place in the picture. Play the recording again. Students listen and find the three things.
Students check answers in pairs. Check answers with the class.

1 **Nick's keys:** in the picture they're on the coffee table, but in the recording they're on the desk by the computer.
2 **Robbie's shoes:** in the picture they're under the chair by the sofa, but in the recording they're under the chair by the window.
3 **Nick's passport:** in the picture it's by the computer, but in the recording it's on the table by the window, in front of the plant.

c Ask students to find the baby (she's under the desk).

6 Students look at Audio Script CD1 47, SB p156. Play the recording again. Students listen and underline all the prepositions of place.
Students check answers in pairs. Check answers with the class. You can do this by playing the recording again and asking students to shout *stop* when they hear a preposition.

behind; on; By; under; on; under; by; by; in; on; by; In front of

7 Drill the question and answer in the speech bubbles to remind students of the language they need to do the exercise.
Allow students one minute to look at the picture. They are not allowed to make notes.
Students close their books. Put students into pairs. Students take turns to ask each other where things are in the living room.

WRITING

Students write a description of their classroom or their room at home, describing where things are in the room. While they are working, monitor and check they are using prepositions of place correctly.

FURTHER PRACTICE

Ph **Vocabulary Plus** 2 Personal possessions p202 (Instructions p196)
Ph **Class Activity** 2D Where is it? p157 (Instructions p139)
Extra Practice 2D SB p116
Workbook Lesson 2D p14
Workbook Reading and Writing Portfolio 2 p66
Progress Test 2 p243

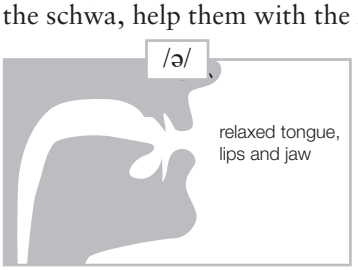
HELP WITH PRONUNCIATION

The schwa /ə/ in words

1 **a** Focus students on the phoneme for the schwa sound /ə/ and on the words. Point out that the schwa is very common in English.

CD1 ▶ **48** Play the recording. Ask students to listen to the words and notice the schwas. Elicit that the schwa is not stressed.

b Play the recording again. Students listen and repeat the words. Monitor and check that students don't stress the schwas and that they pronounce them correctly. If students are having problems producing the schwa, help them with the mouth position.



Point out that when we make the schwa sound, the mouth is slightly open and the lips, tongue and jaw are relaxed.

2 **a** Highlight the example. Students then do the activity in pairs and try to underline the schwas.

b CD1 ▶ **49** Play the recording. Students listen and check. Check answers with the class.
Play the recording again. Students listen again and repeat the words.

seven actor important second daughter parents Japan police sofa

3 **a** Focus students on the example and model both words. Students do the activity on their own.

b Students compare their answers in pairs. Ask them to say each pair of words out loud. Monitor and check their pronunciation.

c CD1 ▶ **50** Play the recording. Students listen and check. Check answers with the class.
Play the recording again. Students listen and repeat.
Finally, ask each student to say a word. Check they don't stress the schwa sounds and praise good pronunciation.

2 cleaner **3** seventy **4** German **5** computer
6 Italy **7** mirror **8** Saturday

EXTRA IDEA

- Put students into two teams. Say each pair of words in **3a**. The first team to identify the word with the schwa sound and say where the sound is wins a point.

continue2learn

Focus students on the *continue2learn* section on SB p23. See p36 for ideas on how to exploit this section.

Extra Practice 2

See p36 for ideas on how to exploit this section.

2A
1 **2** cheap; expensive **3** small; big **4** slow; fast **5** ugly; beautiful **6** easy; difficult **7** young; old **8** good; bad **9** early; late **10** right; wrong
2 **2** haven't **3** 've **4** hasn't **5** 've **6** hasn't **7** haven't **8** 've **9** hasn't **10** 've
3 **2** Has; hasn't **3** Have; have **4** Have; haven't **5** Has; has **6** Have; have **7** Has; hasn't **8** Have; have

2B
4 **2** your sister **3** your grandchildren **4** your uncle **5** your aunt **6** your grandparents **7** your cousin
5 **2** 's = has **3** 's = is **4** 's = possessive **5** 's = is **6** 's = is; 's = possessive

2C
6 **a** 2 quarter to ten 3 ten to ten 4 five to ten 5 ten past ten 6 quarter past ten 7 twenty-five past ten 8 half past ten
b quarter past ten = ten fifteen; quarter to ten = nine forty-five; twenty-five past ten = ten twenty-five; five to ten = nine fifty-five; ten past ten = ten ten; ten to ten = nine fifty; half past ten = ten thirty
7 **2** tickets **3** course **4** much **5** That's **6** Here **7** time **8** starts **9** Thanks **10** film

2D
8 **2** in; bag **3** on; desk **4** behind; sofa **5** in front of; bookcase **6** under; coffee table

Progress Portfolio 2

- See p37 for ideas on how to exploit this section.

3A My day

Student's Book p24–p25

Vocabulary daily routines
Grammar Present Simple (1): positive and *Wh-* questions (*I*/*you*/*we*/*they*)

QUICK REVIEW This activity reviews prepositions of place. Do one or two examples with the class before putting them in pairs. Students take turns to tell their partner where something is in the room. Their partner guesses what the thing is.

Vocabulary Daily routines

1 **a** Students work on their own and tick the words/phrases they know, then do the exercise in VOCABULARY 3.1 ▸ SB p132. They can then check answers in pairs.

Check answers with the class. Point out that *get* in *get home* means *arrive* and that we usually say *have breakfast/lunch/dinner* not *eat breakfast*, etc. Use the words/phrases in the box to teach the phrase *daily routine*.

Focus students on the TIP. Point out that only the main stress in phrases is shown in the vocabulary boxes and in the Language Summaries. We only show the main stress (*finish wŏrk*), not the secondary stress (*finish wŏrk*) as we feel this is the simplest and most effective way to make sure students put the main stress in the right place.

Model and drill the words/phrases. Pay particular attention to the pronunciation of *breakfast* /'brekfəst/, *lunch* / lʌntʃ/, *work* /wɜːk/ (often confused with *walk* /wɔːk/) and the different vowel sounds in *leave* /liːv/ and *live* /lɪv/.

VOCABULARY 3.1 ▸ 1b 2n 3c 4i 5m 6e 7f 8k 9j 10d 11l 14o 15a

b Pre-teach *in the morning/afternoon/evening* and *at night*. Point out that we don't say ~~*in the night*~~. Check students understand what parts of the day these are. Drill these phrases with the class.

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

1 have breakfast; leave home; start work/classes; work; study 2 have lunch; work; study; finish work/classes; (get home) 3 (get home); have dinner; (work); (study) 4 go to bed; sleep

c Students compare answers in pairs.

Reading and Speaking

2 **a** Focus students on the photos. Ask students what Kari Matchett's job is (she's a TV actress).

b Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the article that follows. The vocabulary is not in the Language Summaries in the Student's Book. Model and drill the words/phrases. Highlight the pronunciation of *studio* /stjuːdiəʊ/.

c Tell students to cover the article. Students do the exercise in pairs. Write students' suggestions for the times TV actors do these things on the board.

d Students read the article and check their answers. Check answers with the class.

1 half past four in the morning
2 about 6.15
3 about 7.00
4 at 1.00

3 Students read the article again to find out if sentences 1–5 are true or false. Remind students to correct the false sentences. Check answers with the class.

2F They get up very early. 3T 4T
5F They have an hour for lunch.

HELP WITH GRAMMAR

Present Simple (1): positive (*I*/*you*/*we*/*they*)

4 **a–b** Check students understand that we often use the Present Simple to talk about daily routines. Students do the exercises on their own or in pairs. Check answers with the class.

- **a** 2 get up 3 start 4 have
- Point out the word order: subject + verb + … .
- **b** The form of the Present Simple is the same after *I*, *you*, *we* and *they* and it is the same as the infinitive.

5 CD1 ▸ 51 PRONUNCIATION Point out the stress on the example sentence, then play the recording. Students listen and repeat the sentences. Check they copy the stress.

You can also point out the schwas in the weak forms of *at*, *an* and *for* in sentences 1, 3 and 4.

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

b Students compare their answers in pairs.

I'm from Canada, but I live and work in Los Angeles.
Well, TV actors work very long days and we start work very early.
I get up at 4.30 in the morning.
Yes, and I'm not very good in the morning, so it's always difficult! I leave home at 5.30 and I get to the studio at about 6.00. That's when people do my hair and make-up.
I have breakfast at about 6.15 in the make-up room. Then we start work at about 7.00.
We have lunch at 1.00 and we start work again at 2.00.

7 Students do the exercise on their own. Check answers with the class.

2 start 3 finish 4 sleep 5 get 6 go

8 **a** Students do the exercise on their own. While they are working, monitor and check for accuracy.

b Students compare sentences in pairs. Ask students to share interesting sentences with the class.

WRITING

Students write a paragraph about their daily routine using the words/phrases in **1a**. Encourage students to extend the sentences they wrote in **8a**.

HELP WITH GRAMMAR Present Simple (1): *Wh-* questions (*I/you/we/they*)

9 **a** Draw the table on the board and write in the example questions.

Teach the meanings of the grammar headings: *question word*, *auxiliary*, *subject* and *infinitive* by referring to the examples in the table.

Use the examples to highlight the word order of Present Simple questions with *I/you/we/they*: question word + *do* + subject + infinitive + … .

Establish that the auxiliary *do* has no meaning but is used to make the question form of the Present Simple with *I/you/we/they*.

Draw students' attention to the **TIP**.

b–c Students do the exercise on their own, then check in **GRAMMAR 3.2** SB p134. Check answers with the class.

- Focus students on the table on the board. Elicit which words in sentences 1–3 in **9b** go in each column and complete the table (see the table in **GRAMMAR 3.2** SB p134). Use these examples to highlight the word order in Present Simple questions.
- You may also wish to highlight the difference in word order between Present Simple questions and questions with *be* and *have got*.

10 **a** Highlight the example. Students do the exercise on their own, referring back to the table in **9a** if necessary.

b **CD1** 52 Play the recording. Students listen and check their answers.

Focus students on the stressed words in the example and point out that *do you* is often pronounced /djə/ in natural spoken English. Note that *do you* is also pronounced /dʒə/.

PRONUNCIATION Play the recording again. Students listen and repeat the questions. Encourage students to copy the sentence stress and the weak form of *do you*.

2 Where do you work?
3 What time do you get up?
4 When do you start work or classes?
5 What time do you get home?
6 When do you have dinner?

c Students work in pairs and ask and answer the questions in **10a**. Encourage students to use natural short answers, for example, *In Madrid*. *At about 8 o'clock*., not whole sentences. Monitor and correct pronunciation as necessary.

Get ready … Get it right!

11 Focus students on the examples and teach the phrases *in the week* and *at the weekend*. Students work on their own and write eight questions about people's daily and weekend routines, using words/phrases from **1a**.

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

12 **a** Remind students of the phrase *Me too*. and teach *What about you?*.

Students move around the room asking other students their questions or ask as many people as they can sitting near them.

When they find a student who does something at the same time as them, they write the person's name down next to the question. Students should try and find a different student for each question. While students are working, monitor and help with any problems.

b Students take turns to tell the class two things they have found out.

FURTHER PRACTICE

Ph Vocabulary Plus 3 Daily routines p203 (Instructions p197)
Ph Class Activity 3A World routines p158 (Instructions p139)
Extra Practice 3A SB p117
Workbook Lesson 3A p15

3B Free time

Student's Book p26–p27

Vocabulary free time activities (1); time phrases with *on*, *in*, *at*, *every*

Grammar Present Simple (2): negative and *yes*/*no* questions (*I*/*you*/*we*/*they*)

QUICK REVIEW This activity reviews daily routine vocabulary and the Present Simple. Students work on their own and make notes on their Sunday routines (*get up – 11.00*, etc.). Put students into pairs. Students compare their Sunday routines. Check students are saying whole sentences at this stage (*I get up at 11.00*, etc.). Students find out how many of the times are the same.

Vocabulary Free time activities (1)

1 **a** Check students understand the meaning of *free time* (when you're not working).
Students work in pairs and say which of the phrases they know, then do the exercise in VOCABULARY 3.2 SB p133.
Check answers with the class. Point out that *go for a drink* means a drink in a pub/bar, not in a café, and that we say *Do you want to go for a drink?* not ~~*Do you want to drink something?*~~.
Also note that we can say *stay in* or *stay at home* and *eat out* or *go out to eat*.
Highlight the different phrases that follow *go*: *go for a drink*, *go to the cinema*, *go to concerts* and *go shopping* not ~~*go to shopping*~~.
Also highlight that *go to the cinema* (UK) = *go to the movies* (US).
Model and drill the phrases, focusing on stress.

VOCABULARY 3.2 2e 3d 4j 5h 6b 7g 8k 9i 10c 11l 12a

b Give students a few moments to think of their answers to the question. They can use phrases from **1a** or their own ideas. Help students with new vocabulary as necessary.
Students work in new pairs and compare answers.
Ask students to share interesting answers with the class.

Listening

2 Focus students on the photo and ask where the people are (at an office party). Ask students if they think Freddie and Jeanette, the people in the foreground, are good friends.

3 **a** Tell students they are going to listen to Freddie and Jeanette's conversation at the party. Give students time to read the sentences and check students understand the new words *same*, *office*, *a lot of* and *single*.
CD1 53 Play the recording (SB p156). Students listen and decide whether the sentences are true or false. Check answers with the class.

2F
3T
4F
5F

b Play the recording again. Students listen and tick the things that Jeanette does in her free time. Play the recording again if necessary and check answers with the class.

2, 5, 7, 8

HELP WITH GRAMMAR

Present Simple (2): negative (*I*/*you*/*we*/*they*)

4 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 3.3 SB p134.
While they are working, draw the table from **4a** on the board so you are ready to check students' answers. Check answers with the class.

- Focus students on the table on the board. Check students understand that *don't* is the contracted form of *do not*. Point out that we usually use the contracted form in speaking and writing.
- Use the example to illustrate the word order of the Present Simple negative with *I*/*you*/*we*/*they*: subject + *don't* + infinitive + … .
- Elicit which words in sentences 1 and 2 in **4b** go in each column and complete the table (see the table in GRAMMAR 3.3 SB p134).

5 **a** Go through the examples with the class and check students understand *every*. Students do the exercise on their own.

b Demonstrate this activity with a confident student. Ask the student to say a true sentence from **5a**. Respond with *Me too./I don't.* to teach/review ways to agree or disagree with a positive sentence. Then ask the student to say a negative sentence from **5a** and respond with *Me neither./Oh, I do.* to teach/review ways to agree or disagree with a negative sentence.
Students work in pairs and compare their sentences from **5a**.
Ask students to share any interesting sentences with the class.

WRITING

- Students write a paragraph about themselves using the sentences in **5a**. Encourage them to put the ideas in a logical order to say what they do in their free time.

HELP WITH GRAMMAR Present Simple (2): *yes/no* questions and short answers (*I/you/we/they*)

6 **a–d** Students do the exercises on their own or in pairs, then check in GRAMMAR 3.4 ▸ SB p134.

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

- Focus students on the table on the board. Elicit which words in questions 1 and 2 in **6b** go in each column and complete the table (see the table in GRAMMAR 3.4 ▸ SB p134).
- Use the examples to illustrate the word order in Present Simple *yes/no* questions: *Do* + subject + infinitive + … .
- Focus students on the short answers column in the table. Point out that we use the auxiliary *do* or *don't* in the short answers, but we don't repeat the infinitive: *Yes, I do*. not ~~*Yes, I do go*~~.
- Remind students that short answers are very common in spoken English.

HELP WITH LISTENING

Weak forms (1): *do you … ?*

This *Help with Listening* section helps students to understand Present Simple questions with *do you … ?* /djə/ and highlights the weak pronunciation of this phrase.

7 **a** Check students understand *You expect to hear* and *You usually hear*.

CD1 ▸ **54** Play the recording.

Highlight the weak pronunciation of *do you* /djə/ in the *You usually hear* column and point out that this is how these questions with *do you … ?* are often pronounced in natural spoken English. Note that *do you* is also pronounced /dʒə/.

b CD1 ▸ **55** Tell students they are going to hear four questions that Freddie asks Jeanette at the office party. Play the recording (SB p157). Students listen and fill in the gaps.

Check answers with the class.

1 do you do **2** Do you go **3** do you do **4** Do you go

EXTRA IDEA

- Ask students to look at Audio Script CD1 ▸ **55**, SB p157 and play the recording again. Students listen and read, noticing the pronunciation of *do you* in Freddie's questions and that *do you* isn't stressed. This is useful consolidation for students and helps them see the relationship between sounds and spelling.

8 **a** Highlight the example *yes/no* question and elicit the first short answer from the class. Then ask students to finish the exercise on their own.

Students can compare their answers in pairs or groups.

b CD1 ▸ **56** Play the recording (SB p157). Students listen and check their answers.

PRONUNCIATION Play the recording again. Students listen again and repeat the questions. Focus on word stress and the pronunciation of *do you* /djə/.

1 B do **2** A Do; visit B do **3** A Do; go B don't **4** A Do; go B do **5** A Do; go out B don't; watch

c Demonstrate this activity with a confident student. Make it clear that students answer about themselves.

Students work in pairs and take turns to ask and answer the questions in **8a**.

Ask students to share interesting answers with the class.

Vocabulary and Speaking

Time phrases with *on*, *in*, *at*, *every*

9 **a** Students do the exercise on their own or in pairs, then check in VOCABULARY 3.3 ▸ SB p133.

While they are working, draw the four ovals on the board so you are ready to check student's answers. Check answers with the class.

Help students see the following patterns: we use *on* with days; we use *in* with *the morning*, *the afternoon*, *the evening* (but we say *at night* not ~~*in the night*~~); we use *at* with times. Highlight the use of *at* with *night* and *the weekend*.

Point out that we can use the singular or plural of days, parts of the day and the weekend to talk about routines: *I stay in on Monday/Mondays*., etc. Note that we don't use plurals with *every*. We say *every week* not ~~*every weeks*~~.

Also point out that in American and Australian English we usually say *on the weekend*.

on Mondays; Monday mornings; Sunday afternoon
in the afternoon; the evening; the week
at half past three; night; the weekend
every day; month; night; morning; Sunday afternoon

b Students work in pairs and take turns to test each other on the time phrases as shown in the speech bubbles.

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 p110. Check they are all looking at the correct exercise.

a Students work on their own and choose the correct words in the phrases.

Students check answers with someone from the same group. If they disagree, ask them to check any queries in VOCABULARY 3.3 ▸ SB p133. Monitor and deal with any problems.

Group A **1** every **2** on **3** in **4** at **5** every
Group B **1** in **2** every **3** on **4** every **5** at

b Students work on their own (or in pairs with someone from the same group) and write the questions.

c Students move around the room asking their questions or ask as many people as possible sitting near them. They must find two people who answer *yes* for each question. When they find a person who answers *yes*, they must write his/her name in their table.
Tell students to change partners when they have written down a student's name.

d Students take turns to tell the class about the people in their table, as in the examples.

FURTHER PRACTICE

Ph Class Activity 3B Time phrase snap p159 (Instructions p139)
Extra Practice 3B SB p117
Workbook Lesson 3B p16

3C REAL WORLD Special days

Student's Book p28–p29

Real World phrases for special days; talking about days and dates; suggestions
Vocabulary months; dates

QUICK REVIEW This activity reviews free time activities and the Present Simple (positive and negative). Write *On a perfect day I …* on the board and teach the meaning of *perfect*. Write a positive and negative example of your own, e.g. *get up in the afternoon/don't go to work*. Students then work on their own and think of four ways to finish the sentence. Students compare their perfect days in pairs. Ask students to share their ideas with the class.

Congratulations!

1 Focus students on the five cards and teach *card*. Students do the exercise on their own, then check in pairs.
Check answers with the class and use the cards to teach *birthday*, *wedding*, *New Year's Eve* and *wedding anniversary*. Drill these words/phrases with the class, paying particular attention to the pronunciation of *birthday* /ˈbɜːθdeɪ/.

1A 2D 3E 4B 5C

2 **a** Tell students we say these phrases on special days. Students do the exercise on their own. Check answers with the class. Point out that we usually write these phrases with exclamation marks.

Happy birthday! 1 Happy New Year! 4
Congratulations! 2; 3 Happy anniversary! 5

b CD1 57 **PRONUNCIATION** Play the recording. Students listen and repeat the phrases. Make sure they copy the stress and intonation so that they sound enthusiastic.

c CD1 58 Play the recording (SB p157). Students respond to each sentence with the appropriate phrase.

1 Happy birthday!
2 Congratulations!
3 Happy anniversary!
4 Congratulations!
5 Happy New Year!

When's your birthday?

3 **a** Students do the exercise in pairs. Point out that months always begin with capital letters. Teach these common abbreviations: *Jan*, *Feb*, *Mar*, *Apr*, *Aug*, *Sept*, *Oct*, *Nov*, *Dec*.

b CD1 59 Play the recording. Students listen and check their answers.
Draw students' attention to the stress marks in **3a**.
PRONUNCIATION Play the recording again. Students listen and repeat the months. Pay particular attention to the pronunciation of *February* /ˈfebruərɪ/, *June* /dʒuːn/, *July* /dʒʊˈlaɪ/ and *August* /ˈɔːgəst/.

EXTRA IDEA

- Students work in pairs to test each other on the months. Student A says a month and student B says the next month. You can also practise spelling the months in the same way, with students taking turns to say a month and spell it.

4 **a** To establish the difference between *date* and *day*, write today's day and date on the board and elicit which is which.
Students do the exercise on their own, then check in **VOCABULARY 3.5** SB p133. Check answers with the class. Point out the use of the letters *st*, *nd*, *rd* and *th* when we write dates using numbers, and the hyphens (-) in numbers written as words.

2nd = second; 3rd = third;
4th = fourth; 5th = fifth;
12th = twelfth; 13th = thirteenth;
20th = twentieth; 21st = twenty-first;
22nd = twenty-second; 30th = thirtieth;
31st = thirty-first

EXTRA IDEAS

- Write each date (*1st*, etc.) and word (*first*, etc.) on separate cards. Give one to each student. Students move around the room to find their partner.
- Students count round the class using ordinal numbers (*first*, *second*, etc.). If they make a mistake, they are 'out'. The last student 'in' wins.

b **CD1** 60 **PRONUNCIATION** Play the recording. Students listen and repeat the dates. Pay particular attention to the 'consonant clusters' at the ends of words (*fifth*, *thirteenth*, etc.). You may want to drill the other dates with your class.

REAL WORLD Talking about days and dates

5 **a** Students match the questions to the answers. Check answers with the class.

- 2a 3b 4c
- Highlight that we use *on* with dates.
- We say *the fifth of March* or *March the fifth* (or *March fifth* in American English), but we write *5th March* or *March 5th*.
- Point out that dates are written differently in the UK and the USA. The date *3/7/17* is *the third of July 2017* in the UK, but *the seventh of March 2017* in the USA.

b **CD1** 61 Play the recording (SB p157). Students listen and check.
PRONUNCIATION Play the recording again. Students listen and repeat the questions and answers.
Highlight the weak forms of *the* /ðə/ and *of* /əv/ and point out the schwas /ə/ in these weak forms.

EXTRA IDEA

- Students ask and answer the questions in **5a** about real dates, using today's date as the starting point. They take turns to ask the questions and answer.

6 **CD1** 62 Play the recording (SB p157). Students listen and circle the dates they hear. Play the recording again if necessary. Check answers with the class.

2 December 13th 3 March 14th 4 July 2nd
5 October 30th 6 February 1st

EXTRA IDEAS

- Students practise saying the other dates in **6**. Encourage them to use the weak forms of *the* /ðə/ and *of* /əv/ when saying dates.
- Pre-teach *When's your birthday?* Students move around the room asking the question with the aim of standing in a line in order of their birthdays. At the end, each student says his/her birthday in turn to check everyone is standing in the correct place.

7 **a** Students work on their own and write four important dates for them.

b Use the speech bubbles to teach *Why … ?* and *Because … .*
Put students into pairs. Students take turns to say their dates to each other. They should write down their partner's dates.
Students then ask their partner why these dates are important. While they are working, monitor and help with any new vocabulary students need.
Ask students to share interesting information with the class.

What shall we get her?

8 **a** Focus students on the photo. Elicit that Louise and Chris are married and they are talking about their friend Sophie's birthday.
Pre-teach (*birthday*) *present* and use the section title to highlight that *get* means *buy* in this context.
VIDEO 3 **CD1** 63 Play the video or audio recording (SB p157). Students watch or listen to find out what Louise and Chris decide to buy.
Check the answer with the class (they decide to buy a DVD of a film).

b Give students time to read the sentences. Then play the video or audio recording again. Students watch or listen and choose the correct answer. Play the video or audio recording again if necessary.
Students check answers in pairs. Check answers with the class.

2 Thursday 3 has got 4 has got 5 has got 6 watch

EXTRA IDEA

- Write the sentences on the board as gap-fill sentences, with the options missing. Students copy the sentences, then watch or listen and complete the sentences.

REAL WORLD Suggestions

9 Students read the sentences and then fill in the gaps in the flow chart. Check answers with the class.

- **2** What **3** think **4** Why **5** her **6** good (see the flow chart in REAL WORLD 3.3 SB p134)
- Check students understand the meaning of *suggestions*.
- Draw students' attention to the TIP. Check students understand the difference between *get/buy* and *give*. Tell students that we say *give someone a present* not ~~*present someone*~~.
- Point out that *What shall we … ?* and *Let's …* are followed by the infinitive. *Let's* is a short form of *Let us*, although this is very rarely used.
- Teach *How about … ?* as an alternative to *What about … ?*.
- Highlight the negative answer *No, I don't think so*.

10 CD1 ▸ 64 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Encourage students to copy the stress and intonation. Note we use the weak form of *shall* /ʃəl/.

11 Elicit that Louise's friend Sophie, and her husband Marcus, want to buy a present for their son Liam. Students do the exercise on their own. Remind them to use the phrases from **9**.

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

2 shall **3** Why **4** we **5** don't **6** so **7** get/buy **8** about **9** that's **10** idea

12 **a** Put students into pairs. Check that students understand the situation. Focus students on the flow chart in **9**. Students write the conversation between Sophie and Marcus. Remind them to suggest three different ideas for a present.

b Students practise the conversation until they can remember it.

c Put students into groups of four (two pairs together). Students role-play their conversations and say what present the other pair chooses.
Finally, ask a few pairs of students to role-play their conversation for the class.

WRITING

Students use the language from **9** to write a conversation between themselves and a friend. They want to buy a present for another friend. Tell students to say when the friend's birthday is and to make four suggestions.

FURTHER PRACTICE

Extra Practice 3C SB p117
Workbook Lesson 3C p18

3D VOCABULARY AND SKILLS

Early bird?

Student's Book p30–p31

Vocabulary frequency adverbs
Grammar subject and object pronouns
Skills reading: a questionnaire; listening: a conversation

QUICK REVIEW This activity reviews dates. Put students in pairs, A and B. Students take turns to say dates from *first* to *thirty-first*, student A starting with *first*, then student B saying *second*, etc. Remind them to think about the consonant clusters at the ends of words (*fifth*, *thirteenth*, etc.). When they have all got to *thirty-first*, tell them to go backwards from *thirty-first* to *first*.

1 Focus students on the line and check they have noticed the 100% and 0% at each end. Use the position of *hardly ever* on the line to teach its meaning. Tell students that the words in the box are called *frequency adverbs*.
Students do the exercise on their own or in pairs, then check in VOCABULARY 3.6 SB p133. Check answers with the class.
Model and drill the frequency adverbs. Pay particular attention to the pronunciation of *usually* /ˈjuːʒʊəli/ and *hardly ever* /hɑːdliˈevə/.

2 **a** Focus students on the questionnaire and the pictures. Pre-teach (*I'm an*) *early bird*. (someone who likes getting up early) and (*I'm a*) *night owl*. (someone who prefers being awake and active at night). Also pre-teach *happy*, *have* (*a lot of*) *energy*, *the end* (of a party, film, etc.), *record* (a TV programme).
Students do the questionnaire on their own.

b Ask students to turn to SB p114. Students work out their score and read their profile. Help students with vocabulary as necessary.

c Students compare scores in groups, then find out how many of their answers are the same. Ask students to share their results with the class.

3 **a** Remind students who Jeanette is (the woman from lesson 3B) and elicit that her husband's name is Dominic. Tell students Jeanette is doing the questionnaire.
CD1 ▸ 65 Focus students on the questionnaire and play the recording (SB p157). Students listen and write *J* next to Jeanette's answers on the questionnaire. Play the recording again if necessary.

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

1b **2**c **3**c **4**c **5**a **6**a
Score: 11 Jeanette's an afternoon person.

EXTRA IDEA

- Students look at Audio Script CD1 ▸ 65, SB p157. Play the recording again. Students listen and read to check their answers.

HELP WITH VOCABULARY
Word order of frequency adverbs

4 **a–b** Students do the exercises on their own or in pairs by referring back to the questionnaire. Check answers with the class.

- Frequency adverbs go **after** the verb *be*: *I'm **always** happy and I have a lot of energy.*
- Frequency adverbs go **before** other verbs: *I **sometimes** get up before 9 a.m.*
- Point out that we can use *always*, *usually* and *often* with negative verb forms. We can say *I **don't always/usually/often** eat out*. but not ~~*I don't sometimes/hardly ever/never eat out*~~.
- Also point out that we can't use *sometimes*, *hardly ever* or *never* with negative verb forms: ~~*We don't sometimes watch TV*~~.

5 **a** Pre-teach *tired*, then go through the example with the class.
Students do the exercise on their own, referring to the rules in **4b** as necessary. Monitor and check for word order.

b Students check answers in pairs and find out how many sentences are the same.
Ask each pair to tell the class one or two sentences that are the same for both students.

EXTRA IDEA

- To practise word order further, write jumbled-up sentences on the board or on a worksheet, for example *go / We / to / on / Friday / the cinema / usually*. Students work in pairs and put the sentences in the correct order. Students can then make the sentences true for them.

HELP WITH GRAMMAR
Subject and object pronouns

6 **a–c** Establish the concept of subject and object by drawing a man and a woman on the board with a speech bubble from one person saying *I love you*. Ask students to identify the subject and object (subject = *I*, object = *you*). Use the sentence to point out the typical subject + verb + object word order in sentences.
Students then do the exercises on their own or in pairs before checking in GRAMMAR 3.5 ▸ SB p134.
While they are working, draw the table in **6b** on the board so you are ready to check students' answers.
Check answers with the class.

- **a** *I* and *We* are subject pronouns, *them* and *him* are object pronouns.
- **b** *him*; *her*; *it*; *them*.
- Point out that in positive and negative sentences, subject pronouns come before the verb and object pronouns come after the verb: ***I** often see **him** on Saturday*. ***They** don't usually call **her** in the morning.*

7 **a** Students do the exercise on their own or in pairs.

b Students check answers in pairs, then underline the object pronoun in each sentence and say who it refers to.
Check answers with the class.

2 she; us (Ian and I)
3 me (Zachariah)
4 we; him (Alexander)
5 I; them (Rob and Andy)

8 **a** Write the frequency adverbs (*always*, *usually*, *sometimes*, *hardly ever*) on the board.
Focus on the example. Students work on their own and write two things they do for each frequency adverb.

b Focus students on the speech bubbles and drill the example with the class. Remind students of the phrase *Me too.* and teach/review *Oh, I don't.* for the negative response.

FURTHER PRACTICE

Ph **Study Skills** 2 Nouns, verbs and adjectives p234 (Instructions p230)
Ph **Class Activity** 3D Snakes and ladders p160 (Instructions p140)
Ph **Extra Reading** 3 My day-to-day life p220 (Instructions p214)
Extra Practice 3D SB p117
Workbook Lesson 3D p19
Workbook Reading and Writing Portfolio 3 p68
Progress Test 3 p244

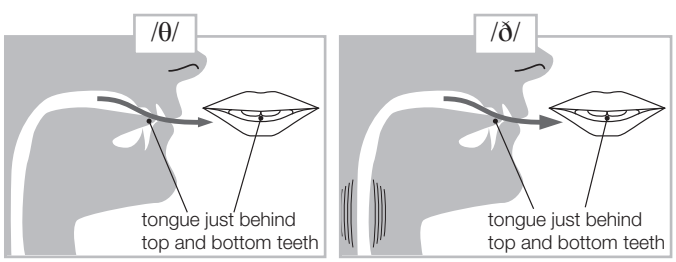
HELP WITH PRONUNCIATION

How we say *th*

1 **a** Focus students on the phonemes /θ/ and /ð/ and the words in the table.

CD1 ▸ 66 Play the recording. Students listen to the sounds and the words. Point out that the letters in pink are pronounced with a /θ/ sound and the letters in blue are pronounced with a /ð/ sound.

b Play the recording again. Students listen and repeat the words. If students are having problems producing the sounds, help them with the mouth position for each sound.



Point out that the mouth position is the same for both sounds, with the tongue just behind the top and bottom teeth. However, when we say the /θ/ sound, there is no voice from the throat, and you can feel the air from your mouth on your hand. When we say the /ð/ sound, there is voice from the throat.

You can ask your students to place their fingers and thumbs on their throats. When they say the /ð/ sound, they will feel vibration in the throat.

Another useful tip is to ask them to place their index finger on their lips, as if they were making a *shhh* sound. When saying both *th* sounds, the tip of the tongue should touch the side of the finger.

2 **a** CD1 ▸ 67 Focus students on the sentences. Play the recording. Students listen to the sentences.

Play the recording again. Students listen and repeat the sentences.

b Put students into pairs. Students take turns to say the sentences. Monitor and check they pronounce the /θ/ and /ð/ sounds correctly.

c Finally, ask each student to say one of the sentences for the class. Check students say *th* correctly and praise good pronunciation.

continue2learn

Focus students on the *continue2learn* section on SB p31. See p36 for ideas on how to exploit this section.

Extra Practice 3

See p36 for ideas on how to exploit this section.

3A

1 **2** get up **3** leave **4** start **5** work **6** have **7** finish **8** get **9** have **10** go

2 **2** do you get up **3** do you leave home **4** do you start work **5** do you work **6** do you have lunch **7** do you finish work **8** do you get home **9** do you have dinner **10** do you go to bed

3B

3 visit your family; do sport; stay in; have coffee with friends; go to the cinema; watch TV; eat out; go to concerts; phone friends; go for a drink

4 **a** **2** at **3** on **4** on **5** at **6** in **7** at **8** in **9** on **10** at
b **2** They don't work at the weekend. **3** Gavin and Ruby don't eat out on Friday evenings. **4** My brother and I don't go to the cinema on Sundays. **5** Tom and Bob don't work at night. **6** I don't phone my mum and dad in the mornings. **7** My parents don't have lunch at one o'clock. **8** We don't do sport in the afternoon. **9** I don't phone my son on Saturdays. **10** I don't get up at half past six.

3C

5 **2** Congratulations! **3** Happy New Year! **4** Congratulations! **5** Happy anniversary!

6 **2** get **3** about **4** think **5** don't **6** Maybe **7** Let's **8** that's **9** idea

3D

7 **2** I never sleep in the afternoon. **3** I'm sometimes at home on Saturday evenings. **4** I often go out with friends in the week. **5** My friends always remember my birthday. **6** My parents are hardly ever at home on New Year's Eve. **7** I'm usually very tired on Friday evenings.

8 **2** she **3** us **4** her **5** them **6** they; me

Progress Portfolio 3

- See p37 for ideas on how to exploit this section.

4A Away from home

Student's Book p32–p33

Vocabulary free time activities (2)
Grammar Present Simple (3): positive and negative (*he/she/it*)

QUICK REVIEW This activity reviews frequency adverbs and the Present Simple. Students write the sentences on their own. Then put students in pairs to compare sentences. Finally, each pair tells the class any sentences that are the same.

Vocabulary and Speaking

Free time activities (2)

1 **a** Students work on their own and tick the phrases they know, then do the matching exercise in VOCABULARY 4.1 ▸ SB p135.

Check answers with the class. Highlight the pattern: *go* + verb+*ing* (*go cycling*, *go swimming*, etc.) and that we say *listen to music* but *listen to* ***the*** *radio*.

Model and drill the phrases. Pay particular attention to the pronunciation of *gym* /dʒɪm/ and *listen* /'lɪsən/.

Draw students' attention to the TIP.

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

VOCABULARY 4.1 ▸ 1j 2g 3f 4h 5d 6e 7l 8k 9b 10i 11c 12a

b Use the speech bubbles to remind students how to make Present Simple questions with *you*. Drill the question and the answers and elicit other possible answers, for example *Yes, on Wednesdays*. *No, I don't*. *Yes, sometimes*., etc.

Students work in pairs and ask each other about their free time activities. Ask students to share interesting answers with the class.

EXTRA IDEA

- Students work in pairs and test each other on the collocations in **1a**. For example, student A says *photos* and student B says *take photos*.

Listening and Speaking

2 **a** Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the listening that follows. The vocabulary is not in the Language Summaries in the Student's Book. Model and drill the words with the class. Pay particular attention to the pronunciation of *observatory* /əb'zɜːvətri/ and *weather* /'weðə/.

b Focus students on the email and the photo. Ask students where they think Trevor is (at Cerro Paranal observatory), and who Polly is (Trevor's wife).

c CD1 ▸ **68** Give students time to read sentences 1–4, then play the recording (SB p157). Students work on their own and choose the correct answers.

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

1 Chile
2 are
3 four
4 is

EXTRA IDEA

- Write the sentences from **2c** on the board as gapped sentences. Play the recording and ask students to fill in the gaps.

3 **a** Students work in pairs and choose six free time activities for Trevor from **1a**.

b CD1 ▸ **69** Play the recording (SB p157) of the rest of Polly and Lorna's conversation. Students listen and check if their guesses are correct. Check answers with the class.

plays video games; watches sport on TV; takes photos; plays tennis; goes to the gym; goes swimming

HELP WITH LISTENING Linking (1)

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

4 **a** Write *And_all_of* on the board. Point out the linking between the final consonant sounds and the initial vowel sounds. Show how this makes two words sound like one word.

Write *the people_are nice* on the board. Highlight that it is the initial and final sounds that are important, not the spelling, for example *people are* links, even though *people* ends in a vowel.

CD1 ▸ **70** Play the recording. Students listen and notice the linking.

b Students turn to Audio Script CD1 ▸ **69**, SB p157. Focus students on the links shown in the Audio Script. Point out that only Polly's sentences are linked.

CD1 ▸ **69** Play the recording again. Students listen, read and notice the linking.

Note that vowel-vowel links which have an extra linking sound (for example *we_*/j/*_email*) are not marked in Audio Script CD1 ▸ **69**. Extra linking sounds are dealt with in **face2face** Pre-intermediate.

HELP WITH GRAMMAR Present Simple (3): positive and negative (*he/she/it*)

5 **a–b** Students do the exercise on their own or in pairs then check in GRAMMAR 4.1 ▸ SB p137.

Check answers with the class and draw students' attention to the **TIP**.

- In positive sentences with *he/she/it* (and names of people or places) we add ***-s*** or ***-es*** to the infinitive.
- In negative sentences with *he/she/it* we use ***doesn't*** + infinitive.
- In negative sentences we don't add *-s* or *-es* to the infinitive: *He doesn't like* ... not ~~*He doesn't likes ...*~~ .
- We use *doesn't* in negative sentences with *he/she/it*.
- We use *don't* in negative sentences with *I/you/we/they*.

6 **a** Students look at **GRAMMAR 4.2** SB p137. Go through the spelling rules with the whole class. Remind students that the *he/she/it* form of *have* is *has*, not ~~*haves*~~.
Students work on their own and write the *he/she/it* forms of the verbs. Students then check answers in pairs.
Draw a four-column table on the board with the headings *-s*, *-es*, *-ies* and *irregular*. Check answers with the whole class and write them in the correct column.

-s: plays; writes; phones; gets; starts; lives
-es: watches; goes; finishes; does
-ies: studies
irregular: has

b **CD1** ▶ **71** **PRONUNCIATION** Play the recording. Students listen and repeat the verb forms. Ask students which *he/she/it* forms end in the sound /ɪz/ (*watches* /ˈwɒtʃɪz/, *finishes* /ˈfɪnɪʃɪz/ and *studies* /ˈstʌdɪz/). Remind students that this is how we say the *he/she/it* form of all verbs ending in *-ch* and *-sh*, for example *matches*, *washes*, etc.
Note: this is also true for all verbs ending in *-s*, *-ss*, *-x* or *-z*, for example *miss*, *fix*, etc., but these have not been included in the exercise as students have not met any of these verbs at this point in the course.

EXTRA IDEAS

- Students work in pairs and write as many *he/she/it* forms of other verbs as they can think of. Set a time limit of three minutes. Check answers with the class by writing the *he/she/it* forms in the table on the board. The pair with the most new verbs wins.
- Students turn to Audio Script **CD1** ▶ **69** (SB p157) and underline the *he/she/it* forms of the verbs. Students then work in pairs and take turns to say the verbs correctly.

7 Ask students to read the text quickly without filling in the gaps to find out what it is about (where Lorna and Polly work and what they do in their free time).
Students do the exercise on their own, then check answers in pairs. Check answers with the class.

2 works **3** works **4** read **5** doesn't like **6** plays **7** watches **8** doesn't stay **9** goes **10** doesn't visit **11** don't live

Get ready … Get it right!

8 **a** Allow students to choose their own partners or put students into pairs yourself. If possible, students should work with someone they don't know very well.
Students write the name of their partner in the space at the top of the box. Focus students on the gapped sentences in the box. Students work on their own and guess whether their partner does or doesn't do these things. They should then complete the sentences with the positive or negative form of the verb in brackets. Students are not allowed to talk to their partner at this stage of the activity.

b Students work on their own and make *yes/no* questions with *you* for each sentence in the box, as in the example. While they are working, check their questions for accuracy and help with any problems.
Check these questions with the whole class before continuing, and drill if necessary.

9 **a** Use the speech bubbles to remind students of possible answers to *Do you … ?* questions. Students then work in their pairs and take turns to ask and answer their questions from **8b**. They should tick any sentences in the box that they have guessed correctly. While they are working, monitor and help with any problems.

b Students work in new pairs and take turns to share information about their first partner. Encourage students to use the *he/she* forms of the verbs in the box during this stage, for example *Marco doesn't play tennis, but he goes running*, etc.
Finally, students tell the class what they have found out about their partners.

WRITING

In their new pairs, students write four sentences comparing what their partners do or don't do in their free time. Students can use the text in **7** as a model.

FURTHER PRACTICE

Ph **Class Activity** 4A Verbs and nouns p161 (Instructions p140)
Extra Practice 4A SB p118
Workbook Lesson 4A p20

4B First Date!

Student's Book p34–p35

Vocabulary things you like and don't like; verb+*ing*
Grammar Present Simple (4): questions and short answers (*he/she/it*)

QUICK REVIEW This activity reviews the Present Simple, free time activities and time phrases. Students write their list of activities on their own. Put students into pairs. Students take turns to tell their partner when they do the things on their list. Ask students to share interesting sentences with the class.

Vocabulary and Speaking

Things you like and don't like

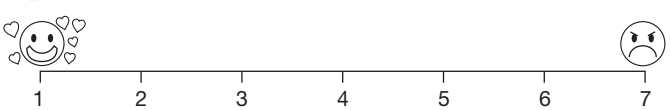
1 Students work in pairs and say which words/phrases they know, then do the exercise in VOCABULARY 4.2 SB p135. Check answers with the class.
Note that in the UK *dance music* usually refers to a particular style of music, not any music you can dance to.
Model and drill the phrases. Pay particular attention to the pronunciation of *clothes* /kləʊðz/, which is only one syllable. You could point out that many native speakers pronounce this word the same as *close* /kləʊz/.

VOCABULARY 4.2 1i 2a 3l 4c 5g 6b 7k 8f 9o 10n 11h 12d 13m 14j 15e

EXTRA IDEA

- Students can do **1** as a *Know, Might Know, Don't Know* activity (see p24).

2 Draw this line on the board. Ask students to copy it into their notebooks. Then ask students where to put *I love* and *I hate* on the line (1 and 7).



Students work on their own and put the other phrases in **2** on the line. Check answers with the class (see VOCABULARY 4.3 SB p135).
Model and drill the phrases.

2 I really like ... 3 I like ... 4 I quite like ... 5 ... is/are OK. 6 I don't like ...

HELP WITH VOCABULARY Verb+*ing*

3 **a** Focus students on the example sentences. Highlight how the verb+*ing* acts as a noun after the verbs in **2**. Also highlight that we use a plural noun without *the* when talking about things we like or don't like in general: *I love books*. not ~~*I love book*~~. or ~~*I love the books*~~.

b Students work on their own and circle the verb+*ing* words in **1**.
Check answers with the class (see VOCABULARY 4.4 SB p135) and draw students' attention to the TIP.
Note: at this point in the course we are not asking students to make verb+*ing* forms, only to recognise them. The spelling of verb+*ing* forms is dealt with in lesson 8A.

reading; travelling; shopping; dancing; cooking

4 Use the speech bubbles to teach students how to respond to *I like …* sentences and *Do you like … ?* questions. Highlight the use of object pronouns in the answers, for example *Do you like dance music? Yes, I love* ***it****. Do you like cats? No, I hate* ***them****.* Drill this language with the class.
Students work in pairs and discuss what they like and don't like. Ask students to share interesting answers with the class.

Reading, Listening and Speaking

5 Focus students on the photo and ask students what they think *First Date!* is (a TV dating programme). Use the photo to pre-teach *date* and *a presenter*.
CD1 72 Play the recording. Students read and listen to find four things Mark likes and one thing he doesn't like.
Check answers with the class.

Mark likes: watching TV; playing video games; going to the cinema; playing football and tennis; rock music; Chinese food; animals
Mark doesn't like: shopping for clothes

EXTRA IDEA

- If you think your students need extra listening practice, play the recording first with their books closed. Then ask students to check their answers by reading the text.

6 **a** Check students understand that on the TV programme Mark is not talking to the women, but asking the presenter about them. Elicit which woman he is asking about in questions 1–6 (Kim).
Pre-teach *vet*. Students then work on their own and match Mark's questions and the presenter's answers. Early finishers can check their answers in pairs.

b CD1 73 Play the recording. Students listen and check their answers.

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

HELP WITH GRAMMAR Present Simple (4): questions and short answers (*he/she/it*)

7 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 4.3 SB p137.

While they are working, draw the table from **7b** on the board so that you are ready to check students' answers. Check answers with the class.

- **a** 1 ***Does*** she like animals? 2 ***Does*** she watch TV a lot? 3 What ***does*** she do in her free time?
- Highlight that we use *does* in questions with *he/she/it* and that in questions we don't add *-s* or *-es* to the infinitive: *Does she watch …* not ~~*Does she watches …*~~ .
- Point out that the short answers to the *yes/no* questions in 1 and 2 are: *Yes, he/she/it* ***does***. and *No, he/she/it* ***doesn't***.
- Also highlight that we don't repeat the verb in short answers: *Yes, he/she/it does*. not ~~*Yes, he/she/it likes*~~.
- **b** Focus students on the table on the board. Elicit which words in sentences 3 and 4 from **6a** go in each column and fill in the table (see the table in GRAMMAR 4.3 SB p137).
- Use the table to highlight the word order of questions in the Present Simple: question word + auxiliary + subject + infinitive + … .
- We use ***do*** in questions with *I/you/we/they*. We use ***does*** in questions with *he/she/it*.
- Note: students are also asked to read GRAMMAR 4.4 SB p137, which focuses on the differences between *have* and *have got*. Highlight these points with the class.
- We can use *have* or *have got* to talk about possessions and family: *She's got/She has two dogs. I haven't got/I don't have any children.*
- We can only use *have* to talk about meals and other activities: *We often have coffee with friends.* not ~~*We often have got coffee with friends*~~.

8 **a** Students work on their own and write questions with *she* from the prompts.

b CD1 74 Play the recording (SB p157). Students listen and check.

PRONUNCIATION Play the recording again. Students listen and repeat the questions. Point out that *does* is not stressed and is pronounced /dəz/. Encourage students to copy the stress.

c Students work in pairs and take turns to answer the questions in **8a** about Kim. Before they start, remind students that all the information about Kim is in **6a**.

While students are working, draw the table from the answer key in **9b–c** on the board, but without the answers for Kim, Jo or Susie.

Check the answers for Kim with the class and write them in the *Kim* column of the table. Elicit any other information students know about Kim and write it next to *other information* in Kim's column.

Ask students to copy the table with only the *Kim* column filled in into their notebooks. See the answer key for **9b–c**.

9 **a** Focus students on the photo of the TV programme on SB p34 and ask students the names of the other two women on the programme (Jo and Susie).

Pre-teach *a pet*. Then divide the class into pairs: student A and student B. Student As turn to SB p105 and read about Jo. Student Bs turn to SB p110 and read about Susie. Students find the answers to questions 1–6 in **8a** in their texts and fill in the correct column in their tables.

b–c Students work with their partner and take turns to ask and answer questions 1–6 in **8a** about Jo and Susie. They should write the answers in the correct column in the tables in their notebooks.

Students tell their partner three more things about the woman they read about and fill in the correct column next to *other information*.

Check answers with the class and write them in the table on the board.

	Kim	Jo	Susie
do?	a vet	a lawyer	a waitress
rock music?	no	yes	no
food?	Italian food	Chinese food	fast food
sport?	yes, tennis	no, hates football	yes, swimming
animals?	yes, two dogs	no, but likes animals	yes, seven cats
Saturday evenings?	goes to the cinema	goes to the cinema or eats out	goes clubbing or watches TV
other information	eats out a lot; hates watching TV; loves dance music	29 years old; watches TV; goes shopping; reads a lot; likes jazz	23 years old; loves dance music; doesn't eat out very often; doesn't like watching sport on TV

10 **a** Students work in groups and decide which woman would be the best for Mark's first date. Encourage students to look at the text about Mark on SB p34, and their tables about the three women, to help them decide. Students should also think of reasons for their choice.

b The groups share their choices and reasons with the class. The whole class must agree on <u>one</u> woman to go on a date with Mark. Ask the class to vote on this if necessary.

c Tell students that Mark and the woman they chose went on a date last night and ask them if they want to know what happened. If the class chose Kim, students should all turn to SB p106 to read about the date. If the class chose Jo, they should all turn to SB p111. If the class chose Susie, they should all turn to SB p114. The students should not read about the dates with the other two women.
Students read about the date and answer questions 1–3.
Check answers with the class. Students can then discuss if they made the right choice for Mark's first date.

KIM: **1** Yes. They both go to the cinema and like animals, and he thinks she's very beautiful. **2** No. He talks about football and TV all the time, and they don't like the same music. **3** Mark: yes; Kim: no
JO: **1** No. She talks about books and shopping all the time, and she hates sport. **2** Yes. They like different things and she thinks that's a good thing. **3** Mark: no; Jo: yes
SUSIE: **1** Yes. They both like watching TV, sport and cats. **2** Yes. They both do a lot of sport and like watching TV and DVDs. **3** Mark: yes; Susie: yes

Get ready … Get it right!

11 **a** Allow students to choose their own partner or put students into pairs yourself. If possible, students should work with someone they don't know very well.
Students choose a friend to introduce to their partner and write his/her name in the box. Students then tick things in the box that this friend does or likes.

b Students choose eight things from the box that they do or like themselves. They write *yes/no* questions with *he/she* about these things, as in the examples.

12 **a** Students work with their partner and take turns to ask questions about each other's friends. Encourage students to ask questions about the person's name, age, job and where he or she lives before asking the questions they prepared in **11b**. Students should make brief notes on their partner's answers at this stage. While students are working, monitor and help with any problems.

b Put students into new pairs. Students tell their new partner about their first partner's friend and the things they have (or don't have) in common, as shown in the speech bubbles. Make sure students use *he/she/it* verb forms in this stage of the activity.
Finally, students tell the class if they would like to meet their partner's friend, giving reasons for their answers.

WRITING

Tell students that their friend from **11a** is going to appear on the *First Date!* TV game show. For homework, ask them to write the presenter's profile for their friend.

FURTHER PRACTICE

Ph **Class Activity** 4B A TV presenter's weekend p162 (Instructions p140)
Extra Practice 4B SB p118
Workbook Lesson 4B p21

4C REAL WORLD

Eating out

Student's Book p36–p37

Real World requests and offers
Vocabulary food and drink (1)

QUICK REVIEW This activity reviews Present Simple questions with *he/she* and free time activities. Give students a few moments to write the names of three people in their family, then put students into pairs. Students swap papers and ask what the people on their partner's paper do in their free time. Ask students to share interesting answers with the class.

See you at the Sun Café!

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

2 **a** Focus students on the Sun Café menu. Students work in pairs and match the photos to the things on the menu, then check in VOCABULARY 4.5 ▸ SB p136.
Check students understand that *chips* are hot and are often eaten as part of a main meal. Students may confuse *chips* with *crisps* /krɪsps/, which are cold and usually come in bags. *Chips* are often called *French fries* or *fries* in American English.
Model and drill the words/phrases. Pay particular attention to the pronunciation of *chicken* /ˈtʃɪkɪn/, *sandwich* /ˈsænwɪdʒ/, *burger* /ˈbɜːgə/, *mixed* /mɪkst/, *fruit* /fruːt/ and *chocolate* /ˈtʃɒklət/.

1 a cheese and tomato sandwich **2** fruit salad
3 a (cup of) coffee **4** a bottle of beer **5** ice cream
6 a mixed salad **7** apple pie with cream
8 a chicken salad **9** a glass of white/red wine
10 a cheeseburger and chips **11** a (cup of) tea
12 a pizza **13** mineral water

b Students work in pairs and take turns to test each other on the food and drink as shown in the speech bubbles.
Check students understand the other food vocabulary on the menu. Students can check any new words/phrases in VOCABULARY 4.5 ▸ SB p136.

3 Focus students on the menu again. Model and drill the prices. Ask questions with *How much … ?* about items on the menu to check students can say the prices.
Students work in pairs. They take turns to choose something to eat and drink and then ask their partner how much it is. Before students start, draw attention to the example in the speech bubbles.

HELP WITH LISTENING
Would you like … ?

This *Help with Listening* section helps students to understand questions with *Would you like … ?* and highlights the pronunciation of *would you* /wʊdʒə/.

4 **a** Focus students on the photo and use it to pre-teach *waitress* and *customer*.
CD1 ▸ **75** Play the recording. Students listen and notice the pronunciation of *would you*. Highlight that we hear the weak form *would you* /wʊdʒə/ rather than the strong form with two separate words /wʊd juː/.
b CD1 ▸ **76** Tell students that questions a–d are typical questions a waiter/waitress asks in a restaurant. Play the recording. Students do the exercise on their own or in pairs.
Play the recording again for students to listen and check their answers.
Check answers with the class.

1 d
2 b
3 c
4 a

5 **a** VIDEO ▸ **4** CD1 ▸ **77** Students close their books. Ask students what Paul and Clare order. Play the video or audio recording (SB p157–p158). Students watch or listen and do the exercise on their own.
b Put students into pairs. Play the video or audio recording again. Students compare answers in pairs.

Paul and Clare order: a chicken salad; a cheeseburger and chips; a bottle of sparkling mineral water; fruit salad; apple pie with cream

6 **a** Students work on their own or in pairs. They read and then complete the conversations using questions a–d from **4b**. Ask students if they can guess the meaning of *bill* from the context.
b VIDEO ▸ **4** CD1 ▸ **77** Play the video or audio recording again. Students check their answers.
Check answers with the class.

1 What would you like to drink? **2** Would you like anything else? **3** Would you like a dessert?
4 Would you like tea or coffee?

EXTRA IDEA

- Write the questions on the board with the words in the wrong order, for example *would / to / you / drink / like / What ?*. Tell students to close their books so they don't look at the questions in **4b**. Students put the words in the correct order to make the questions. They then check in **4b**.

REAL WORLD Requests and offers

7 **a–c** Check students understand *request* and *offer*. Students do the exercises on their own or in pairs. Check answers with the class.

- **a–b** We use ***I'd/We'd like …*** and ***Can I/we have … ?*** for requests. Check students understand that *'d = would* in these phrases.
- We use ***Would you like … ?*** for offers.
- Use the examples in **7a** to show students that we use a noun after *Can I/we have … ?* and we use a noun or an infinitive with *to* after *Would you like … ?* and *I'd/We'd like … .*
- Point out the American English use of *the check* for *the bill* (UK), *Can I have the check, please?*
- Check students understand the difference between *I like* and *I'd like*. We use *I like* to talk about things we like in general: *I like burgers*. We use *I'd like* to mean *want*: *I'd like (a burger), please.* Point out that *I'd like* is more polite than *I want* and that it is impolite to say *I want (a burger)* in English.
- **c** I'd like the chicken salad, please. Can I have a cheeseburger and chips, please? I'd like the fruit salad, please. And can I have the apple pie with cream?

8 **a** CD1 ▸ 78 Play the recording. Ask students to notice the stress pattern, and highlight the high pitch and the rise on *please*, both of which show politeness.

b CD1 ▸ 79 PRONUNCIATION Play the recording (SB p158). Students listen and repeat the offers and requests in the conversation in **6a**. Check that they copy the polite intonation pattern correctly. Play the recording again if necessary.

9 **a** Put students into groups of three. Students choose roles, then practise the conversation in **6a** until they can remember it.

b Students practise the conversation again with their books closed.

c Students practise the new conversation in their groups until they can remember it.
Each group takes turns to role-play the conversation for the group that wrote the original script.
While students are working, monitor and help with any problems.
Finally, ask one or two pairs to role-play the conversations for the class.

EXTRA IDEAS

- If you have beginners, you can put cues on the board to help students remember each line in the conversation: WAITRESS *order?* CLARE *chicken salad* PAUL *cheeseburger / chips*, etc.
- When students feel confident, ask volunteers to role-play the conversation for the rest of the class.

EXTRA IDEAS

- If you have a small class, each group can role-play the conversation for the rest of the class.
- If you can move the furniture around, turn the classroom into a café and give students the opportunity for some freer practice. Choose some students to be waiters/ waitresses. Put the other students in groups of two or three and tell them to be customers. The customers order food and drink from the Sun Café menu and the waiters/ waitresses take their orders – and give them a bill at the end!

10 **a** Students work in the same groups and write their own restaurant conversation. Set a time limit of five minutes. While they are working, check their conversations for accuracy and help with any problems.

b Students give their conversations to another group to read and correct. Help students with any language problems at this stage and encourage groups to check any queries with the group who wrote the conversation.

FURTHER PRACTICE

Extra Practice 4C SB p118
Workbook Lesson 4C p23

4D VOCABULARY AND SKILLS

Breakfast time

Student's Book p38–p39

Vocabulary food and drink (2); countable and uncountable nouns
Skills listening: a conversation

QUICK REVIEW This activity reviews food and drink vocabulary. Students do the activity in pairs then compare their answers with another pair. Students then check their answers in the menu on SB p36. Check answers with the class.

1 Students work on their own and tick the food and drink they know, then do the matching exercise in VOCABULARY 4.6 ▸ SB p136. You can also teach *marmalade* /ˈmɑːməleɪd/, which is usually made from oranges and eaten for breakfast. Students often confuse this word with *jam*, which is usually made from soft fruit such as strawberries, etc.

Highlight that *biscuits* (UK) = *cookies* (US). Also point out that *jam* (UK) = *jelly* (US).
Model and drill the words with the class. Pay particular attention to the pronunciation of *biscuits* /ˈbɪskɪts/, *yogurt* /ˈjɒgət/, *sugar* /ˈʃʊgə/, *toast* /təʊst/, *sausages* /ˈsɒsɪdʒɪz/, orange juice /ˈɒrɪndʒ dʒuːs/, *croissant* /ˈkwæsɒ/, *fruit* /fruːt/, *cereal* /ˈsɪərɪəl/ and *vegetables* /ˈvedʒtəblz/. Point out the silent letters in *biscuits* and *vegetables*.

VOCABULARY 4.6 ▸ 1j 2e 3h 4r 5u 6v 7n 8b 9m 10f 11s 12i 13c 14q 15o 16t 17w 18g 19p 20a 21k 22d 23x 24y 25l

EXTRA IDEAS

- After doing the exercise in VOCABULARY 4.6 (SB p136), students work in pairs and divide the words in **1** into food and drink.
- With a strong class, ask students to write down all the other words for food and drink they know in English. Get students to share them with the class and write them on the board.

2 Give examples of what you eat for breakfast from **1**. Highlight that we usually use the verb *have* in this context (not *eat* or *drink*), for example *I usually have coffee and toast*. Students do the exercise in groups. Ask students to share answers with the class.

3 **a** Focus students on the photo and elicit that it shows a café in a language school in the UK.
Students work in pairs and make a list of what they think people in Japan, France and Turkey have for breakfast, using words from **1**. Do not check their ideas at this stage.

b Tell students that they are going to listen to the chef and his assistant, Dylan. They want to make typical breakfasts for the three nationalities, Japanese, French and Turkish.

CD1 ▸ **80** Play the recording (SB p158). Students listen and tick the food and drink on their own lists that the chefs talk about.
Point out that Dylan calls the other man *chef*. This term is used in commercial kitchens to refer to the head chef.

c Play the recording again. Students add any missing items that the chefs talk about to their lists for each breakfast.
Check answers by writing the three headings from the answer key below on the board. Elicit the answers from the students and fill in the table. Ask students which of these breakfasts they would like.

Japanese	French	Turkish
rice	croissant	bread
fish	toast	cheese
soup	jam	eggs
green tea	coffee with milk	olives
		tomatoes
		tea

4 **a** Pre-teach *count*. Focus students on the pictures in the table and ask them to circle the correct answers in rules 1 and 2. Check answers with the class.

1 can
2 can't

b Check students understand *singular* and *plural*, then focus on the examples in the table.
Students work in pairs and complete the table with words from **1**. Check answers with the class.
Point out that some words are uncountable in English but countable in other languages, for example, *bread*, *toast*. Elicit any other uncountable words from **1** that are countable in the students' language(s).
Highlight the spelling of *tomatoes*.

COUNTABLE NOUNS		UNCOUNTABLE NOUNS	
singular	**plural**	yogurt	sugar
an egg	eggs	toast	bread
a sausage	sausages	fish	coffee
a banana	bananas	soup	cheese
a croissant	croissants	orange juice	tea
an olive	olives	jam	meat
a tomato	tomatoes	fruit	cereal
a vegetable	vegetables		

EXTRA IDEA

- Put the words from **1** onto separate cards (one set of cards for each team). Divide students into teams to complete the table as a *Board Race* (see p24).

HELP WITH VOCABULARY
Countable and uncountable nouns

5 **a–b** Students do **5a** on their own or in pairs, then check in VOCABULARY 4.7 ▸ SB p136. Check answers with the class.

- Countable nouns have a plural form.
- We use *a* or *an* with singular countable nouns.
- We don't use *a* or *an* with plural countable nouns.
- Uncountable nouns aren't usually plural.
- We don't use *a* or *an* with uncountable nouns.
- Point out that many drinks can be countable if we mean a cup/glass of, for example *a coffee = a cup of coffee*, *an orange juice = a glass of orange juice*.

6 Use the example to check students understand that a dash (–) means no article. Students do the exercise on their own, then check their answers in pairs. Check answers with the class.

2 an 3 a 4 – 5 – 6 a 7 –

7 **a** Pre-teach *meal* and *main meal*. Students do the exercise on their own, then check answers with the class. Elicit the reason for each choice.

1 – 2 a 3 – 4 – 5 – 6 an 7 a 8 –

b Focus students on the example and use this to show how students can make the sentences in **7a** true for them by changing the underlined word (*rice* to *chips*).
Students work on their own, ticking the sentences in **7a** that are true for them and changing the underlined word in the other sentences.

c Students work in pairs and compare sentences. Ask students to share interesting information with the class.

8 Focus students on the speech bubbles. Use these to elicit when we use *it* (singular or uncountable) and *them* (plural) in the answers. Model and drill the questions and answers with the class.
Students work in groups and discuss the food they like/don't like.

9 **a** Start by describing your own perfect breakfast. Students then work on their own and use the questions to make notes about their own perfect breakfast.

b Students work in groups and tell one another about their perfect breakfast. Each group can then choose which student has the best breakfast. Finally, ask these students to tell the class about their breakfasts.

WRITING

Students write about their perfect lunch or dinner.

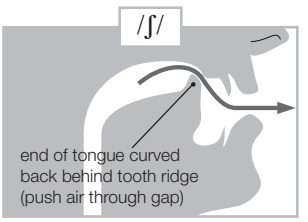
FURTHER PRACTICE

Ph **Vocabulary Plus** 4 Food p204 (Instructions p197)
Ph **Class Activity** 4D Food habits p164 (Instructions p141)
Ph **Extra Reading** 4 It's only rock'n'roll p221 (Instructions p214)
Extra Practice 4D SB p118
Workbook Lesson 4D p24
Workbook Reading and Writing Portfolio 4 p70
Progress Test 4 p245

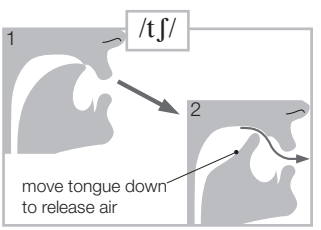
HELP WITH PRONUNCIATION

/ʃ/, /tʃ/ and /dʒ/

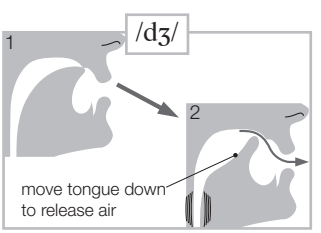
1 Focus students on the phonemes /ʃ/, /tʃ/ and /dʒ/ and the words.
CD1 ▶ **81** Play the recording. Students listen to the sounds and the words.
Play the recording again. Students listen and repeat the sounds and words. If students are having problems with the sounds, help them with the mouth position for each sound.



Point out that when we make the /ʃ/ sound, the lips are slightly rounded and pushed forward. The end of the tongue is curved back behind the teeth and we push air through the gap. Highlight that /ʃ/ is an unvoiced sound (there is no vibration in the throat). You can tell students that /ʃ/ is the sound people make when they want someone to be quiet.



Point out that we make the /tʃ/ sound by placing the tongue on the top of the mouth behind the teeth, then moving the tongue down to release air. Highlight that this is also an unvoiced sound.



Also highlight that we use the same mouth position to make the /dʒ/ sound, but that this sound is voiced (there is vibration from the throat).

2 **a** Students do the exercise in pairs. Encourage students to say the words out loud to help them decide if the letters in bold are pronounced /ʃ/, /tʃ/ or /dʒ/.
b CD1 ▶ **82** Play the recording (SB p158). Students listen and check their answers. Check answers with the class.
Play the recording again. Students listen and repeat the words.

cheese 2 jam 3 chicken 2 vegetables 3 sandwich 2 musician 1 engineer 3 teacher 2 Russia 1 jazz 3 nationality 1

3 **a** CD1 ▶ **83** Play the recording. Students listen to the sentences.
Play the recording again. Students listen and repeat the sentences.

b Put students into pairs to practise saying the sentences to each other. Monitor and check they pronounce the /ʃ/, /tʃ/ and /dʒ/ sounds correctly. Finally, ask students to say sentences for the class. Check they pronounce the /ʃ/, /tʃ/ and /dʒ/ sounds correctly and praise good pronunciation.

continue2learn

Focus students on the *continue2learn* section on SB p39.
See p36 for ideas on how to exploit this section.

Extra Practice 4

See p36 for ideas on how to exploit this section.

4A

1 go swimming; listen to music; take photos; go clubbing; play tennis; read books or magazines; listen to the radio; go cycling; play video games; go to the gym; watch sport on TV

2 **a** **2** takes **3** goes **4** work **5** lives **6** finishes **7** like **8** watches **9** go **10** does

b **2** Barry doesn't take good photos. **3** Paula doesn't go out on Saturdays. **4** Ian and Liz don't work at home. **5** My sister doesn't live in the USA. **6** Our class doesn't finish at 8.30. **7** Luke's parents don't like jazz. **8** Rob doesn't watch sport on TV. **9** We don't go out on Fridays. **10** She doesn't do a lot of sport.

4B

3 **2** really like **3** likes **4** quite like **5** is OK **6** don't like **7** hates

4 **a** **2** Where does he work? **3** Does he like rock music? **4** What does she do on Friday nights? **5** What food does she like? **6** Does she watch sport on TV?

b **b** goes 4 **c** likes 5 **d** works 2 **e** does; loves 6 **f** doesn't; likes 3

4C

5 **2** I'd like **3** to drink **4** a glass of **5** Would you like **6** that's all **7** Would you like **8** can I have **9** Would you like **10** the bill

4D

6a

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

b toast (U); fruit (U); eggs (C); bread (U); tea (U); apple (C); rice (U); meat (U); milk (U); jam (U); sausages (C); fish (U); tomatoes (C)

7 **2** a **3** – **4** a **5** – **6** an

Progress Portfolio 4

• See p37 for ideas on how to exploit this section.

5A Three generations

Student's Book p40–p41

Vocabulary adjectives (2); years
Grammar Past Simple (1): *be* (positive and negative, questions and short answers)

QUICK REVIEW This activity reviews food and drink vocabulary. Students do the activity in pairs. Set a time limit of three minutes. Draw a two-column table with the headings *countable* and *uncountable* on the board. Find out which pair has the most words. Elicit which words go in each column. Ask if other pairs have any different words and put them under the correct heading.

Vocabulary Adjectives (2)

1 **a** Students work in pairs and say which adjectives they know. Students then do the exercise in VOCABULARY 5.1 SB p138. Check answers with the class.

Point out that the prefix *un-* in *unlucky*, *unhappy* and *unfriendly* means *not*.

Model and drill the words. Pay particular attention to the pronunciation of *quiet* /ˈkwaɪət/, *noisy* /ˈnɔɪzi/, *different* /ˈdɪfrənt/, *interesting* /ˈɪntrəstɪŋ/ and *friendly* /ˈfrendli/.

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

VOCABULARY 5.1 1c 2g 3a 4f 5h 6i 7d 8e 9b 10j

b Students test each other in pairs, as shown in the speech bubbles.

EXTRA IDEA

- Write the adjectives in **1a** on cards. Put students into pairs and give a set of cards to each pair. Students try to match up the pairs of adjectives, then check in VOCABULARY 5.1 SB p138. Alternatively, this idea can be used for revision next class.

Listening and Reading

2 **a** Focus students on photo A and the title of the lesson. Elicit that the people in the photo are at a birthday party and that they are three generations of the same family: grandfather (Albert), father (Matt) and son (Jason).

b Tell students they are going to hear about a birthday party. Pre-teach *yesterday* to establish that the text is in the past.

CD2 1 Focus students on the text in the speech bubble, then play the recording. Students listen and read. Ask students who they think is talking (Jason) and how old he is (13).

c Students read about the party again and decide which things aren't mentioned in the text.

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

food and drink; birthday presents

HELP WITH GRAMMAR

Past Simple (1): *be* (positive and negative)

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

b–c Students do **3b** on their own, then check in GRAMMAR 5.1 SB p139.

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

- Check students understand that Jason's text is in the past, and that *was*, *were*, *wasn't* and *weren't* are all past forms of the verb *be*.
- Focus students on the table on the board. Elicit which words go in the gaps and fill in the table (see the table in GRAMMAR 5.1 SB p139). Highlight the relationship between the pronouns and the past forms of *be*.
- Highlight that *wasn't* and *weren't* are the contracted form of *was not* and *were not*. Tell students that we usually use the contracted forms when speaking and writing.
- Point out that the past of *there is/there are* is *there was/there were*.
- Teach students the phrase *I was born in ... (place/year)*. Point out that we can't say ~~*I born in ...*~~ .

4 Check students remember who Matt is (Jason's father). Students do the exercise on their own, referring back to the table in **3b** if necessary, then check in pairs. Check answers with the class.

2 was 3 wasn't 4 was 5 was 6 wasn't
7 were 8 weren't 9 was

EXTRA IDEA

- With stronger students you could copy out the text in **4** as a gapped text. Students read and complete the text, then check in pairs.

Listening and Speaking

5 **a** Focus students on the photos.

CD2 2 Play the recording (SB p158). Students listen and answer the questions. Elicit that photo B shows Albert's birthday party in the street, and the inset photo shows Bobby Moore, the captain of the England football team who won the World Cup.

Check answers with the class.

He was in Liverpool. His birthday party was the same day that England won the World Cup.

b Give students time to read the questions. Then play the recording again. Students check answers in pairs. Check answers with the class.

1 30th July 1966 **2** At his parents' house and in the street. **3** Yes, they were. **4** Yes, it was. **5** They were in London.

HELP WITH LISTENING

Weak forms (2): *was* and *were*

This *Help with Listening* section helps students to understand the weak forms of *was* and *were* in questions and statements.

6 **a** Point out that *was* is pronounced as a weak form /wəz/ when it is used in questions and statements.
CD2 ▸ **3** Play the recording. Students listen and notice the weak forms. Play the recording again if necessary. Point out the schwa /ə/ in the weak forms and remind students that this sound is always unstressed.

b CD2 ▸ **2** Students look at Audio Script CD2 ▸ **2**, SB p158. Play the recording again. Students listen and notice the weak forms in pink.

HELP WITH GRAMMAR Past Simple (1): *be* (questions and short answers)

7 **a–d** Students do the exercises on their own or in pairs, then check in GRAMMAR 5.2 ▸ SB p139.
While they are working, draw the table from **7a** on the board so that you are ready to check their answers. Check answers with the class.

- **a** Focus students on the table on the board. Elicit which words in questions 2, 4 and 5 from **5b** go in each column and complete the table (see the table in GRAMMAR 5.2 ▸ SB p139).
- Highlight the word order of questions with *was/were*: (question word) + *was/were* + subject + ... You may wish to compare the questions in the table to questions with *be* in the present (*Where is he from?*, *What are their jobs?*, etc.) to show that the word order is the same.
- **b** Check students have written the correct short answers: *Yes, I/he/she/it was.*, *No, I/he/she/it wasn't.*, *Yes, you/we/they were.* and *No, you/we/they weren't.* Point out that we use contractions in negative short answers.
- **c** **1** were; was **2** was; was

8 CD2 ▸ **4** PRONUNCIATION Play the recording (SB p158). Students listen and repeat the weak forms. Encourage students to copy the sentence stress and the weak forms of *was* and *were*. You may wish students to look at Audio Script CD2 ▸ **4**, SB p158 while they practise.

9 **a** Students work in pairs and see if they can work out how to say the years.

b CD2 ▸ **5** Play the recording. Students listen and check how to say the years. Point out the *and* in *two thousand and five*. Note that for earlier dates, for example 1704, we say *seventeen oh four* not ~~*seventeen and four*~~.
PRONUNCIATION Play the recording again. Students listen and repeat the years.

c Use the speech bubbles to teach the questions *When was Miguel born?* and *When were you born?*. Drill these questions with the class.
Students work on their own and write the names of five people in their family.
Students work in pairs and take turns to ask about the people their partner has written down. Encourage students to ask more questions about the people (*Who's Miguel? What does he do?*, etc.).

EXTRA IDEA

- Students move around the room and ask where other students were born. Students should find the person who was born nearest to them geographically.

10 **a** Use the example to highlight that the students should make questions with the subject *you*. Students make questions on their own.
Check the questions with the class. Drill the questions with the class.

2 Where were you last night? **3** Were you at home yesterday afternoon? **4** Where were you on your last birthday? **5** Where were you last New Year's Eve?

b Students work in new pairs and take turns to ask and answer the questions. Encourage students to give more information and ask more questions if possible.
Ask students to share any interesting information with the class.

Get ready … Get it right!

11 Put students into pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p110. Check they are all looking at the correct exercise.

a Students work on their own and write questions with *you* or *your* about when they were thirteen from the prompts. While students are working, check their questions for accuracy and help with any problems.

b Students write their answers in the *you* column.

c Students work with their partner and take turns to ask and answer their questions. Students should write their partner's answers in the *your partner* column.

d Write *Tom and I were both happy at school.* on the board to show students that *both* comes after the verb *be*. Then write *I was happy at school, but Paola wasn't happy.* on the board. Cross out the second *happy* to show students that we don't repeat this word.
Students work with a new partner from either group A or group B. They take turns to talk about themselves and their partner, using the information from their table in **a**. Again monitor for accuracy and help students with any problems.

WRITING

For homework, ask students to write a paragraph about a birthday party when they were younger. This could be their own party or a friend's. Tell students to use the text in **2** as a model.

FURTHER PRACTICE

Ph **Class Activity** Famous people quiz p165 (Instructions p141)
Extra Practice 5A SB p119
Workbook Lesson 5A p25

5B Famous films

Student's Book p42–p43

Vocabulary life events
Grammar Past Simple (2): regular and irregular verbs (positive and *Wh-* questions)

QUICK REVIEW This activity reviews questions with *was/were* and times. Students make a list of six times of the day on their own. Students then work in pairs and ask each other where they were at these times yesterday. Ask students to share interesting answers with the class.

Vocabulary Life events

1 **a** Students do the exercise in pairs, then check in VOCABULARY 5.3 SB p138.
Check answers with the class.
Point out that we *get married* ***to*** *someone*, not ~~*get married with someone*~~. Also point out that in American English we say *leave school* or *leave college* instead of *leave university* (UK).
Check that students understand the meaning of *university* /juːnɪˈvɜːsəti/, *divorced* /dɪˈvɔːst/, *physics* /ˈfɪzɪks/ and *lottery* /ˈlɒtəri/.
Model and drill the collocations.

2 meet my husband/my wife
3 get married/divorced
4 make a film/a lot of money
5 become a film director/famous
7 move house/to a different country
8 study English/physics
9 write a book/a letter
10 win an Oscar/the lottery

b Students work in pairs and take turns to test each other on the phrases as shown in the speech bubbles.

Speaking, Reading and Listening

2 Focus students on the posters and the questions.
Put students into groups to discuss the questions.
Elicit that James Cameron is the director of the films in the posters and focus on his photo. Ask groups to share any information they know about the films and James Cameron with the class.

EXTRA IDEA

- Write students' ideas on the board to build up a profile of James Cameron. Students then check if the information on the board is correct when they read the article in **3b**.

3 **a** Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the article that follows. The vocabulary is not in the Language Summaries in the Student's Book. Model and drill the words.

b Focus students on the photo of James Cameron. Students do the exercise on their own.

c Students work in pairs and compare answers.

d CD2 ▸ **6** Play the recording. Students listen and check their answers.

a August 16th **b** 1971 **c** two **d** 1986 **e** twelve **f** $2 billion **g** 1999

HELP WITH GRAMMAR Past Simple (2): regular and irregular verbs (positive)

4 **a–c** Focus students on the verbs in blue in the article. Students do **4a** on their own or in pairs.

Then focus students on the verbs in pink in the article. Students do **4b** on their own or in pairs.
While students are working, write the infinitives of the verbs in blue and the verbs in pink on the board in two columns, *regular verbs* and *irregular verbs*.
Students then check their answers in GRAMMAR 5.3 SB p139 and in the Irregular Verb List, SB p167.
Check answers with the class.
Elicit and write the Past Simple forms of the regular and irregular verbs on the board next to their infinitives. Leave these on the board to help students with **5.**

- **a** Check students understand that we use the Past Simple to talk about the past and that we know when these things happened.
- **1** add *-ed* **2** regular verbs that end in *-e*: add *-d* **3** regular verbs that end in consonant + *y*: change *-y* to *-i* and add *-ed*.
- Check students have understood the spelling rules in the table in GRAMMAR 5.3 SB p139 and the reason for doubling the *p* in *stopped* (*stop* ends in consonant + vowel + consonant).
- **b 1** became **2** got **3** went **4** had **5** left **6** made **7** met **8** won **9** wrote
- Draw students' attention to the TIP and point out that the Past Simple is the same for all subjects.
- Point out that there are no rules for the Past Simple of irregular verbs.
- Draw students' attention to the Irregular Verb List, SB p167.

5 **a** CD2 ▸ **7** PRONUNCIATION Play the recording. Students listen and repeat the regular verbs and their Past Simple forms.
Ask students which of the Past Simple forms end with the sound /ɪd/ (*studied*, *wanted*, *started*, *visited*, *married*).
Point out that for regular verbs ending in a /t/ or a /d/ sound, the *-ed* ending in the Past Simple is pronounced as an extra syllable /ɪd/ (*started*, *needed*, etc.). Pay particular attention to the pronunciation of *worked* /wɜːkt/ as students often have problems pronouncing the consonant cluster.

b CD2 ▸ **8** PRONUNCIATION Play the recording. Students listen and repeat the irregular verbs and their Past Simple forms.

HELP WITH LISTENING
Present Simple or Past Simple

This *Help with Listening* section helps students notice the difference between Present Simple and Past Simple forms.

6 **a** Focus students on the sentences. Elicit that the first sentence in each pair is in the Present Simple form and the second is in the Past Simple form.
CD2 ▸ **9** Play the recording. Students listen and notice the difference between the pronunciation of the Present Simple and the Past Simple forms.

b CD2 ▸ **10** Play the recording (SB p158). Students listen and decide which form they hear first in each pair of sentences, Present Simple or Past Simple.
Students check answers in pairs. Check answers with the class.

2 Past Simple **3** Past Simple
4 Present Simple **5** Present Simple
6 Present Simple

EXTRA IDEA

- Put students into pairs. One student turns to Audio Script CD2 ▸ **10** (SB p158) and reads out the first sentence in each pair. Their partner says the second sentence using the different form, either the Present Simple or the Past Simple. While they are working, check students' pronunciation of the Past Simple endings.

7 Students work on their own and fill in the gaps with the correct form of the Past Simple.
Students check answers in pairs. Check answers with the class.

1 was **2** married; got
3 wrote **4** made
5 won **6** started

8 **a** Tell students to cover the article.
Students work on their own or in pairs and choose the correct answers.
b Students look at the article and check their answers. Check answers with the class.

1c **2**b
3c **4**a

EXTRA IDEA

- You could do the activity as a class quiz. Put students into two or three teams and give each team a bell or decide on a 'buzzer' sound. Students close their books. Read out the questions and the answer options. Students ring their bell or make their buzzer sound to answer the question. Give one point for each question correctly answered. The team with the most points wins.
  To make the quiz harder, read out the questions without the answer options.

HELP WITH GRAMMAR
Past Simple (2): *Wh-* questions

9 **a–b** Check students understand the headings in the table. Use the examples to illustrate the word order of Past Simple questions.
Students do **9a** on their own, then check in GRAMMAR 5.4 SB p139. While students are working, draw the table from **9a** on the board so that you are ready to check their answers.
Check answers with the class.

- Focus students on the table on the board. Elicit which words in questions 3 and 4 from **8a** go in each column and complete the table (see the table in GRAMMAR 5.4 ▸ SB p139).
- Use these examples to illustrate the word order in Past Simple questions: question word + *did* + subject + infinitive + ...
- Point out that the auxiliary *did* has no meaning but is used to make the question form of the Past Simple.
- Show students the similarity between Past Simple and Present Simple questions by writing some Present Simple questions on the board (*Where do you come from? What does he do?*, etc.). Point out that the only difference in form is the auxiliary *do/does* in the Present Simple and *did* in the Past Simple.
- Also highlight that we use *did* for all subjects, including *he/she/it*.

10 **a** Students do the exercise on their own.

b CD2 ▸ 11 Play the recording. Students listen and check.

PRONUNCIATION Play the recording again. Students listen and repeat the questions. Focus on sentence stress and point out the pronunciation of *did you* /dɪdʒə/.

1 What did you do yesterday?
2 Where did you go on holiday last year?
3 What did you do last weekend?
4 How many films did you see last month?
5 Where did you meet your best friend?

c Students work in pairs and take turns to ask and answer the questions in **10a**.
While they are working, correct any mistakes you hear and help students with any vocabulary they need.
Ask students to share interesting answers with the class.

Get ready … Get it right!

11 Ask students to look at SB p114. Check they are all looking at the correct exercise.

a Draw your own timeline on the board and write a few years or dates on it which mark important events in your life. Tell students about these events.
Students then work on their own and choose five to eight things from the list that they want to talk about. Students write the event and the time when it happened on their timeline.

b Students work in pairs and talk about their timelines. Encourage students to ask follow-up questions and to remember as much as they can about their partner's life.
While students are working, monitor and help with any problems.

c Put students into new pairs. Students take turns to tell their new partner three things about the person they talked to in **b**.
Finally, ask students to share any interesting information with the class.

WRITING

For homework, ask students to research and write an eight-sentence profile of another film director based on the article in **3**.

FURTHER PRACTICE

Ph **Class Activity** 5B Tony's honeymoon p166 (Instructions p142)
Ph **Extra Reading** 5 A director's life p222 (Instructions p214)
Extra Practice 5B SB p119
Workbook Lesson 5B p26

5C REAL WORLD Four weekends

Student's Book p44–p45

Real World showing interest; asking follow-up questions
Vocabulary weekend activities

QUICK REVIEW This activity reviews Past Simple forms. Students work on their own and write a list of six verbs. Remind them of the Irregular Verb List, SB p167. Put students into pairs. Students take turns to say a verb from their list. Their partner says a sentence with the Past Simple form.

Weekend activities

1 **a** Focus students on phrases 1–8 (*go for a walk, clean the car*, etc.). Check students understand the phrases and teach *go away* and *the washing* if necessary.
Students work in pairs and fill in the gaps with words/phrases from the box, then check in VOCABULARY 5.4 ▸ SB p138.

Check answers with the class. Check students understand the new words/phrases *a couple of days*, *a bad cold*, *a report* and *all weekend*.
Establish the difference between these phrases: *be cold* (not hot) and *have (got) a cold* (ill); *all weekend* (all the hours in one weekend) and *every weekend* (all the weekends in one week, month, etc.); *do the washing* (clothes) and *do the washing-up* (plates, cutlery, etc.). Point out the American English *do the laundry* /ˈlɔːndri/ for *do the washing* (UK).
Model and drill the phrases. Pay particular attention to the pronunciation of *walk* /wɔːk/ and *couple* /ˈkʌpəl/ and highlight the weak form in *a couple of* /əv/.

2 clean the house
3 do your homework
4 write a report
5 go away for a couple of days
6 have a bad cold
7 go to your parents' house for lunch
8 stay at home all weekend

b Focus students on the verbs in **1a**. Elicit the Past Simple forms of the verbs and write them on the board for students to copy.

1 went for **2** cleaned
3 did **4** wrote
5 went away **6** had
7 went to **8** stayed

EXTRA IDEA

- Write the words and phrases from **1a** on sets of coloured cards (one colour for the verbs and another colour for the other words/phrases). Put students into groups. Give one set of cards with the verbs and the words/phrases to each group. Students match the verbs to the words/phrases.

2 **a** Students work on their own and think of five things they did last weekend. Remind them to use phrases from **1a** where possible. While they are working, help with any new vocabulary as necessary.

b Use the speech bubbles to remind students of *Me too.* as a way of agreeing with a positive sentence. Check students understand *last weekend*.
Students work in pairs and talk about what they did last weekend. Students must find three things they both did.
Ask each pair to tell the class what they both did last weekend.

EXTRA IDEA

- Students work in pairs. Give students three minutes to think of as many other words/phrases that collocate with the verbs in **1a** as they can. The pair that thinks of the most words/phrases wins. Write students' phrases on the board next to the verbs for other students to copy.

How was your weekend?

3 **a** Focus students on the photos and ask where the people are (in the coffee lounge, in a meeting room). Tell students that it is Monday morning.
Focus students on A–D and ask students what they are (an email, a social networking site entry, a list, a text). Students read texts A–D.
VIDEO ▸ 5 CD2 ▸ 12 Play the video or audio recording (SB p158). Students watch or listen to the conversations and match the people to A–D.
Check answers with the class and ask students to give reasons for their choices.

A Tim **B** Emily **C** Simon **D** Rachel

b Focus students on the sentences. Play the video or audio recording again. Students do the exercise on their own or in pairs.
Check answers with the class.

2T **3**F **4**F **5**T **6**F **7**F **8**T

EXTRA IDEAS

- Focus students on the false sentences in **3b** (3, 4, 6, 7). Students correct the false sentences.

  3 She went to the cinema. **4** She liked/really enjoyed the film. **6** She stayed with some friends (from university). **7** Simon didn't have an interesting weekend.

- Put students into pairs, student A and student B. Students look at Audio Script CD2 ▸ 12 on SB p158. Student A reads conversation 1 and student B reads conversation 2. They then take turns to tell each other what Emily and Tim and Simon and Rachel did at the weekend.

REAL WORLD Showing interest

4 **a** Give students time to read sentences 1–8 and responses a–h.
CD2 ▸ 13 Play the recording (SB p158). Students listen and match the sentences to the responses. Check answers with the class.

2d **3**a **4**g **5**b **6**h **7**e **8**f

b–c Pre-teach *be sorry* and *be surprised*.
Students work on their own and fill in the table, then check in REAL WORLD 5.1 ▸ SB p139.

I'm happy for you: Oh, nice. Oh, great!
I'm sorry for you: Oh, dear. What a shame.
I'm surprised: Wow! Really? You're joking!

5 Establish the importance of intonation in showing interest by saying *Really?* in an interested way and then in an uninterested way.

CD2 ▸ 14 **PRONUNCIATION** Play the recording. Students listen and repeat the phrases. Focus on the intonation of each phrase and ask students to exaggerate the intonation pattern if necessary.

REAL WORLD Asking follow-up questions

6 **a** Tell students that, after showing interest, we often continue conversations by asking follow-up questions to find out more information.
Students work on their own and fill in the gaps in the questions. Check answers with the class.
Highlight that *What was it like?* is asking for a description or an opinion about a place or thing. Point out that we don't use *like* in the answer. We say *It was …* (*great/expensive/boring*, etc.), not ~~*It was like*~~ (*great*, etc.). This language point is dealt with in more detail in lesson 10B.
Model and drill the questions.

1 was **2** Are **3** did **4** did **6** did **7** did **8** did

b–c Students do **6b** on their own or in pairs, then check in REAL WORLD 5.2 ▸ SB p139.

a 1; 2 **b** 3 **c** 4; 5; 7 **d** 5; 6; 7; 8

7 **a** Ask students to look at Audio and Video Script VIDEO ▸ 5 CD2 ▸ 12, SB p158 and choose one of the conversations. Students do the exercise in pairs.

b Students practise the conversation with their partner. While they are working, monitor and check they are using the correct intonation.

8 **a** Students do the exercise on their own. While they are working, move around the room and help with any new vocabulary as necessary.

b Focus students on the conversation in the speech bubbles. Point out that the example conversation uses responses to show interest and asks follow-up questions.
Demonstrate the activity with a confident student and try to continue the conversation for as long as possible.
Put students into pairs. Students take turns to ask what their partner did at the five times in **8a**. Encourage students to continue each conversation for as long as possible. While students are working, correct any mistakes you hear and help with any problems.

c Finally, ask students to tell the class three interesting things their partner told them.

WRITING

Students write an email or a text to a friend explaining what they did at the weekend.

FURTHER PRACTICE

Ph **Vocabulary Plus** 5 Irregular verbs p205 (Instructions p198)
Extra Practice 5C SB p119
Workbook Lesson 5C p28

5D VOCABULARY AND SKILLS

Competitions

Student's Book p46–p47

Vocabulary adjectives (3); adjectives with *very*, *really*, *quite*, *too*
Skills reading: a magazine article

QUICK REVIEW This activity reviews the Past Simple and ways of showing interest and continuing a conversation. Give students a few moments to think of five things they did last week. Students then do the activity in pairs.
If necessary, elicit/write the language from REAL WORLD 5.1 ▸ and REAL WORLD 5.2 ▸ on the board before pairs start.

1 **a** Students work in pairs and say which adjectives they know, then do the exercise in VOCABULARY 5.5 ▸ SB p138.
Check answers with the class. Model and drill the words. Pay particular attention to the pronunciation of *bored* /bɔːd/, *busy* /ˈbɪzɪ/ and *dangerous* /ˈdeɪndʒərəs/.

VOCABULARY 5.5 ▸ **1**g **2**e **4**i **5**d **6**b **7**k **8**c **9**a **10**j **12**f

b Students do the exercise on their own. Make sure they understand that some words can go in more than one group.

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

people: rich, poor, excited
places: empty
places and people: comfortable, dirty, dangerous, clean, safe
opposites: crowded/empty, dirty/clean, rich/poor, dangerous/safe

EXTRA IDEA

- Write the headings (*people*, *places*, *places and people*) on the board. Put students into pairs. Check answers by asking students from each pair to write one word under one of the headings. The rest of the class discusses whether the word is in the correct group.

2 **a** Pre-teach the vocabulary.
Point out that *a queue* and the verb *queue* (UK) = *a line* and the verb *wait in line* (US).
Drill the words chorally and individually, highlighting the pronunciation of *competition* /ˈkɒmpəˈtɪʃən/, *castle* /ˈkɑːsəl/ and *queue* /ˈkjuː/.

b Students discuss the questions in pairs. Ask pairs to share their ideas with the class.

c Focus students on the title of the article and teach *winners* and *losers*. Allow students a few moments to read the first paragraph only, then ask the class what they think the rest of the article is about.

3 **a** Focus students on the photos in the article and the names of the people. Ask who they think had a good experience (Bruce) and who had a bad experience (Sally).
Students work in pairs, student A and student B. Student As read about Bruce and student Bs read about Sally. All students answer the same questions 1–7. Ask students to cover the text about the other person before they start.

b Students work with their partner. Student A asks student B questions 1–7 about Sally. When student B has finished answering the questions, student B asks student A questions 1–7 about Bruce.
Encourage students to tell their partners any other interesting things from their part of the article.

c Students read their partner's text and check their answers.
Check answers with the class.

Bruce: **1** A weekend for two in Kraków. **2** His girlfriend, Olivia. **3** Yes, he did. **4** They went for a walk in the Old Town. **5** In the restaurant at the hotel. **6** Yes, it was fantastic. **7** He asked Olivia to marry him.
Sally: **1** A weekend for two in Cardiff. **2** Her boyfriend, Craig. **3** No, she didn't. **4** They didn't leave the hotel and Craig watched sport on TV all day. Sally went to bed early and Craig stayed up and talked to the receptionist for hours. **5** In the hotel. **6** No, it was awful. **7** He left Sally and went away with the receptionist.

HELP WITH VOCABULARY
Adjectives with *very*, *really*, *quite*, *too*

4 **a** Students work on their own, look at the pictures and read the sentences.
Elicit which word means 'more than you want' (*too*). Highlight that *too* has a negative meaning and that we don't use *too* to mean *very very*. We say *She's really happy*. not ~~*She's too happy*~~. Check students understand *very* and *really* mean the same.

b Students complete the rule. Check answers with the class.

- *Very*, *really*, *quite* and *too* come **after** the verb *be* and **before** adjectives.

5 **a** Students work on their own and underline examples of *very*, *really*, *quite* and *too* + adjective in the article.

b Students check answers in pairs.

Bruce: very nice; really comfortable; very friendly; quite crowded; really interesting; quite long; very busy; very happy
Sally: very lucky; really excited; really awful; very small; quite noisy; too cold; really bored; quite dirty; very young; too friendly

6 Pre-teach *drive*. Students do the exercise on their own, then check in pairs. Check answers with the class.

2 very
3 really
4 too
5 very
6 really
7 very
8 too

7 **a** Students work on their own and write the name of a place in their town or city for the phrases in 1–6.

b Focus on the speech bubbles to show students how to structure the conversation. Students work in groups and discuss the places they have written down. Encourage students to comment on the places.
Finally, ask students to tell the class about two of the places their group discussed.

WRITING

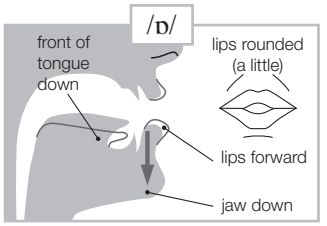
For homework, ask students to write six sentences describing places in their own town or city following guidelines 1–6 in **7a**.

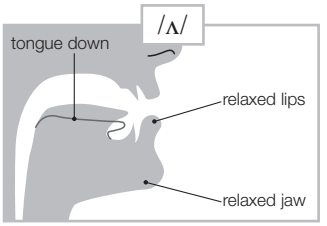
FURTHER PRACTICE

Ph **Class Activity** 5D Adjective pelmanism p167 (Instructions p142)
Extra Practice 5D SB p119
Workbook Lesson 5D p29
Workbook Reading and Writing Portfolio p72
Progress Test 5 p246

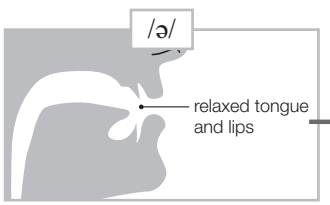
HELP WITH PRONUNCIATION
The letter *o*

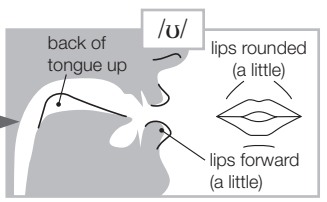
1 Focus students on the phonemes /ɒ/, /əʊ/, /ʌ/ and /ə/ and the words.
CD2 ▸ **15** Play the recording. Students listen and notice four ways we say the letter *o*.
Play the recording again. Students listen and repeat the sounds and words. If students are having problems with the sounds, help them with the mouth position for each sound.





Point out that /ɒ/ and /ʌ/ are short sounds. We round the lips when we say /ɒ/. The tongue is low and towards the back of the mouth. We open our mouth wide when we say /ʌ/.





Point out that /əʊ/ is a long sound. When we make the sound /əʊ/, we move from /ə/ to /ʊ/. When we make the schwa sound /ə/, the mouth is slightly open and the lips, tongue and jaw are relaxed. Remind students that the schwa is not stressed.

2 **a** Students do the exercise in pairs. Encourage students to say the words out loud to help them decide where each word goes in the table.

b CD2 ▶ **16** Play the recording (SB p158). Students listen and check their answers. Check answers with the class.

Play the recording again. Students listen and repeat the words.

/ɒ/ shopping, bottle
/əʊ/ sofa, mobile, open
/ʌ/ wonderful, sometimes, comfortable
/ə/ tomato, computer, director

3 Focus students on the example. Students work in pairs and cover **1** and **2a**. Encourage students to say the words out loud to help them decide which letter *o* sound is different.

Check answers with the class.

Finally, ask each student to say sets of words. Check they pronounce the letter *o* correctly and praise good pronunciation.

2 wonderful **3** bottle **4** mother **5** long **6** coffee

continue2learn

Focus students on the *continue2learn* section on SB p47.

See p36 for ideas on how to exploit this section.

Extra Practice 5

See p36 for ideas on how to exploit this section.

5A

1 **2** unhappy **3** cold **4** unlucky **5** the same **6** short **7** unfriendly **8** interesting **9** terrible/awful **10** noisy

2 **2** were **3** was **4** was **5** wasn't **6** wasn't **7** weren't **8** weren't

3 **2** Were they at home yesterday afternoon? **3** Was your son at the party? **4** Where were you at 5 p.m.? **5** Where were you born? **6** When were they born? **7** Was he born in London?

5B

4 **a** **2** make **3** study **4** leave **5** become **6** write **7** win **8** move
b **2** make → made **3** study → studied **4** leave → left **5** become → became **6** write → wrote **7** win → won **8** move → moved

5 **a** **2** lived **3** met **4** got **5** had **6** went **7** met **8** moved
b **c** Where did Beryl meet her husband? **d** When did Beryl and Albert get married? **e** When did they have their first child? **f** Where did Matt go on holiday? **g** Who did Matt meet in Spain? **h** When did they move to Bristol?

5C

6 write an email; clean the car; go away for the weekend; do the washing; have a great time; stay with friends; go for a walk

7 **2** Really? **3** Oh, dear. **4** You're joking! **5** Oh, right. **6** Oh, nice.

5D

8 **a** **2** dirty **3** excited **4** poor **5** dangerous **6** clean **7** empty **8** rich **9** bored **10** safe
b dirty/clean; excited/bored; poor/rich; dangerous/safe

9 **2** really **3** very **4** quite **5** quite **6** too **7** really

Progress Portfolio 5

- See p37 for ideas on how to exploit this section.

6A Google it!

Student's Book p48–p49

Vocabulary the internet
Grammar Past Simple (3): negative, *yes/no* questions and short answers

QUICK REVIEW This activity reviews the Past Simple and adjectives with *very*, *really*, *quite* and *too*. Give students a few moments to think of three places they went to last year. Put students into pairs. Students take turns to tell each other about the places. Encourage students to ask follow-up questions to find out more information.

Vocabulary and Speaking The internet

1 **a** Highlight the title of the lesson. Point out that Google is a popular search engine and that it can also be used as a verb *Why don't you google it?*.
Students work on their own and choose the correct verb in each sentence, then check in VOCABULARY 6.1 SB p140.
Check answers with the class. Point out that we can *get* or *receive* emails and that we download videos or music *onto* a computer. You may want to point out that the opposite of *download* is *upload*. Also point out that we can say *chat to* or *chat with someone*.
Highlight that *email*, *download*, *video*, *chat* and *blog* can be nouns or verbs: *I email my brother a lot*. *She blogs every day*.
Model and drill the words/phrases. Pay particular attention to the pronunciation of *download* /daʊn'ləʊd/ and *WiFi* /'waɪfaɪ/.

2 send **3** get **4** read **5** download **6** go **7** have **8** chat **9** have **10** use

b Put students into pairs. Students ask and answer the questions in **1a**. Encourage them to continue the conversation by asking follow-up questions if possible. Ask students to share any interesting information with the class.

Reading and Speaking

2 **a** Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the article and exercises that follow. The vocabulary is not in the Language Summaries in the Student's Book.
Model and drill the words/phrases with the class, highlighting the pronunciation of *launch* /lɔːntʃ/.
Point out that the main stress on *computer science* is on the second word in the phrase, *science*, but on the first in *bank account*.

b Focus students on the photo. Ask students who they think the two people are (the people who started Google).
Students read the article and match the headings to the paragraphs. Set a time limit of two minutes to encourage students to read for gist.
Check answers with the class and elicit students' reasons for their choices.

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

c Focus students on the example. Students read the article again, tick the true sentences and correct the false sentences.

2F 1995 **3**T **4**T **5**F BackRub **6**T

EXTRA IDEA

- Write the following years/dates on the board: 1995, 1997, 1998, August 1998, 2004. Tell students to close their books. Students work in pairs and try to remember what happened on each date. Students compare answers with another pair, then open their books and check answers.

  1995: Page and Brin met; 1997: Page and Brin left Stanford; 1998: Page and Brin launched the Google search engine; August 1998: a businessman wrote a cheque to Google Inc for $100,000; 2004: Page and Brin were billionaires

HELP WITH GRAMMAR
Past Simple (3): negative

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

- To make the Past Simple negative of the verb *be*, we use *wasn't* or *weren't*.
- To make the Past Simple negative of all other verbs, we use *didn't* + infinitive.
- Check students understand that *didn't* is the contracted form of *did not*.
- Point out that we use *didn't* for all subjects (*I*, *you*, *he*, *she*, *it*, *we*, *they*) and highlight the word order: subject + *didn't* + infinitive + ...
- Also highlight that we use the infinitive after *didn't*, not the Past Simple form. We say *They didn't like each other at first*. not ~~*They didn't liked each other at first*~~.

4 **a** Students work on their own and find six more Past Simple negatives in the article.

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

wasn't; weren't; didn't finish; didn't have; didn't get; didn't have

5 Focus on the example sentence and highlight that *didn't* is always stressed. Point out that all negative auxiliaries are stressed because they carry meaning.

CD2 ▸ 17 **PRONUNCIATION** Play the recording (SB p159). Students listen and repeat the sentences. Check students copy the sentence stress correctly.

6 **a** Focus students on the example. Show how sentence 1 has been made negative.
Students do the exercise on their own.

b Students work in pairs and compare sentences to find out how many are the same. Encourage them to ask follow-up questions where possible.
Ask pairs to share one or two of their sentences that are the same with the class.

Listening and Speaking

7 **a** Tell students they are going to listen to a radio interview with a writer, Wes Clark.
CD2 ▸ 18 Play the recording (SB p159). Students listen and put the people, places and things in the box in the correct order.
Check answers with the class.

Russia 2 Sergey's mother 3 Sergey's father 4 Maryland University 5 Michigan State University 6 Larry's parents 7

b Play the recording again. Students listen and answer the questions.
Check answers with the class.

1 No, he didn't. (He left Russia in 1979.)
2 Yes, he did.
3 Yes, they were.
4 No, he didn't. (He went to Michigan State University.)
5 Yes, they did.
6 Yes, he was.

HELP WITH GRAMMAR Past Simple (3): *yes/no* questions and short answers

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

- Both questions start with *Did*; the short answers are *Yes, he did./No, he didn't.* and *Yes, they did./No, they didn't.*
- Highlight the word order in Past Simple *yes/no* questions: *Did* + subject + infinitive + ...
- Point out that we don't repeat the infinitive in short answers: *Yes, he did.* not ~~*Yes, he did leave*~~.

9 **a** Focus students on the example.
Students do the exercise on their own, then check answers in pairs.
Check answers with the class.

2 Did they like each other at first?
3 Did Sergey go to Maryland University?
4 Did Larry's parents teach mathematics?
5 Did Sergey study computer science?
6 Did Sergey and Larry launch Google in 1999?

b Focus students on the questions in **9a**.
CD2 ▸ 19 **PRONUNCIATION** Play the recording (SB p159). Students listen and repeat the questions and short answers. Check students copy the stress correctly.

c Put students into pairs. Students ask and answer the questions in **9a**.

1 No, they didn't. (They met in 1995.) **2** No, they didn't. **3** Yes, he did. **4** No, they didn't. (They taught computer science.) **5** Yes, he did. (He studied mathematics and computer science.) **6** No, they didn't. (They launched Google in 1998.)

EXTRA IDEA

- Hold a class quiz. Put students into pairs, A and B. Write the mixed-up questions from **9a** on cards and add two more questions so there are eight questions in total (four questions on each card), for example *Did Sergey and Larry finish their course at Stanford University? Did they have a bank account in August 1998?* Give the student As one card and the student Bs the other card and ask them to put the questions in order. Students then ask their partner their questions.

Get ready … Get it right!

10 Focus students on the example. Students work on their own and write questions with *you* using the prompts. Tell them to use the verbs in the box. While they are working, check their sentences for accuracy.

2 Did you read a good book last month?
3 Did you watch sport on TV last weekend?
4 Did you go to a concert last month?
5 Did you play tennis or football last week?
6 Did you watch a DVD last weekend?
7 Did you go to the cinema last week?
8 Did you have dinner at home last night?

11 **a** Students move around the room asking other students their questions, or ask as many people as they can sitting near them. Tell them to find one person who did each thing.
When they find a student who did one of the things, they write the person's name next to the question. Students should try and find a different student for each question. Remind them to ask follow-up questions, for example *What did you buy?*.

b Focus students on the speech bubble. Remind students to use the Past Simple of the verbs. Finally, students tell the class two things about the people they talked to.

EXTRA IDEA

- Students write two pieces of information about each person they talked to in **11a**.

WRITING

Students research information about, for example Apple or Microsoft on the internet and make notes about the people who started these companies. Students write a short article describing the beginnings of the company.
Write these paragraph headings on the board: *Starting the business, The man behind the company, Where the company is today.*

FURTHER PRACTICE

Ph **Class Activity** 6A My partner's past p168 (Instructions p142)
Extra Practice 6A SB p120
Workbook Lesson 6A p30

6B Changing technology

Student's Book p50–p51

Vocabulary mobile phones and TVs; past time phrases
Grammar *can/can't*; *could/couldn't*

QUICK REVIEW This activity reviews Past Simple *yes/no* questions. Students write five *Did you ...* questions about yesterday on their own. Put students into pairs, but don't let them talk to each other yet. Students guess if their partner will answer *yes* or *no* to their five questions. Students then work in pairs and take turns to ask and answer their questions. Ask students how many of their guesses were correct.

Vocabulary and Speaking

Mobile phones and TVs

1 **a** Students work in pairs and say which words they know, then check in VOCABULARY 6.2 SB p140.
Highlight that we can say *get* or *receive a text* and that *TV programme* is *TV show* in American English. Check that students understand that *app* is short for *application software*, but that we always say *an app* in this context. Also check they understand that *GPS* stands for *Global Positioning System*, but again, we always say the shortened form *GPS*.
Model and drill the words and phrases. Pay particular attention to the pronunciation of *battery* /'bætri/ and *record* /rɪ'kɔːd/. Highlight the stressed syllable on *record* and point out the difference between the verb *record* /rɪ'kɔːd/ and the noun *record* /'rekɔːd/.
Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

b Students work on their own and put the words and phrases in the correct group.

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

TVs: a channel; a TV programme; record
mobile phones: send/get a text; charge your phone; GPS; a battery; an app
TVs and mobile phones: turn on; turn off

EXTRA IDEA

- Write the three group headings from **1b** on the board. Use these to have a *Board Race* (see p24).

2 **a** Students work on their own and put the past time phrases in order.
Students check answers in pairs. Check answers with the class and highlight the following points.

- We use ***ago*** with the Past Simple to talk about a time in the past. We say *I went there two years ago*. not ~~*I went there before two years*~~.
- We use ***last*** with days, months and with the words *night*, *week*, *weekend*, *month*, *year*, *century*.
- Point out that we say *last night* but *yesterday morning/afternoon/evening*, not ~~*last morning*~~, etc.
- Also highlight that we don't use a preposition with *last*. We say *last month* not ~~*in last month*~~.
- We use ***in*** with years and months.
- We use ***in the*** with decades and centuries.

You can refer students to VOCABULARY 6.3 SB p140 to read about *ago*, *last* and *in* during the lesson before checking the above points with the class.

2 yesterday 3 the day before yesterday
4 last Monday 5 last year 6 two years ago
7 in May 2002 8 in the nineties 9 in 1986
10 in the eighteenth century

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

2 last **3** in **4** in **5** last **6** ago **7** in/last **8** ago

c Students work on their own and tick the sentences in **2b** that are true for them. Tell them to change the time phrases in the other sentences to make them true.

d Students work in pairs and compare their sentences to find out how many are the same.
Ask pairs to share one or two of their sentences that are the same with the class.

Reading and Speaking

3 **a** Pre-teach the vocabulary. Model and drill the words with the class. Highlight the pronunciation of *live* /laɪv/ in *live TV*.

b Focus students on the photos of Gavin and the family. Elicit that the family photo was taken in 1974. Students work in groups and discuss how TV was different in the 1970s. Point out that colour TV was available in the UK from 1966, but most people didn't own a colour TV until the mid-1970s. Check answers with the class.

There were only three channels.
You couldn't record programmes.
There weren't any programmes after midnight.

c Students read the article again and answer the questions. Check answers with the class.

1 two (a son and a daughter) **2** in the 1970s **3** June 1974 **4** They watched TV until midnight with biscuits and cups of hot chocolate. **5** a 3D TV

EXTRA IDEA

- Students note down five or six new words from the article and look them up in a dictionary. They then write a sentence for each new word to illustrate the meaning. Encourage students to do this when learning vocabulary, as it will help them to remember the words.

HELP WITH GRAMMAR
can/can't; could/couldn't

4 **a–d** Students do the exercises on their own or in pairs, then check in GRAMMAR 6.3 ▸ SB p141. Check answers with the class.

- **a–b** We use ***can* + infinitive** to say that something is possible in the present.
- We use ***could* + infinitive** to say that something was possible in the past.
- For positive sentences, we use subject + *can/could* + infinitive.
- For negative sentences, we use subject + *can't/couldn't* + infinitive.
- Highlight the TIP and point out that *can/can't* and *could/couldn't* are the same for all subjects (*I*, *you*, *he*, *she*, *it*, *we*, *they*).
- **c 1** can; can't **2** Could; could; couldn't
- Highlight the word order in questions: (question word) + *can/could* + subject + infinitive + ...
- Remind students that we also use *can* for ability (*My sister can speak Russian.*), requests (*Can you help me?*) and offers (*Can I help you?*).

HELP WITH LISTENING *can* and *can't*

This *Help with Listening* section helps students to hear the weak and strong forms of *can* (/kən/ and /kæn/) and the pronunciation of *can't* /kɑːnt/.

5 **a** CD2 ▸ **20** Focus on the example sentences, then play the recording. Elicit when *can* is stressed (in short answers).
Ask students why *can't* is stressed (because it's negative).
Point out that *can* is usually pronounced in its weak form in positive sentences and questions and that the vowel sound is a schwa /ə/.
You can also teach students the American English pronunciation of *can't* /kænt/.

b CD2 ▸ **21** Play the recording (SB p159). Students listen and decide if they hear *can* or *can't* in each sentence. Play the recording again, pausing after each sentence to check answers with the class.

2 can **3** can't **4** can **5** can't **6** Can

6 CD2 ▸ **22** Focus students on the example and play the beginning of the recording (SB p159).
PRONUNCIATION Play the whole recording (SB p159). Students listen and repeat the sentences. Check students are pronouncing *can* and *can't* correctly and are copying the stress and weak form of *can*.

7 **a** Focus students on the photo and text. Elicit that the person is holding a mobile phone.
Students do the exercise on their own. Make sure students understand the plus sign (+) means they should put in a positive answer (*can* or *could*) and the negative sign (–) means they should put in a negative answer (*can't* or *couldn't*).

b CD2 ▸ **23** Play the recording. Students listen and check their answers.
Check answers with the class.

2 could **3** could
4 could **5** couldn't
6 could **7** couldn't
8 can't **9** can
10 can **11** can't

8 **a** Focus students on the example sentences. Students work on their own and write four sentences about their first mobile.

b Students work in pairs and compare their sentences. Ask pairs to share one or two of their sentences that are the same with the class.

EXTRA IDEAS

- Students do a class survey about people's first mobile phone. Students write four or five questions to find out information, for example *When did you buy your first mobile? What could you do with your first mobile? What can you do with your mobile now?* Students move around the room and ask other students their questions, then give feedback to the class.
- With a strong class, students can write up their findings from the class survey.

Get ready … Get it right!

9 Focus students on the example. Students work on their own and make notes on what they can and can't do for the three things in the list. Make sure they include as many ideas as possible. While they are working, check their notes and help with any vocabulary.

10 **a** Put students into pairs. Focus students on the speech bubbles and drill the example with the class.
Students ask and answer questions to find out what they can do with their things, but their partners can't. While they are working, monitor and check their pronunciation.

b Finally, students tell the class two things they found out about their partner's mobile, computer or TV.

WRITING

Students look back at the article in **3b**. Students write an email to a friend describing the time they first did something new, for example played a video game, used a new app, watched a film in 3D, etc.

FURTHER PRACTICE

Ph **Vocabulary Plus** 6 Verbs and prepositions p206 (Instructions p198)
Ph **Extra Reading** 6 How to remember names p223 (Instructions p215)
Extra Practice 6B SB p120
Workbook Lesson 6B p31

6C ▶ REAL WORLD

The news

Student's Book p52–p53

Real World talking about the news
Vocabulary verbs from news stories

QUICK REVIEW This activity reviews past time phrases. Students work in pairs and take turns to ask and answer about the things in the list. Tell students to ask follow-up questions where possible and have a short conversation. Ask students to share the information they found out about their partner with the class.

The one o'clock news

1 Pre-teach *the news* and point out that this word looks plural but takes a singular verb: *What time is the news on?* not ~~*What time are the news on?*~~.
Students then discuss the questions in groups.
Ask students to share interesting answers with the class.

EXTRA IDEA

- With a strong class, bring in some articles from English newspapers or the internet. Put students in pairs and give one article to each pair. Students read their article and try to understand the main points of the story. Help students with vocabulary as necessary. Students work in groups or with the whole class and tell one another about their articles.

2 **a** Students work in pairs and say which verbs they know, then say the Past Simple forms of the irregular verbs. Students check in VOCABULARY 6.4 SB p140.

Point out that *damage*, *sail* and *crash* can be nouns as well as verbs: *There was a lot of* ***damage****. The boat had several* ***sails****. They were in a terrible car* ***crash****.*
The adjective form of *damage* is *damaged*: *The boat was* ***damaged****.*
Highlight the difference between *say* and *tell*.
Model and drill the words. Pay particular attention to the pronunciation of *damage* /ˈdæmɪdʒ/, *receive* /rɪˈsiːv/ and *lose* /luːz/.
Check answers with the class.

buy/bought; lose/lost; find/found; put/put; say/said; tell/told

b CD2 ▶ 24 PRONUNCIATION Play the recording (SB p159). Students listen and repeat the verbs and their Past Simple forms.

EXTRA IDEA

- Students work in pairs and take turns to test each other on the Past Simple forms of the verbs in **2a**. One student says the infinitive, for example *put*, and his/her partner says the Past Simple form, for example *put*.

3 **a** Tell students that they are going to listen to some TV news stories.
Pre-teach the vocabulary, which students will need to understand the news stories.

Point out that *a couple* = a husband and wife in the third news story, but can also mean *two*. Check students know where the places mentioned in the stories are (Edinburgh in Scotland, Florida in the USA and Sydney in Australia).
Model and drill the words. Pay particular attention to the pronunciation of *couple* /ˈkʌpəl/, *coast* /kəʊst/ and *envelope* /ˈenvələʊp/.

b Focus students on the photos A–D of some TV news stories. Students work in pairs and try to match the words from **3a** to the stories.
Check suggested answers with the class or write students' suggested answers on the board and then check them after students have listened to the recording and read the news reports. See the Extra ideas box after **7b**.

A a storm **B** an envelope **C** a storm, a helicopter; a boat; a couple, missing at sea; the coast **D** a train; a hospital

4 **a** CD2 ▸ 25 Play the recording (SB p159). Students listen and put photos A–D of the news stories in order. Check answers with the class.

1D 2A 3C 4B

b Give students time to read the pairs of sentences 1–4. Play the recording again. Students listen and choose the correct answers. Check answers with the class.

1 a 60 **b** Scotland **2 a** Florida **b** 53 **3 a** 80 **b** missing at sea **4 a** £13 **b** His dog

EXTRA IDEA

- Put students into pairs, A and B. Play CD2 ▸ 25 (SB p159). Student As listen for the answers to questions 1 and 2, student Bs listen for the answers to questions 3 and 4. Play the recording again. Students listen and check each other's answers.

HELP WITH LISTENING Sentence stress (3)

This *Help with Listening* section reviews sentence stress and highlights that we stress the important words.

5 **a** Remind students that in English the important words are usually stressed and the 'grammar' words like *a*, *the*, *with* are usually unstressed.

CD2 ▸ 25 Focus students on the examples and play the first two sentences of the recording again (SB p159). Students listen and notice the stress. Use these examples to illustrate that the words that carry meaning are usually stressed.

b Students turn to Audio Script CD2 ▸ 25, SB p159. Play the recording again. Students listen and notice the stressed words.

Read all about it!

6 Focus students on the news reports on SB p53 and use these to teach *headline*. Establish that these two news reports are from the day after the TV news reports. Ask students which news stories they are about (1 = photo C; 2 = photo B). Do not allow students to read the stories yet.

7 **a** Put students into two groups, group A and group B. Focus students in group A on report 1 and questions 1–5. Focus students in group B on report 2 and questions a–e. Tell students to cover the report that they are not reading.
Students read their report and answer the questions, then check their answers with someone from the same group.

b Put one student from group A with a student from group B. Students ask their partners the questions about each other's report from **7a**.
Check answers with the class.

1 A hundred miles from the Australian coast. **2** Sydney. **3** About a hundred and fifty miles from Sydney. **4** Because it was damaged. **5** Two years ago. **a** He received a cheque for over £13 million. **b** The numbers 1–50. **c** In different places in his house. **d** They had a dog biscuit in each one. **e** To find him a girlfriend.

EXTRA IDEAS

- When students have finished the activity, give students time to read the other report.
- Check students' suggested answers from **3b** if you didn't check them earlier.

What happened?

8 **a** Ask students to remind you what the four news stories in photos A–D are about. Tell students they are going to watch or hear four conversations. In each conversation the people are talking about one of these news stories.
VIDEO ▸ 6 CD2 ▸ 26 Play the video or audio recording (SB p159). Students watch or listen and match the conversations to the news stories/photos.

1 the lottery winner (B) **2** the train crash (D) **3** the storm (A) **4** the couple missing at sea (C)

b Give students time to read sentences 1–6 and responses a–f from the conversations. Establish that a–f are typical things that native speakers say in response to news.
Play the video or audio recording again. Students watch or listen and match the sentences to the responses.

2c 3a 4f 5d 6e

REAL WORLD Talking about the news

9 **a–c** Pre-teach *surprising*. Students do exercises **9a** and **9b** on their own or in pairs, then check in REAL WORLD 6.1 ▸ SB p141.
Check answers with the class.

- **a 1** A hear B was; **2** A about B happened
- **b good news:** Oh, that's good. **bad news:** Oh no, that's terrible.; Yes, isn't it awful?; Oh, dear. Are they OK? **surprising news:** You're joking!
- Check students understand that *awful* and *terrible* have the same meaning (= *very bad*).
- Note that we say *What happened?* not ~~*What did happen?*~~ in this context. This is because *What* is the subject of *happened*, and in subject questions we use the Past Simple form, not *did* + infinitive. However, we suggest you teach this as a lexical phrase and don't draw students' attention to this unless they ask.

10 CD2 ▸ 27 PRONUNCIATION Play the recording (SB p159). Students listen and repeat the questions in **9a** and the responses in **9b**.
Encourage students to copy the stress and intonation patterns in the responses and establish the importance of intonation in sounding interested when responding to news. Also check they pronounce *awful* /ˈɔːfəl/ correctly.

11 Pre-teach *tourist* /ˈtʊərɪst/, *desert* /ˈdezət/, *jungle* /ˈdʒʌŋgəl/ and *ate* (Past Simple of *eat*). Model and drill these words.
Put students into pairs, student A and student B. Student As turn to SB p106 and student Bs turn to SB p111. Check they are all looking at the correct exercise.

a Students work on their own and read about the news stories. They should check any other problem words with you if necessary.

b Focus students on the phrase box, which reminds them of the Real World language in **9**.
Students work in pairs and take turns to tell each other about their news stories. Students should only give one piece of information about each story at a time. Their partner responds to each piece of information with an appropriate phrase from the box.
Make sure students use full sentences (for example *He gave the money to a hospital.*, *The dog ate his ticket.*, etc.) when talking about the news stories.
While students are working, check students' responses and intonation and help with any problems.
Finally, ask a few pairs to role-play their conversations for the class.

EXTRA IDEA

- For homework, students find a news item in an English newspaper or on the internet that interests them. Ask them to write notes to help them remember the main points of the story. At the beginning of the next class, put students in groups and ask them to tell their partners about their news stories.

FURTHER PRACTICE

Ph **Class Activity** 6C Lost in the Himalayas p169 (Instructions p143)
Extra Practice 6C SB p120
Workbook Lesson 6C p33

6D VOCABULARY AND SKILLS

Mario Man

Student's Book p54–p55

Vocabulary articles: *a*, *an* and *the*
Skills reading: a fact file; listening: a radio programme

QUICK REVIEW This activity reviews irregular verbs and talking about the news. Students work in pairs and see how much they can remember about the four news stories from lesson 6C, making notes if necessary. Students compare ideas with another pair, then check on SB p52 and p53. Check answers with the class.

1 Focus students on the questions. Make sure students understand that if they play video games they discuss questions a–d, and if they don't, they discuss questions e–h.

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

EXTRA IDEA

- Do a classroom survey to find out how many people play video games. Ask students to give feedback to the class.

2 **a** Pre-teach the vocabulary.
Highlight the pronunciation of designer /dɪˈzaɪnə/, *award* /əˈwɔːd/ and *villain* /ˈvɪlən/. Make sure students understand that a hero is the 'good guy' and a villain is the 'bad guy'.

b Focus students on the photos and the fact file. Students do the exercise on their own, then check answers in pairs.
Check answers with the class.

1 a video game designer **2** Nintendo **3** in Kyoto (Japan) **4** at Kanazawa College of Art **5** Yes, he is. **6** a manager **7** No, he doesn't (play them very often). **8** Mario

3 CD2 ▸ 28 Play the recording (SB pp159–p160). Students listen and fill in the gaps in the fact file.
Play the recording again for students to check their answers.

1 1952 **2** 1975 **3** France **4** bike **5** music **6** bad **7** 1983

EXTRA IDEA

- If your students are finding the recording difficult, ask them to look at Audio Script CD2 ▸ 28, SB p159. Play the recording again. Students listen, read and check their answers.

HELP WITH VOCABULARY

Articles: *a*, *an* and *the*

4 **a–b** Focus students on the sentences. Students do **4a** on their own, then check in VOCABULARY 6.5 ▸ SB p140.

- We use ***the*** when we know which thing, person, place, etc., because there is only one.
- We use ***a*** or ***an*** to talk about things or people for the first time.
- We use ***the*** to talk about a person or a thing for the second, third, fourth, etc. time.
- Point out that we also use *the* in some fixed phrases (*at **the** weekend*, *in **the** evening*, *go to **the** cinema*, etc.) and elicit other examples from students (*the news*, *go to the theatre*, *in the morning*, etc.).

5 Focus students on the words in bold in the last paragraph of the fact file. Students work in pairs and match the words to rules 1–3 in **4a**.
Check answers with the class.

All Mario Bros. video games have **a story** (2). **The story** (3) always has **a hero** (2), **a princess** (2) and **a villain** (2). **The villain** (3) wants to marry **the princess** (3), so he takes her to **a place** (2) where **the hero** (3) can't find her. But **the hero** (3) always finds **the place** (3) and saves **the princess** (3) from **the villain** (3). And that's **the end** (1) of the game.

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

b Students check answers in pairs. Encourage students to justify their reasons for choosing *a*, *an* or *the*, referring back to the rules in **4a**.
Check answers with the class.

2 the **3** The **4** a **5** the **6** a **7** an **8** a **9** The **10** the **11** the **12** the **13** the **14** the **15** the **16** the **17** a

7 **a** Students do the exercise on their own.
Check answers with the class, again asking students to justify their answers if there is any disagreement.

1 a **2** a **3** the **4** the; the **5** the **6** a

b Students work in pairs and take turns to ask and answer the questions. Encourage students to ask follow-up questions if possible.
Finally, ask students to share interesting answers with the class.

EXTRA IDEA

- Write twelve sentences which include articles on a piece of paper. Six of these sentences should be correct and six should include incorrect use of articles, for example *I saw the great film last week.*, *Sue's not in a bedroom, she's in a kitchen.*, etc. Make one photocopy for each student in the class. Students work in groups and decide which sentences are correct and which are incorrect. Check answers with the class. The group with the most correct sentences wins. Alternatively, you can do this activity as a *Grammar Auction* (see p25).

WRITING

Students write a fact file about a famous person.
Write the following headings on the board: *Occupation*, *Born*, *Education*, *Family life*, *Interesting facts*. Students use the fact file in **2** as a model.

FURTHER PRACTICE

Ph **Study Skills** 3 Using your English dictionary p235 (Instructions p231)
Ph **Class Activity** 6D Money, money, money! p170 (Instructions p143)
Extra Practice 6D SB p120
Workbook Lesson 6D p34
Workbook Reading and Writing Portfolio 6 p74
Progress Test 6 p247

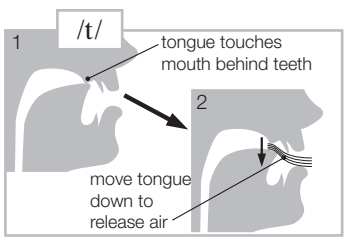
HELP WITH PRONUNCIATION

Past Simple of regular verbs

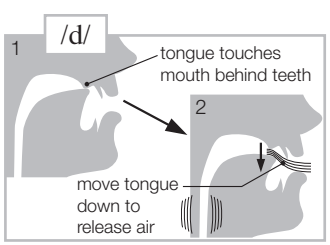
1 **a** Focus students on the phonemes /t/, /d/ and /ɪd/ and the verbs.
CD2 ▸ 29 Play the recording. Students listen to the regular verbs and their Past Simple forms, and notice how we say the *-ed* endings in the Past Simple.

Draw students' attention to the **TIP**. Point out that when a verb ends in a /t/ or /d/ sound, for example *hate* or *download*, the Past Simple *-ed* ending is pronounced /ɪd/ (*hated* /'heɪtɪd/, *downloaded* /daʊn'ləʊdɪd/).

b Play the recording again. Students listen and repeat the verbs and Past Simple forms. If students are having problems with the sounds, help them with the mouth position for each sound.



Point out that we make the /t/ sound by stopping the air with the tongue behind the teeth. Then we move the tongue down to release the air. Tell students to try holding a piece of paper in front of their mouth when they move their tongue down. The paper should move.



Point out that we make the /d/ sound in the same way, but a piece of paper held in front of the mouth shouldn't move. Highlight that /d/ is a voiced sound.

Also point out that if the verb ends in a /t/ or /d/ sound, we add the extra syllable in the Past Simple form /ɪd/, for example *wait* /weɪt/, *waited* /'weɪtɪd/.

2 **a** Focus students on the example. Students do the exercise in pairs. Encourage students to say the words out loud to help them decide which of the three Past Simple forms has an /ɪd/ ending.

b CD2 30 Play the recording. Students listen and check their answers. Check answers with the class. Play the recording again. Students listen and repeat the words.

2 downloaded **3** chatted **4** hated
5 recorded **6** visited

EXTRA IDEA

- Students work in pairs and decide whether the *-ed* ending in the other two words in each line is pronounced /t/ or /d/. Check answers with the class.

1 moved /d/; loved /d/ **2** liked /t/; played /d/
3 lived /d/; crashed /t/ **4** listened /d/; worked /t/
5 travelled /d/; finished /t/ **6** walked /t/; phoned /d/

3 Students work in pairs and take turns to say a verb from **1a** or **2a**. Their partner says the Past Simple form.
Finally, ask each student to say a verb from **1a** or **2a** and its Past Simple form. Check they say the *-ed* ending correctly and praise good pronunciation.

continue2learn

Focus students on the *continue2learn* section on SB p55.
See p36 for ideas on how to exploit this section.

Extra Practice 6

See p36 for ideas on how to exploit this section.

6A
1 **2** emails **3** get **4** WiFi **5** use **6** search engine **7** download **8** chat **9** online; blog
2 **2** didn't **3** didn't **4** wasn't **5** weren't **6** didn't **7** didn't **8** wasn't
3 **2** did **3** went **4** did ... do **5** watched **6** Did ... enjoy **7** didn't **8** was **9** Did ... stay **10** didn't **11** came

6B
4 **1** send **2** turn off **3** app **4** channel **5** battery **6** charge **7** turn on; programme
5 **2** He was born in the eighteenth century. **3** I went out last night. **4** She arrived ten days ago. **5** My parents went to Paris in 2011. **6** His father was famous in the eighties.

6 **2** couldn't **3** could **4** can't **5** can **6** couldn't **7** Can **8** couldn't **9** could **10** can't

6C
7 **2** where **3** died **4** terrible **5** read **6** what **7** Really **8** joking

6D
8 **2** the; the **3** the; the **4** a **5** a; an; The; the

Progress Portfolio 6

- See p37 for ideas on how to exploit this section.

7A Where I live

Student's Book p56–p57

Vocabulary places in a town
Grammar *there is/there are*

QUICK REVIEW This activity reviews the alphabet and verbs. Elicit the alphabet from students and write it on the board. Students work in pairs and try to write one verb for each letter. Give students a time limit of two minutes to write as many verbs as they can. Students compare lists in groups of four. Ask which group has the most verbs. Elicit the groups' answers and write them on the board. Ask if other groups have any different verbs and write them next to the correct letter.

Vocabulary Places in a town

1 **a** Students work in pairs and say which words they know, then do the exercise in Language Summary VOCABULARY 7.1 SB p142. They can then check answers in pairs. Check answers with the class.

Point out that British people often use *a station* to mean *a train station*. Also point out that *a flat* is *an apartment* in American English and *a cinema* is *a movie theater*.

Model and drill the words. Pay particular attention to the pronunciation of *building* /ˈbɪldɪŋ/, *square* /skweə/, *station* /ˈsteɪʃən/, *museum* /mjuːˈziːəm/, *theatre* /ˈθɪətə/, *restaurant* /ˈrestrɒnt/ and *beach* /biːtʃ/, and the stress on the first syllable of *café* /ˈkæfeɪ/.

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

VOCABULARY 7.1 2d 3f 4t 5a 6i 7l 8s 9m 10g 11j 12n 13e 14h 15k 16r 17q 18b 19p 20o

b Students work in pairs and take turns to cover the words and test each other, as shown in the speech bubbles.

Listening and Speaking

2 **a** Focus students on the photos and ask if they know where the places are. Elicit which is a big city (Brisbane, Australia), a small town (Burford, the Cotswolds in England), and a village (Eyeries, Ireland). Drill *village* /ˈvɪlɪdʒ/ with the class. Note the pronunciation of *Brisbane* /ˈbrɪzbən/, *Burford* /ˈbɜːfəd/ and Eyeries /ˈaɪrɪz/.

Elicit the things from **1a** that are in the photos.

Eyeries: a house, a bar, a road
Brisbane: a building, a flat, a park, a beach
Burford: a house, a café, a shop, a pub, a road

b Check students understand that they have to match the three conversations A–C to the photos, and to the things people talk about 1–3.

CD2 32 Play the recording (SB p160). Students listen and match the conversations. Check answers with the class.

A Burford; 2 B Eyeries; 3 C Brisbane; 1

3 **a** Students work in pairs and try to remember which conversation talks about each thing.

b Play the recording again. Students listen and check their answers. Check answers with the class.

1 A (Burford)
2 C (Brisbane)
3 C (Brisbane)
4 B (Eyeries)
5 A (Burford)
6 B (Eyeries)

EXTRA IDEA

- CD2 32 Focus students on 1–6 in **3a** and their answers. Play the recording. Students listen and note down what people say about the things in the list. Do the first item as an example: *There are lots of beautiful old buildings.* To make this more manageable in class, group the items for each recording together: 1, 5 (conversation A), 4, 6 (conversation B), 2, 3 (conversation C). Check answers with the class.

2 There's a nice beach about five minutes away. 3 It's a great place to go out at night. 4 It's about two hours from Cork airport. 5 There are four or five really nice pubs and all of them have fantastic food. 6 It's a good place to go for walks.

HELP WITH LISTENING
Weak forms (3): prepositions

This *Help with Listening* section focuses on weak forms in prepositions and other small words.

4 **a** Focus students on the explanation of weak forms. Remind students of the schwa sound /ə/.

CD2 33 Play the recording. Students listen and notice how we say the prepositions. Elicit that these words are unstressed.

b CD2 32 Students look at Audio Script CD2 32 on SB p160. Play conversations A and B again. Students listen and notice how we say the prepositions and other small words in pink. Highlight the schwa sound in all of the words in pink.

5 **a** Students work in groups and discuss which place they would like to visit. Encourage students to give reasons, using vocabulary from **1a** or their own ideas.

b Ask students to share answers with the class, again giving reasons for their choices. Find out which place is the most popular.

HELP WITH GRAMMAR *there is/there are*

6 **a–c** Students do **6a** and **6b** on their own, then check in GRAMMAR 7.1 ▸ SB p144. Check answers with the class.
Check the tables with the class (see the tables in GRAMMAR 7.1 ▸ SB p144).

- We use *there is/are* to say that things exist in a place. Students sometimes confuse *there is/are* with *it is/they are*. If this is a problem for your students, write *There's a park. It's beautiful.* and *There are two hotels. They're expensive.* on the board to highlight the difference. Note that the **face2face** Elementary Workbook practises this distinction in exercise 4, p36.
- Point out that *'s* in *there's …* is the contracted form of *there is …* . Note that we don't contract *there are …* to ~~*there're …*~~ and we don't use contractions in positive short answers. We say *Yes, there is.* not ~~*Yes, there's*~~.
- Highlight the inverted word order of questions: *Is/Are + there + …* , and the use of *any* in negatives and questions with *there are*. Note that the difference between *some* and *any* is dealt with in lesson 7B.
- Point out that the Past Simple of *there is* and *there are* is *there was* and *there were*.

7 **a** Focus students on the photo of Burford and elicit what students can remember about the place.
Go through the two examples with the class to check they understand that a tick means they should write a positive sentence and a cross means they should write a negative sentence.
Students fill in the gaps on their own, then check answers in pairs. Check answers with the class.

3 There's **4** There aren't **5** There isn't **6** There are **7** There's **8** There isn't

b CD2 ▸ 34 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Highlight the pronunciation of *there's* /ðeəz/ and *there are* /ðeərə/, and point out that these phrases are not stressed. Repeat the drill if necessary.

8 **a** Focus students on the table. Do questions 1 and 2 with the class. Students then complete questions 3–8 on their own. Check answers with the class.

1 Is there **2** Are there **3** Is there **4** Is there **5** Are there **6** Is there **7** Is there **8** Are there

EXTRA IDEA

- Instead of checking answers with the class, ask students to check answers to **8a** when they listen to CD2 ▸ 35.

b Students think about places near their own home and write *yes* or *no* in the *me* column in the table in **8a**.

c CD2 ▸ 35 PRONUNCIATION Focus on the examples. Play the recording. Students listen and repeat the questions and short answers.
Point out that *Is there* and *Are there* are not stressed in questions, but that *is* and *are* are stressed in positive short answers: *Yes, there* ***is****. Yes, there* ***are****.* Repeat the drill if necessary.

d Use the speech bubbles to teach (*ten minutes*) *away*.
Students do the exercise in pairs. Encourage students to give more information about the places if possible. Each pair should decide if they live in similar places, or if the places are very different.
Students share interesting information with the class.

Get ready … Get it right!

9 Give students time to think about their favourite place in their country. Tell students that this place shouldn't be the place they are in at the moment. Ask students to write down the name of the place.
Students work on their own and tick the things in the box that are in the place and cross out the things that aren't.

10 **a** Students work in groups and take turns to tell their group about their favourite places. While students are working, monitor and help with any problems.

EXTRA IDEA

- If you have a class of beginners, ask students to make sentences with *there is/there are* about the things in the box in **9** before moving on to **10a**.

b Students stay in their groups and decide which of their group's places they would like to visit and why they would like to go there. Finally, ask students to share their ideas with the class.

WRITING

Ask students to write a paragraph about their favourite place.

FURTHER PRACTICE

Ph **Vocabulary Plus** 7 Places in a town p207 (Instructions p198)
Ph **Class Activity** 7A Places bingo p172 (Instructions p144)
Ph **Extra Reading** 7 The mysterious island p224 (Instructions p215)
Extra Practice 7A SB p121
Workbook Lesson 7A p35

7B A new home

Student's Book p58–p59

Vocabulary rooms and things in a house
Grammar *How much …?* and *How many …?*; *some*, *any*, *a*

QUICK REVIEW This activity reviews *there is/there are* and places in a town. Students work in groups and talk about the good and bad things in the town or city they're in now.

Vocabulary Rooms and things in a house

1 Focus students on the advert and the plan of the flat on SB p58.
Students do the exercise on their own, then check in pairs. Check answers with the class. Point out that we can also say *sitting room* instead of *living room*.
Model and drill the words, paying particular attention to the pronunciation of *kitchen* /ˈkɪtʃɪn/.

A balcony
B kitchen
C living room
D bedrooms
E bathroom

2 Check the two examples with the class and point out that *furniture* is an uncountable noun. Students work on their own and match the words to the things in the flat, then check answers in pairs. Check answers with the class.
Point out that a *sink* is in the kitchen and a *washbasin* is in the bathroom, and highlight the difference between a *chair* and an *armchair*.
Also establish the difference between a *cooker* and a *cook* (a person). Note the American English use of *stove* for *cooker*.
Model and drill the new words. Pay particular attention to the pronunciation of *furniture* /ˈfɜːnɪtʃə/, *double bed* /dʌbl ˈbed/, *fridge* /frɪdʒ/, *bath* /bɑːθ/, *washing machine* /ˈwɒʃɪŋ məˈʃiːn/ and *cupboard* /ˈkʌbəd/.

a single bed 9; a fridge 6; a coffee table 15;
a bath 18; a shower 13; a cooker 4;
a toilet 19; a sink 2; a desk 11; a plant 14; a sofa 16;
an armchair 17; a washing machine 8;
a washbasin 20; a table 5; a chair 7; a cupboard 3;
a shelf 12

EXTRA IDEAS

- Students cover the words in **2** and test each other by pointing to things on the plan and asking *What's this?*.
- Students look at the plan of the flat for two minutes and try to remember what is in each room. Students close their books. Ask students to work in pairs and write down what is in each room. They can check answers with the plan on SB p58 or in **VOCABULARY 7.2** SB p142.

3 Pre-teach *rent* as a noun (*How much is your rent?*) and as a verb (*I rent a flat.*), and *space*.
Students do the exercise on their own.
Students check answers in pairs. Check answers with the class. Point out that we can use *per* or *a* to mean *every*: *The rent is £800 per/a month.*

2 M13 7ED **3** two **4** £800 **5** four **6** six
7 two armchairs, a sofa, a coffee table

HELP WITH GRAMMAR
How much … ? and *How many … ?*

4 **a–c** Check students remember the meaning of *countable noun* and *uncountable noun*. Use words for food and drink to remind them of the difference if necessary.
Students do the exercises on their own or in pairs, then check in **GRAMMAR 7.2** SB p144. Check answers with the class.

- **a** *Table*, *bedroom*, *people*, *chair*, *plant* are countable nouns (*people* is the plural of *a person*). *Furniture*, *money*, *space*, *time* are uncountable nouns.
- **b** We use ***How many … ?*** with plural countable nouns: *How many bedrooms are there?*.
- We use ***How much … ?*** with uncountable nouns: *How much space is there in the flat?*.
- Point out that we don't usually say the word *money* when we're talking about prices: *How much is that?*.

5 **a** Pre-teach *spend time*, then ask students to do the exercise on their own. Check answers with the class.

2 How many **3** How much **4** How many
5 How much **6** How many **7** How much

b Focus students on the example sentence.
CD2 ▸ **36** Play the recording. Students listen and check their answers.
PRONUNCIATION Play the recording again. Students listen and repeat the questions. Check that students copy the stress correctly.

c Students work in pairs and take turns to ask and answer the questions in **5a**.
Ask students to share any surprising answers with the class.

EXTRA IDEA

- Before they ask the questions, ask students to predict their partner's answers. Students then ask the questions to check if they are correct.

Listening and Speaking

6 **a** Focus students on the photo of John and his wife, Becky. Ask what they want to do (find/rent a flat). Pre-teach *estate agent*. Establish that John and Becky are at the estate agent's.
CD2 ▸ 37 Play the recording (SB p160). Students listen and put the things they talk about in order. Check answers with the class.

b3 c4 d2
e6 f5

b Give students time to read sentences 1–7, then play the recording again. Students listen and decide if the sentences are true or false.
Check answers with the class. Ask students to correct the false sentences.

2F There isn't a TV. 3F One bedroom is very big. The other is quite small. 4T 5F There's a cooker. 6F There are some shops only five minutes away. 7F They want to see the flat.

EXTRA IDEAS

- With a strong class, ask students to try and remember which sentences in **6b** are true or false before they listen again, then play the recording to check.
- After **6b**, ask students to look at Audio Script CD2 ▸ 37, SB p160 and play the recording again. Students listen, read and check their answers.

HELP WITH GRAMMAR *some, any, a*

7 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 7.3 ▸ SB p144. They can refer to Audio Script CD2 ▸ 37, SB p160 if they wish. Check answers with the class.

- **a** Check the table with the class (see the table in GRAMMAR 7.3 ▸ SB p144).
- **b** We usually use ***some*** in positive sentences with plural countable nouns and uncountable nouns.
- We usually use ***any*** in negatives and questions with plural countable nouns and uncountable nouns.
- Point out that we use ***a*** (or ***an***) in positive sentences, negatives and questions with singular countable nouns.
- Also point out that we can often use *there is/there are* or *have got* to talk about things in the house: *Has it got a shower? = Is there a shower?*.

8 Focus students on the sentences in the table in **7a** and on the pronunciation of *some* /səm/.
CD2 ▸ 38 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Check students pronounce *some* /səm/ correctly.

9 **a** Tell students that John and Becky now live in the flat. Becky is at the supermarket and phones John to ask about food. Pre-teach *butter* and *need*.
Students work on their own and fill in the gaps, then check answers in pairs.

b CD2 ▸ 39 Play the recording. Students listen and check their answers. Check answers with the class and ask students to explain their answers.

2 some 3 any 4 some 5 any 6 some 7 some
8 any 9 a 10 any 11 some 12 some 13 a

EXTRA IDEAS

- Play CD2 ▸ 39. Students listen and write down what food Becky and John need (some butter, some milk, some meat, some eggs, some apples, some cheese, a bottle of water). Students check answers in pairs. You can play the recording again for students to check their answers.
- Set up a role play. Divide the class into 'flat-hunter' pairs and 'estate agent' pairs. Give students time to prepare their roles. The flat-hunters prepare questions they want to ask about the flat and the estate agents write information about a flat they want to rent out. The flat-hunters visit three different estate agents and decide which estate agent offers the best flat and why.

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 p111. Check they are all looking at the correct exercise.

a Students work in pairs with someone from their own group and take turns to describe things in the picture using *there is/there are* and *some/any/a*. Draw students' attention to the examples in the box before they start.

b Tell the class that there are twelve differences between group A's picture and group B's picture. Students stay in their pairs and make questions to ask students in the other group about their picture. Focus students' attention on the examples in the box before they start. While students are working, check their questions for accuracy and help with any problems.

c Put students in pairs, with one student from group A and one student from group B in each pair. Students are not allowed to look at their partner's picture.
Students take turns to ask and answer questions about the pictures in order to find the twelve differences. Remind them to use short answers (*Yes, there is. No, there aren't.*, etc.) where appropriate. Set a time limit of ten minutes.

d Students work with their partner from their own group and compare the differences they found. Check answers with the class.

1 A: two windows; B: one window **2** A: a CD player on the fridge; B: a TV on the fridge **3** A: three chairs; B: four chairs **4** A: two plants; B: no plants **5** A: a cat; B: no cat **6** A: one bag on the floor; B: three bags on the floor **7** A: four bananas in the fruit bowl; B: no bananas **8** A: nine eggs in the fridge; B: six eggs in the fridge **9** A: milk in the fridge door; B: no milk **10** A: four bottles of water; B: two bottles of water **11** A: no rice; B: rice on the table **12** A: three pizzas on the table; B: two pizzas on the table

WRITING

Students write an advert for their own house/flat or their parents' house/flat.

FURTHER PRACTICE

Ph **Class Activity** 7B A place to rent p173 (Instructions p144)
Extra Practice 7B SB p121
Workbook Lesson 7B p36

7C REAL WORLD At the shops

Student's Book p60–p61

Real World what sales assistants say; what customers say
Vocabulary shops; things to buy

QUICK REVIEW This activity reviews rooms and things in a house and *there is/isn't, there are/aren't, some/any*. Students do the activity in pairs. At the end of the activity, ask students to share interesting information with the class.

EXTRA IDEA

- Make a list of students' ideas of things to buy or do in each place on the board to see how many things were the same.

I love shopping!

1 **a** Students work in pairs and say which words they know, then check in VOCABULARY 7.3 SB p142.
Point out the possessive *'s* at the end of many shops (*a chemist's*, *a baker's*, etc.) and that the person who owns the shop is called *a chemist*, *a baker*, etc. Also highlight that we use *in* or *at* with shops; you buy food *in/at a supermarket*, but we say *at a kiosk* not ~~*in a kiosk*~~. Highlight that *a chemist's* = *a pharmacy* /ˈfɑːməsi/ and *a shop* = *a store* in American English.
Model and drill the words. Pay particular attention to the pronunciation of *newsagent's* /ˈnjuːzeɪdʒənts/, *chemist's* /ˈkemɪsts/, and *butcher's* /ˈbʊtʃəz/.

b Focus students on the speech bubble and drill the example with the class. Point out that *You* = people in general.
Students work in pairs and think of two things you can buy or do in each place. Ask pairs to share their sentences with the class.

2 Students discuss the questions in groups. Ask students to compare answers with the class.

3 **a** Students work on their own and tick the words they know, then do the exercise in VOCABULARY 7.4 SB p143. They can then check answers in pairs.
Check answers with the class. Model and drill the words. Highlight the pronunciation of *tissues* /ˈtɪʃuːz/, *aspirin* /ˈæsprɪn/ and *chocolate* /ˈtʃɒklət/.

VOCABULARY 7.4 1j 3k 4h 5l 6g 7f 8b 9i 10a 11c 12e

b Put students into new pairs. Students think of two places from **1a** where you can buy the things in **3a**. Ask pairs to share their ideas with the class.

EXTRA IDEAS

- If you wrote students' ideas in **1b** on the board (see the extra idea after **1b**), compare them with the words in **3a** and see if students had any of the same words.
- If you have a class of beginners, teach the items in **3a** by bringing these things into class, then use the exercise in VOCABULARY 7.4 ▸ SB p143 for practice.

Can I help you?

4 Focus students on the photos and ask students what they remember about Paul and Clare (the couple in the Sun Café on Lesson 4C). Elicit that they are at the shops.

VIDEO ▸ 7 CD2 ▸ 40 Focus students on the table and the questions. Play the video or audio recording (SB p160). Students watch or listen to the conversations and answer the questions.
Check answers with the class.

1 PAUL a bookshop CLARE a department store
2 PAUL a guide book and a map CLARE a lamp
3 PAUL £19.45 CLARE £17.50

HELP WITH LISTENING
What sales assistants say

This *Help with Listening* section helps students to understand typical sentences they will hear in shops.

5 **a** Focus students on the sentences from conversations 1 and 2. Check students understand *change*, *receipt* /rɪ'si:t/, *Anything else?*, *over there*, *pin number* and *on the (second) floor*. Drill these words/phrases with the class.

b VIDEO ▸ 7 CD2 ▸ 40 Students read phrases a–j again. Play the video or audio recording again. Students watch or listen and put the phrases in the correct order.

c1 d2 b3 e4 a5 i6 f7 j8 h9 g10

EXTRA IDEA

- With a weaker class, you can ask students to look at Video and Audio Script VIDEO ▸ 7 CD2 ▸ 40 on SB p160. Play the video or audio recording again. Students watch or listen, read and check their answers.

REAL WORLD What customers say

6 **a–b** Students do **6a** on their own or in pairs, then check in REAL WORLD 7.2 ▸ SB p144. Check answers with the class.

Saying what you want: Can I have; Do you sell; I'll have
Asking about prices: How much is; How much are
Other useful phrases: that's all; Here you; your help

Draw students' attention to the TIPS. Point out that in place of a noun or to avoid repeating a noun we use *one* for singular nouns, for example *I'd like the red one, please.*, and *ones* for plural nouns, for example *Do you like these ones?*.

7 CD2 ▸ 41 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Check that students copy the stress and intonation correctly. Play the recording again if necessary.

8 **a** Elicit that Clare is now on the second floor of the department store. Ask students what else she wanted to buy (a suitcase).
Students do the exercise on their own, then check answers in pairs.
Check answers with the class.

2 there **3** are
4 ones **5** ones
6 I'll **7** one
8 Would **9** all
10 that's **11** Here you are
12 pin number **13** receipt

EXTRA IDEA

- Write the prices from Video and Audio Script VIDEO ▸ 7 CD2 ▸ 40 (SB p160) and the prices from the conversation in **8a** on the board: *£5.95*, *£25*, *£17.50*, *£55*, *£40*. Students work in pairs and try to remember what item each price is for. Play the video or audio recording and ask students to read the conversation in **8a**. Students watch or listen and read and check their answers.

  £5.95: map; £25: big lamp;
  £17.50: small lamp;
  £55: big suitcase;
  £40: small suitcase

b Students work in pairs and practise the conversation. Ask students to change roles after a few minutes. While they are working, monitor and correct pronunciation where necessary.

9 **a** Put students into new pairs. Students write a conversation in a department store. While they are working, monitor and help with any problems. Remind students to use vocabulary from **3a** and sentences from **5a** and **6a**.

b Students practise their conversation until they can remember it. While they are working, monitor and help students with their pronunciation.

c Students work with another pair in groups of four and take turns to say their conversations. Each pair listens and notes down what the customer bought and how much he/she spent.
Finally, students give feedback to the class and say which shop the customer was in, what they bought and how much they spent.

WRITING

Students write the first line of a conversation in a shop on a piece of paper, fold the paper over to cover the sentence, then pass the paper on. Students write the next line of their conversation on the piece of paper, fold it over again and pass it on. Students repeat this until the conversation is complete (a maximum of ten exchanges). Students then read out the complete conversation from the paper they finish with.

FURTHER PRACTICE

Extra Practice 7C SB p121
Workbook Lesson 7C p38

7D VOCABULARY AND SKILLS

What to wear

Student's Book p62–p63

Vocabulary clothes; colours; plural nouns
Skills reading: a magazine article

QUICK REVIEW This activity reviews shops and shopping vocabulary. Students write a list of shops on their own, then compare lists in pairs. Students tell each other the last time they went to the shops on their list and what they bought. Ask pairs to tell the class what they bought.

1 Use what you are wearing to elicit the word *clothes* /kləʊðz/.
Students work in pairs and say which words they know, then do the exercise in **VOCABULARY 7.5** SB p143. Check answers with the class.
Model and drill the words. Pay particular attention to the pronunciation of *trousers* /ˈtraʊzəz/, *jeans* /dʒiːnz/, *suit* /suːt/, *skirt* /skɜːt/, *jumper* /ˈdʒʌmpə/, *jacket* /ˈdʒækɪt/ and *shirt* /ʃɜːt/.
Point out the American English words for some of these items of clothing: *pants* (trousers) and *sneakers* (trainers), and that *sweater* is used for *jumper* in both British and American English. Highlight that *pants* in British English means underwear.

VOCABULARY 7.5 1f 2d 3g 4h 5r 6a 7e 8b 9s 10o 11j 12m 13p 14l 15c 16n 17k 18q 19i

EXTRA IDEA

- As an alternative presentation, use the clothes the students are wearing to teach/elicit some of the vocabulary, then do the exercise in **VOCABULARY 7.5** SB p143 to check how much they remember.

2 Focus students on the colours. Pre-teach *dark* and *light* to talk about different strengths of the same colour. Students do the exercise on their own or in pairs.
Check answers with the class.

1 yellow **2** brown **3** blue **5** black **6** orange **7** purple **8** light green **9** grey **10** pink **11** dark green **12** red

3 **a** Pre-teach *wear*. Students work on their own and make their own lists with words from **1** and **2** or their own ideas. Help students with vocabulary as necessary.

b Focus students on the speech bubbles and drill these examples with the class. Remind students of the phrases *in the week* and *at the weekend*.
Students work in groups of three or four and talk about their lists from **3a**. While students are working, correct any mistakes you hear and help with any problems.

EXTRA IDEA

- Pre-teach *He's/She's wearing ...* as a lexical phrase, not as an example of the Present Continuous, which isn't introduced until lesson 8A. Students work in pairs and take turns to describe someone in the room, but without pointing to them. The other student must guess who their partner is describing.

HELP WITH VOCABULARY Plural nouns

4 **a** Focus students on the first example and point out that the word *jeans* looks plural and takes a plural verb (*are*), but is actually 'one thing'. Tell students that it is not possible to say ~~*a jean*~~. Compare this with the second example, where *shoes* is a plural word and refers to two shoes. Elicit that it is possible to use the singular form (*a shoe*).

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

- *Jeans*, *shorts* and *trousers* can mean 'one thing'. *Shoes*, *socks*, *boots* and *trainers* can be singular.
- We can use ***a pair of*** with both types of plural noun: *I've got **a pair of** red jeans/shoes*.
- We use ***are*** with plural nouns that mean 'one thing': *These trousers **are** very big*.
- We use ***some*** or ***any*** with nouns that mean 'one thing': *I want **some** new shorts. Have you got **any** black jeans?*
- The word *clothes* is always plural. If we want to use the singular, we can say *an item of clothing*.

5 **a** Check students remember how we use *some*, *any* and *a*, and refer them to GRAMMAR 7.3 SB p144 if necessary. Students then do the exercise on their own.
Students check answers in pairs. Check answers with the class.

1 any **2** some **3** a **4** a **5** some **6** any **7** some

b Make sentences 1 and 2 from **5a** true for you. Remind students how to agree and disagree with positive sentences (*Me too./Oh, I don't.*) and negative sentences (*Me neither./Oh, I do.*). Demonstrate how to compare sentences with a few confident students.
Students work on their own and make the statements true for themselves, then compare sentences in pairs.

6 **a** Pre-teach the vocabulary. Model and drill the words. Highlight the pronunciation of *fashion* /'fæʃən/.

b Students read the article and match paragraphs 1–3 to the people in the photos. Check answers with the class.

1 Ronnie **2** Catherine **3** Samantha

EXTRA IDEA

- Put students into three groups, A, B and C. Group A reads paragraph 1 about Ronnie, group B reads paragraph 2 about Catherine and group C reads paragraph 3 about Samantha. Give them three minutes to read their text and make notes about the person and the clothes they like and don't like. Now put students into groups of three with one person from group A, B and C in each. Students tell each other about the person they read about.

7 **a** Students read the article again and fill in the gaps with the correct names.

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

2 Catherine **3** Ronnie **4** Ronnie **5** Samantha
6 Catherine **7** Samantha **8** Catherine **9** Ronnie

8 Students discuss the questions in groups of four. Include a mixture of men and women in each group if possible. Ask students to share interesting points with the class from their discussions. You can also find out how many people think they are most like Ronnie, Catherine or Samantha in their attitudes to clothes.

WRITING

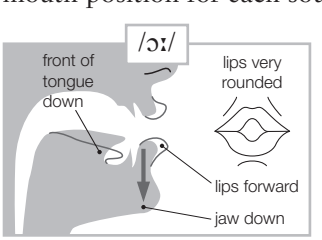
Students write a paragraph describing what they usually wear and if they like shopping for clothes or not. They can make notes during the discussion in **8**, then use their notes to help them write the paragraph.

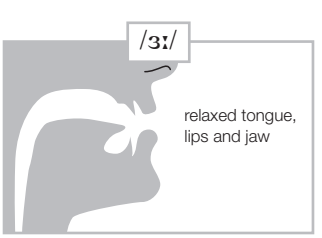
FURTHER PRACTICE

Ph **Class Activity** 7D Shopping crossword p175 (Instructions p145)
Extra Practice 7D SB p121
Workbook Lesson 7D p39
Workbook Reading and Writing Portfolio 7 p76
Progress Test 7 p249

HELP WITH PRONUNCIATION /ɔː/ and /ɜː/

1 Focus students on the phonemes /ɔː/ and /ɜː/, and the words.
CD2 **42** Play the recording. Students listen to the sounds and the words. Point out that the letters in pink are pronounced with a /ɔː/ sound and the letters in blue are pronounced with a /ɜː/ sound. Note that in British English we don't usually pronounce the letter *r* after a vowel sound.
Play the recording again. Students listen and repeat the sounds and words. If students are having problems producing the sounds, help them with the mouth position for each sound.





Point out that when we make the /ɔː/ sound, the lips are very rounded and pushed forward, the front of the tongue is down and the jaw is also down. Also point out that this is a long sound.
Highlight that when we make the /ɜː/ sound, the mouth is slightly open and the lips, tongue and jaw are in a relaxed position. Again highlight that this is a long sound. Note that this is the same mouth position that we use for the schwa /ə/, which is a short sound.

2 **a** Focus students on the table and the examples. Students do the exercise in pairs.

b CD2 ▸ **43** Play the recording. Students listen and check their answers. Check answers with the class.
Play the recording again. Students listen and repeat the words. Check they pronounce the /ɔː/ and /ɜː/ sounds correctly.

/ɔː/ tall; August; bought; divorced
/ɜː/ word; birthday; person; skirt

3 **a** Students do the exercise in pairs. Encourage students to say the words out loud to help them decide if the letters in bold are the same sound or different sounds.

b CD2 ▸ **44** Play the recording. Students listen and check their answers. Check answers with the class.
Play the recording again. Students listen and repeat the words. Check they pronounce the /ɔː/ and /ɜː/ sounds correctly.
Finally, ask students to say pairs of words for the class and praise good pronunciation.

2 D **3** S **4** S **5** S **6** D **7** D **8** S **9** S **10** S

continue2learn

Focus students on the *continue2learn* section on SB p63.
See p36 for ideas on how to exploit this section.

Extra Practice 7

See p36 for ideas on how to exploit this section.

7A

1

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

2 **2** There isn't **3** There are **4** There isn't **5** There's **6** There aren't **7** There are **8** There aren't

3 **a** **2** Are **3** Is **4** Are **5** Are **6** Is **7** Is
b **2** No, there aren't. **3** No, there isn't. **4** No, there aren't. **5** Yes, there are. **6** Yes, there is. **7** No, there isn't.

7B

4 **2** bed **3** shower **4** desk **5** living room **6** cupboard

5 **2** some **3** a **4** any **5** some **6** an **7** a **8** some **9** any **10** A **11** some **12** any **13** an

7C

6 **2** a chemist's **3** a shoe shop **4** a baker's **5** a bank **6** a kiosk **7** a post office **8** a newsagent's **9** a butcher's **10** a department store **11** a supermarket **12** a clothes shop

7 **2** a guide book **3** a suitcase **4** stamps **5** a lamp **6** a newspaper **7** aspirin **8** chocolate

8 **2** Have **3** any **4** over **5** I'll **6** one **7** else **8** that's **9** help **10** receipt

7D

9 **2** a blue shirt **3** a purple jumper/sweater **4** a yellow dress **5** (a pair of) grey trousers **6** (a pair of) brown boots

Progress Portfolio 7

- See p37 for ideas on how to exploit this section.

8A The meeting

Student's Book p64–p65

Vocabulary work
Grammar Present Continuous: positive and negative, questions and short answers

QUICK REVIEW This activity reviews clothes. Students write a list of all the clothes words they know. Set a time limit of two minutes. Students compare lists in pairs. Students then tell their partner about their favourite clothes. Encourage students to ask follow-up questions.

Vocabulary Work

1 **a** Students work in pairs and say which words they know, then do the exercise in VOCABULARY 8.1 SB p145. Check answers with the class.

Model and drill the words. Pay particular attention to the pronunciation of *message* /'mesɪdʒ/ and the first vowel sound in *company* /'kʌmpəni/.

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

VOCABULARY 8.1 1f 2i 4b 5h 6d 7a 8e 9c

b Write *write* and *answer* on the board. Elicit different words and phrases that often go with these verbs, for example *write a letter/an email/a book*, *answer a question/the phone/a letter*, etc. Tell students that words that often go together are called *collocations*.

Pre-teach and drill *sign* /saɪn/.

Focus students on the example to show that we can't use *write* with *a customer*, but we can use *write* with *a report* and *a letter*.

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

Check answers with the class.

Point out that we *take notes* in a meeting or a class and we *write someone a note* when we leave someone a short message. The word *notes* is sometimes confused with *marks*, for example 16/20 in a test.

Also highlight the prepositions in *work **for** a company*, *work **in** an office*, *go **to** meetings*, *write **to** a customer/company* and the use of *the* in *answer **the** phone*.

Point out that we stress the first syllable in *email*, not the second.

Teach the common collocation *have a meeting*.

2 notes 3 contracts
4 a meeting 5 a report
6 a contract 7 a contract

c Students work in pairs and compare answers. Students then take turns to test each other on the collocations as shown in the speech bubbles.

EXTRA IDEA

- Students work in groups and talk about what they (or people they know) do at work. Give an example by talking about what you, or a member of your family, do at work. You can give students a few moments to think of ideas on their own before putting students into groups. While students are working, monitor and help with vocabulary. Ask students to share interesting information with the whole class.

Listening and Speaking

2 **a** Focus students on pictures 1 and 2 and ask where the people are (Frank is in the street waiting for a taxi, Liz and Janet are in an office). Ask students what time it is (9.50 a.m.).

It may be useful to draw a clock on the board at this point in the lesson. You can then change the time for each stage of the story.

b Establish that Frank is talking to Janet in the pictures.

CD2 ▸ 45 Play the recording (SB p160–p161). Students listen to find out what Frank's problem is. You can stop the recording at the end of Frank's phone call.

Check the answer with the class (Frank is late for a very important meeting).

c Give students time to read sentences 1–6.

Play the whole recording again. Students listen and choose the correct answers. Students can then check in pairs.

Check answers with the class.

1 train 2 ten 3 start the meeting 4 Frank's
5 at home 6 finish some reports

3 **a** Students work on their own and decide which person says sentences 1–6.

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

2 Janet
3 Janet
4 Liz
5 Liz
6 Liz

EXTRA IDEA

- If students are finding it hard to remember, play CD2 ▸ 45 (SB p160–p161) again for students to check their answers.

HELP WITH GRAMMAR

Present Continuous: positive and negative

4 **a–d** Students do the exercises on their own or in pairs, then check in GRAMMAR 8.1 ▸ SB p146.

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

- **a** The sentences in **3a** are about now. The verbs in these sentences are in the Present Continuous.
- **b** Check the table with the class (see the table in GRAMMAR 8.1 ▸ SB p146).
- Highlight the word order in Present Continuous sentences: subject + *be* + (*not*) + verb+*ing* + … .
- Point out that we can also make negative sentences in two ways for all subjects except for *I*: *you/we/they aren't* or *you're/we're/they're not* + verb+*ing*; *he/she/it isn't* or *he's/she's/it's not* + verb+*ing*.
- **c** making; studying; sitting; looking; going; running; writing; living; stopping
- Check students have understood the spelling rules for making verb+*ing* forms (see GRAMMAR 8.1 ▸ SB p146).

EXTRA IDEA

- For extra practice of the spelling rules of verb+*ing* forms, choose 20 infinitives of verbs that students know and do a *Board Race* (see p24).

5 CD2 ▸ 46 PRONUNCIATION Play the recording (SB p161). Students listen and repeat the sentences. Check students copy the contractions and sentence stress correctly.

6 **a** Focus students on picture 3. Ask students what time it is now (9.55 a.m.).

Ask students what the people are doing (Danny's playing a computer game, Bob's reading the newspaper and Liz is talking to Danny).

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

b CD2 ▸ 47 Play the recording. Students listen and check their answers.

2 's reading **3** isn't/'s not reading **4** 's studying
5 'm waiting **6** aren't/'re not working **7** 'm going

7 Tell students it's now 10.05 a.m. Focus students on the names and the speech bubble.

Students work in pairs and discuss what they think these people are doing at this time.

Ask students to share their ideas with the class.

Possible answers **2** The Tamada brothers are having a meeting with Janet. **3** Danny is taking notes at the meeting. **4** Frank's waiting for a taxi/sitting in a taxi/walking to the office.

8 Establish that it is now 10.15 a.m. and that Frank is phoning Liz.

CD2 ▸ 48 Give students time to read the sentences, then play the recording (SB p161). Students listen and answer the questions. Play the recording again if necessary.

Check answers with the class.

1 A taxi. **2** No, it isn't. **3** Yes, they are.
4 He's taking notes. **5** He's running to the office.

HELP WITH GRAMMAR Present Continuous: questions and short answers

9 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 8.2 ▸ SB p146.

While students are working, draw the table from **9a** on the board so that you are ready to check their answers.

Check answers with the class.

- **a** Focus students on the table on the board. Elicit which words in questions 3 and 4 from **8** go in each column and complete the table (see the table in GRAMMAR 8.2 ▸ SB p146).
- Highlight the word order in Present Continuous questions: (question word) + auxiliary + subject + verb+*ing* + … .
- **b** **1** No, you aren't. or No, you're not. **2** Yes, she is./No, she isn't. or No, she's not. **3** Yes, they are./No, they aren't. or No, they're not.
- Point out that the short answers are the same as for *yes/no* questions with the verb *be*: *Are you from Italy?*.
- Also point out that there are two possible negative short answers for all subjects except for *I*: *No, we aren't./No, we're not.*, *No, he isn't./No, he's not.*, etc.
- Highlight that we don't contract *are* with question words. We say *What are … ?* not ~~*What're … ?*~~.

EXTRA IDEA

- Students turn to Audio Script CD2 ▸ 48 (SB p161) and find and underline all the examples of the Present Continuous in the conversation. Elicit answers and write them on the board.

Where are you calling ... ; We're not moving; Janet isn't answering ... ; What's she doing?; She's talking ... ; Danny's taking ... ; Where are they having ...

10 Ask students who they think signs the contract, Janet or Frank.

CD2 ▸ 49 Play the recording (SB p161). Students listen and check their answer.

Check the answer with the class (Frank).

11 **a** Establish that it is now 6.30 p.m. the same day and that Frank is talking to his wife, Karen, on the phone.
Pre-teach *love* (a term of endearment to refer to someone you love) and check students remember *kids*.
Students work on their own and make questions from the prompts.
Students can check their questions in pairs.

b CD2 ▸ 50 Play the recording. Students listen and check their answers.
If necessary, play the recording again, pausing after each question and writing it on the board.

2 Are you having a nice time? **3** What are you doing? **4** Are the kids doing their homework? **5** What are they doing?

c CD2 ▸ 51 PRONUNCIATION Play the recording (SB p161). Students listen and repeat the questions. Encourage students to copy the sentence stress and use the weak forms of *are* /ə/ and *you* /jə/.
You can also ask students to turn to Audio Script CD2 ▸ 51, SB p161. They can follow the sentence stress as they listen.

EXTRA IDEA

- Students work in pairs and role-play the conversation in **11a**.

Get ready … Get it right!

12 Put students into two groups, group A and group B. Students in group A turn to SB p107 and students in group B turn to SB p112. Check they are all looking at the correct exercise.

a Students work in pairs with a partner from the same group and take turns to describe what people are doing and wearing in the picture.
Draw students' attention to the speech bubbles before they start.
While they are working, check their sentences for accuracy and help with any problems.

b Tell students that there are ten differences between picture A and picture B. Focus students on the questions in the speech bubbles and drill these if necessary.
Put one student from group A with a student from group B. Students work in pairs and take turns to ask and answer questions to find the differences. Students are not allowed to look at each other's pictures. While they are working, monitor and help with any problems.

c Students work with their original partner from **a** and tell each other the differences they have found.
Check answers with the class.
Finally, find out how many pairs found all the differences.

1 **A:** Kevin's talking on the phone. **B:** He's sleeping.
2 **A:** Kevin's wearing a jacket.
B: He isn't wearing a jacket.
3 **A:** Holly's eating a banana. **B:** She's eating an apple.
4 **A:** Holly's reading a report. **B:** She's looking at photos.
5 **A:** Holly's wearing a yellow shirt. **B:** She's wearing a pink shirt.
6 **A:** Ashley's writing an email. **B:** He's playing a computer game.
7 **A:** Angus is reading a newspaper. **B:** He's reading a (football) magazine.
8 **A:** Angus isn't drinking anything/having a drink. **B:** He's drinking something/having a drink.
9 **A:** Diana is drinking a cup of tea/coffee.
B: She's talking on the phone.
10 **A:** Diana is wearing trousers. **B:** She's wearing a skirt/a suit.

FURTHER PRACTICE

Ph **Vocabulary Plus** 8 British and American English p208 (Instructions p199)
Ph **Class Activity** 8A At the park p176 (Instructions p145)
Extra Practice 8A SB p122
Workbook Lesson 8A p40

8B It's snowing!

Student's Book p66–p67

Vocabulary types of transport; travelling verbs and phrases
Grammar Present Simple or Present Continuous

QUICK REVIEW This activity reviews the Present Continuous. Students work on their own and write six action verbs/phrases. Put students into pairs. Students take turns to mime the actions to their partner. He/She guesses what the action is. Encourage students to use questions (*Are you playing tennis?*, etc.) when they are guessing.

Vocabulary and Speaking

Types of transport

1 **a** Students work in pairs and say which words they know, then check any new words in VOCABULARY 8.2 SB p145.
Model and drill the words. Pay particular attention to the pronunciation of *plane* /pleɪn/, *train* /treɪn/ and *coach* /kəʊtʃ/. Highlight the different spelling of the same sound /eɪ/ in *plane* and *train*.
Point out that we can say *a taxi* or *a cab*. Also point out that *a motorbike* is *a motorcycle* in American English.

b Students do the activity on their own. Make sure they understand that some words can go in both groups.

c Students work in pairs and compare answers. Check answers with the class.

public transport: a plane, a train, a taxi, a bus, a tram, a boat, a ferry, a coach
private transport: a car, a plane, a bike, a scooter, a boat, a motorbike

EXTRA IDEA

- To check answers with the class, write the two group headings (*public transport/private transport*) on the board. Ask pairs to say which words go in which group.

2 **a** Students do the exercise on their own, then check in VOCABULARY 8.3 SB p145.
Check answers with the class. Establish that each pair of words/phrases has the same meaning.
Highlight that we *go **by** bike/plane/car*, etc. but we *go **on** foot*, not ~~*go by foot*~~ or ~~*go by walk*~~.
Teach students that in British English we can say *the tube* or *the underground*, but *the tube* is more common. Also teach the American English word *subway*. Note that we don't usually use the word *metro* unless we are talking about an underground system in a non-English-speaking country, for example *the Paris metro*.
Model and drill the words/phrases. Highlight the pronunciation of *walk* /wɔːk/ and *cycle* /ˈsaɪkəl/.

2a 3e 4c 5b 6d 7g

b Give an example of your own, for example *I always cycle to work*. to remind students of adverbs of frequency (*usually*, *always*, etc.).
Students work in groups and talk about their travel habits using the prompts 1–5. Encourage students to give reasons for their choices of transport if possible.
Ask students to share any interesting or unusual answers with the class.

Listening and Speaking

3 **a** Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the listening and the exercises that follow. The vocabulary is not in the Language Summaries in the Student's Book.
Model and drill the words. Highlight the pronunciation of *journey* /ˈdʒɜːni/ and *normal* /ˈnɔːməl/.

b Focus students on the news website and the photos. Ask students what is happening today (there are traffic jams in London because of the snow).

4 **a** Tell students that they are going to listen to a radio news report on today's traffic problems in London because of the snow. Pre-teach *reporter*.
Give students time to study the table.
CD2 ▸ 52 Play the recording (SB p161). Students listen and fill in the table, then check answers in pairs.
Check answers with the class.

	how he/she usually travels to work	how he/she is travelling to work today
first man	by train	he's taking the bus
woman	she cycles/by bike	she's walking
second man	(he takes) the tube	he's walking

b Give students time to read questions 1–6, then play the recording again. Students listen and answer the questions.
Students compare answers in pairs.
Check answers with the class.

1 No, there aren't. 2 At 8.00. 3 About 20 minutes. 4 At half past seven./About an hour ago. 5 Canada. 6 No, they don't.

HELP WITH LISTENING Linking (2)

This *Help with Listening* section helps students to understand how consonant-vowel linking makes words 'run together' in normal speech. Students first studied linking in lesson 4A.

5 **a** Focus students on the first line in *You usually hear* and point out the linking. Ask students why these words are linked (because one word ends with a consonant sound and the next word begins with a vowel sound). Remind students that it is the sound at the end of the word that is important, not the last letter.

CD2 ▸ 53 Play the recording. Students listen and notice the linking.

b CD2 ▸ 52 Students turn to Audio Script CD2 ▸ 52 (SB p161). Play the recording again. Students listen and read and notice the consonant-vowel linking.

Note that vowel-vowel links which have an extra linking sound (for example, *go‿*/w/*‿over* and *I‿*/j/*‿am*) are not marked in the Audio Script. Extra linking sounds are dealt with in **face2face** Pre-intermediate.

You could point out that we pronounce an /r/ sound at the end of a word if it is followed by a vowel sound (*centre‿of*, *here‿in*, etc.), but that in British English we don't usually pronounce *-r* or *-re* at the end of the word if it is followed by a consonant sound (*never have*, *are you*, etc.).

HELP WITH GRAMMAR

Present Simple or Present Continuous

6 **a–c** Focus students on the example and ask which verb is in the Present Simple (*go*) and which is in the Present Continuous (*'m taking*).

Students do the exercises on their own or in pairs, then check in GRAMMAR 8.3 ▸ SB p146.

Check answers with the class.

- **a** We use the **Present Simple** to talk about things that happen every day/week/month, etc.
- We use the **Present Continuous** to talk about things that are happening now.
- We use *am*, *are* and *is* in Present Continuous questions.
- We use *do* and *does* in Present Simple questions.
- **b** We usually use the Present Simple with *usually*, *sometimes*, *always*, *often*, *normally*, *never*, *hardly ever*, *every day*, etc.
- We usually use the Present Continuous with *now*, *today* and *at the moment*.

7 **a** Focus students on the photos of Maddy, Eve and Lenny. Establish that Maddy and Eve are talking about what they are doing because of the snow.

Students work on their own and put the verbs in the Present Simple or Present Continuous.

Students can check answers in pairs.

b CD2 ▸ 54 Play the recording. Students listen and check their answers.

2 work **3** 'm working **4** 'm sitting **5** 'm writing
6 don't work **7** 's snowing **8** drive **9** visit
10 're staying **11** is answering **12** 'm watching
13 don't watch

EXTRA IDEA

- Put students into pairs, A and B. Student As read about Maddy and student Bs read about Eve and Lenny. Students make notes about what each person is doing now and what they usually do. Students then take turns to tell each other about Maddy or Eve and Lenny.

8 **a** Students do the exercise on their own, then check answers in pairs.

b CD2 ▸ 55 Play the recording. Students listen and check their answers. Check answers with the class.

PRONUNCIATION Play the recording again. Students listen and repeat the words and phrases.

2 Is … working
3 is … doing
4 Does … work
5 do … do
6 are … doing
7 Does … watch
8 is … watching

c Students work in pairs and take turns to ask and answer the questions in **8a**. Students can refer to the speech bubbles in **7a** if they can't remember the answers. Encourage students to use correct short answers where appropriate.

2 No, she isn't. She's working at home.
3 She's sitting in the kitchen and writing emails.
4 No, she doesn't.
5 They drive to Wimbledon and visit some friends.
6 Lenny is answering his emails and Eve is watching the news on TV.
7 No, she doesn't.
8 Because she wants to know about the weather.

Get ready ... Get it right!

9 Put students into two groups, group A and group B. Students in group A turn to SB p107 and students in group B turn to SB p112. Check they are all looking at the correct exercise.

a Establish that the pictures show what Colin, Gabby and their two children usually do and what they are doing today because of the snow. Students work on their own and write the questions (Q) using the prompts. Remind students to use the Present Simple and Present Continuous correctly. While they are working, check their sentences for accuracy and help with any problems.

b Students work in pairs with a student from the other group. Focus on the pictures. Students take turns to ask and answer their questions. Students from group A start by asking question 1. Students from group B answer by looking at picture 1. While they are working, monitor and correct pronunciation where necessary.

c Students now work with a student from their own group and compare answers.
Check answers with the class.

Suggested answers
1 What does Colin usually wear? He usually wears a suit (and a tie). **2** What's Colin wearing today? He's wearing jeans/trousers and a jumper. **3** How does Gabby usually get to work? She usually drives/goes by car. **4** How is Gabby getting to work today? She's walking/going on foot. **5** What do the children usually do in the morning? They usually go to school. **6** What are the children doing this morning? They're making a snowman/playing in the snow. **7** Where does Colin usually work? He usually works in a bank. **8** Where is Colin working this morning? He's working at home/in the kitchen. **9** Where do Gabby and her friends usually have lunch? They usually have lunch in a café. **10** Where are Gabby and her friends having lunch today? They're having lunch in the office/at work. **11** What does Colin usually do in the afternoon? He usually goes shopping/to the supermarket. **12** What is Colin doing this afternoon? He's watching TV.

WRITING

Students think of four people in their family and four friends. Students write sentences describing what these people are doing at the moment and what they usually do in their free time.

FURTHER PRACTICE

Ph **Class Activity** 8B Stuck in traffic p178 (Instructions p145)
Extra Practice 8B SB p122
Workbook Lesson 8B p41

8C REAL WORLD On the phone

Student's Book p68–p69

Real World talking on the phone

QUICK REVIEW This activity reviews types of transport. Students work on their own and write ten words for types of transport. Put students into pairs. Students compare lists. Students take turns to talk about what types of transport they used last week and where they went.

I'll get back to you

1 Focus students on the photo of Emily. Ask where she is (at work). Focus students on items A–C and ask students what they are (A a 'to do' list, B a business card, C an advert for a play).
Students work on their own and answer questions 1–8. You can set a time limit of two minutes to encourage students to scan items A–C for the correct information.
Students check answers in pairs. Check answers with the class.

1 Business Manager
2 The Queen's Theatre, Manchester
3 M18 7FT **4** March **5** four
6 c.morris@mc.co.uk
7 Billy Marks and Kelly Bolton
8 a friend

EXTRA IDEAS

- Put students in pairs to practise saying the phone numbers on the business card and in the theatre advert. Remind them to use *oh* for 0 in phone numbers, and point out that in English we tend to group numbers when we say them, for example 08081/570/570.
- Students close their books. Give practice in listening for phone numbers in messages by reading out the two phone numbers and asking students to write them down.

HELP WITH LISTENING Phone messages

This *Help with Listening* section helps students to understand typical phone messages.

2 **a** Set the context by asking students if they have answerphones in their homes and when they hear phone messages (when someone isn't at home, when someone's mobile is switched off, etc.). Establish that sentences a–g are all common phone messages.
Pre-teach *press* and give students time to read the phone messages. Students do the activity in pairs.

b CD2 ▸ **56** Establish that students are going to hear four messages. Play the recording (SB p161). Students listen and check their answers to **2a**.

Focus students on the three options. Then play the recording again. Students listen and decide what they should do after each message.
Check answers with the class. Use the sentences in **2a** to teach the following words and phrases.

- *Voicemail* is a message recording system at work or on a mobile phone.
- *Get back to someone* is an informal way to say *return someone's call*.
- If someone is *not available*, he/she can't answer his/her phone at the moment.
- If you have three *options*, you can choose three different things.
- *An enquiry* is a request for information.

a **b** back **c** person **d** message **e** choose **f** press **g** try
b **1** b **2** b **3** c **4** a

3 Ask students to read the questions and elicit which three phone calls from her 'to do' list Emily is making (Alan Wick, Clare, the theatre).
CD2 ▸ **57** Play the recording again (SB p161). Students listen and answer the questions. Students can check answers in pairs.

1 **a** about 10 a.m. tomorrow **b** after work **c** on Saturday **2** £24.50 and £38

EXTRA IDEA

- You can ask students to turn to Audio Script CD2 ▸ **57**, SB p161. Play the recording again. Students listen, read and check their answers.

Can I call you back?

4 Highlight the opposite phrases *make a phone call* and *get a phone call*. Point out that we can also say *receive a phone call*, but that *get* is more informal. Check students understand *last*.
Students discuss the questions in pairs. Ask students to share interesting answers with the class.

5 **a** Tell students to close their books.
VIDEO ▸ **8** CD2 ▸ **58** Play the video or audio recording (SB p161–p162). Students watch or listen and answer the questions. Check answers with the class.

Emily talks to Clare about going for coffee after work. Emily can talk to Chris Morris again in an hour.

b Focus students on the conversations and the photos of Emily, Clare and Chris. Students work in pairs and choose the correct words/phrases.

c Play the video or audio recording again. Students check their answers.

2 Hold on **3** It's **4** got **5** is that **6** Speaking **7** This is **8** back **9** on **10** I'll call

EXTRA IDEA

- VIDEO ▸ **8** CD2 ▸ **58** You could make **5b** into a gap-fill. Play the video or audio recording. Students watch or listen and complete the conversations. With a weaker class, you could write the phrases on the board for students to choose from.

6 Students close their books and do the exercise in pairs. Ask students to share answers with the class.

REAL WORLD Talking on the phone

7 Students work on their own and put the headings in the correct places in the table.
Check answers with the class.

- a asking to speak to people; b saying who you are; c calling people back
- Point out that in phone conversations we say *It's (Clare)*, not ~~*I'm Clare*~~.
- Also point out that we can say *This is …* or *It's …* .
- Check students understand that *Hold on a moment*. means *wait*. A more formal equivalent is *Hold the line, please*.
- Tell students that *I'll (call)* is a contraction of the future form *I will (call)* and point out that *will* is followed by the infinitive.
- Highlight that *get* in *I got your message*. means *receive* while *get* in *I'll get him/her*. means *find*.
- Teach students that the verbs *call*, *ring* and *phone* all have the same meaning.
- Encourage students to memorise these fixed phrases, as they are extremely common in all types of phone conversation.

8 CD2 ▸ **59** PRONUNCIATION Play the recording. Students listen and repeat the sentences. Encourage students to copy the stress and intonation pattern for each sentence, and remind them of the importance of intonation in sounding polite.

9 **a** Focus students on the photo of Clare again. Tell students that Clare is making some phone calls at work. Students work on their own and fill in the gaps in the conversations with parts of the phrases from **7**. Tell students that they can write one, two or three words in each gap.

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

2 This is **3** Can I call **4** Call me on **5** call you **6** It's **7** Can I speak **8** Hold on **9** got

EXTRA IDEA

- Students work in pairs and practise the conversations. Tell them to take turns to be Clare.

10 **a** Students work in new pairs and write a personal or business phone conversation including at least five phrases from **7**.

While they are working, check their conversations for accuracy and help with any problems.

b Students swap papers with another pair. Students read the other pair's conversation. Allow time for students to check any mistakes they find with the pair who wrote it or with you.

c Students practise the new conversation in pairs until they can remember it. While they are working, monitor and help with any problems. Encourage students to use polite intonation.
Finally, students take turns to role-play the conversation for the other pair. You can ask one or two pairs to role-play their conversation for the class.

EXTRA IDEA

- Before doing **10a**, students can practise the conversations in **5b** and **9a** in pairs.

FURTHER PRACTICE

Extra Practice 8C SB p122
Workbook Lesson 8C p43

8D VOCABULARY AND SKILLS

Life outdoors

Student's Book p70–p71

Vocabulary indoor and outdoor activities; adjectives and adverbs
Skills reading: an advert, a formal letter

QUICK REVIEW This activity reviews language for talking on the phone. Students work on their own and write down all the phrases for talking on the phone they can remember. Set a time limit of three minutes. Students compare answers with a partner. Students can check their phrases in **REAL WORLD 8.1** SB p146.

1 **a** Students work on their own and tick the words they know, then do the exercise in **VOCABULARY 8.4** SB p145. They can then check answers in pairs. Check answers with the class.
Point out that we say *play **a** musical instrument* but *play **the** guitar/piano*, etc. Also highlight the irregular verbs *swim*, *sing*, *drive*, *speak* and *ride* and teach their Past Simple forms (*swam*, *sang*, *drove*, *spoke* and *rode*).
Model and drill the words/phrases. Pay particular attention to the pronunciation of *surf* /sɜːf/ and *musical instrument* /ˈmjuːzɪkəl ˈɪnstrʊmənt/. Highlight that the main stress in the phrases is on the noun, not the verb, for example *speak another language*, *ride a motorbike*.

VOCABULARY 8.4 1c 2k 3e 4j 5f 6b 7a 8d 9i 10l 11g 12h

EXTRA IDEAS

- Students work in pairs and mime the activities for their partner to guess.
- Students categorise the activities into indoor and outdoor activities.

b Use the speech bubbles to remind students that we use *can* and *can't* to talk about ability. Drill the question and short answers with the class.
Students work in pairs and ask questions to find four things that they can do but their partner can't do. Encourage students to use the words/phrases in **1a** and their own ideas.
Ask students to share interesting information with the whole class.

2 Focus students on the job advert for course leaders for the South Wales Adventure Centre.
Students read the job advert quickly to decide if they would like to do the job. Set a time limit of two minutes.
Elicit answers from the class and ask students to give reasons for their answers. Check students understand what a course leader does (looks after groups of people and organises activities for them).

EXTRA IDEA

- With a strong class, use the job advert to teach some useful vocabulary for finding jobs: *look for a job*, *application form*, *apply for a job*, *experience*, *references*, *qualifications*, *job interview*, etc.

3 **a** Pre-teach the vocabulary. Highlight the pronunciation of *fluent* /ˈfluːənt/.

b Focus students on the photo of Ray and the letter. Use the letter to teach *reference*.
Students read the letter to find out if they think Ray is a good person for the job (he is). Set a time limit of three minutes to encourage students to scan the letter for relevant information.

c Check students understand *recommend*. Students read the reference and the job advert again to find five reasons why Ray can do the job.
Students check their answers in pairs. Check answers with the class.

He likes working with people of all ages (he makes friends easily with people of all ages). He enjoys doing outdoor activities (he loves all outdoor activities). He is good at water sports (he can sail, surf and swim). He is good at languages (he speaks Spanish fluently). He has a driving licence (he is an excellent driver).

HELP WITH VOCABULARY

Adjectives and adverbs

4 **a–d** Focus students on the example and check that students understand that *fluently* is an adverb and *excellent* is an adjective.
Students do the exercises on their own or in pairs, then check in VOCABULARY 8.5 SB p145.
Check answers with the class.

- **a** We use **adjectives** to describe nouns. They usually come **before** the noun.
- We use **adverbs** like *well*, *carefully*, etc. to describe verbs. They usually come **after** the verb.
- **b adverbs:** planned all his activities very **carefully**; always worked very **hard**; made friends **easily**; sail very **well**; speaks Spanish **fluently**
- **adjectives:** a very **popular** course leader; a **good** surfer; a **fast** swimmer; an **excellent** driver; a **wonderful** blog
- **c** 1 fluently 2 easily 3 carefully 4 well (irregular)
- Check students understand the spelling rules for adverbs (see the table in VOCABULARY 8.5 SB p145).
- Highlight the irregular adverbs *good/well*, *fast/fast*, *hard/hard*. Point out that the adverb for *bad* is regular (*badly*).

5 Pre-teach *safe*. Students do the exercise on their own. Check answers with the class.

2 happily 3 fast 4 slowly 5 beautifully
6 hard 7 quietly 8 badly 9 noisily

6 **a** Students do the exercise on their own, then check in pairs. Check answers with the class. Point out that *a hard worker* is someone who works or studies a lot.

1 good 2 badly 3 hard 4 bad 5 fluently
6 good 7 beautifully

b Students do the exercise on their own. They tick the sentences that are true for them and change the other sentences to make them true, for example by making the verb negative or by changing the adjective or adverb.

c Students work in pairs and compare sentences to find out how many are the same. Ask students to share interesting information with the class.

7 **a** Students write three sentences about themselves using adjectives or adverbs from **4c** or **5** on a piece of paper. Students give their papers to you when they have finished.

b Shuffle the papers, then read out all three sentences on each paper in turn. Ask students to guess who has written each set of three sentences. Continue until you have read out the sentences on all the papers.

WRITING

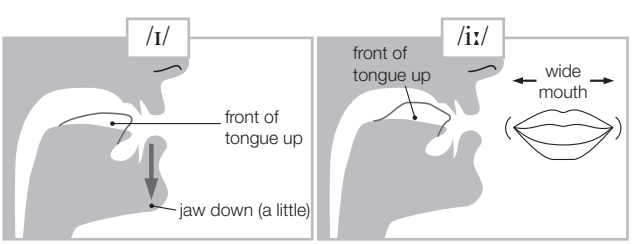
Students write a letter recommending a friend for the job at the South Wales Adventure Centre. Students should use the letter in **3** as a model. While they are working, monitor and check they are using adjectives and adverbs correctly.

FURTHER PRACTICE

Ph **Class Activity** 8D Thought bubbles p179 (Instructions p146)
Ph **Extra Reading** 8 Teach the planet p225 (Instructions p215)
Extra Practice 8D SB p122
Workbook Lesson 8D p44
Workbook Reading and Writing Portfolio 8 p78
Progress Test 8 p250

HELP WITH PRONUNCIATION /ɪ/ and /iː/

1 Focus students on the phonemes /ɪ/ and /iː/, and the words.
CD2 60 Play the recording. Students listen to the sounds and the words. Point out that *i* in *live* is pronounced with an /ɪ/ sound and *ea* in *leave* is pronounced with an /iː/ sound.
Play the recording again. Students listen and repeat the words. If students are having problems producing the sounds, help them with the mouth position for each sound.



Point out that /ɪ/ is a short sound and /iː/ is a long sound (as indicated by the ː symbol). Also highlight that the mouth is wide when saying the /iː/ sound. You can tell students that the letter *e* is also pronounced /iː/.

2 **a** Focus students on the words in the box and on the example. Students do the exercise in pairs.

b CD2 61 Play the recording. Students listen and check their answers. Check answers with the class.
Play the recording again. Students listen and repeat the words. Check they pronounce the /ɪ/ and /iː/ sounds correctly.

teeth 2; his 1; he's 2; ill 1; ski 2; beach 2; meeting 2; excited 1; thirteen 2; window 1; interesting 1; machine 2; chicken 1

3 **a** Put students into new pairs. Focus students on the three words in question 1 and the example. Highlight that both *ee* and *ea* are pronounced with the /iː/ sound.
Students do the exercise in their pairs.

b CD2 ▸ 62 Play the recording. Students listen and check their answers. Check answers with the class.
PRONUNCIATION Play the recording again. Students listen again and repeat the words.

Finally, ask students to say the three words in each question for the class. Check students say the words correctly and praise good pronunciation.

2 teacher **3** three **4** sausage **5** email **6** clean **7** Chinese

continue2learn

Focus students on the *continue2learn* section on SB p71.
See p36 for ideas on how to exploit this section.

Extra Practice 8

See p36 for ideas on how to exploit this section.

8A

1 **2** company **3** contract **4** meeting **5** notes **6** customers **7** report

2 **2** 's/is ... doing **3** 's having **4** are ... brothers **5** 're playing **6** isn't doing **7** 'm reading

8B

3 **a** **2** cycle **3** drive **4** walk **5** go by train **6** go by coach **7** go by tube
b **2** go by bike **3** go by car **4** go on foot **5** take the train **6** take the coach **7** take the tube

4 **a** **2** is ... doing **3** do ... watch **4** are ... wearing **5** do ... go **6** are ... doing **7** does ... finish **8** is ... doing
b **2** She's taking the children to school. **3** I watch sport on TV. **4** I'm wearing jeans and a T-shirt. **5** I usually go clubbing. **6** They're having lunch. **7** It usually finishes at 4.30. **8** He's walking to work.

8C

5 **2** Is that **3** Speaking **4** It's **5** Can I **6** Hold on **7** I got **8** call you back **9** Call me **10** I'll call

8D

6 **2** sail **3** sing **4** ride a horse **5** cook **6** surf

7 **2** well **3** fluently **4** careful **5** safe **6** badly

Progress Portfolio 8

- See p37 for ideas on how to exploit this section.

9A Holiday South Africa

Student's Book p72–p73

Vocabulary holiday activities
Grammar infinitive of purpose

QUICK REVIEW This activity reviews adjectives and adverbs. Students write a list of six adjectives then work in pairs and take turns to say an adjective from their list. Their partner says the corresponding adverb and a sentence using the adverb correctly. If students need a reminder of how to form adverbs, tell them to turn to VOCABULARY 8.5 SB p145. Ask students to say some of their sentences to the class.

Vocabulary and Speaking

Holiday activities

1 **a** Focus students on the verbs in the box.
Students work in pairs to fill in the gaps, then check new words/phrases in VOCABULARY 9.1 SB p147. Check answers with the class.
Check students understand *go sightseeing* (visit the famous buildings in a town or city) and *travel around* (travel to places in the holiday location). Highlight that we can say *hire* or *rent a car/bike/boat*.
Point out the different phrases that follow *go*: *go sightseeing/diving*, etc., *go to the beach*, *go on a boat trip*. Highlight that the American English phrase for *go on holiday* is *go on vacation*.
Model and drill the words. Pay particular attention to the pronunciation of *sightseeing* /ˈsaɪtsiːɪŋ/, *skiing* /ˈskiːɪŋ/, *museums* /mjuːˈziːəmz/ and *around* /əˈraʊnd/.
Note that only the main stress in words/phrases is shown in vocabulary sections and the Language Summaries.

2 stay in a hotel/with friends or family 3 hire a car/a bike/a boat 4 go sightseeing/diving/skiing/camping 5 go to museums/the beach 6 go on holiday/a boat trip/a guided tour 7 travel by public transport/around

EXTRA IDEA

- Draw a three-column table on the board with these headings: 1 *go* + verb+*ing* 2 *go to* 3 *go on*. Students work in pairs and write down all the phrases they know that can go in each column (1 *go dancing*, 2 *go to the cinema*, 3 *go on a coach trip*, etc.). Check answers and new vocabulary with the class.

b Students do the activity in pairs. You can also ask them to discuss things they never do on holiday.
Ask students to share interesting ideas with the class.

2 **a** Focus students on the example. Students then do the activity on their own. They can check their answers in pairs. Check answers with the class.
Model and drill the sentences, focusing on sentence stress.

2 Where did you go? 3 Did you have a good time? 4 Who did you go with? 5 What did you do there? 6 Where did you stay? 7 How did you travel around? 8 What else did you do?

b Students do the activity in pairs. Encourage students to use natural short answers (*In May.*, *To Mexico.*, *My husband.*, etc.) and to ask follow-up questions if possible.
While students are working, monitor and correct any mistakes you hear.
Ask a few students to tell the class about their partner's last holiday.

Listening and Speaking

3 **a** Focus students on the photos of Cape Town and ask them what they know about Cape Town. Students share their ideas with the class.

b Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the listening that follows. The vocabulary is not in the Language Summaries in the Student's Book.
Model and drill the words. Highlight the pronunciation of *tourist* /ˈtʊərɪst/, *cable* /ˈkeɪbəl/, *wildlife* /ˈwaɪldlaɪf/ and *whale* /weɪl/. Point out the silent *h* in *whale*.

c Tell students they are going to listen to Jessica asking her friend Andy about his last holiday and focus students on photos A–D.
CD3 1 Play the recording (SB p162). Students listen and put photos A–D in order.
Check answers with the class.

1B 2A 3D 4C

d Play the recording again. Students listen and do the exercise on their own, then check answers in pairs. Check answers with the class.

1F 2T 3F 4F 5F 6T

EXTRA IDEA

- Put students into pairs to correct the false sentences from **3d**. When they have finished, students swap papers with another pair and check answers.

1 Andy went to Cape Town for two weeks. 3 They went up Table Mountain by cable car. 4 They stayed with Nigel's brother/Andy's friend's brother. 5 They travelled by public transport for the first week./They rented a car for the second week.

HELP WITH LISTENING

Weak forms: review

This *Help with Listening* section gives students more practice in weak forms.

4 **a** Focus students on the explanation of weak forms. Remind students of the schwa sound /ə/.
Students do the exercise in pairs.

b CD3 ▸ 2 Play the recording. Students listen and check their answers.

1 to; for 2 a; from 3 And 4 of 5 was

c CD3 ▸ 1 Students turn to Audio Script CD3 ▸ 1, SB p162. Play the recording again. Students listen, read and notice the weak forms with a schwa sound in the words in pink.

HELP WITH GRAMMAR

Infinitive of purpose

5 **a–b** Students do the exercise on their own or in pairs. Check answers with the class.

- **a** Sentences 1 and 2 have the same meaning.
- **b** To say why we do something, we often use the **infinitive with *to***.
- Highlight the TIP and point out that we often answer *Why … ?* questions with the infinitive with *to*: A ***Why*** *did you go there?* B ***To see*** *some elephants*.
- Highlight that we can sometimes use *for* + noun to say why we did something: *We went to Table Mountain* ***for a picnic***.

6 CD3 ▸ 3 PRONUNCIATION Play the recording (SB p162). Students listen and repeat the phrases. This is a 'chain drill' which helps students build up correct stress patterns in longer sentences.

7 **a** Focus students on sentences 1–7. Check students know where Nevada and Agra are (in the USA and India).
Focus students on the example. Students do the exercise on their own. While they are working, monitor and help with any problems. Students check answers in pairs, then check answers with the class.

2 Tourists go to Hawaii to go diving. 3 Tourists go to Dubai to stay in amazing hotels. 4 Tourists go to Agra to see the Taj Mahal. 5 Tourists go to Switzerland to go skiing. 6 Tourists go to Kenya to take photos of animals. 7 Tourists go to London to learn English.

EXTRA IDEAS

- If you have a weaker class, focus students on the verbs in the box and elicit the collocations in **1a** (*go diving, stay in a hotel, go skiing*) and the collocations *take photos*, *learn English/a language*. Point out that you usually *see* a place or a building when you visit it, for example *see the Grand Canyon*.
- Ask if any students have been to the places in **7a**. Ask them to say why they went there and what they did there.

b Put students into pairs. Focus students on the speech bubbles and remind students that they can answer a *Why … ?* question with the infinitive with *to*. Drill these examples with the class.
Students ask and answer about the places in **7a**. While they are working, monitor and correct any mistakes you hear.

8 **a** Focus students on the sentence beginnings. Check students understand the time phrases *last weekend*, *last night*, *yesterday*.
Students complete the sentences with the infinitive with *to* and their own ideas. Tell students to write true sentences if possible.

b Students work in pairs and take turns to say their sentences. Encourage students to ask follow-up questions if possible.
Ask students to share interesting information with the class.

Get ready … Get it right!

9 Students write four places they have been to in the last four weeks. Tell them to think of why they went to each place.

10 **a** Put students into pairs. Focus students on the speech bubbles and drill the example conversation with the class. Point out the follow-up question.
Students ask and answer questions in pairs about the places on their list. While they are working, check their questions for accuracy and correct any mistakes you hear.

b Ask students to tell the class about one place their partner went to. Focus students on the speech bubble and remind them to change the possessive adjective as necessary.
Finally, ask students which person they think went to the most interesting place.

WRITING

Students write about a place they have been to on holiday. Students use the questions they wrote in **2a** to provide a framework for their text. Encourage students to use the infinitive of purpose to say why they went to the place and why they did some of the things that they did.

FURTHER PRACTICE

Ph **Class Activity** 9A Language schools p180 (Instructions p146)
Extra Practice 9A SB p123
Workbook Lesson 9A p45

9B A trip to Egypt

Student's Book p74–p75

Vocabulary natural places
Grammar comparatives

QUICK REVIEW This activity reviews adjectives to describe places. Students work in pairs and write six adjectives. If they're finding this difficult, tell them to look at VOCABULARY 5.5 SB p138. Students take turns to say sentences using the adjectives on their list. Ask students to share interesting sentences with the class.

Vocabulary and Speaking

Natural places

1 **a** Students work on their own and tick the words they know, then do the exercise in VOCABULARY 9.2 SB p147.

Check students understand the difference between *a country* (the UK, Spain, etc.) and *the countryside* (undeveloped land or farmland not in towns and cities). Point out that we can also say *the country*.

Model and drill the words. Pay particular attention to the pronunciation of *mountain* /ˈmaʊntɪn/, *island* /ˈaɪlənd/ and *desert* /ˈdezət/. Highlight the silent *s* in *island*.

VOCABULARY 9.2 2e 3g 4b 5j 6f 7c 8i 9a 10d

b Students work on their own and think of three famous natural places in their country.

c Focus on the example and point out the use of *There's/There are* to talk about the place.

Put students into groups. Students tell the group about the famous natural places they chose.

Ask students to share information about their places with the class.

Reading

2 **a** Pre-teach the vocabulary. Ask students where they can find the Pyramids (Egypt).

Model and drill the words. Highlight the pronunciation of *pyramids* /ˈpɪrəmɪdz/, *mosque* /mɒsk/ and *snorkelling* /ˈsnɔːkəlɪŋ/.

b Focus students on the photos and the holiday brochure. Ask students to share what they know about Cairo and Sharm El Sheikh with the class.

Point out the use of stars to show the quality of the hotel (Shokran Hotel has three stars and Sels Hotel has four stars).

Students read about the places and choose one for a holiday. Set a time limit of three minutes to encourage the students to read for gist.

Put students into pairs to tell each other why they chose the place.

Ask pairs to tell the class which place their partner chose and why.

c Students read the brochure again and find three things you can do in each place.

Write the headings *Cairo* and *Sharm El Sheikh* on the board. Ask students to say what you can do in each place. Write the activities under the appropriate heading.

Cairo: see the Pyramids; visit the Egyptian Museum; go on a guided tour of old Cairo; see the beautiful mosques and old buildings; go shopping in the Khan al-Khalili market; enjoy traditional Egyptian food; go on a boat trip; have dinner on the River Nile
Sharm El Sheikh: go diving; go snorkelling; rent a motorbike and go into the desert; go on a camel ride; enjoy fresh seafood; go clubbing

EXTRA IDEA

- Ask students to choose three or four new words or phrases in the information about the places that they would like to know the meaning of. Students look the words up in their dictionaries. Put students into groups. Students take turns to teach their partners their new words. It's a good idea to ask students to do this for any reading text as it helps them expand their vocabulary skills.

3 Focus students on sentences a–e. Explain that one of the sentences is false.

Students read the brochure again to find out which sentence is false.

Check answers with the class.

sentence e (the holiday in Sharm El Sheikh is more expensive)

EXTRA IDEA

- Students close their books. Write the information about the accommodation on the board: *Shokran Hotel ***, 126 rooms, €1,490/week, 30°C / Sels Hotel ****, 39 rooms, €1,670/week, 26°C.* Put students into pairs and ask them to compare the two places.

HELP WITH GRAMMAR Comparatives

4 **a–c** Check students remember *syllable* by asking how many syllables some of the words in **1a** have got. Also check they remember which letters are vowels and which are consonants. Teach the verb *double*.

Students do the exercises on their own or in pairs, then check in GRAMMAR 9.2 SB p148.

Check answers with the class.

- Use the table in **GRAMMAR 9.2** SB p148 to check students' answers to the spelling rules.
- When we compare two things in the same sentence we use *than* after the comparative (*Cairo is hotter than Sharm El Sheikh.*).
- Point out that the opposite of *more* is *less* (*The holiday in Cairo is less expensive.*) and that we can also use *more* with nouns (*There are more rooms in the Shokran Hotel.*).

5 Students work on their own and write the comparatives, referring to the rules in **4a** if necessary. Students check answers in pairs. Check answers with the class.

2 cleaner **3** more boring **4** bigger **5** dirtier
6 better **7** more dangerous **8** faster **9** worse
10 easier **11** more difficult **12** luckier

Listening and Speaking

6 **a** Tell students that Patrick and Juliet are planning a holiday in Egypt and are deciding which place to go to, Cairo or Sharm El Sheikh.
CD3 ▶ **4** Play the recording (SB p162). Students listen and decide which place each person wants to go to and one reason why they want to go there.
Check answers with the class.

Patrick wants to go to Cairo and Juliet wants to go to Sharm El Sheikh. See Audio Script **CD3** ▶ **4**, SB p162 for their reasons.

b Students do the exercise on their own, referring to the rules in **4a** if necessary. Remind students to use *than* where necessary. Students can check answers in pairs.
Check answers with the class.

2 more interesting **3** nicer than **4** busier than
5 cheaper **6** better than **7** safer **8** more popular

c Students do the exercise in pairs.

d Play the recording again. Students listen and check their answers. Check answers with the class.

1 Juliet **2** Patrick
3 Juliet **4** Juliet
5 Patrick **6** Patrick
7 Juliet **8** Juliet

EXTRA IDEA

- Ask students to turn to Audio Script **CD3** ▶ **4**, SB p162. Play the recording and ask students to underline all the comparatives as they listen.

7 Focus students on the sentence stress in the example. Establish that *than* is not stressed after a comparative and is pronounced in its weak form /ðən/. Point out the schwa /ə/.
CD3 ▶ **5** **PRONUNCIATION** Play the recording. Students listen and repeat the sentences. Check students copy the sentence stress correctly and don't stress *than*.

8 Elicit from students where they think Patrick and Juliet went on holiday and why.
CD3 ▶ **6** Play the recording (SB p162). Students listen and check if they were right.
Check the answer with the class (Sharm El Sheikh).

Get ready ... Get it right!

9 Students work on their own and write five sentences comparing two friends or two family members. Encourage them to use the words/phrases in the box or their own ideas. Focus on the examples and remind students to use the comparative form of the adjectives and *than*. While they are working, check students' sentences for accuracy and help with any problems.

10 **a** Focus students on the speech bubble and drill the example. Point out that the example gives extra information about the person and encourage students to give more information about the people they chose in **9** if possible. Help students with new vocabulary if necessary. Put students into pairs. Students tell their partner about the people they chose.

b Finally, students tell the class two things about the people their partner chose. Encourage students to use complete sentences and give as much information as possible.

WRITING

Students choose two places they have been on holiday and write a comparison of the two places. They can use the place they wrote about in the Writing activity in lesson 9A, and one other place. Encourage students to use Audio Script **CD3** ▶ **4** (SB p162) as a model.

FURTHER PRACTICE

Ph **Class Activity** 9B Comparative pelmanism p182 (Instructions p147)
Extra Practice 9B SB p123
Workbook Lesson 9B p46

9C REAL WORLD A day out

Student's Book p76–p77

Real World deciding what to do
Vocabulary animals

QUICK REVIEW This activity reviews vocabulary for natural places. Students work on their own and write a list of all the words for natural places they know. Students compare lists in pairs. Students tell their partner about the last time they went to two of the places on their list. Ask students to share interesting information with the class.

Two places to go

1 **a** Students work in pairs and say which animals they know, then do the exercise in VOCABULARY 9.3 SB p147. Check answers with the class.
Point out the plural of *sheep* (*sheep*), *wolf* (*wolves*) and *mouse* (*mice*).
Model and drill the words and phrases. Pay particular attention to the pronunciation of *bird* /bɜːd/, *gorilla* /gə'rɪlə/ and the plural *wolves* /wʊlvz/.

VOCABULARY 9.3 1i 2k 3j 4f 5g 6h 7a 8e 9b 10l 11d 12c

b Students do the exercise on their own. Make sure they understand that some animals can go in more than one group.
While students are working, write the following headings on the board:
wild animals
farm animals
pets.

c Students work in pairs and compare their answers. Check answers with the class. Write them under the headings on the board. Ask students to say which words go under each heading, and discuss which animals can go in more than one group with the class.

Possible answers
wild animals: lion; tiger; monkey; wolf; snake; bird; gorilla
farm animals: chicken; cow; sheep
pets: rabbit; mouse; snake; bird

d Students work in the same pairs and add other animals that they know to the groups.
Check answers with the class and add the animals to the groups from **1c** on the board.

2 **a** Pre-teach *a day out* (a day away from home to have fun).
Focus students on the photos and the articles. Establish that these are two places that people in England often go to for a day out.
Use the photos to pre-teach *safari park* and *zoo*.
Students read the articles. Elicit which place students find more interesting and why.

b Give students time to read the questions about Longleat and Regent's Park.
Students read the articles again and answer the questions. This gives students practice in scanning a text for specific information. Set a time limit of three or four minutes.

EXTRA IDEA

- Do **2b** as a jigsaw reading. Divide the class into two groups, group A and group B. Students in group A read about Longleat and answer questions 1–4 and students in group B read about Regent's Park and answer questions 5–8. Put one student from group A with a student from group B. Students work in pairs and swap information.

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

1 By car. 2 Monkeys, wolves, lions and tigers. 3 Yes, you can. 4 On an island in the middle of the lake. 5 In 1828. 6 No, it isn't. 7 Six. 8 The Boathouse Café.

What would you like to do?

3 **a** Set the context by telling students that the Wilson family are trying to decide where to go for a day out. Focus students on the places a–f.
VIDEO 9 CD3 7 Play the video or audio recording (SB p162). Students watch or listen and put places a–f in order. They should also watch or listen for which place the family decides to go to.
Check answers with the class.

a4 b2 c3 e5 f6
They decide to go to Longleat.

b Give students time to read sentences 1–7, then play the video or audio recording again. Students decide if the sentences are true or false.
Students check answers in pairs. Check answers with the class.

1T 2T 3T
4F 5F
6T 7F

EXTRA IDEA

- Write out the true sentences from **3b** as gapped sentences: *1 The Wilson family went to ... last weekend. 2 Josh's parents want to go to ... . 3 Josh's sister works ... every weekend. 6 Josh went to ... last year.* Students complete the sentences. Play the video or audio recording again for students to check their answers.

REAL WORLD Deciding what to do

4 **a–b** Focus students on the table in **4a** and point out that *would like* is more polite than *want*.
Pre-teach the phrase *something else* and point out that we say *I want to do something else*, not ~~*I want to do another thing*~~. Highlight that we use *I'd rather* to say *I want to do this more than something else*.
Students do the exercises on their own or in pairs.
Check answers with the class.

- After *would rather* we use the infinitive (*go*, *do*, etc.).
- After *would like* and *want* we use the infinitive with *to* (*to go*, *to do*, etc.).
- Use the example in the table to remind students of the word order in questions with *would like*: question word + *would* + subject + *like* + infinitive with *to*.
- Note that throughout **face2face** we refer to *go*, *do*, etc. as the infinitive and *to go*, *to do*, etc. as the infinitive with *to*.

5 Focus students on the examples. Remind students of the pronunciation of *would you* /wʊdʒə/ and *I'd* /aɪd/. Also highlight the sentence stress in the examples.
CD3 ▶ 8 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Encourage students to copy the stress, and the pronunciation of *would you* and *I'd*.

6 **a** Tell students to imagine that they have a day off and want to do something together. Focus students on question 1 and the speech bubbles. Drill the conversation with the class.
Put students into pairs, student A and student B. Point out that student A speaks first in question 1 and student B speaks first in question 2.
Students work in their pairs and take turns to suggest plans for their day off. Their partners respond as shown.
While they are working, monitor and correct any mistakes you hear.

b Students work in the same pairs and take turns to make three more suggestions of their own. Students can respond in any way they wish.
Students role-play the conversations for the class.

7 **a** Ask students to choose a place near where they are now for a day out. Students think of three reasons why they want to go there.

b Students work in groups of three. If you have extra students, have one or two groups of four.
Focus students on the phrases in the box. Tell students that they should decide on these things during their conversation. Use the speech bubbles to remind students how we ask people what they want to do and how we say what we want to do.
Students work in their groups and plan a day out together. While students are working, monitor and help with any problems.

c Each group tells the class about their day out. Encourage students to use *We'd like to …* when reporting what they have decided.
Finally, find out if any students want to go to the same place and which is the most popular place.

WRITING

Students research and write about another place in the UK they would like to visit. Encourage them to use the texts on Longleat and Regent's Park as a model. At the end of their text they say why they'd like to visit this place.

FURTHER PRACTICE

Ph **Vocabulary Plus** 9 Mammals, birds and insects p209 (Instructions p199)
Ph **Study Skills** 4 Recording vocabulary p236 (Instructions p231)
Ph **Extra Reading** 9 A zoo with a difference p226 (Instructions p216)
Extra Practice 9C SB p123
Workbook Lesson 9C p48

9D VOCABULARY AND SKILLS

Time for a change

Student's Book p78–p79

Vocabulary verb patterns (*like doing*, *would like to do*, etc.)
Skills reading: a magazine article

QUICK REVIEW This activity reviews comparatives. Students write a list of eight adjectives on their own. Students compare their lists in pairs then take turns to say an adjective from their list. Their partner says a sentence using the correct comparative form of the adjective.

1 Focus on the title of the article and establish that we say this when we aren't happy with what we have and think that something else would be better. It is short for 'the grass is always greener on the other side of the fence'. Ask students if they have a similar expression in their own language.

Remind students that *in the country* means in the countryside outside cities and towns (not England, Spain, Germany, etc.). Check students understand *move house* (go to live in a new house or flat).
Students discuss the questions in groups.
Ask students to share interesting answers with the class.

2 Students work in the same groups and discuss which sentences they agree with, giving reasons if possible.
Ask students to share interesting ideas with the class.
Encourage students to give reasons for their answers.
Find out how many students would prefer to live in the city or the country.

EXTRA IDEA

- Before students work in groups, write these expressions for agreeing and disagreeing on the board: *I think (that's true). Me too. I'm not sure. Oh, I don't. I don't think (that's true). Me neither. Oh, I do.* Encourage students to use them when discussing the sentences in **2**.

3 **a** Focus students on the photos of Neil Price and his family, and Barry Robson.
Students work in pairs and decide which person, Neil or Barry, agrees with the sentences in **2**.

b Students read the article and check their answers.

Neil agrees with sentences 1, 3 and 6. Barry agrees with sentences 2, 4 and 5.

4 **a** Pre-teach *teenager* and point out that the stress is on the first syllable, not the second. Also pre-teach *the cost of living* (the amount of money we need to live in a place) and point out that we don't say ~~*the cost of life*~~. Students read the article again and answer questions 1–8.

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

1 A month ago. **2** Because he wants an easier life and he'd like to spend more time with his family. **3** Once a week, on Sundays. **4** No, they don't. **5** Yes, it was. **6** No, he hasn't. **7** No, he probably doesn't, because it's noisy at night. **8** In the country./In a little place in the mountains.

EXTRA IDEA

- With a strong class, students can write six more sentences comparing life in the city and in the country. Encourage them to think of things like sports, social life, houses, etc. While students are working, monitor and make sure they aren't just repeating the sentences in **2**. Ask students to share their ideas with the class.

HELP WITH VOCABULARY Verb patterns (*like doing, would like to do*, etc.)

5 **a** Focus students on the examples. Elicit that *like* is followed by verb+*ing* and *would like* is followed by the infinitive with *to*. Use these examples to establish that some verbs are often followed by a particular verb form.

b–c Students do **5b** on their own by referring back to the article, then check in VOCABULARY 9.4 SB p148.
Check answers with the class.

- *like*, *enjoy*, *love*, *stop* and *hate* are followed by verb+*ing*.
- *would like*, *decide*, *want*, *need* and *would love* are followed by the infinitive with *to*.
- Highlight the difference between *like/love*, which are followed by verb+*ing* and *would like/love*, which are followed by the infinitive with *to*.
- Point out that all these verbs can also be followed by a noun (*You don't need **a car**.*) or a pronoun (*He hates **it**.*).
- Tell students that we can also use the infinitive with *to* after *like*, *love* and *hate* (*Teenagers like **to go** out.*, etc.), and that this form is common in American English. In British English these verbs are usually followed by verb+*ing*.

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

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

2 getting up **3** to buy **4** playing **5** to find **6** to go out **7** to leave **8** to go **9** visiting **10** smoking

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

2 travelling **3** going to **4** to buy **5** watching **6** to be

b Focus students on the example and show how this is the question form of sentence 1 in **7a**.
Students work on their own and make questions with *you* for the other sentences in **7a**, then add two more questions of their own. Make sure they write one question with *like* and one with *would like*.
While students are working, check their questions for accuracy and help with any problems.
Check answers with the class.
Drill the questions, focusing on the weak forms of *do you* /djə/ and *would you* /wʊdʒə/.

2 Do you like travelling by train? **3** Do you like going to the cinema? **4** Would you like to buy a new computer? **5** Do you like watching football on TV? **6** Would you like to be famous?

c Students work in pairs and take turns to ask and answer the questions. Encourage students to give reasons and to ask follow-up questions where possible.
Finally, ask students to share interesting answers with the class.

EXTRA IDEA

- Focus students on questions 1, 4 and 6 from **7b**. Students do a class survey to find out how many people would like to do or be each of these things. Ask students which is the most popular idea.

WRITING

Students research information about a famous person or somebody they know well. They should find out about their likes and dislikes then write a short text describing what they like and don't like doing. Encourage students to use the verbs in **7a** and other verbs, for example *enjoy*, *love*, *hate*.

FURTHER PRACTICE

Ph **Class Activity** 9D Blockbuster p183 (Instructions p147)
Extra Practice 9D SB p123
Workbook Lesson 9D p49
Workbook Reading and Writing Portfolio 9 p80
Progress Test 9 p251

HELP WITH PRONUNCIATION

Silent letters

1 **a** Focus students on the words and point out the letters in brackets. Make sure students understand silent letters are letters that we see in a word, but that we don't pronounce.
CD3 ▸ **9** Play the recording. Students listen and notice the silent letters (shown in brackets in the words).

b Play the recording again. Students listen again and repeat the words.

2 **a** Students do the exercise on their own. Encourage students to say the words out loud to help them decide which letters are silent.

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

2 i(s)land **3** fr(i)end **4** veg(e)tables
5 b(u)ilding **6** t(w)o **7** san(d)wich
8 (h)our **9** bre(a)d **10** diff(e)rent
11 w(h)ite **12** ha(l)f

c CD3 ▸ **10** Play the recording. Students listen and repeat the words. Check they don't pronounce the silent letters.

3 **a** CD3 ▸ **11** Play the recording (SB p163). Students listen and write the words.

b Students compare their spelling in pairs.
When they are confident they have spelled all the words correctly, ask them to put brackets round the silent letters.

c Students turn to Audio Script CD3 ▸ **11** SB p163 to check their spelling. Check answers with the class.
Finally, ask students to say the words to the class. Check students say the words correctly and praise good pronunciation.

2 mount(a)in **3** We(d)nesday **4** ans(w)er
5 (w)rong **6** pos(t)card **7** fr(i)endly **8** bre(a)kfast

continue2learn

Focus students on the *continue2learn* section on SB p79.
See p36 for ideas on how to exploit this section.

Extra Practice 9

See p36 for ideas on how to exploit this section.

9A
1 **2** hire **3** go to **4** stay **5** travel **6** go **7** go **8** go on **9** hire **10** have **11** go on **12** have
2 **2** to watch **3** to study **4** to meet **5** to chat **6** to buy **7** to tell

9B
3 **2** a wood **3** an island **4** a forest **5** a mountain **6** a hill **7** a lake **8** a river **9** the countryside **10** the desert
4 **2** Stockholm is safer than New York. **3** Mumbai is bigger than Paris. **4** India is cheaper than Australia. **5** Tokyo is more expensive than Bangkok. **6** São Paulo is hotter than Montreal. **7** Beijing is more crowded than Berlin. **8** Spain is smaller than Argentina. **9** Mexico City is busier than Quito. **10** Public transport in London is better than public transport in Los Angeles.

9C
5 **2** lion **3** snake **4** mouse **5** chicken **6** rabbit **7** cow **8** gorilla **9** monkey **10** tiger **11** sheep **12** wolf
6 **2** to go **3** go **4** do **5** to go **6** go **7** go **8** to drive **9** take

9D
7 **2** to finish **3** watching **4** watching **5** to go **6** flying **7** going **8** watching **9** to leave **10** to do

Progress Portfolio 9

- See p37 for ideas on how to exploit this section.

10A Stay fit and healthy

Student's Book p80–p81

Vocabulary verb phrases; frequency expressions
Grammar imperatives; *should/shouldn't*

QUICK REVIEW This activity reviews verb patterns. You can give students a few moments to think of ideas before they do the activity in pairs. Ask students to share interesting answers with the class.

Vocabulary and Speaking Verb phrases

1 **a** Students work in pairs and match the verbs to the words/phrases, then check in VOCABULARY 10.1 SB p149. Check answers with the class.
Highlight that *get* in the phrases *get fit* and *get stressed* means *become*.
Point out that we *do exercise*, not ~~*make exercise*~~ and that *exercise* is uncountable in this context (*I do some exercise every day.*).
Highlight that we say *take the lift* in British English and *take the elevator* in American English. Also point out that we say *carry the groceries* rather than *carry the shopping* in American English. Highlight that we can also say *take a bath/a shower* instead of *have a bath/a shower*, but this is more common in American English.
Model and drill the phrases. Pay particular attention to the pronunciation of *stressed* /strest/, *shower* /'ʃaʊə/ and *escalator* /'eskəleɪtə/. Point out that *stressed* is one syllable, not two.
Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

spend time/money; carry the shopping/the bags; wash the windows/the car; have a bath/a shower; do the housework/some exercise; get on/off a bus/a train

b Students work in pairs and take turns to test each other on the verb phrases as shown in the speech bubbles.

2 **a** Focus students on the list. Students do the activity on their own.

b Students work in pairs and take turns to tell each other about the people they chose in **2a**. Encourage them to ask follow-up questions, for example *Does he/she walk to work every day? What sport does he/she do?* etc.
Ask pairs to share interesting information with the class.

Reading and Speaking

3 **a** Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the article and exercises that follow. The vocabulary is not in the Language Summaries in the Student's Book.
Focus on the adjective *healthy*. Elicit its opposite *unhealthy* and the noun *health* /helθ/.
Model and drill the words. Highlight the pronunciation of *survey* /'sɜːveɪ/ and *calorie* /'kæləri/.

b Check students understand *tip* (a small piece of useful advice), *top tip* (the best advice) and *membership* (paying to belong to a group or to somewhere like a gym). Students read the first paragraph of the article. Give them one minute to do this to encourage them to read for gist.
Ask students to say which headline is the best one for the article (Get Fit For Free).

c Focus students on the pictures and the tips in the article.
Students do the activity on their own or in pairs. Check answers with the class.

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

d Students discuss the questions in groups. Ask groups to share interesting information with the class.

EXTRA IDEA

- Students could work in pairs or groups to put the tips in the article in order from the one they think is the most useful to the one they think is the least useful. Ask them to give reasons for their order.

HELP WITH GRAMMAR Imperatives

4 Check students understand *give advice* and point out that in English *advice* is an uncountable noun. We say *Can you give me some advice?* not ~~*Can you give me an advice?*~~. We use the phrase *a piece of advice* not ~~*an advice*~~ (*Let me give you a piece of advice.*).
Students do the exercise on their own.

- Point out that the positive imperative is the same as the infinitive (***Walk** up and down stairs.*).
- We make the negative imperative with *don't* + infinitive (***Don't take** lifts.*).
- Highlight that we use the imperative to give very strong advice and only use it when we're giving advice to people we know well.
- We also use the imperative to give orders (***Go** home!*) and instructions (***Don't write** anything.*).

5 **a** Students work on their own and write five tips on how to stay fit and healthy. Focus students on the examples and ask them to identify the imperatives before they start (*Don't watch …* and *Eat …*).
While students are working, check their sentences for accuracy and help with any problems.

b Put students into groups. Students compare their sentences and choose their top five tips.
Ask each group to share their top tips with the class. You can ask the whole class to decide on the top five tips from everyone's lists.

EXTRA IDEA

- Students work in groups and make a poster with the heading 'Top Tips for Staying Fit and Healthy!'. You can display the posters around the class for other students to read.

HELP WITH VOCABULARY
Frequency expressions

6 Focus students on the phrases in bold in the article. Students do the exercise on their own or in pairs.
While they are working, draw the tables on the board so that you are ready to check their answers.
Check answers with the class.

- Check the tables with the class (see the tables in VOCABULARY 10.2 ▸ SB p149). Point out that we can say *once a day*, *once a week*, *once a month*, etc.
- Point out that we don't use the indefinite article *a* with *every*. We say *once a day* but *every day* not ~~*every a day*~~, etc.
- Elicit other phrases with *once*, *twice*, *three times*, *every*, etc. that are not in the table (*once a minute*, *every ten years*, etc.).
- Drill *once* /wʌns/ and *twice* /twaɪs/ with the class and highlight that we say *twice*, not ~~*two times*~~.
- Point out that we use *How often … ?* to ask about frequency: A *How often do you go to the gym?* B *Three times a week*. Although *How often … ?* is most commonly used with the Present Simple, we also use it with the Past Simple.
- Remind students of the word order in Present Simple and Past Simple questions: question word + auxiliary + subject + infinitive + … .

7 **a** Students find and underline all the frequency expressions in the article, then compare answers in pairs.

every year; every minute; every minute; once a week; three times a week; every three minutes; twice a week

b Students do the activity in the same pairs. Use the speech bubbles to illustrate the type of questions and answers students should use before they start.
While students are working, correct any mistakes and help with any problems.

Listening

8 **a** Focus students on the photo. Ask where Mrs Lee is (at the doctor's) and if the students think she's fit and healthy. Check students understand *heart*.

CD3 ▸ **12** Play the recording (SB p163). Students listen and decide if Mrs Lee is fit and healthy or not, noting down reasons where possible.
Check answers with the class.

Mrs Lee's not very fit and healthy. She doesn't do much exercise, she eats things like pizzas and sausages and she eats too many biscuits.

b Give students time to read the questions. Check students understand that *weigh* /weɪ/ in question 1 is a verb and *weight* is a noun.
Play the recording again. Students listen and answer the questions. Students can check answers in pairs.
Check answers with the class.

2 Once or twice a month. **3** Last March. **4** Three times a month. **5** Pizzas, sausages and biscuits. **6** She shouldn't eat so many pizzas and biscuits. She should eat more fruit and vegetables. She should do some exercise three times a week. She should get a dog and take it for walks twice a day.

EXTRA IDEAS

- With a weaker class you can write the answers to **8b** on the board. Students listen and match the answers to the questions.
- Students turn to Audio Script CD3 ▸ **12** (SB p163) and find and underline all the frequency expressions in the conversation.

HELP WITH GRAMMAR *should/shouldn't*

9 Focus students on the examples and tell students that we use *should* and *shouldn't* to give advice.
Students work on their own and choose the correct words in the rules.
Check answers with the class.

- We use ***should*** to say something is a **good** thing to do.
- We use ***shouldn't*** to say something is a **bad** thing to do.
- After *should* and *shouldn't* we use the **infinitive**.
- Highlight that *should/shouldn't* is more common than the imperative for giving advice.
- Point out that to ask for advice we often say: *What should I do?*.
- Also tell students that when giving advice we often use *I (don't) think …* to make our advice sound less direct: *I (don't) think you should buy it.*

10 **a** Focus on the photo of Mrs Lee at the doctor's again. Tell students that the doctor gave Mrs Lee more advice.
Students do the exercise on their own, then check their answers in pairs. Check answers with the class.

1 should **2** shouldn't **3** should **4** shouldn't **5** should **6** shouldn't

b CD3 ▸ 13 Play the recording and ask students to check their answers.
PRONUNCIATION Play the recording again. Students listen and repeat the sentences. Point out that *should* is not stressed, but *shouldn't* is stressed as it is a negative auxiliary. Check students copy the stress correctly.

Get ready … Get it right!

11 Put students into groups of three, student A, student B and student C. Student As turn to SB p108, student Bs turn to SB p113 and student Cs turn to SB p114. Check they are all looking at the correct exercise.

a Students work on their own. They read their problems, check they understand them, then write one more problem of their own.
While students are working, check the problems they have written and help with any vocabulary.

b Use the speech bubbles to remind students how to ask for and give advice.
Students work with the other two students and take turns to ask for and give advice. Students decide which is the best piece of advice for each problem. Ask students to make a note of this advice so that they can share it with the class at the end of the activity.

While students are working, monitor and help with any problems.
Finally, ask students to share the best piece of advice for each problem with the class.

WRITING

- Students work in pairs or groups and write five more pieces of advice for Mrs Lee. While students are working, check their sentences for accuracy and help with any problems. Ask students to share any interesting advice with the class.
- For homework you can ask students to write the conversation between Mrs Lee and the doctor, giving the new pieces of advice.

FURTHER PRACTICE

Ph **Class Activity** 10A Something in common p186 (Instructions p147)
Extra Practice 10A SB p124
Workbook Lesson 10A p50

10B What's she like?

Student's Book p82–p83

Vocabulary appearance; character
Grammar questions with *like*

QUICK REVIEW This activity reviews *should/shouldn't* and clothes vocabulary. Students work on their own and write all the words for clothes they know, then compare lists in pairs. Students then discuss what clothes people should and shouldn't wear to the three different occasions. Ask students to share interesting information with the class.

Vocabulary and Speaking

Appearance

1 **a** Focus students on photos A–D. Students look at the photos for one minute and try to remember the people and their clothes.

b Tell students to close their books. Students work in pairs and take turns to describe what the people are wearing in photos A–D.
Students can then open their books again and check the descriptions.
Ask confident students to describe the four people's clothes for the class.

Lily is wearing a yellow shirt and black trousers. Jake is wearing a blue T-shirt and jeans. Pete is wearing a black top and jeans. Zoë is wearing an orange top and jeans.

2 **a** Teach *appearance* and drill this with the class.
Students work in new pairs and say which word/phrases they know, then check new words in VOCABULARY 10.3 ▸ SB p149.
Check the following points with the class.

- We use *middle-aged* to describe people who are in the middle of their life. Nowadays many people use this phrase to describe people in their late forties and fifties.
- *Overweight* is a more polite word for *fat*. Tell students that calling someone *fat* is quite rude.
- *Thin* usually has a negative connotation (for example, when you're ill) whereas *slim* has a positive connotation and is seen as an attractive quality.

- *Beautiful*, *attractive* and *good-looking* all have very similar meanings. We usually use *beautiful* for women, *good-looking* for men and *attractive* for both men and women.
- We use *Asian* to describe someone from Asia. In the UK *Asian* usually refers to people of Indian, Pakistani or Bangladeshi origin. In the USA *Asian* usually refers to people of Japanese, Chinese and South Korean origin. British people usually refer to people from these countries by their nationality.
- The word *hair* is uncountable when it refers to all the hair on your head. We say *long hair* not ~~*long hairs*~~ and *long dark hair* not ~~*dark long hair*~~.

Model and drill the words. Pay particular attention to the pronunciation of *middle-aged* /mɪdl'eɪdʒd/, *overweight* /əʊvə'weɪt/, *Asian* /'eɪʒən/, *bald* /bɔːld/, *fair hair* /feə heə/, *blonde* /blɒnd/, *beard* /bɪəd/ and *moustache* /mə'stɑːʃ/. Also point out the stress on *middle-aged* and *good-looking*.

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

We use the words in group B with *have got*. We use the words in group A with *be*.

3 **a** Students work on their own and choose one of the people in photos A–D.
Students write a description of that person on a piece of paper, using vocabulary from **2a** and their own ideas. They should not write the person's name.
While students are working, check their descriptions for accuracy and help with any problems.

b Put students into pairs. Students swap papers, read their partner's description and guess who the person is.
Students then try to correct any mistakes in their partner's description. Monitor and help as necessary.
Students give back the descriptions to their partner and discuss any mistakes and suggested corrections. Monitor and help students with problems.

Listening

4 **a** Focus students on the photo of Leo and Tina. Establish that they work for an advertising agency. Ask students what they are doing (trying to choose a person for a poster to advertise a new chocolate bar called *Break*).
Ask students who they think should be on the poster and why.
CD3 ▸ 14 Play the recording (SB p163). Students listen and put the people in photos A–D in the order that they are talked about.
Check answers with the class.

1 Pete 2 Jake 3 Zoë 4 Lily

b Play the recording again. Students listen and make notes on how Leo and Tina describe each person.
You can pause the recording briefly after each person if your students need more time to make notes.

EXTRA IDEA

- Half the class make notes on Pete and Zoë and the other half of the class do the same for Jake and Lily.

c Students work in pairs and compare answers. Check answers with the class.
Ask the class to predict who they think Leo and Tina will choose and why.

Pete: friendly, the type of person who buys a lot of chocolate, a bit overweight
Jake: tall, very good-looking, long hair
Zoë: slim, long dark hair, very attractive/beautiful
Lily: older, attractive, looks very friendly and happy

d CD3 ▸ 15 Play the recording of the end of Leo and Tina's conversation (SB p163). Students listen to find out who they chose and why.
Check the answer with the class and ask students to explain Leo and Tina's reasons for their choice.

Zoë because: women buy more chocolate than men
she's slim (which is what people want to be)
she's young (and people always think they're young themselves)

Vocabulary and Speaking

Character

5 **a** Teach *character* /'kærɪktə/ and *promise*, and check students remember *present*. Drill these words with the class and contrast *character* with *appearance*.
Students work on their own and tick the sentences that are true for them.

b Students compare answers in pairs and find out how many of their answers are the same.

6 **a** Students work on their own or in pairs and match the words in the box to the sentences in **5a**. Students check in VOCABULARY 10.4 ▸ SB p149.
Check answers with the class. Tell students we use the verb *be* with these adjectives, not ~~*have*~~: *I'm a bit shy*. not ~~*I have a bit shy*~~.
Highlight that we can use *funny* to describe a book, TV programme, etc. You can point out that *funny* also means *strange* or *unusual* (*Can you hear a funny noise?*).
Model and drill the words. Pay particular attention to the pronunciation of *generous* /'dʒenərəs/, *kind* /kaɪnd/ and *reliable* /rɪ'laɪəbl/. Highlight the stress is on the second word in *hard-working* /hɑːd 'wɜːkɪŋ/.

2 lazy 3 kind 4 funny 5 selfish 6 outgoing
7 reliable 8 shy 9 generous

b Students do the activity in groups. You can give students a minute or two to think of ideas on their own before putting them in groups.

Ask students to share interesting information about their family with the class.

EXTRA IDEA

- If you have a strong class, teach the opposites to some of the adjectives in **6a**: *hard-working/lazy*, *generous/mean*, *shy/outgoing* or *self-confident*, *kind/unkind*, *selfish/unselfish*, *reliable/unreliable*. Point out the prefix *un-* on these last three opposites, and that *funny* doesn't have an opposite (we say *He's not very funny.*).

Listening and Speaking

7 Refer students back to the picture of Leo and Tina. Tell students that Leo and Tina are talking three weeks later.
Give students time to read questions 1–3 and answers a–c before they listen.
CD3 ▶ **16** Play the recording (SB p163). Students listen and match the questions to the answers.
Check answers with the class and ask students who Leo's new girlfriend is.

1c 2b 3a Leo's new girlfriend is Zoë.

EXTRA IDEA

- Ask students to try and match the questions and answers before they listen. Then play the recording for students to listen and check.

HELP WITH GRAMMAR Questions with *like*

8 Students do the exercise on their own. Check answers with the class.

- We use ***What's he/she like?*** to ask for a general description of a person. We often use this question when we don't know the person. The answer can include character and physical appearance.
- Point out that *What's* in this question is a contraction of *What is*.
- We use ***What does he/she look like?*** to ask about physical appearance only.
- We use ***What does he/she like doing?*** to ask what people enjoy doing in their free time.
- Highlight the **TIP** and point out that the question *How is he/she?* asks about health, not personality: A *How's your mum?* B *She's fine, thanks.*
- Highlight that we don't use *like* in answers to questions with *What's he like?* and *What does she look like?*: A *What's he like?* B *He's kind*. not ~~*He's like kind*~~. A *What does she look like?* B *She's very tall*. not ~~*She's like very tall*~~.
- You can also teach students that we can ask *What … like?* questions about places: *What's Venice like? It's very beautiful.*

HELP WITH LISTENING Sentence stress (3)

This *Help with Listening* section reviews sentence stress, highlighting the fact that we stress the important words in questions.

9 **a** Focus students on the example questions.
CD3 ▶ **17** Play the recording. Students listen and notice the stressed words. Elicit which words are stressed (the question words and the important words).

b CD3 ▶ **16** Ask students to turn to Audio Script CD3 ▶ **16**, SB p163. Play the recording again. Students listen, read and follow the stress.

10 **a** Students do the exercise on their own, then check their answers in pairs.

b CD3 ▶ **18** Play the recording (SB p163). Students listen and check their answers. Check answers with the class.
PRONUNCIATION Play the recording again. Students listen and repeat the questions. Check students copy the stress and intonation correctly.

2 What does she look like? 3 What's he like?
4 What does she like doing? 5 What does he look like? 6 What are they like?

Get ready … Get it right!

11 Students work on their own and write the names of three friends on a piece of paper.
Give students a few minutes to plan how they can describe these people's character, appearance and things they enjoy doing in their free time. Students should not write this information on their paper.

12 **a** Students work in pairs and swap papers. Students take turns to ask and answer the questions in **7** about the people on their partner's paper. Encourage students to ask follow-up questions where possible.
While students are working, monitor and help with any problems.

b Students choose one of their partner's friends they would like to meet.
Finally, ask students to share their choices with the whole class. Encourage students to give reasons for their choices.

EXTRA IDEA

- You can demonstrate the *Get ready … Get it right!* activity yourself first by writing the names of three of your friends on the board and inviting students to ask you about them.

WRITING

Students write six character descriptions for the three friends they chose in **11** and their partner's friends.

FURTHER PRACTICE

Ph **Class Activity** 10B Who's Alex? p187 (Instructions p148)
Ph **Extra Reading** 10 A personality questionnaire p227 (Instructions p216)
Extra Practice 10B SB p124
Workbook Lesson 10B p51

10C REAL WORLD I feel ill

Student's Book p84–p85

Real World talking about health
Vocabulary health problems; treatment

QUICK REVIEW This activity reviews ways of describing people's appearance and character. Give students two minutes to think of two famous people and what they know about them (appearance, character, job, age, nationality, etc.). Put students into pairs. Students take turns to describe their famous people. Their partner must guess who they are.

What's the matter?

1 Focus students on the picture. Ask students where the people are (in a doctor's waiting room) and why they're there (they're ill).
Students work on their own and try and match sentences 1–8 to the people A–H. Students check their answers in pairs. Check answers with the class.

2D 3C 4A 5G 6F 7H 8E

EXTRA IDEA

- If you have a class of beginners and you don't think they know the parts of the body, do the Vocabulary Plus worksheet, 10 Parts of the body p210 (Instructions p200) before starting the lesson.

2 **a** Focus students on the table and the examples. Students do the exercise in pairs, then check in VOCABULARY 10.5 SB p149.
Check answers with the class. Highlight these points.

- We always use the indefinite article *a* with *headache* (*I've got a headache.*), but we can say *I've got a stomach ache/a toothache.* or *I've got stomach ache/toothache.* You can also teach *I've got backache.* (not ~~*I've got a backache*~~.).
- *I've got a temperature.* means *I've got a high temperature.*
- *I've got a cold.* means *I'm ill.*, while *I'm cold.* means *I'm not warm.*
- We can say *I feel ill/sick/better.* or *I'm ill/sick/better.*, but not ~~*I'm terrible*~~.
- *I'm sick* can also mean the same as *I'm ill.* In American English *sick* is more common: *I can't come to work today. I'm sick.* In British English *I feel sick.* usually means *I want to be sick.*

I've got: a headache, toothache, a sore throat, a cold, a cough, a temperature. **I feel:** terrible, sick, better. **My** arm, foot, leg **hurts**.

b CD3 ▸ 19 PRONUNCIATION Play the recording (SB p163). Students listen and repeat the sentences. Check students are pronouncing the following words correctly: *stomach ache* /ˈstʌməkeɪk/, *headache* /ˈhedeɪk/, *toothache* /ˈtuːθeɪk/, *sore throat* /sɔː ˈθrəʊt/, *cough* /kɒf/ and *temperature* /ˈtemprətʃə/. Point out that *temperature* is three syllables, not four.

EXTRA IDEA

- Students work in pairs and test each other on the phrases in **2a**, for example one student says *a cough*, and the other student says *I've got a cough.* While students are working, monitor and check their pronunciation.

Get well soon

3 **a** Students do the exercise in pairs, then check in VOCABULARY 10.6 SB p150. Check answers with the class.
Check students understand the following new words/phrases: *take the day off*, *painkillers*, *cough medicine*, *the dentist*, *antibiotics*. Highlight that we usually use *medicine* to describe a liquid, and *pills* or *tablets* to describe painkillers, antibiotics, etc.
Also point out that we say *go home*, not ~~*go to home*~~.
Model and drill the phrases. Pay particular attention to the pronunciation of *cough medicine* /ˈkɒf medsən/ and *antibiotics* /æntɪbaɪˈɒtɪks/, and the stress on *painkillers*.

go: home, to the doctor, to the dentist
stay: in bed **take:** some painkillers, some cough medicine, some antibiotics

b Drill the sentences in the speech bubbles to highlight the language students need to do the exercise.
Students do the activity in groups. Encourage them to use phrases from **2a** and **3a** in their conversations.
While students are working, check for accuracy and help with any problems.
Ask students to share interesting answers with the class.

4 **a** Focus students on the photos of Rachel and Simon and Tim and Emily. Point out that these are the same people from lesson 5C. Ask who looks ill in the photos (Simon and Emily).
VIDEO ▸ 10 CD3 ▸ 20 Play the video or audio recording (SB p163–p164). Students watch or listen to the two conversations, find out what's wrong with Simon and Emily and if they are going to the meeting.
Check answers with the class.

Simon: he's got a terrible stomach ache.
Emily: she's got a headache and a sore throat.
They aren't going to the meeting.

b Focus students on the things Rachel or Tim say, then play the video or audio recording again. Students watch or listen again and decide who says each thing. Play the video or audio recording again if necessary.
Students check answers in pairs. Check answers with the class.

2 T 3 T 4 R 5 T 6 R 7 R 8 R 9 T 10 T

EXTRA IDEA

- Write the lines from each of the conversations in Video and Audio Script CD3 ▸ 20 (SB p163–p164) onto separate pieces of paper. Don't give the speaker's names. Divide the class into two groups. Give one group the complete set of lines for conversation 1 and the other group the complete set of lines for conversation 2. Ask them to put the lines in the correct order. Give students a time limit of two minutes. Play the video or audio recording for students to check their answers.

REAL WORLD Talking about health

5 Focus students on the table and check they understand the headings. Teach and drill *sympathy* /'sɪmpəθi/.
Students cover **4b** and do the exercise on their own.
Check answers with the class.

- 2 alright 3 What's 4 matter 5 dear 6 hope 7 better 8 Get 9 don't 10 shouldn't 11 should 12 off
- Point out that *Why don't you … ?* is followed by the infinitive. This phrase is a less direct way to give advice than *should/shouldn't* or the imperative.
- You can also teach the expression *Get well soon*.

HELP WITH LISTENING Being sympathetic

This *Help with Listening* section helps students to recognise sympathetic intonation patterns in English.

6 **a** Check students understand *sympathetic*, which is a false friend in some European languages. In English it can only be used to describe someone who is being kind to a person who is ill or has a problem. We usually use *nice* to describe friendly/kind people in general.
Establish that intonation is very important if we want to sound sympathetic.
CD3 ▸ 21 Focus students on the example. Play the recording. Students listen and notice the sympathetic intonation pattern when the question is said for the second time.

b CD3 ▸ 22 Play question 1 on the recording to show students that **a** sounds sympathetic, but **b** does not.
Play the rest of the recording. Students listen and circle the sentence that sounds sympathetic, **a** or **b**.
Play the recording again, pausing after each pair of phrases to check students' answers.

2b
3a
4b
5a
6b

7 CD3 ▸ 23 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Check students are copying the intonation patterns correctly. Repeat the drill if necessary.

8 Students look at Video and Audio Script VIDEO ▸ 10 CD3 ▸ 20 (SB p163–p164) and choose one of the conversations. Students work in pairs and underline all the phrases from **5**. Students practise the conversation, then change roles and practise it again. You can ask one or two pairs to role-play the conversation for the class.

EXTRA IDEA

- Do one of these conversations as a *Dialogue Build* (see p25).

9 **a** Check students understand *illness*.
Give students a few moments to choose an illness from **2a**.
Students move around the room and have conversations with other students, or talk to students sitting near them. Remind students to use all the phrases from **5** in their conversations.
While students are working, monitor for accuracy and help with any problems.

b Finally, students take turns to tell the class their illnesses and the advice other students gave them. Each student can decide what the best advice was.

WRITING

Students write a conversation about illnesses. They should offer advice and be sympathetic, using as many phrases as possible from **5**. When they have finished, students swap conversations with another student to check for errors, then give feedback to their partner.

FURTHER PRACTICE

Ph **Vocabulary Plus** 10 Parts of the body p210 (Instructions p200)
Ph **Class Activity** 10C Health crossword p189 (Instructions p148)
Extra Practice 10C SB p124
Workbook Lesson 10C p53

10D VOCABULARY AND SKILLS

Winter blues

Student's Book p86–p87

Vocabulary seasons; weather; word building
Skills reading: a magazine article

QUICK REVIEW This activity reviews health problems and treatment. Give students a few moments to think of some illnesses, referring to lesson 10C if necessary. Put students into pairs. Students take turns to mime the illnesses. Their partner guesses what's wrong and gives advice. You can demonstrate this activity by miming one or two illnesses for the class before they start.

1 **a** Students do the exercise on their own or in pairs, then check in VOCABULARY 10.7 SB p150. Check answers with the class.
Point out that we use *in* with seasons: *in (the) winter*.
Note that for some countries we talk about *the monsoon/rainy/dry season*.
Highlight the American English word *fall* for *autumn*.
Model and drill the words. Highlight the pronunciation of *autumn* /'ɔːtəm/. Also drill *season* /'siːzən/ with the class.

A spring B summer
C autumn D winter

b Students work in pairs and discuss which is their favourite season. Ask students to share interesting answers with the class.

2 **a** Pre-teach the vocabulary. Model and drill the words. Highlight the pronunciation of *depressed* /dɪ'prest/ and *scientist* /'saɪəntɪst/ and point out that *depressed* is two syllables, not three.

b Focus students on the title of the article and the photo. Ask students what *sad* usually means (the opposite of *happy*).
Give students two minutes to skim the first paragraph of the article and find out why the woman in the photo has a light on her desk. Check the answer with the class (because she has an illness called SAD, or Seasonal Affective Disorder, which makes her depressed in the winter).

EXTRA IDEA

- Before students read the first paragraph, focus students just on the title of the article. Elicit suggestions for what the article will be about.

c Students read the whole article and answer the questions.

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

1 He became depressed and lazy. **2** A 'light box'. **3** Because the days are shorter and there is less daylight in autumn and winter. **4** No, they don't. SAD is more common in women. **5** They sleep a lot, feel tired all the time, eat a lot of sweet food and feel depressed. **6** The UK, the USA, Sweden and Ireland. **7** For half an hour.

3 Students discuss the questions in the same pairs. Ask students to share interesting answers with the class.

4 **a** Students work in pairs and match the weather words to the pictures, then check in VOCABULARY 10.8 SB p150. Check answers with the class.
Model and drill the words. Highlight the pronunciation of *windy* /'wɪndi/, *cloudy* /'klaʊdi/, *degrees* /dɪ'griːz/ and *warm* /wɔːm/.

raining 5 snowing 4 windy 2 cloudy 6
sunny 1 hot 10 warm 9 cold 8

b Teach the question *What's the weather like today?*. Point out that the answer is *It's (hot)*. not ~~*Is hot*~~. or ~~*It's like hot*~~.
Ask students what the weather is like today. Discuss the answer with the class.

EXTRA IDEA

- With a strong class, teach more weather words: *cool*, *freezing*, *icy*, *humid*, *changeable*, etc.

5 Put students into pairs, student A and student B. Student As turn to SB p108 and student Bs turn to SB p113. Check they are all looking at the correct exercise.

a Check students know the cities in the table. Drill any difficult names.

Use the speech bubbles to remind students of the questions and answers they need to do the activity.

Students work in their pairs and take turns to ask and answer questions about the weather in these places, then fill in the gaps in their table. Students are not allowed to look at their partner's table.

b Students work in the same pairs and decide which places in the list are hot, warm and cold.

Each pair then decides on the best place to be today and reasons for choosing this place.

Ask students to share their ideas with the class.

hot: Bangkok, Buenos Aires
warm: Athens, San Francisco, Sydney
cold: Amsterdam, Chicago, Helsinki, London, Munich, Paris, Rome

HELP WITH VOCABULARY Word building

6 **a–b** Focus students on the table and check students understand the headings *noun* and *adjective*. Elicit examples of these parts of speech if necessary.

Students complete the table on their own or in pairs, then check in VOCABULARY 10.9 SB p150. Check answers with the class.

- Check the table with the class (see the table in VOCABULARY 10.9 SB p150).
- Highlight that we add *-y* to the nouns to make the adjective.
- Highlight that we add *-ness* to the adjectives to make the noun.
- Point out that *sun* and *fog* end in consonant + vowel + consonant, so we double the final consonant to make the adjectives *sunny* and *foggy*.
- Point out that *happy* ends in *-y*. We change the *-y* to *-i* before adding *-ness* to make the noun *happiness*.
- Point out that for *snow* and *rain* we usually use the verb, not the adjective, to say what the weather is like: *It's snowing*. not ~~*It's snowy*~~.
- You can also point out that there is no verb for *sun*, *wind*, *cloud* or *fog* (we don't say ~~*It's winding*~~., ~~*It's clouding*~~., ~~*It's sunning*~~. or ~~*It's fogging*~~.). You can teach the verbs *blow* (for wind) and *shine* (for sun), and the phrase *The sun is shining*.

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

2 cloud **3** windy **4** fog **5** illness
6 sad **7** fit **8** happiness

b Students tick the sentences that are true for where they live and for them.

c Students compare sentences in pairs.

Finally, ask students to share their sentences with the class.

FURTHER PRACTICE

Ph **Study Skills** 5 Word building p237 (Instructions p232)
Extra Practice 10D SB p124
Workbook Lesson 10D p54
Workbook Reading and Writing Portfolio 10 p82
Progress Test 10 p252

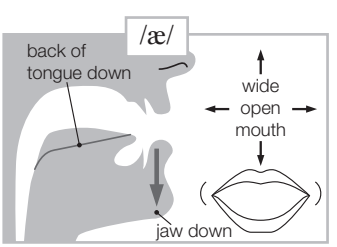
HELP WITH PRONUNCIATION The letter *a*

1 Focus students on the phonemes /æ/, /ɑː/, /eɪ/ and /ə/, and the words.

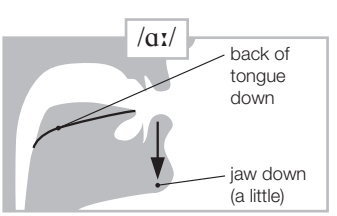
CD3 ▸ **24** Play the recording. Students listen to the sounds and the words and notice the four different ways of saying the letter *a*.

Play the recording again. Students listen and repeat the words.

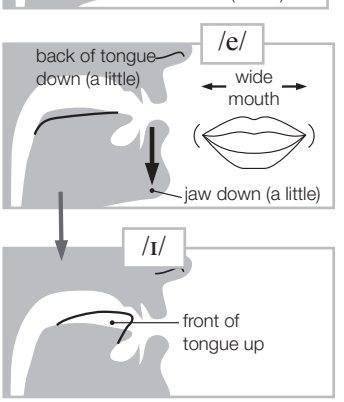
If students are having problems producing the sounds, help them with the mouth position for each sound.



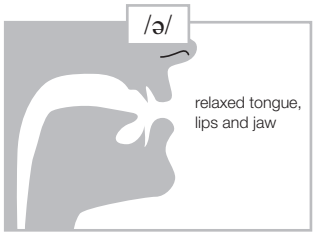
Point out that when we make the /æ/ sound, the mouth is wide open and the jaw down. This is a short sound.



Point out that /ɑː/ is a long sound. The mouth is wide open, the back of the tongue is down and the jaw is down a little.



Highlight that /eɪ/ is another long sound. It moves from /e/ to /ɪ/. The mouth is wide, the back of the tongue is down a little and the jaw is down a little.



When we make the /ə/ sound, the mouth is slightly open and the lips, tongue and jaw are relaxed.

2 **a** Focus students on the table and the examples. Point out that *bath* /bɑːθ/ and other words with a long /ɑː/ sound can also be pronounced /bæθ/ with a short /æ/ sound, particularly in the north of England. Students do the exercise in pairs.

b CD3 ▸ 25 Play the recording (SB p164). Students listen and check their answers. Check answers with the class.
Play the recording again. Students listen and repeat the words. Check they pronounce all the different ways of saying the letter *a* correctly.

/æ/: contract, family
/ɑː/: answers, arm, dance
/eɪ/: radio, games, famous
/ə/: another, elephant, island

3 **a** CD3 ▸ 26 Play the recording. Students listen and notice how the letter *a* is pronounced in the words in sentences 1–5 (1 /æ/ 2 /ɑː/ 3 /eɪ/ 4 /ə/ 5 /æ/, /ə/, /ɑː/ and /eɪ/).
Play the recording again. Students listen and repeat the sentences. Check they pronounce the letter *a* correctly.

b Students work in pairs and take turns to say the sentences. While they are working, monitor and check they are saying the words correctly.
Finally, ask students to say sentences to the class. Check students pronounce the letter *a* correctly and praise good pronunciation.

continue2learn

Focus students on the *continue2learn* section on SB p87.
See p36 for ideas on how to exploit this section.

Extra Practice 10

See p36 for ideas on how to exploit this section.

10A
1 **2** carry **3** do **4** have **5** do **6** taking **7** washing **8** spend **9** get **10** got off
2 **2** Call **3** Don't work **4** Tell **5** Turn off **6** Don't forget
3 **2** four times **3** every **4** once **5** twice
4 **2** shouldn't eat **3** shouldn't work **4** should walk **5** shouldn't drink **6** should sleep

10B
5 **3** beautiful A **4** funny C **5** overweight A **6** selfish C **7** generous C **8** slim A **9** kind C **10** thin A **11** good-looking A **12** hard-working C
6 **a** **2** What does he look like? **3** What does he like doing? **4** What's he like?
b **a**3 **b**4 **c**1 **d**2

10C
7a

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

b **1** I've got a cough; a headache; toothache **2** I feel ill; sick **3** my foot, back, arm/leg hurts;
8 **2** terrible **3** dear **4** matter **5** ache **6** sore **7** painkillers **8** shouldn't **9** don't **10** take **11** better

10D
9 **2** It's hot. **3** It's cloudy. **4** It's raining. **5** It's windy. **6** It's snowing. **7** It's sunny. **8** It's foggy.

Progress Portfolio 10

- See p37 for ideas on how to exploit this section.

11A Happy New Year!

Student's Book p88–p89

Vocabulary New Year's resolutions
Grammar *be going to* (1): positive, negative and *Wh*- questions

QUICK REVIEW This activity reviews the weather. Students work in pairs and write a list of all the weather words they know. Students then describe the weather in their town or city at the different times.

Speaking and Vocabulary

New Year's resolutions

1 Ask students when New Year is, then teach *celebrate* and *New Year's resolution* (a promise you make at New Year to improve your life in some way). Drill these words/phrases with the class.
Students discuss the questions in pairs.
Ask students to share interesting answers with the class.

2 **a** Focus students on the phrases 1–8 and highlight that they are typical New Year's resolutions.
Students work on their own and match the words/phrases in the box to the verbs.
Students check answers in pairs, then in VOCABULARY 11.1 ▸ SB p151. Check answers with the class.
Check students understand the new phrases *have fun* (enjoy yourself) and *not eat sweet things* (chocolate, cake, etc.).
Highlight that we can *do a course* or *take a course* but not ~~*study a course*~~. However, we can *study a subject*, for example *English*, *history*, etc.
Point out that we *move to another country* but we *move house*, not ~~*move to house*~~ or ~~*move my house*~~.
Also point out that Americans weigh themselves in *pounds*, not kilos, so they would say *lose three pounds*.
Model and drill the collocations with the class. Pay particular attention to the pronunciation of *weight* /weɪt/. Note that only the main stress in words/phrases is shown in vocabulary sections and the Language Summaries.

2 less **3** weight **4** fun **5** more exercise
6 smoking **7** house **8** chocolate cake

b Students work in pairs and take turns to test each other on the collocations.

EXTRA IDEA

- With a strong class, put students into pairs or groups and ask them to think of as many collocations as they can with the verbs in **2a**. While students are working, write the verbs on the board as word maps, with each verb (*get*, etc.) in a circle and lines joining the two collocations from **2a** (*a new job, fit,* etc.) to the circle. Elicit students' ideas and add them to the word maps on the board. Give students time to copy the word maps into their notebooks.

Listening and Speaking

3 Focus students on the photo and ask where the people are (at a New Year's Eve party). Then focus students on pictures A–E and tell them that these are the people's New Year's resolutions.
CD3 ▸ **27** Play the recording (SB p164). Students listen and match the people to their New Year's resolutions A–E.
Check answers with the class.

A Jack **B** Meg **C** Ed **D** Val **E** David

4 **a** Students work on their own and fill in the gaps in the sentences with words from **2a**. Students can compare answers in pairs.

b CD3 ▸ **27** Play the recording again. Students listen and check their answers.
Check answers with the class.

2 holiday **3** move **4** computer course **5** fit
6 smoking **7** lose **8** exercise **9** sweet

EXTRA IDEA

- Ask students to turn to Audio Script CD3 ▸ **27**, SB p164. Play the recording again. Students listen, read and underline the New Year's resolutions when they hear them.

HELP WITH GRAMMAR

be going to (1): positive and negative

5 **a–c** Ask students to look at the sentences in **4a**. Students do the exercises on their own or in pairs, then check in GRAMMAR 11.1 ▸ SB p152.
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** The sentences in **4a** talk about the **future**.
- The people decided to do these things **before** they said them.
- We use *be going to* + infinitive for **future plans**.
- **b** Focus students on the table on the board. Elicit which words in questions 7, 8 and 9 from **4a** go in each column and complete the table (see the table in GRAMMAR 11.1 ▸ SB p152).
- Highlight the word order in positive and negative sentences with *be going to*: subject + *be* (+ *not*) + *going to* + infinitive + … .
- Point out that the auxiliary *be* changes according to the subject: *I'm (not)*, *you/we/they're* or *you/we/they aren't*, *he/she/it's* or *he/she/it isn't*.
- Also highlight that with the verb *go* we usually say *I'm going to Spain*. not *I'm going to go to Spain*. But both forms are correct.

6 Point out the stress pattern and the pronunciation of *going to* /gəʊɪŋtə/ in the example.
CD3 ▸ 28 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Check students copy the stress, and that they pronounce *going to* correctly.

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

2 is/'s going to stop
3 're going (to go)
4 'm not going to buy
5 's going to sell
6 aren't/'re not going to eat out
7 's going to buy
8 isn't/'s not going to stay

b Students do the exercise in pairs by referring back to the pictures and the sentences in **7a**.
Check answers with the class.

1 Ed 2 Jack 3 David and Val 4 Val 5 Meg
6 David and Val 7 Ed 8 Meg

HELP WITH GRAMMAR
be going to (1): *Wh-* questions

8 **a–c** Students do the exercises on their own, then check in GRAMMAR 11.2 ▸ SB p152.
While students are working, draw the table from **8a** on the board so that you are ready to check their answers. Check answers with the class.

- Focus students on the table on the board. Elicit which words in the two questions in **8b** go in each column and complete the table (see the table in GRAMMAR 11.2 ▸ SB p152).
- Highlight the word order of *Wh-* questions with *be going to*: question word + *be* + subject + *going to* + infinitive + … .

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

2 How are you going to get home today? 3 What are you going to do next weekend? 4 What are you going to have for dinner tonight? 5 Where are you going to have lunch tomorrow? 6 When are you going to do your English homework?

b CD3 ▸ 29 PRONUNCIATION Play the recording of the questions in **9a**. Students listen and repeat the questions. Encourage them to copy the sentence stress and the weak forms of *are you* /əjə/ and *to* /tə/. Repeat the drill if necessary.

c Teach *I'm not sure.*, *I've no idea.* and *I don't know.* as possible answers to *be going to* questions when you haven't made any plans.
Students then do the exercise in pairs. While they are working, check their questions for accuracy and help with any problems.
Ask students to share interesting answers with the class.

EXTRA IDEA

- Students write down five New Year's resolutions then move around the room and ask other students what their New Year's resolutions are. When they find somebody who matches a resolution on their list, they write the person's name by it. Students should try and find one person who has the same resolution for each of their resolutions. Ask students to share interesting information with the class.

Get ready … Get it right!

10 Give students a few moments to write notes for at least three plans they have already made for next week, next month and next year. Encourage them to use phrases in **2a** or their own ideas. While they are working, help students with any vocabulary they need.

11 **a** Use the speech bubbles to remind students of the type of question they need to ask and the type of answer they can give. Drill the question and answer if necessary, and also drill similar questions with *next month* and *next year*.
Put students into groups of four. Students take turns to ask and answer questions about their plans and find out if they are the same or different.

b Finally, ask students to tell the class about people with the same plans as them.

WRITING

Students work on their own and make notes on the future plans of their family and friends. Put students into pairs. Students swap papers and write a paragraph about the future plans of their partner's family and friends.

FURTHER PRACTICE

Ph **Class Activity** 11A New Year's Day p190 (Instructions p148)
Extra Practice 11A SB p125
Workbook Lesson 11A p55

11B No more exams!

Student's Book p90–p91

Vocabulary studying
Grammar *be going to* or *might*; *be going to* (2): *yes/no* questions and short answers

QUICK REVIEW This activity reviews future plans with *be going to*. Give students a few moments to think of three things they are going to do tomorrow. Students do the activity in pairs. Ask each pair to share any plans they both have with the class.

Vocabulary and Speaking Studying

1 Focus students on the vocabulary box and establish that all the words are connected with studying.
Students work in pairs and fill in the gaps in the diagram with the words/phrases in the box, then check in VOCABULARY 11.2 SB p151.
Check answers with the class.
Tell students that *college* is any place you go when you are over 16 to get qualifications and training, for example *teacher training college*, *art college*, etc.
Point out that we can say *revise for an exam* or *study for an exam*. Also point out that we can only get *a degree* when we finish university. We get *some qualifications* when we pass any official exam (for example when you leave school, do a course, etc.).
You may want to point out that in the USA, students attend *high school* and often use *college* or *school* for *university*.
Model and drill the phrases. Pay particular attention to the pronunciation of *college* /ˈkɒlɪdʒ/, *university* /juːnɪvɜːsəti/ and *qualifications* /kwɒlɪfɪˈkeɪʃənz/.

go to; leave **school/college/university**
revise for; take; do; pass; fail **an exam**
get some qualifications; a degree; a job

2 Check students remember *celebrate*.
Students discuss the questions in pairs.
Ask students to share interesting answers with the class.

Listening and Speaking

3 **a** Focus students on the photos. Establish that Eric, Jenny and Melanie have just finished their final university exam.
Note that in British universities, students generally study full-time for three or four years and have very important exams (called 'finals') at the end of the course. The results of these exams determine what class of degree they get.
CD3 30 Focus students on the words in the box, then play the recording (SB p164). Students listen and tick the things that the people talk about.
Check answers with the class.

the exam; a party; a film; a club; a phone call; a meal

b Give students time to read sentences 1–6.
Play the recording again. Students listen, tick the true sentences and correct the false ones. Students check answers in pairs. Check answers with the class.

2F He couldn't answer the last two questions. 3✓ 4✓ 5✓ 6F She's going to phone her mum.

EXTRA IDEA

- Write questions with *Who* about the conversation in Audio Script CD3 30, for example *Who is having a party? Who might stay at home and watch a film? Who is going to meet some friends later? Who might go for a meal with Sam?* Students try to answer the questions on their own, then check in Audio Script CD3 30 (SB p164).

HELP WITH GRAMMAR
be going to or *might*

4 **a–b** Focus students on the sentences. Students choose the correct words on their own, then check in GRAMMAR 11.3 SB p152. Check answers with the class.

- We use ***be going to*** to say a future plan is decided.
- We use ***might*** to say something in the future is possible, but not decided.
- After *might* we use the **infinitive**: *We might **stay** at home and watch a film*. not ~~*We might to stay at home and watch a film*~~.
- Highlight the TIP and point out that *might* is the same for all subjects (*I*, *you*, *he*, etc.).
- Also teach students that to make questions with *might* we usually use *Do you think … ?*: *Do you think he might come to the party?*. We can also say *Might he come to the party?*, but this question form is not very common.
- You can also point out that *might* is similar grammatically to *can*, as they are both modal auxiliary verbs.

EXTRA IDEA

- Ask students to turn to Audio Script CD3 30, SB p164. Play the recording again. Students listen, read and underline all the examples of *be going to* and *might*.

5 Focus students on the example and highlight that *might* is always stressed.
CD3 31 PRONUNCIATION Play the recording (SB p164). Students listen and repeat the sentences. Check students copy the sentence stress correctly.
You can also ask students to turn to Audio Script CD3 31, SB p164. They can then follow the sentence stress as they listen.

6 Focus students on sentences 1–7. Tell students that these are Eric, Jenny and Melanie's plans for the summer.
Check students understand that a tick (✓) means this is decided, and a tick and cross (✓✗) means that this thing is not decided.
Students do the exercise on their own, then check their answers in pairs.
Check answers with the class.

2 's going to do **3** might go **4** isn't/'s not going to work **5** are going to get **6** might visit **7** might work

7 **a** Students do the exercise on their own.
While they are working, check their sentences for accuracy and help with any problems.

b Students work in pairs and take turns to say their sentences. Students should tick any sentences that are the same.
Ask students to share similar sentences or any other interesting ideas with the class.

EXTRA IDEA

- Students make two of their sentences false. Their partner has to guess which sentences are true and which are false.

Listening and Speaking

HELP WITH LISTENING *going to*

This *Help with Listening* section helps students to understand two different ways native speakers say *going to* in everyday speech.

8 **a** CD3 ▸ **32** Focus students on the examples and play the recording. Check students can hear the difference between the two ways we say *going to*. Point out that both are correct. Play the recording several times if necessary.

b Give students time to read sentences 1–6 and check they understand which version of *going to* is above the two columns.
CD3 ▸ **33** Play the recording. Students listen and decide which pronunciation of *going to* they hear, **a** or **b**.
Play the recording again, pausing after each sentence for students to check their answers.
You can also point out that in songs and very informal writing such as comics, *going to* is often written *gonna*. Do not encourage students to write this themselves, however.

2a 3b 4a 5b 6a

9 Focus students on the photo again to remind them of Eric, Jenny and Melanie. Tell students that they are talking about their plans.
Give students time to read questions 1–6.
CD3 ▸ **34** Play the recording (SB p164). Students listen and answer the questions. Play the recording again if necessary. Check answers with the class.

2 No, they aren't.
3 No, she isn't.
4 No, he isn't.
5 Yes, they are.
6 Yes, he is.

HELP WITH GRAMMAR *be going to* (2): *yes/no* questions and short answers

10 **a–b** Students fill in the gaps with the correct part of the verb *be*, referring to the questions in **9** if necessary. Students check in GRAMMAR 11.4 ▸ SB p152.
Check answers with the class.

- **1** B am; 'm **2** A Is B is; isn't or 's not **3** A Are B are; aren't or 're not
- Point out that the short answers are the same as for *yes/no* questions with the verb *be* (*Are you from Italy?*) and the Present Continuous (*Is he watching TV now?*).
- Highlight the TIP and point out that we can also answer *yes/no* questions with (*Yes,*) *I might*: **A** *Are you going to buy it?* **B** *I might.*

11 Put students into pairs, student A and student B. Student As turn to SB p108 and student Bs turn to SB p113. Check they are all looking at the correct exercise.

a Focus students on the table of the people's plans for next weekend.
Use the speech bubbles to highlight the *yes/no* question, the possible short answers and the meaning of the symbols in the table.
Students work in their pairs and take turns to ask and answer questions about the people. They fill in the gaps in the table after each answer they hear.
While students are working, check their questions and short answers for accuracy and help with any problems.

b Check students remember *lazy*, *busy* and that they understand *active*.
Students do the exercise in their pairs. Check answers with the class.

a lazy weekend: Melanie
a busy weekend: Jenny and Sam
an active weekend: Eric

Get ready … Get it right!

12 Students work on their own and make *yes/no* questions for the prompts.
Check answers with the class. Drill the questions if necessary.

13 **a** Students move around the room and ask other students their questions, or ask students who are sitting near them.
Students should try to find one person who is going to do each thing. They should make a note of the student's name, then ask two follow-up questions (for example, *Where are you going to meet?* and *What are you going to do?* for the first prompt).
While students are working, monitor and help with any problems. Encourage students to talk to as many people as possible.
If necessary, demonstrate this activity to the whole class before students begin.

b Ask each student to tell the class about another student's plans.
Finally, ask students to decide who has the most interesting plans.

EXTRA IDEA

- With a large class, ask students to work in pairs and take turns to tell their partner rather than the class about other students' plans.

WRITING

- Students write a summary of what they found out in **13a**. Students write a short text for each plan in **12**, writing down who is going to do each thing and any other information they found out.

FURTHER PRACTICE

Ph **Extra Reading** 11 A student's plans p228 (Instructions p217)
Extra Practice 11B SB p125
Workbook Lesson 11B p56

11C REAL WORLD Directions

Student's Book p92–p93

Real World directions: asking for and giving directions

QUICK REVIEW This activity reviews places in a town or city. Students work on their own and write a list of places in a town or city. Set a time limit of three minutes. Put students into pairs to compare lists and discuss how many of the places are near where they are now. Find out which pair has the most words. Elicit the pair's words and write them on the board. Ask if other pairs have any different words and add them to the list. Ask students to tell you which of these places are near where you are now.

Choosing a holiday home

1 **a** Focus students on the photos of the Wilson family and elicit the family relationships (Wayne = father; Alison = mother; Daisy = daughter; Josh = son).
Also focus students on the adverts and elicit the name of the company (Seaton Holiday Homes).
Establish that Alison wants to rent a holiday home for her family. Point out that a 'holiday home' is a house/flat you can rent and live in as though it was your own house during your holiday.
Check students understand *double/single* (*bedroom*), *separate* (*room*) and *large*.
Students read the adverts and decide which is the best holiday home for the Wilson family and why.

b Students do the exercise in pairs. Encourage students to give reasons for their choices.
Ask students to share answers with the class. Do not tell students which holiday home Alison chose at this stage.

2 Tell students that they are going to listen to Alison phone Seaton Holiday Homes.
CD3 **35** Play the recording (SB p164). Students listen and answer the questions. Check answers with the class.

The family's holiday is from July 14th for two weeks. Alison chooses Benton House because Hill Place is not available in the second week.

EXTRA IDEA

- Students turn to Audio Script CD3 **35**, SB p164. Play the recording. Students listen again and check their answers.

It's on the left

3 Focus students on the lesson title and check students understand *directions*.
Students work in pairs and say which phrases they know, then do the exercise in REAL WORLD 11.1 SB p152. Check answers with the class.

Highlight the different prepositions in the phrases and point out that we can say *it's on **the** left/right* or *it's on **your** left/right*. Highlight that *a street* is used to refer to a road in a city, town or village with buildings on one or both sides.

Check students understand the difference between *opposite* (on the other side of the road) and *in front of* (on the same side of the road). Draw pictures on the board to illustrate this difference if necessary.

Model and drill the phrases. Pay particular attention to the pronunciation of *bridge* /brɪdʒ/ and *opposite* /ˈɒpəzɪt/.

REAL WORLD 11.1 1d 2i 3a 4g 6f 7b 8h 9e

4 **a** Focus students on the map of Seaton on SB p93 and check they understand the names of the places. Teach the new words *hospital*, *church* and *car park*. Point out the *You are here* circle.

Focus students on the email and ask who it is from (Pauline Wells from Seaton Holiday Homes).

Students read the email and draw the route from *You are here* to the holiday home.

b Students check their routes in pairs.

Check the route with the class (Benton House is number 13 on the map).

5 Focus students on the map and tell them that they are standing in the *You are here* circle. Establish that students are going to hear directions to four different places that are already marked on the map (not the places that are numbered 1–13).

CD3 36 Play the recording (SB p164–p165). Students listen and follow the directions on the map to find out where they take them to.

Play the recording again, pausing after each set of directions to check students' answers.

1 the bookshop
2 the restaurant
3 the hospital
4 Moon Club

6 **a** Ask students to find the bus station on the map. Establish that the Wilsons are now at the bus station (not at *You are here*) and they are asking for directions. Ask students to close their books.

VIDEO 11 CD3 37 Play the video or audio recording (SB p165). Students watch or listen to the three conversations and say where Alison, Wayne, and Daisy and Josh want to go.

b Ask students to open their books.

Play the video or audio recording again. Students listen and find the places on the map.

Check answers with the class.

1 the newsagent's = 3
2 the post office = 5
3 the market = 9

REAL WORLD

Asking for and giving directions

7 **a–b** Students fill in the gaps on their own or in pairs, then check in REAL WORLD 11.2 SB p152.

Check answers with the class.

- Check students' answers with the sentences in REAL WORLD 11.2 SB p152.
- Tell students that we can say a place is ***in*** *Berry Street*, etc. or ***on*** *Berry Street*, etc.
- Establish that we say *It's over there*. when we can see and point to the place.
- Teach students the following expressions we use if we can't give directions: *Sorry, I don't know*. and *Sorry, I don't live around here*.

8 CD3 38 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Check students copy the stress pattern and polite intonation. Highlight the importance of polite intonation when asking strangers for information.

9 **a** Focus students on the map and the *You are here* circle. Students do the exercise on their own.

b Students check their answers in pairs and find the places on the map and the correct numbers. Check answers with the class.

1 2 near 3 in/on 4 along 5 turn 6 on 7 to
The police station is number 8.
2 8 get 9 Go 10 over 11 past 12 the/your 13 can't
The Park Hotel is number 10.
3 14 Where's 15 over
The museum is number 1.

c Students work in the same pairs and practise the conversations in **9a**.

While they are working, monitor and check they are using polite intonation.

10 Put students into pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p110. Check they are all looking at the correct exercise.

a Students work on their own and find the places on the map of Seaton on SB p93. Students should not show their partner where the places are.

b Students work in their pairs. Tell students to hold their books so that they can't see each other's maps.

Students take turns to ask for directions to the places listed. Make sure students start from *You are here* each time.

When students have found a place, they should say the number to their partner to check they have found the correct place. Students are not allowed to check by looking at each other's maps. While students are working, monitor and help with any problems.

Finally, ask students to compare maps and check they have found all the places.

EXTRA IDEAS

- Students work on their own and choose a place on the map on SB p93 and a different starting point from *You are here.* Students work in pairs and take turns to give directions to their partner's place.
- Students work in pairs and write directions from the school to a place in the town or city you are in now. Students swap papers with another pair and guess where the directions take them to.

WRITING

Tell students that someone is coming to stay in their home while they are on holiday. Students write their guest an email giving directions from their home to important places in their area.

FURTHER PRACTICE

Ph **Vocabulary Plus** 11 Prepositions of place and movement p211 (Instructions p200)
Ph **Class Activity** 11C The missing lottery ticket p191 (Instructions p149)
Extra Practice 11C SB p125
Workbook Lesson 11C p58

11D VOCABULARY AND SKILLS

An invitation

Student's Book p94–p95

Vocabulary collocations
Skills reading: an email; listening: a phone conversation

QUICK REVIEW This activity reviews ways to ask for and give directions. Students do the activity in pairs. Check students understand *Go out of the building and …* before they start.

1 **a** Focus students on the confetti and the wedding invitation on the page and use them to teach *wedding*.
Students work on their own and answer the questions.

b Students work in pairs and take turns to ask and answer the questions in **1a**. Encourage students to give more information if possible
Ask students to tell the class interesting things about the last wedding or party they (or their partner) went to.

EXTRA IDEA

- At the beginning of the lesson, teach some wedding vocabulary (for example, *bride*, *groom*, *wedding ring*, *bridesmaid*, *best man*, *wedding reception*, *go on a honeymoon*, etc.).

2 **a** Focus students on the email. Ask students who wrote it (Mike) and who he wrote it to (Aunt Ellie and Uncle Sid).
Students read the email and answer the questions.

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

1 His cousin Ian's wedding to Amy.
2 Yesterday.
3 Three days before the wedding.
4 With his aunt and uncle.
5 He's going to stay in the USA for three weeks and travel around.

EXTRA IDEA

- Use the information at the top of the email to remind students how we say email addresses.

3 **a** Focus students on the photos of Mike and Ellie.
CD3 ▸ **39** Play the recording (SB p165). Students listen and put the things in the order they hear them.
Students check answers in pairs.
Check answers with the class.

2 Mike's email **3** a hotel
4 a motorbike **5** a restaurant

b Focus students on sentences 1–6. Play the recording again. Students listen, tick the true sentences and correct the false sentences. They can check answers in pairs.

Check answers with the class.

1F She didn't reply to his email. **2**F He can't stay at Ellie and Sid's house because Amy's parents are staying there. **3** ✓ **4**F He's going to borrow his uncle's motorbike. **5**F His aunt and uncle are going to come and get him. **6** ✓

HELP WITH LISTENING Linking: review

This *Help with Listening* section reviews how consonant-vowel linking makes words 'run together' in normal speech. Students studied linking in lessons 4A and 8B.

4 **a** Focus students on the Remember sentence and remind students about consonant-vowel linking. Write the first two sentences from the beginning of the recording on the board with the example linking marked and point out the linking. Elicit why these words are linked (because one word ends with a consonant sound and the next word begins with a vowel sound). Remind students that it is the sound at the end of the word that is important, not the last letter.
Students do the activity in pairs.

b Students turn to Audio Script CD3 ▸ 39 SB p165 and check their answers.

c CD3 ▸ 39 Play the recording again (SB p165). Students listen, read and notice the consonant–vowel linking.
Note that vowel-vowel links which have an extra linking sound (for example, *go‿/w/‿over* and *I‿/j/‿am*) are not marked in Audio Script CD3 ▸ 39. Extra linking sounds are dealt with in **face2face** Pre-intermediate.

HELP WITH VOCABULARY Collocations

5 **a** Check students remember what a *collocation* is (for an explanation, see lesson 8A **1b** p92) and that they understand the verbs in the table: *book*, *stay*, *rent* and *get*. Point out that *get* in this context means *travel*.
Students work on their own and read the email again, then fill in the table.
Check answers with the class. Tell students that *a flight* is a noun that means *a journey by plane* and elicit the verb (*fly*). Point out that *place* is often used in informal English to mean *home* and that *get* in *get a taxi/bus* means *take*.
Model and drill the collocations. Pay particular attention to the pronunciation of *flight* /flaɪt/.

book: a flight; a hotel room
stay: with (you); in (the USA)
rent: a motorbike; a car
get: to (your place); a taxi

b–c Students do the exercise on their own or in pairs, then check in VOCABULARY 11.3 ▸ SB p151.

Point out that *get* in the phrase *get home* means *arrive*.

2 book **3** get **4** get
5 book **6** rent **7** stay
8 get **9** stay **10** book

EXTRA IDEAS

- Draw a five-column table on the board with the headings *play*, *have*, *write*, *go*, *study*. Elicit one collocation for each verb and write them in the table. Students work in pairs and think of two more words and phrases that go with each verb. If students are finding it difficult to think of collocations, they can look at Language Summaries 1–11 in the Student's Book. Ask students to tell you their ideas and write correct collocations on the board. Give students time to copy the table into their notebooks.
- Play *Noughts and Crosses* (see p24).

6 Focus students on the speech bubbles. Students work in pairs and take turns to test each other on the collocations in **5a** and **5b**.

7 **a** Check students understand that they must put the verbs in the correct form, for example the infinitive, Past Simple, etc. Students do the exercise on their own, then check in pairs. Check answers with the class.

2 book **3** get **4** stayed **5** rent
6 book **7** get **8** rent

b Students do the activity in pairs. Encourage students to ask follow-up questions and give more information if possible.

8 Tell students that two friends from another country want to visit them. Ask them to think of real friends in other countries if possible. Focus students on the questions that their friends want them to answer. Check students understand them.
Students work on their own and write the email. (Alternatively, students can write their emails for homework.) While they are working, check their writing and correct any mistakes.
When they have finished, students can work in pairs and swap emails. Students read their partner's email and answer the questions.

FURTHER PRACTICE

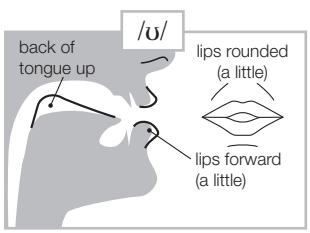
Ph **Class Activity** 11D Collocation dominoes p193 (Instructions p150)
Extra Practice 11D SB p125
Workbook Lesson 11D p59
Workbook Reading and Writing Portfolio 11 p84
Progress Test 11 p253

HELP WITH PRONUNCIATION /ʊ/ and /uː/

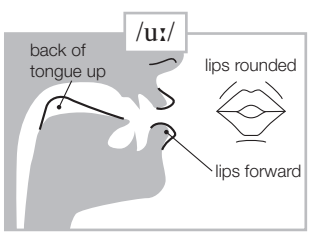
1 Focus students on the phonemes /ʊ/ and /uː/ and the words.

CD3 ▸ **40** Play the recording. Students listen to the sounds and the words.

Play the recording again. Students listen and repeat the words. If students are having problems producing the sounds, help them with the mouth position for each sound.



Point out that /ʊ/ is a short sound. When we make the /ʊ/ sound, the lips are rounded and forward a little, and the back of the tongue is up.



Point out that /uː/ is a long sound. When we make the /uː/ sound, the lips are rounded, and forward (the lips are made into a tunnel shape), and the back of the tongue is up.

2 **a** Focus students on the table and the examples. Students do the exercise in pairs.

b CD3 ▸ **41** Play the recording (SB p165). Students listen and check their answers. Check answers with the class.

Play the recording again. Students listen and repeat the words. Check they pronounce the /ʊ/ and /uː/ sounds correctly.

/ʊ/: woman, should, wood, sugar, good-looking
/uː/: June, suit, food, boots, choose

3 **a** Students do the exercise in pairs. Encourage students to say the words out loud to help them decide which vowel sound is different.

b CD3 ▸ **42** Play the recording. Students listen and check their answers. Check answers with the class.

Play the recording again. Students listen and repeat the words. Check they pronounce the /ʊ/ and /uː/ sounds correctly.

Finally, ask students to say sets of words for the class. Praise good pronunciation.

2 wolf **3** too **4** took **5** soup **6** move

continue2learn

Focus students on the *continue2learn* section on SB p95.

See p36 for ideas on how to exploit this section.

Extra Practice 11

See p36 for ideas on how to exploit this section.

11A

1 **2** do **3** eat **4** get **5** work **6** stop **7** move **8** lose

2 **2** 'm going to buy **3** isn't going to get **4** aren't going to have **5** 're going to stay **6** 'm not going to watch

3 **2** Are you going to have a holiday next year? **3** Where are you going to be tomorrow afternoon? **4** What are you going to do after class? **5** Are you going to study English next year? **6** Where's your family going to go on holiday?

11B

4 **2** get **3** start **4** revise **5** go **6** leave **7** pass **8** get **9** fail **10** get **11** take **12** go to

5 **2** might **3** might **4** are going to **5** 're going to **6** might **7** 're going to

11C

6 **2** turn **3** over **4** That's **5** your **6** opposite **7** Is **8** here **9** in **10** along **11** past **12** on **13** can't **14** Where's **15** over **16** next **17** can

11D

7 **2** is staying **3** get **4** books (gets) **5** rented **6** staying **7** got **8** rent

Progress Portfolio 11

- See p37 for ideas on how to exploit this section.

12A It's a world record

Student's Book p96–p97

Vocabulary big and small numbers
Grammar superlatives

QUICK REVIEW This activity reviews collocations. Students work on their own and write a list of words or phrases that go with the verbs *book*, *stay*, *rent* and *get*. Students then compare lists in pairs. Students take turns to make complete sentences with the phrases on their lists. Ask students to share sentences with the class.

Vocabulary Big and small numbers

1 Students do the exercise in pairs, then check in VOCABULARY 12.1 ▸ SB p153.

Check answers with the class. Highlight these points.

- For *0* we usually say *nought* /nɔːt/ or *zero* /ˈzɪərəʊ/ (or *oh* in phone numbers).
- For numbers with a decimal point (.), we say *point* (*0.6* = *nought point six*, etc.). Note that in English we use a decimal point, not a comma (,). We write *7.5* not ~~*7,5*~~.
- We can use ***one*** or ***a*** with *hundred*, *thousand* or *million* (*a hundred* = *one hundred*). Using *a* is more common.
- For long numbers we use ***and*** after *hundred*, but not after *thousand* or *million*. We say *a hundred **and** twenty-seven*, but *two thousand, three hundred*, not ~~*two thousand **and** three hundred*~~, etc.
- We don't add a plural *-s* to *hundred*, *thousand* or *million*. We say *fifty million*, not ~~*fifty millions*~~, etc.

Model and drill the numbers with the class, focusing on natural rhythm and stress. Pay particular attention to the pronunciation of *nought* /nɔːt/ and *thousand* /ˈθaʊzənd/.

2 2.45 **3** 127 **4** 2,300 **5** 32,470 **6** 850,000
7 1,000,000 **8** 50,000,000

2 **a** CD2 ▸ **43** Play the recording (SB p165). Students listen and write the numbers they hear. Play the recording again if necessary.

b Students compare numbers in pairs.

Play the recording again, pausing after each number to check answers with the class. You can ask individual students to come to the board and write each answer.

1 16,000,000
2 4.23
3 500,000
4 7,650
5 390
6 0.15
7 172
8 98,500

EXTRA IDEAS

- Students work on their own and write eight big and small numbers. Students work in pairs and take turns to dictate their numbers to their partner. When they have finished, students check that their partners have written the numbers correctly.
- Play *Bingo!* (see p24).

Reading

3 **a** Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the article that follows. The vocabulary is not in the Language Summaries in the Student's Book.

Model and drill the words. Highlight the pronunciation of *chilli* /ˈtʃɪli/, *heavy* /ˈhevi/ and *litre* /ˈliːtə/.

b Focus students on the article and teach *Record breakers*. Also teach the phrases *world record* and *break a record*.

You can ask students if they know of anyone who holds a world record (for example, athletes, etc.).

Students read the article and match the world records to the pictures. Set a time limit of two or three minutes to encourage students to skim the article for the main points in each paragraph.

Check answers with the class.

1C **2**E **3**B **4**D **5**A

EXTRA IDEA

- Before students read the article, write these countries on the board: *the UK*, *Mexico*, *India*, *the USA*. Students quickly read the article and find out what happened in each of these places.

4 **a** Students read the article again and fill in the gaps with the information in the vocabulary box. Students can check their answers in pairs.

b CD3 ▸ **44** Play the recording. Students listen and check their answers.

a 73 hours
b 5,350 litres
c 182 kg
d 35.6 kg
e $399
f one second
g 152 hours
h £8,000

c Ask students which record they think is the most interesting and surprising. Encourage students to give reasons for their answers.

HELP WITH GRAMMAR Superlatives

5 **a–d** Focus students on the table in **5a** and check students remember the comparatives in the second column. Highlight the examples of superlatives in the third column.
Students then do the exercises on their own or in pairs, then check in GRAMMAR 12.1 ▸ SB p153. Check answers with the class.

- **a** The missing superlatives in the third column of the table are: *shortest*, *biggest*, *hottest*, *heaviest*, *most boring*, *most expensive*, *best*.
- **b** We use **comparatives** to compare two things.
- We use **superlatives** to compare three or more things.
- **c** Use the table in GRAMMAR 12.1 ▸ SB p153 to check students understand the spelling rules for making superlatives. Point out that the rules are similar to those for making comparatives in GRAMMAR 9.2 ▸ SB p148.
- Point out that we often use *the* with superlatives: *He taught **the** longest lesson in the world*. However, we don't use *the* when the superlative is preceded by the possessive *'s* or a possessive adjective. We say *He's my sister's oldest relative*. not ~~*He's my sister's the oldest relative*~~. and *Matt's my best friend*. Not ~~*Matt's my the best friend*~~.
- Also point out that we say *the best **in** the world*, not ~~*the best of the world*~~.

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

2 most difficult
3 thinnest
4 happiest
5 dirtiest
6 slowest
7 safest
8 most beautiful
9 worst
10 most careful

EXTRA IDEA

- Write these adjectives on the board: *crowded*, *good*, *beautiful*, *safe*, *dangerous*, *bad*, *old*, *boring*, *interesting*, *expensive*, *cheap*. Students work on their own and write the place in their town, city or country that corresponds to the superlative of each adjective. They should not write the places in the same order as the adjectives. Students work in pairs and either guess why their partner has written the things on his/her paper (if they are from the same country/city), or tell their partner about the places they have written (if they are from different countries/cities).

b Focus students on the example and highlight that *-est* endings are pronounced /ɪst/.
CD3 ▸ **45** PRONUNCIATION Play the recording. Students listen and repeat the words. Check students copy the word stress and the *-est* endings correctly.

Reading, Listening and Speaking

7 **a** Focus students on the World Quiz. Check students remember *tourist*.
Put students into groups of three or four. Students read the quiz, put the adjective in the correct superlative form, then choose an answer for each question. If students don't know the answers, encourage them to guess.

1 most expensive **2** hottest **3** oldest **4** most popular **5** longest **6** most crowded

b CD3 ▸ **46** Play the recording (SB p165). Students listen to Abby and Len doing the quiz and check their answers. Find out which group got the most correct answers.
Ask students which of the answers they found surprising.

1b Tokyo
2a Libya
3c Damascus
4c France
5a The Nile
6c Monaco

c Focus students on the numbers.
Play the recording again. Students do the exercise on their own.

d Students compare answers in pairs. Check answers with the class.

a $6,000: the price per month of a typical two-bedroom flat in Tokyo **b** 57.8°: the hottest temperature in Libya **c** 8,000: the age in years of Damascus **d** 74.2 million: the number of visitors to France **e** 6,650 km: the length of the Nile **f** 17,000: the number of people per square kilometre in Monaco

EXTRA IDEA

- If you have a weaker class, you can drill the numbers in **7c** before playing the recording again. This will prepare students for hearing the numbers in the recording.

HELP WITH LISTENING
Sentence stress: review

This *Help with Listening* section reviews sentence stress.

8 **a** Focus students on the beginning of Abby and Len's conversation from CD3 ▸ **46**. Elicit that we stress the important words. Students work in pairs and highlight the words they think are stressed.

b Tell students to look at Audio Script CD3 ▸ **46**, SB p165 and check their answers.

c CD3 ▸ **46** Play the recording (SB p165). Students listen and follow the sentence stress.

Get ready … Get it right!

9 Students work on their own and write six of the things from the list on a piece of paper.
Make sure students only write one or two words for each point, not complete sentences, and that they write them in random order (Eva, cinema, car, jumper, 4.30, etc.). Point out that students should write only one thing for each prompt, not two.
You can demonstrate this activity by writing your ideas on the board before students begin.

10 **a** Students work in pairs and swap papers. Students take turns to ask questions about their partner's words. Encourage students to ask follow-up questions if possible.
Use the speech bubbles to show a typical conversation before they start. Alternatively, tell students to ask you about the words you have written on the board. While students are working, monitor and help with any problems.

b Finally, students share one or two things about their partner with the class.

WRITING

Students write a paragraph about their family, using at least six superlatives.

FURTHER PRACTICE

Ph **Class Activity** 12A Four restaurants p194 (Instructions p150)
Extra Practice 12A SB p126
Workbook Lesson 12A p60

12B Have you ever … ?

Student's Book p98–p99

Vocabulary past participles
Grammar Present Perfect: positive and negative; *Have you ever … ?* questions and short answers

QUICK REVIEW This activity reviews comparatives and superlatives. Students work on their own and make a list of ten adjectives. Put students into pairs. Students take turns to say their adjectives. Their partner says the comparative and superlative form.

Speaking, Listening and Reading

1 Pre-teach *self-employed*. Students then discuss the questions in groups. Ask students to share interesting answers with the class.

2 **a** Focus students on the photos and the captions. Check students understand the people's jobs (*travel writer* and *restaurant owners*) and *Prime Minister*.
CD3 ▸ 47 Play the recording. Students listen, read and find out if the people like being self-employed.
Check the answer with the class (Yes, they do.).

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

1✓ 2F He went last month. 3✓ 4F Three years ago Guy was a teacher and Lucy worked in an office.
5F He/She came to their restaurant last year.
6F They might go to Peru next year.

EXTRA IDEA

- After **2b**, students close their books. Ask students to work in pairs to tell each other everything they can remember about the three people.

HELP WITH GRAMMAR

Present Perfect: positive and negative

3 **a–d** Focus students on sentences 1 and 2. Point out that the verb in sentence 1 is in the Present Perfect (*'ve been*) and the verb in sentence 2 is in the Past Simple (*went*).
Students do the exercises in pairs, then check in GRAMMAR 12.2 ▸ SB p154. Check answers with the class.

- **a a** In sentence 1, we don't know when Steve went to these countries. **b** In sentence 2, we know when he went to Mexico (two weeks ago).
- **b** We use the **Present Perfect** to talk about experiences in life until now. We don't say when they happened.
- We use the **Past Simple** if we say when something happened.

- Point out that we can't use the Present Perfect if we say a time. We say *I went to England in 2011*. not ~~*I've been to England in 2011*~~.
- **c** Check the answers with the class (see GRAMMAR 12.2 SB p154) and point out the new grammatical term *past participle*.
- Point out that we often make negative Present Perfect sentences with *never*. We can say *I haven't been …* or *I've never been …* : *I've never been to Australia*.
- Highlight that we make past participles for **regular verbs** by adding *-ed* or *-d* to the infinitive (*work* → *worked*, *live* → *lived*, etc.). The past participle for regular verbs is the same as the Past Simple.
- There are no rules for the past participles of **irregular verbs**. Remind students of the Irregular Verb List, SB p167.
- Point out that *go* has two past participles, *been* and *gone*. We usually use *been* to talk about life experiences: *I've been to Italy*. (I'm back in my country now), and *gone* when the person is still in the place: *She's gone to Italy*. (She's in Italy now).

Vocabulary and Speaking Past participles

4 **a** Students do the exercise on their own, then check in pairs. Check answers with the class. Make sure they have spelt the words correctly.
Point out that *been* could be the past participle of *be* or *go*. When *been* is the past participle of *go*, it is often followed by the preposition *to*: *I've been **to** Germany*. Compare this with *I've been married twice*.

2 cooked **3** been or gone
4 had **5** lost
6 met **7** seen
8 stayed **9** studied
10 visited **11** worked
12 written
Regular verbs: cook; stay; study; visit; work

EXTRA IDEA

- Ask students to write the Past Simple of the verbs in **4a** as well (for example, *be*, *was/were*, *been*) in preparation for the drill in **4b**.

b CD3 48 PRONUNCIATION Play the recording of all three parts of the verbs in **4a**. Students listen and repeat the verbs. Repeat the drill if necessary. Check students say *cooked* /kʊkt/ and *worked* /wɜːkt/ as one syllable, not two.

EXTRA IDEA

- Students work in pairs and take turns to test each other on the verbs. One student says the infinitive and his/her partner says the Past Simple and past participle.

5 **a** Focus students on the examples to show that the sentences can be positive or negative. Remind students that we can say *I haven't been to Canada*. or *I've never been to Canada*.
Students choose six of the prompts and write sentences on their own. While they are working, check their sentences for accuracy and help with any problems.

b Students work in groups and tell each other their sentences. Students should tick any of their sentences that are the same as other students' sentences.
Ask students to share these sentences with the class.

EXTRA IDEAS

- Students write six sentences about their life. 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.
- Students write three sentences about their experiences on a piece of paper. Collect all the students' papers. Read out all three sentences on each paper and invite the class to guess which student wrote them. Continue until you have read out all the sentences.

Listening and Speaking

6 **a** Focus students on the photos again and ask them what they know about the people.
Tell students that they are going to listen to Steve and Lucy talking to each other.
CD3 49 Play the recording (SB p165). Students listen and answer the two questions.
Check answers with the class.

Steve and Lucy are in Guy and Lucy's restaurant. They talk about places they would like to go on holiday.

b Give students time to read sentences 1–5.
Play the recording again. Students listen and choose the correct words.
Check answers with the class.

1 Peru
2 three
3 eight
4 car
5 hasn't

EXTRA IDEA

- Ask students to turn to Audio Script CD3 49, SB p165. Play the recording again. Students listen, read and underline all the examples of the Present Perfect. This activity would be useful to prepare students for the *Help with Grammar* section that follows.

HELP WITH GRAMMAR

Have you ever … ? questions and short answers

7 **a–c** Students do the exercises on their own or in pairs, referring to Audio Script CD3 ▸ 49, SB p165 if necessary. Students then check in GRAMMAR 12.3 ▸ SB p154. Check answers with the class.

- **a** ***Have*** *you ever been to Peru? Yes, I* ***have.****/No, I* ***haven't****;* ***Did*** *you have a good time? Yes, I* ***did.****/ No, I* ***didn't****.*
- **b** We use the **Present Perfect** to ask about people's experiences. If the answer is *yes*, we use the **Past Simple** to ask for (or give) more information.
- Highlight the TIP and point out that we often use *ever* in questions with the Present Perfect. It means 'any time in your life until now'. It is often useful for students to learn *Have you ever …* as a 'chunk' of language.
- Note that this lesson only introduces and practises Present Perfect questions with *you*, as these are the most common. The form of Present Perfect questions with other subjects (*he*, *they*, etc.) is shown in the Language Summary.

8 Focus students on the examples and point out that *have* is not stressed in questions, but is stressed in short answers.

CD3 ▸ 50 PRONUNCIATION Play the recording (SB p166). Students listen and repeat the questions and answers. Check students copy the stress correctly.

You can also ask students to turn to Audio Script CD3 ▸ 50, SB p166. They can then follow the sentence stress as they listen.

9 **a** Check students remember *diary* and *teenager*. Students do the exercise on their own.

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

Students practise the conversations. Monitor and check that students stress the questions, answers and short answers correctly.

2 have
3 went
4 did … stay
5 rented
6 Have … written
7 have
8 wrote
9 Did … write
10 didn't
11 was

Get ready … Get it right!

10 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 p113. Check they are all looking at the correct exercise.

a Focus students on the examples and highlight that the first question is in the Present Perfect and the follow-up question is in the Past Simple. Students work in pairs with someone from the same group and write the questions for prompts 2–5.
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 *Have you ever … ?* questions.
If the answer is *yes*, they ask the follow-up question in the Past Simple. Encourage students to ask two more follow-up questions if possible and to make brief notes on their partner's answers.

c Students work again with their partner from the same group who they worked with in **a**. Students tell their partner about the life experiences of the person they talked to in **b**. Again monitor and help with any problems. Finally, ask students to share any interesting experiences with the class.

WRITING

- Students write a paragraph about their experiences from **10**, using both the Present Perfect and the Past Simple. You can put the paragraphs around the room for other students to read.

FURTHER PRACTICE

Ph **Vocabulary Plus** 12 Past participles p212 (Instructions p200)
Ph **Class Activity** 12B Life experiences p195 (Instructions p150)
Ph **Extra Reading** 12 Dancing with the world p229 (Instructions p217)
Extra Practice 12B SB p126
Workbook Lesson 12B p61

12C REAL WORLD See you soon!

Student's Book p100–p101

Real World at the airport; saying goodbye
Vocabulary things and places at an airport

QUICK REVIEW This activity reviews past participles. Students work on their own and write ten verbs. Students then work in pairs and take turns to say the verb. Their partner says the Past Simple and the past participle.

Travel experiences

1 **a** Focus students on the questionnaire and the pictures. Check students understand *miss* (*a plane*, etc.). Students work on their own and fill in the gaps. Check answers with the class. Encourage students to check any new past participles in the Irregular Verb List on SB p167.

2 travelled **3** been or gone **4** flown **5** slept **6** had **7** been **8** driven; cycled

b Drill the questions and answers in the speech bubbles to remind students of Present Perfect questions with *ever* and the use of the Past Simple for follow-up questions. Students then ask and answer the questions in **1a** in pairs. Encourage them to ask follow-up questions if possible.

c Students tell the class about their partner's travel experiences.

WRITING

- Students write about their travel experiences, using the questions in **1a** as a starting point. They should add extra information where necessary, giving full details of their experience.

At the airport

2 Students work in pairs and tick the words/phrases they know, then do the exercise in **VOCABULARY 12.2** SB p153. Check answers with the class.
Point out that we can say *a boarding pass* or *a boarding card*.
Establish that *hand luggage* is the bag that you take on the plane, and point out that *luggage* is uncountable and takes a singular verb. Teach students that they can use the word *luggage* on its own to refer to all their bags (*I've got a lot of luggage.*).
You can also teach *rucksack* /'rʌksæk/ (US: *backpack*) and revise *suitcase*.
Check students understand *check in* (verb) and establish the difference between a *check-in desk* and *a bag drop*. Point out that *a bag drop* is a place where you hand over your luggage at an airport when you have already checked in online.
Highlight that when a flight is *on time*, it leaves or arrives at the correct time. When a flight is *delayed*, it leaves or arrives later than the correct time.
You can ask what other places have *aisles* (cinemas, theatres, supermarkets, etc.).
Model and drill the words/phrases. Pay particular attention to the pronunciation of *boarding* /'bɔːdɪŋ/, *luggage* /'lʌgɪdʒ/, *flight* /flaɪt/ and *aisle* /aɪl/.

VOCABULARY 12.2 1b 2c 3g 5a 6j 7h 8i 9e 10f 11m 12l 13k

EXTRA IDEA

- Introduce the vocabulary through a *Know, Might Know, Don't Know* activity (see p24).

3 **a** Ask students who Daisy is (Alison and Wayne's daughter) and explain that Daisy is now at the airport.
VIDEO 12.1 **CD3 51** Play the video or audio recording (SB p166). Students watch or listen and answer the questions. Check answers with the class.

1 one **2** 16F **3** Yes, she has. **4** No, it isn't.

EXTRA IDEA

- Write these numbers on the board: *1*, *16*, *12*, *15.30*. Play the video or audio recording. Ask students to say what the numbers refer to (1 = the number of bags Daisy is checking in, 16 = her seat number; 12 = the gate number; 15.30 = the boarding time).

b Students work in pairs and look at the man's sentences in the conversation. Students work out what the man says to Daisy from the pictures.
Note that students should not try to fill in the gaps in Daisy's part of the conversation at this stage. Students will check their answers to this exercise in **4b**.

4 **a** Students do the exercise in the same pairs.

b **VIDEO 12.1** **CD3 51** Play the video or audio recording again. Students watch or listen again and check their answers to **3b** and **4a**.
Play the video or audio recording again, pausing after each sentence to check students' answers. Point out to students that this language is in **REAL WORLD 12.1** SB p154.

For answers see Audio Script **VIDEO 12.1** **CD3 51**, SB p166.

5 **a** Students work in pairs and practise the conversation in **3b**, taking turns to be Daisy.

b Put students in new pairs if possible. Students practise the conversation with their new partner. When a student is Daisy, he/she should close his/her book and role-play the conversation from memory.

REAL WORLD Saying goodbye

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

- Check the table with the class (see the table in REAL WORLD 12.2 ▸ SB p154).
- Teach students that *a trip* is when you travel to a place and come back again. You can compare this to *a journey*, which is in one direction only.
- Also check students understand that *in a month* refers to the future.

7 CD3 ▸ 52 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Check students copy the stress and intonation correctly. Repeat the drill if necessary.

8 **a** Focus on the photo. Tell students that Daisy is saying goodbye to her parents before getting on her flight.

VIDEO ▸ 12.2 CD3 ▸ 53 Play the video or audio recording (SB p166). Students watch or listen and answer the questions. Check answers with the class.

1 Thailand 2 Her grandmother. 3 One month.

b Focus students on the table in **6**, then play the video or audio recording again. Students watch or listen and tick the sentences they hear. Play the video or audio recording again if necessary. Check answers with the class.

Have you got everything?; Have you got your boarding pass?; Yes, I have, thanks.; Have a good time.; Have a good trip.; Thanks, I will.; Don't forget to send us a text.; Don't forget to send (your grandmother) a postcard.; Yes, of course.; See you in a month.; Yes, see you.

9 **a** Students work in pairs and choose one of the situations, then write a conversation. While they are working, check their conversations for accuracy and help with any problems. Remind them to use the phrases for saying goodbye in **6**.

b Students stay in the same pairs and practise their conversation until they can remember it. While they are working, monitor and help students with their pronunciation and correct intonation.

c Pairs work in a group of four and take turns to role-play their conversation.
Finally, ask one or two pairs to role-play their conversations for the class.

FURTHER PRACTICE

Extra Practice 12C SB p126
Workbook Lesson 12C p63
Workbook Reading and Writing Portfolio 12 p86
Progress Test 12 p254

HELP WITH PRONUNCIATION

Vowel sounds: review

1 **a** Focus students on the examples and point out that there is one word in each box with the same vowel sound.
Students work in pairs, look at the letters in bold in each word and match the words in boxes A, B and C with the same vowel sound (shown before each word in A). Encourage students to say the words out loud to help them hear the vowel sounds.

b CD3 ▸ 54 Play the recording (SB p166). Students listen and check their answers. Check answers with the class.
Play the recording again. Students listen and repeat the words. Check they pronounce the vowel sounds correctly.

boat/note/snow; cough/often/wash; sunny/money/young; sofa/second/woman; shorts/call/four; shirt/heard/word; build/live/thin; hat/bank/hand; hate/great/train; look/would/foot; room/fruit/lose

c Put students into groups of three, student A, student B and student C.
Students practise the vowel sounds as shown in the speech bubbles.

2 **a** Students work on their own and write one more word for each group of three words in **1a**.

b Students work in pairs and compare words. Students check their partner's words are spelt correctly and have the correct vowel sound. Check answers with the class.
Finally, ask students to say their words to the class. Monitor and check pronunciation of the vowel sounds and praise good pronunciation.

continue2learn

Focus students on the *continue2learn* section on SB p102.
See p36 for ideas on how to exploit this section.

Extra Practice 12

See p36 for ideas on how to exploit this section.

12A

1 **b** 132 **c** 7,000,000 **d** 6,700 **e** 3.76 **f** 500,000 **g** 41,317

2 **2** easiest **3** most boring **4** biggest **5** shortest **6** most beautiful **7** most crowded **8** most difficult **9** funniest **10** safest

3 **3** better **4** the hottest **5** the tallest **6** most expensive **7** the happiest **8** the best **9** more attractive **10** the worst **11** thinner **12** the heaviest

12B

4 **2** studied **3** had **4** met **5** stayed **6** lost **7** seen **8** written **9** visited **10** worked **11** cooked **12** been/gone

5 **2** haven't **3** 've been **4** did ... go **5** went **6** Did ... have **7** was **8** Have ... worked **9** have **10** Did ... enjoy **11** was **12** did ... work **13** left

12C

6 **2** have **3** boarding pass **4** time **5** will **6** forget **7** text **8** See **9** in

7 **2** aisle **3** arrive **4** passenger **5** bags **6** luggage **7** book **8** passport **9** window **10** gate **11** boarding **12** check-in **13** pack

message: Have a good trip.

Progress Portfolio 12

- See p37 for ideas on how to exploit 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* and *move forward/back*.

Give students time to read the rules on SB p102 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 **Talk about** square and have to talk about a topic for 20 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, they 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** Where was his father born?
2 Where does your sister live?

2 **1** VOCABULARY 1.2 SB p128 **2** VOCABULARY 3.2 SB p133 and VOCABULARY 4.1 SB p135

3 **1** Yes, they were./No, they weren't.
2 Yes, he did./No, he didn't.

5 **1** three hundred and seventy-six; nine thousand, five hundred; nought point eight; seven hundred and fifty thousand pounds
2 two hundred and fifty thousand dollars; nine point one; five hundred and twenty-four; seventy-seven thousand, seven hundred and seventy-seven

6 **1** became; found; met; lost **2** left; bought; wrote; put

8 **1** unhappy/sad; bored; dangerous; fantastic/wonderful/amazing
2 well; overweight/fat; difficult; the same

9 **1** happier; worse; more beautiful; shorter
2 better; more boring; easier; thinner

10 **1** I usually play tennis on Sunday.
2 We eat out every Thursday.

12 **1** What are you going to do tomorrow?
2 Where did you go last month?

14 **1** I usually go to bed at eleven. **2** We bought our house a year ago.

15 **1** VOCABULARY 4.5 and VOCABULARY 4.6 SB p136
2 VOCABULARY 7.5 SB p143

17 **1** Turkish; Italian; Spanish; British
2 Chinese; French; American; Polish

18 **1** What did you do last weekend?
2 What are you going to do tonight?

20 **1** VOCABULARY 7.3 SB p142
2 VOCABULARY 10.8 SB p150

22 **1** some **2** any

23 **1** noisy; unfriendly; dirty; slow **2** boring; short; unlucky; rich

26 **1** sometimes: Present Simple; at the moment: Present Continuous; now: Present Continuous
2 never: Present Simple; often: Present Simple; today: Present Continuous

29 **1** richest; hungriest; most excited; worst
2 best; longest; dirtiest; most crowded

31 **1** VOCABULARY 2.5 SB p130 and VOCABULARY 7.2 SB p142
2 VOCABULARY 2.3 SB p130

32 **1** I'm not going to meet him today.
2 We might go to the cinema tonight.

34 **1** fluently; badly; beautifully; fast
2 well; hard; happily; carefully

35 **1** some meat; a banana; a tomato; some cheese
2 some milk; some rice; a sandwich; a sausage

37 **1** VOCABULARY 9.3 SB p147
2 VOCABULARY 8.2 SB p145

38 **1** We didn't go to the theatre last night.
2 They haven't got a new car.

Class Activities

Instructions

There are 35 Class Activities worksheets (p152–p195). 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 At the conference* matches lesson 1A and *1C At the car hire office* 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 weaker 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 At the conference p152

Language

be: positive and *Wh-* questions; countries

Activity type, when to use and time

Information gap. Use any time after lesson 1A. 10–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- 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. Students are not allowed to look at each other's worksheets. Ask students where the people are (at the conference) and remind them of the conference setting from lesson 1A in the Student's Book if necessary.
- Students take turns to say a letter A–F and then ask questions to fill in the gaps on their worksheet. For example, student A says *Letter A. Where's she from?*. When student B gives the answer, student A writes it on his/her worksheet. If necessary, remind students of the questions: *What's his/her first name/surname? Where's he/she from? Where are they from? What are their first names/surnames?* and *How do you spell that?* before they start.
- When students have finished, they compare answers and check spelling.

1B Short answer dominoes p153

Language

be: *yes/no* questions and short answers

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.
- One student puts a domino on the table. His/Her partner puts another domino at either end of the first domino so that the question and short answer match. Students continue taking turns to put dominoes at either end of the domino chain.
- If a student thinks that the question and answer don't match, he/she can challenge his/her partner. If the short answer 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 the fewer dominoes remaining, is the winner.
- As a follow-up activity, students can place the dominoes face-down in a pile in the centre of the table. They take turns to turn over a domino and read out the question. The other student responds with an appropriate *yes/no* short answer.

1C At the car hire office p154

Language

asking for and giving personal details

Activity type, when to use and time

Information gap. Procedure A: use any time after lesson 1C. Procedure B: use any time after lesson 1C exercise 8. 15–25 minutes.

Preparation

Procedure A: photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure B: photocopy one worksheet for every two pairs of students. Cut up the completed forms. Discard the blank forms.

Procedure A

This procedure provides practice of personal details questions with *his* and *her*.

- Draw a blank car hire form on the board. Elicit these *he/she* questions for the prompts on the form: *What's his/her surname?, What's his/her first name?, What's his/her nationality?, What's his/her address?, What's his/her mobile phone number?, What's his/her home phone number?, What's his/her email address?*. Drill these questions with the class if necessary.
- 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. Students are not allowed to look at each other's worksheets.
- Students take turns to ask their partner questions and fill in the information on their worksheets. Tell students to start each conversation by saying the customer reference number at the top of the form. They should also look at the *Mr* and *Mrs* tick boxes on each card to decide if they should use *his* or *her* in their questions. For example, student B starts by saying *Number 239. What's her surname?*.
- Before students start, remind them of the questions: *How do you spell that?, Could you say that again, please?, I'm sorry?* and *Sorry, could you repeat that, please?*.
- When students have finished, they compare answers and check spelling.

Procedure B

- This procedure is suitable for classes where the students know each other well, or classes where you feel it is inappropriate for students to reveal their personal details to each other.
- After students have done exercise 8 on SB p13, put students into pairs and give one completed car hire form to each student. Tell students that this is their new identity. Note that there are two different forms for women (Raquel and Kumiko) and two forms for men (Jacques and Salvatore). Students are not allowed to look at each other's forms.
- Students take turns to ask questions with *you* and complete the form on SB p13. Students should answer using the information on the form you gave them. Before students start, remind them of the questions: *How do you spell that?, Could you say that again, please?, I'm sorry?* and *Sorry, could you repeat that, please?*.
- When students have finished, they compare answers and check spelling.

2A Harry and Harriet p155

Language

have got

Activity type, when to use and time

Information gap. Use any time after lesson 2A.
15–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- 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. Students are not allowed to look at each other's worksheets.
- Tell students that Harry and Harriet are twins and that they have different possessions. Students must find eight things that the person in his/her picture has got that the other person hasn't got. With a low-level class you can revise the vocabulary in the activity with the whole class before handing out the worksheets.
- Students take turns to ask and answer questions with *has got*. For example, student A asks *Has Harriet got a bike?* and student B answers *No, she hasn't*. Before students start, remind them to use *any* for plural questions, for example, *Has he/she got any CDs?*. Students can check any vocabulary they can't remember in VOCABULARY 1.5 SB p128.
- When students have found all the different possessions, check answers with the whole class. Students can take turns to say one of the differences they found, for example, *Harry's got a bike but Harriet hasn't*.
- When students have finished, ask them to find five possessions that both Harry and Harriet have got. If students finish early, ask them to check the differences by looking at each other's pictures and then memorise the differences ready to tell the class.

Harry's got: an MP3 player, a wallet, a suitcase, a DVD player, DVDs, a camera, a bike, a cat
Harriet's got: a diary, books, a watch, a radio, a bag, a coat, an umbrella.
They've both got: a TV, a computer, a CD player, CDs, a mobile (phone)

2C Time and money p156

Language

times and prices

Activity type, when to use and time

Hear/Say activity. Use any time after lesson 2C.
10–15 minutes.

Preparation

Photocopy one worksheet for every three students. Cut into three separate worksheets.

Procedure

- Check students can pronounce these currencies correctly: *dollars, cents* /sents/, *euros* /ˈjʊərəʊz/, *pounds* and *p* /piː/, for example *40p*.
- Put students into groups of three. Give a copy of the student A worksheet to one student in each group, a copy of the student B worksheet to the second student and a copy of the student C worksheet to the third student. If you have one or two extra students, put two students together to share one worksheet.

- Explain that students listen to the times and prices other students say. If the time or price is in their *Hear* column, students then say the time or price next to it in their *Say* column.
- Student A in each group starts by saying *ten o'clock*. The activity continues until the students reach *Finish*. Students can tick the prices and times on their worksheets when they hear or say them.
- If necessary, demonstrate the activity with the whole class before students work in their groups.

2D Where is it? p157

Language
prepositions of place; things in a house

Activity type, when to use and time
Information gap. Use any time after lesson 2D.
15–20 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure
- 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. Students are not allowed to look at each other's worksheets. Tell students that they both have pictures of the same room, but they can't find the six things in the small pictures and have to ask their partners where they are.
- Students take turns to ask their partners where the things in the small pictures are, using questions with *Where's … ?* or *Where are … ?*. For example, student A asks *Where's the coat?* and student B answers *It's on the chair by the desk*. When students are told the location of an item, they should draw the items on the picture. If necessary, demonstrate the activity with a strong student before students begin.
- When students have finished, they can compare pictures and check they have drawn the missing items in the correct places.
- If students finish early, ask them to work with their partner and describe where all the things are in the picture.

3A World routines p158

Language
daily routines; Present Simple: positive and *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 pair of students. Cut into two separate worksheets.

Procedure
- Pre-teach *hospital* and *office*.
- 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. Students are not allowed to look at each other's worksheets.
- Ask students where the three married couples on the worksheets are from and where they work (in a shop, in a hospital, in an office). Tell students that the husband and wife in each couple work together and have the same daily routine.
- Students take turns to ask questions to complete their worksheet. For example, student A asks *What time do Alfonso and Barbara get up?* and student B answers *At 8 o'clock*. With a low-level class, check students can make questions for the prompts at the top of their worksheets before they start.
- When students have finished, they compare answers with their partner.

3B Time phrase snap p159

Language
time phrases with *on, in, at, every*

Activity type, when to use and time
'Snap' card game. Use any time after lesson 3B.
10–20 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate sets and shuffle each set.

Procedure
- Put students into pairs. Give a student A set to one student in each pair and a student B set to his/her partner. 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 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 put down cards until the piles of 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 VOCABULARY 3.3 SB p133, or ask you to adjudicate.
- If possible, demonstrate the activity with a strong student in front of the whole class before students begin.

3D Snakes and ladders p160

Language
Review of lessons 1A–3D

Activity type, when to use and time
Board game. Use any time after lesson 3D.
20–35 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 students into groups of three. Give each group a copy of the snakes and ladders board, a dice and three counters (or students can make their own counters). Ask a student with a watch in each group to be the time-keeper and time students when they have to talk about a topic for 20 seconds.
- Students take turns to throw the dice and move around the board. When they land on a square, they 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 a student lands at the bottom of a ladder, he/she must answer the question correctly before he/she is allowed to go up it. He/She doesn't have to answer the question at the top of the ladder. If he/she lands on the head of a snake, he/she must always go down the snake to its tail.
- 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.
- The first student to reach the *Finish* square is the winner. If some groups finish early, students can go through the squares in number order and discuss the answers in their groups.

2 Nick is Robbie's father. Is he a musician? **5** first; second; third; fourth; fifth **6** on Monday; at 9 p.m.; in the morning; at night **7** Happy birthday! Congratulations! Happy New Year! **9** January; February; March; April; May; June; July; August; September; October; November; December **11** go to the cinema; go for a drink; go shopping; go to concerts **13** No, he isn't./No, he's not. Yes, they have. **17** twenty past ten/ten twenty; quarter to four/three forty-five; quarter past six/six fifteen; half past seven/seven thirty **19** watches; women; people; diaries **20** My father hasn't got a cat. Where do you live? **22** They haven't got a car. I don't work at home. **24** seven pounds fifty; fifty cents; twenty-nine (dollars) ninety-nine (cents); twenty-one pounds fifty **28** old; difficult; expensive; fast **29** always; usually; often; sometimes; never **30** Where do you have dinner on Sunday? **31** It's a very old bag. I don't go out in the week.

4A Verbs and nouns p161

Language
free time activities

Activity type, when to use and time
Pelmanism. Use any time after lesson 4A. 10–20 minutes.

Preparation
Photocopy one worksheet for each group of three students. Cut into sets. Shuffle each set.

Procedure
- Put the class into groups of three. Give each group a set of cards. Ask them to put the cards face-down in front of them, with the smaller verb cards on one side and the bigger picture cards on the other.
- Students take turns to turn over one verb card and one picture card. If a student thinks that the verb matches the picture, he/she says the appropriate phrase, for example, *read a book*, *watch DVDs*, etc. If the phrase is correct, the student keeps the pair of cards and has another turn. If the two cards don't match, the student puts them 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 a group finishes early, students can take turns to say sentences using the phrases on their cards, for example, *I don't often read books. I usually watch DVDs at the weekend.*

read books; do sport; watch DVDs; go clubbing (go dancing); play tennis; read magazines; take photos; watch TV; go swimming; listen to the radio; listen to music; go to concerts; go for a drink; have coffee with friends; go to the cinema; go running

4B A TV presenter's weekend p162–p163

Language
Present Simple: *Wh-* questions with *he*

Activity type, when to use and time
Information gap. Use any time after lesson 4B.
20–35 minutes.

Preparation
Photocopy one student A worksheet and one student B worksheet for each pair of students.

Procedure
- Set the context of the activity by asking students what they remember about the TV game show *First Date!* from lesson 4B. Use the photo on SB p34 to review/pre-teach: *a TV programme, a presenter, a contestant, a studio, a director.*

- Put students into two groups, A and B. Give a copy of the student A worksheet to each student in group A and a copy of the student B worksheet to each student in group B.
- Students work in pairs with another student from the same group. They read their text about Max's weekend and then complete the questions, as in the example on each worksheet. Tell students that there is one gap for each word in the questions. Check answers with the class (see answer key).
- Put students into pairs, student A and student B. Students are not allowed to look at their partner's worksheets. Students take turns to ask their questions and fill in the gaps in their text. Tell student A to ask the first question.
- When students have finished, they look at each other's worksheets and compare answers. Finish the activity by asking students to suggest how Max can find a girlfriend, for example, be a contestant on *First Date!*.

Student A: **2** does … get up **3** does he have **4** does he do **5** does he have **6** does … finish **7** does he watch … in **8** does he do on **9** does he go … the
Student B: **b** does … do **c** does he have **d** does he meet **e** does … start **f** does he do … finishes **g** does he go **h** does he do on **i** does he like

4D Food habits p164

Language
food and drink; Present Simple: *yes/no* questions with *you*

Activity type, when to use and time
'Find someone who' activity. Use any time after lesson 4D. 15–25 minutes.

Preparation
Photocopy one worksheet for each student.

Procedure
- Give a copy of the worksheet to each student. Tell students that they must complete sentences 1–10 with the name of a student in the class who does or has these things.
- Go through the example question for sentence 1 with the whole class. Check students understand that this is the question they will need to ask in order to complete sentence 1 on their worksheets. Students then work on their own or in pairs and write questions with *you* for sentences 2–10. If students can't remember any of the vocabulary, they can check in VOCABULARY 4.6 on SB p136.
- Check the questions with the whole class and drill them if necessary (see answer key).
- Students move around the room asking the questions they have prepared. If students aren't able to leave their seats, they should ask as many students as they can sitting near them. Before they begin, remind students to use the appropriate short answers: *Yes, I do./No, I don't.*, etc.
- When a student gets a positive answer to a question, he/she should write the other student's name in the space provided. He/She should then move on to talk to a different student. Encourage students to collect as many different names as possible on their worksheet. Students only need to find one name to complete each sentence.
- 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 students to share interesting information with the class.

2 Do you drink a lot of tea? **3** Do you usually have toast and jam for breakfast? **4** Have you got an apple or a banana in your bag? **5** Do you eat a lot of biscuits? **6** Do you hate cheese or fish? **7** Do you have cereal with milk for breakfast? **8** Do you like sausages and eggs? **9** Do you often have soup and bread for lunch? **10** Do you eat a lot of vegetables?

5A Famous people quiz p165

Language
Wh- questions with *was/were*

Activity type, when to use and time
Pairwork quiz. Use any time after lesson 5A. 15–25 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure
- Put students into groups of four. Divide each group into two pairs, pair A and pair B. Give a copy of Quiz A to each student in pair A and a copy of Quiz B to each student in pair B. Students are not allowed to show their quizzes to the other pair in their group.
- Students work in their pairs and choose *was* or *were* for questions 1–8 on their quiz. Check answers with the class. Each pair gets one point for each correct answer and a bonus point if all eight answers are correct.
- Students work in their groups of four. Each pair takes it in turns to ask the other pair a question from their quiz. Students read out the question and the three possible answers. If the other pair gets an answer correct, they get two points. Before they begin, tell students that the words/phrases in bold on their worksheets are the correct answers.
- When both pairs have asked all their questions, students in each pair add up their points from both parts of the quiz. The pair with the most points wins.

Quiz A: **1** was **2** was **3** were **4** was **5** were **6** was **7** were **8** was
Quiz B: **1** was **2** was **3** was **4** were **5** was **6** was **7** were **8** was

5B Tony's honeymoon p166

Language
Past Simple: positive and *Wh-* questions

Activity type, when to use and time
Information gap/whole class mingle. Use any time after lesson 5B. 20–30 minutes.

Preparation
Photocopy one worksheet for each student. Cut out one Tony's honeymoon worksheet for each student. Cut out one set of information cards for every ten students in the class. Discard the other information cards.

Procedure
- Pre-teach *eat, buy* and *miss*, for example, *miss a train* and their Past Simple forms *ate, bought* and *missed*. Also pre-teach *a mosque*. Drill these words with the class.
- Give each student a copy of the *Tony's honeymoon* worksheet. Focus students on the photo and use this to teach *wedding* and *honeymoon*.
- Students work on their own or in pairs and complete gaps 1–10 with the Past Simple form of the verbs in the box on their worksheets. Do the first one together as an example (*met*). Check answers with the whole class.
- Students work in pairs and decide what questions they need to ask to find out the missing information for gaps 11–20. With low-level classes, you can write the question words for each sentence 11–20 on the board. Do the first question on the board as an example. Check the questions with the whole class and drill if necessary (see answer key).
- Give each student in the class one information card. If you have fewer than ten students, give two cards to some students. If you have more than ten students, give out duplicate cards (it doesn't matter if two or three students have the same information card). Point out that students are not allowed to look at each other's cards.
- Tell students to write the information on their card in the correct gap 11–20 on their Tony's honeymoon worksheet.
- Students then move around the room asking each other questions in order to complete their worksheet. Remind them of the answer *I'm sorry, I don't know.* before they start. When students have completed their worksheets, they should continue mingling to help other students.
- Finally, students can compare answers in pairs or groups before you check answers with the whole class.

a 1 met; Who did Tony meet in Australia in 2010? **11** Sonia **b 2** got; When did they get married? **12** July 2011 **c 3** went; Where did they go on their honeymoon? **13** Istanbul **d 4** stayed; Where did they stay? **14** The Palace Hotel **e 5** bought; What did they buy on their first day? **15** a beautiful carpet **f 6** went; Where did they go to a party on the second day? **16** at a friend's house **g 7** went; What did they (go to) see on the third day? **17** the Blue Mosque **h 8** ate; What did they eat on their last night? **18** fish and salad **i 9** left; What time/When did they leave the hotel the next day? **19** 5.30 **j 10** missed; Why did they miss the plane? **20** Tony forgot his passport.

5D Adjective pelmanism p167

Language
adjectives

Activity type, when to use and time
Pelmanism. Use any time after lesson 5D. 15–25 minutes.

Preparation
Photocopy one worksheet for each group of three students. Cut into sets. Shuffle each set.

Procedure
- Put the class into groups of three students. If you have spare students, have one or two pairs. Give each group a set of cards. Ask them to put the cards face-down in front of them, with the smaller cards on one side and the bigger cards on the other.
- Students take turns to turn over one small card and one big card. If a student thinks that the two adjectives on the cards are opposites, for example *quiet* and *noisy*, he/she keeps the pair of cards and has another turn. If the two cards don't match, the student puts them back on the table face-down in exactly the same place.
- If a student thinks that one of his/her partner's adjectives aren't opposites, he/she can challenge him/her. If they are not opposites, the student must put back the cards and the turn passes to the next student. If students can't agree, they should ask you to adjudicate. Note that *amazing* and *fantastic* can both match with *awful* or *terrible*.
- The activity continues until all the cards are matched up. The student with the most cards is the winner.
- If a group finishes early, students can take turns to say sentences using the adjectives on their cards, for example, *I think this town is very noisy.*

6A My partner's past p168

Language
Past Simple: *yes/no* questions and short answers

Activity type, when to use and time
Personalised information gap. Use any time after lesson 6A. 15–25 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- 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 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.
- Students work on their own and make sentences they think are true about their partner by choosing one of the alternatives in each sentence, for example, *He/She went out/stayed in last Saturday night*. Students are not allowed to speak to their partner at this stage of the activity.
- Students prepare *yes/no* questions with *you* to ask their partner for each sentence on their worksheet. Do the first question from each worksheet on the board as examples: *Did you go out (or stay in) last Saturday night/ last night? Did you watch some sport on TV/ a DVD last weekend?*. Remind students of the short answers *Yes, I did*. and *No, I didn't*.
- Students work in their pairs and take turns to ask and answer their questions. For each sentence they put a tick in the second column if their prediction was correct and a cross if their prediction was incorrect. The student with the most ticks wins.
- Students can then work in new pairs and tell their new partners about the person they have just talked to.

6C Lost in the Himalayas p169

Language

Past Simple review

Activity type, when to use and time

Role play. Use any time after lesson 6C. 25–40 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate role cards.

Procedure

- Pre-teach *journalist, interview, across the Himalayas, border, get lost* and the Past Simple of *eat (ate), drink (drank)* and *see (saw)*.
- Put the class into two groups, journalists and tourists. Give a copy of the Journalist role card to each student in the journalist group and a copy of the Tourist role card to each student in the tourist group. If you have an odd number of students, have an extra journalist.
- Students read the news item at the top of their role cards. Check students have understood the situation by asking questions, for example, *When did they find the tourists? When did the tourists leave Kathmandu?*, etc.
- Divide each group into pairs of journalists and pairs of tourists. You need to have the same number of pairs of journalists as pairs of tourists, so if you have extra students, have one or two groups of three journalists.
- Students prepare questions and answers in their pairs, following the guidelines on the role card. Help students with new vocabulary as necessary.
- Reorganise the class so that a pair of journalists sits next to a pair of tourists. The journalists then interview the tourists and make brief notes on their answers. With a strong class, you may wish the journalists to interview tourists on their own. If so, make sure all students have written questions or made notes during the preparation stage of the activity.
- At the end of the interviews, journalists can tell the class the most interesting things they found out during the interview.
- As a follow-up activity, put one journalist and one tourist together to write the report for the NewsWorld website. The report can be started in class and finished for homework. You can display the reports in the classroom for other students to read.

6D Money, money, money! p170–p171

Language

Review of lessons 4A–6D

Activity type, when to use and time

Board game. Use any time after lesson 6D. 25–40 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. You also need a dice for each group and a counter for each student.

Procedure

- Pre-teach *on your right, on your left, a thousand* and how to say numbers ending in 50, for example, 150 (*a hundred and fifty*), 350 (*three hundred and fifty*), etc.
- Put the class into groups of three or four. Give each group a copy of the board, a dice and counters (or students can make their own counters). Ask a student with a watch in each group to be the time-keeper.
- 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.
- The aim of the game is to win the most money. Tell students that they all start with £1,000 in the bank. Students need a pen and paper to keep a record of their winnings, and should 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 20 seconds. If he/she does this, he/she wins the amount of money shown on the square. If he/she stops talking before 20 seconds are up, 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. Again, if the student answers the question correctly, he/she wins the amount of money on the square. If he/she doesn't answer the question correctly, he/she loses the amount of money on the square. Students then put the card back at 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.
- The game finishes when one student reaches the *FINISH* square and wins £500. The winner of the game is the person who has the most money.
- If one group finishes early, students can discuss the answers to the questions on the Vocabulary cards and Grammar cards in their groups.

V1 go swimming, take photos, read books **V3** sausage and egg are countable; meat and toast are uncountable **V5** become famous; move house; get divorced **V6** nineteen fifty-three; two thousand and five; eighteen forty-two; twenty twelve/two thousand and twelve **V7** bought; said; lost **V8** boring; well; poor; short **V10** vegetable and biscuit are countable; milk and rice are uncountable **V11** watch sport on TV; listen to the radio; go cycling **V12** put; told; found **V13** unfriendly; dangerous; quiet; dirty **V14** stay at home; go for a walk; go to a party **V15** cold; the same; unlucky; bored **V16** charge your phone; download music; go online
G1 What music does your sister listen to? **G2** went; had; started; wrote **G3** When were you born? Where did you go last night? **G4** Yes, they do./No, they don't. Yes, she does./No, she doesn't. **G5** left; met; won; wanted **G6** My sister lives in Italy. John wasn't at home. **G7** Yes, they were./No, they weren't. Yes, I/we do./No, I/we don't. **G8** He doesn't live in London. She didn't play tennis all week. **G9** listens; finishes; gets; goes **G10** What does he do in his free time?
G11 I made this cake. She likes cats. **G12** finished; became; got; stayed **G13** wanted; moved; studied; stopped **G14** watches; studies; does; has **G15** I wasn't at home last night. I can't watch TV on my phone. **G16** What did you do on Sunday evening?

7A Places bingo p172

Language
places in a town

Activity type, when to use and time
Bingo game. Use any time after lesson 7A. 10–15 minutes.

Preparation
Photocopy one worksheet for every four students in the class. Cut into four separate worksheets.

Procedure
- Give one bingo card to each student. Allow students a few minutes to check they know the words for all the places on their card. Students can check in VOCABULARY 7.1 SB p142. Students are not allowed to write the words on their cards.
- Read out the places in this order to the whole class: *a market*, *a theatre*, *a bus station*, *a museum*, *a square*, *a beach*, *a cinema*, *an airport*, *a restaurant*, *a station*, *a hotel*, *a shop*, *a park*, *a house*, *a café* (student D card is completed), *a road*, (student A card is completed), *a flat* (student B and student C cards are completed).
- When students hear a place that they have on their cards, they put a cross through it.
- When a student has crossed out all the places on his/her card, he/she shouts *Bingo!*. The first student to shout *Bingo!* wins the game.
- If you want to play the game again, distribute new cards and read out the places in a random order.

7B A place to rent p173–p174

Language
rooms and things in a house; *there is/there are; some, any, a*

Activity type, when to use and time
Information gap. Use any time after lesson 7B. 20–30 minutes.

Preparation
Photocopy one Flat questionnaire for each student, and one copy of Flat A, Flat B and Flat C cards for each group of three students. Cut into separate questionnaires and cards. Discard the extra Flat A cards.

Procedure
- Put students into groups of three. Tell students that each group wants to share a flat together and that each student is going to look at a different flat.
- Give each student a copy of the Flat questionnaire. Elicit the questions for prompts 1 and 2 (*How much is the rent?* and *How many rooms are there?*). Students then work in their groups and write questions with *there is/there are* for prompts 3–12. Check these questions with the whole class (see answer key). Drill them with the class if necessary. You can also point out that questions with *have got/has got* (*How many rooms has it got?*, etc.) are also correct in this situation.
- Give a copy of the Flat A card to one student in each group, a copy of the Flat B card to the second student and a copy of the Flat C card to the third student. Point out that F = *fridge* and WM = *washing machine*. Students are not allowed to look at each other's cards. Students work on their own and fill in the column for their flat on their Flat questionnaire.
- Students work in their groups and take turns to ask the questions they have prepared. Students write the answers on the Flat questionnaire so that they have the information about all three flats.

- Students then decide as a group which flat they want to live in. They must all agree on one flat and decide on the reasons why they have chosen it.
- Finally, each group tells the class which flat they have chosen and their reasons for choosing it.

1 How much is the rent? **2** How many rooms are there? **3** Are there any beds? **4** Is there any furniture in the living room? **5** Is there a shower and a bath? **6** Is there a washing machine? **7** Is there a fridge? **8** Is there a garden? **9** Is there a balcony? **10** Is there a station near the flat? **11** Are there any shops near the flat? **12** Is there a park near the flat?

7D Shopping crossword p175

Language
clothes and shops

Activity type, when to use and time
Paired crossword. Use any time after lesson 7D.
15–25 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure
- Put the class into two groups, group A and group 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 on their worksheet. Students can check any words they don't know in VOCABULARY 7.3 SB p142 and VOCABULARY 7.5 SB p143.
- 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 *7 across*. Students then take turns to give their clues for the words on their crossword. These clues can be a sentence (*You buy meat there.*) or visual (students can point to articles of their own clothing or draw a picture on a piece of paper). Students are not allowed to use the words themselves or to give letters as clues. Students should also tell their partner if the answer is two words.
- When students have finished, they check their completed crosswords and their spelling.

8A At the park p176–p177

Language
Present Continuous

Activity type, when to use and time
Information gap/mingle. Use any time after lesson 8A.
15–25 minutes.

Preparation
Photocopy one picture of the park for each student. Photocopy one set of Activity cards for every 16 students in the class. Cut into 16 separate cards.

Procedure
- Pre-teach *have a picnic* and *sit on the grass*.
- Give each student a copy of the picture of the park and an Activity card. If you have fewer than sixteen students in the class, give two Activity cards to some students. If you have more than 16 students you can give duplicate cards to students without affecting the outcome of the activity. Students are not allowed to look at each other's Activity cards. Tell students to read the cards, write the person's name or the people's names in the correct gap on the picture and cross out the name(s) in the box above the picture.
- Students then move around the room and ask questions about the people in the box above the picture to find out what they are doing. For example, student A says *What's Anna doing?* and student B replies *She's going into the café.* or *I don't know.*
- When students find out what people are doing they write their names in the correct gap on the picture and cross off the names in the box above the picture. Students are only allowed to find out which name(s) to write in one gap from each person they speak to. When they have finished writing the name(s) in the gap they find another partner.
- When students have finished, they can compare their answers in pairs or groups before you check answers with the whole class.
- As a follow-up activity, tell students to look at the completed picture for two minutes and remember what everyone is doing. Put students in pairs: student A and student B. Student A turns over his/her picture and student B asks him/her what ten people are doing. Student A gets one point for each correct answer. Students then swap roles so that student A asks student B ten questions. The student with the most points wins.

8B Stuck in traffic p178

Language
Present Simple and Present Continuous

Activity type, when to use and time
Information gap. Use any time after lesson 8B.
20–30 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure
- Put students into two groups, group A and group B. Give a copy of the student A worksheet to each student in group A and a copy of the student B worksheet to each student in group B. Allow students a couple of minutes to read the email. Check they understand that Olivia and Robert are in a taxi in the snow that was discussed in lesson 8B in the Student's Book.

- Students work in pairs with people from the same group. They write the questions they need to ask to complete the email using the question words in brackets. Tell students the questions should be in the Present Simple or the Present Continuous. ✍ You can do the first one on each worksheet on the board as an example (see answer key).
- Reorganise the class into pairs with one student from group A and one student from group B. Students are not allowed to look at each other's worksheets. Students work in their pairs and take turns to ask their questions. They write the answers on their worksheets in the gaps. Tell Student As to ask the first question.
- When students have finished, they can check answers by comparing emails.

Student A questions
1 Where are Robert and Olivia sitting (at the moment)?
2 What is Robert reading?
3 What does Olivia like?
4 What time does she/Olivia start work?
5 Why is she/Olivia having a day off (today)?
6 Who is Robert talking to (on his mobile)?
7 What does Tom have every week?
8 What do Tom and Sally (both) like?

Student B questions
a Where are Robert and Olivia going?
b What is Olivia eating?
c What does she/Olivia hate?
d What time does she/Olivia finish work?
e Where do Lucas and Karen live?
f What is the taxi driver doing (now)?
g What does Sally want to be (when she's older)?
h Where are Tom and Sally/the children staying (at the moment)?

8D Thought bubbles p179

Language
indoor and outdoor activities; adjectives and adverbs

Activity type, when to use and time
Personalised guessing game. Use any time after lesson 8D. 15–30 minutes.

Preparation
Photocopy one worksheet for each student.

Procedure
- Give a copy of the worksheet to each student. Tell students to read the points in the box and then write ten of the people and things in the thought bubbles. Check students understand that they don't need to write a person or a thing for every point in the box.
- Students should write names, single words or short phrases, for example, *Helena*, *my mother*, *swim*, *ride a motorbike*, etc. Students can write them in any bubble they want, but not in the same order as the points. ✍ You can demonstrate this before they begin by drawing some thought bubbles on the board and writing your own ideas in random order.
- Students work in pairs and swap worksheets with their partner. Students then take turns to ask *yes/no* questions to guess why their partners have written the things in the thought bubbles. For example, if a student has written *swim*, his/her partner might ask *Can you swim quite well?* or *Would you like to swim very well?*, etc. Students should ask one or two follow-up questions if possible for each point, for example, *When did you learn to swim?*
- When students have finished, each student can tell the class two or three things that they have found out about their partner.

9A Language schools p180–p181

Language
holiday activities; *can* and *can't*

Activity type, when to use and time
Information gap. Use any time after lesson 9A. 20–35 minutes.

Preparation
Photocopy one set of Language school cards for every four students. Cut into four separate worksheets.

Procedure
- Pre-teach *library, study centre, accommodation, art gallery, traditional English pub, cathedral, go sailing* and *sunbathe*. Highlight the pronunciation of *Plymouth* /ˈplɪməθ/.
- Tell students they are going to study English in England for a month and that they must decide which school to go to.
- Put students into four groups, A, B, C and D. Give a copy of The City Language School worksheet to every student in group A, a copy of the English World Language School worksheet to every student in group B, a copy of the Sea View Language School worksheet to every student in group C and a copy of the Lakeside Language School worksheet to every student in group D. Tell students that all the schools cost the same.
- Students work together in pairs with a student from the same group. They discuss what you can and can't do at the language schools and the places where they are located. For example, a student from group A could say *You can do a general English course at this school, but you can't do a course in the evening.* Students can make notes at this stage, but they shouldn't write complete sentences.
- 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 take turns to tell the group what they can and can't do at their language school and the place where it is located. The whole group must then discuss and decide which school they want to go to. Students must all decide on the same school.
- Finally, each group tells the class which school they have decided to go to and their reasons for choosing this school.

9B Comparative pelmanism p182

Language
comparatives

Activity type, when to use and time
Pelmanism. Use any time after lesson 9B. 15–25 minutes.

Preparation
Photocopy one worksheet for each group of three students. Cut into sets. Shuffle each set.

Procedure
- If necessary, check that students know all the famous people and places on the cards. Pre-teach *continent*.
- Put students into groups of three. Give each group a set of cards. Ask them to put the cards face-down in front of them, with the smaller cards on one side and the bigger cards on the other.
- Students take turns to turn over one small card and one big card. If a student thinks that the two words/phrases on the cards match, for example, *The USA* and *Spain*, he/she says what type they are, for example, *They're both countries*. He/She then makes a comparative sentence using the words/phrases on the cards, for example, *The USA is bigger than Spain*. or *Spain is smaller than the USA*. If the sentence is correct, the student keeps the pair of cards and has another turn. If the two cards don't match, the student puts them back on the table face-down in exactly the same place.
- If a student thinks that one of his/her partner's sentences isn't correct, he/she can challenge him/her. If it is incorrect, the student must put back the cards and the turn passes to the next student. If students can't agree, they should ask you to adjudicate.
- The activity continues until all the cards are matched up. The student with the most cards is the winner.
- If a group finishes early, students can take turns to say sentences using the words/phrases on their cards, for example, *I really like cats. I've got a new CD player. I'd like to go to the Pyramids.*

9D Blockbuster p183–p185

Language
Review of lessons 7A–9D

Activity type, when to use and time
Board game. Use any time after lesson 9D. 25–40 minutes.

Preparation
Photocopy one board for every four or six students in your class. Photocopy one Team A question sheet for half the number of students in your class and one Team B question sheet for the other half. You also need a counter for each team.

Procedure
- Put students into groups of four or six. Divide each group into two teams: team A and team B. 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.
- Each team puts a counter on their 'home square', which is marked with A or B. The object of the game is to move your team's counter to the other team's home square. Each team can only move one square at a time, and can only move to a square which has a side that is touching the square they are on.
- Tell students that G = grammar, V = vocabulary, M = mystery question and T = talk about. When a team lands on a G, V or M square, the other team reads out a grammar question, a vocabulary question or mystery question from their question sheet. Students read out the questions on their question sheet in number order. The other team must answer the question correctly in order to stay on the square. (Note that the answers are in brackets on the question sheet.) If a team gets the answer wrong, they must move back to their original square and they must move to a different square for their next go.
- If a team lands on a T square, they must nominate a member of their team to talk about the topic before the other team tells them the topic. The student must then talk about the topic for 20 seconds without stopping. When the team lands on another T square, they must nominate a different student each time until all the students in their team have talked about a topic.
- The team that gets to the other team's home square first is the winner. It is advisable to demonstrate this game on the board or in front of the class before students start playing in their groups.
- If one group finishes early, students can take turns to ask and answer the remaining questions on their question sheets.

10A Something in common p186

Language
Frequency expressions; prepositions

Activity type, when to use and time
'Find someone who' activity. Use any time after lesson 10A. 15–25 minutes.

Preparation
Photocopy one worksheet for each student.

Procedure
- Give a copy of the worksheet to each student. Students work on their own and choose the correct preposition (or no preposition) in the phrases 1–12 on the worksheet. They can check in pairs or groups before you check answers with the whole class (see answer key).

- Students work on their own and write how often they do these things in the *Me* column. Tell students to write short phrases only, for example, *once a week, twice a month, three or four times a year, every day, every week*, etc., not whole sentences.
- Students move around the room and ask questions with *How often do you … ?*. When a student finds another student who does one of these things with the same frequency as him/her, he/she says *Me too.* and writes the student's name in the *Name* column on the worksheet. Students should then ask one or two follow-up questions about the topic, for example, *When did you last … ?, Where do you usually … ?*, etc.
- When students have found something in common with each other, they move on and talk to a new person. Students should try to collect twelve different names on their worksheet if possible.
- When students have finished, they can compare answers in pairs or groups. Finally, students tell the whole class one thing they have found out, for example, *Giada and I both go to the cinema every weekend.*

1 to **2** up **3** for **4** – **5** out **6** – **7** on **8** to **9** for **10** to **11** – **12** to

10B Who's Alex? p187–p188

Language
appearance

Activity type, when to use and time
Information gap. Use any time after lesson 10B. 15–25 minutes.

Preparation
Photocopy one Student A worksheet and one Student B worksheet for each pair of students.

Procedure
- Pre-teach *He/She's wearing glasses*.
- Put students into pairs. Give a copy of the student A worksheet to one student and a copy of the student B worksheet to his/her partner. Students are not allowed to look at each other's worksheets.
- Students work in pairs and take turns to describe one of the people on their picture who hasn't got a name, i.e. student A describes the men and student B describes the women. Students must describe the people's appearance and their clothes, not where they are in the picture or who they are talking to. The aim of the activity is for students to find out which person is Alex. This is the only person at the party without a name on either worksheet.
- When a student has finished describing a person, his/her partner says the name of that person. If a student is unsure which person is being described, he/she should ask questions to clarify any problems, for example, *Has he got long or short hair?*, *What is she wearing?*, etc. Students write the names on their worksheets when they are sure who their partner has described.
- When students have finished, they decide which person is Alex. She is the only person without a name on either worksheet. She has short dark hair, is wearing glasses and is talking to Jean, Tim and Max. Check this with the whole class.
- Finally, students can look at each other's pictures and compare their answers for the other people.

10C Health crossword p189

Language
health problems and treatment

Activity type, when to use and time
Paired crossword. Use any time after lesson 10C. 15–25 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure
- Put students into two groups, group A and group 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 on their worksheet.
- 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 *4 across*. Students then take turns to give clues for the words on their crossword. These clues can be a sentence (*You take these when you've got a headache.*) or visual (students can mime an illness or point to a part of the body). Students are not allowed to use the words themselves or to give letters as clues. Students should also tell their partner if the answer is two, three or four words.
- When students have finished, they check their completed crosswords and their spelling.

11A New Year's Day p190

Language
be going to: *Wh-* questions

Activity type, when to use and time
Information gap. Use any time after lesson 11A. 15–25 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Tell students they are going to find out how the members of one family are going to spend New Year's Day. Put students into two groups, group A and group B. Give a copy of the student A worksheet to each student in group A and a copy of the student B worksheet to each student in group B.
- Students work in pairs with someone from the same group and write *Wh-* questions with *be going to* that they need to ask in order to fill in the gaps on their worksheets. ✍ If necessary, do the first one for each worksheet on the board (see answer key).
- Reorganise the class into pairs, with one student from group A and one student from group B in each pair. Students are not allowed to look at each other's worksheets. Students work in their pairs and take turns to ask and answer their questions. They write the answers on their worksheets in the gaps. Tell student As to ask the first question.
- When students have finished, they can check their answers by looking at their partner's worksheet.
- Students stay in their pairs and draw a family tree for the people on the worksheet. ✍ Check with the students by drawing the family tree on the board.

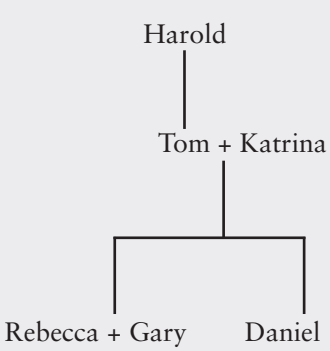
Student A questions

1 What are Tom and Katrina going to buy?
2 Where are they going to have dinner?
3 Who are Rebecca and Gary going to meet for lunch?
4 What is Daniel going to do in the afternoon?
5 What are Daniel and Freddy going to buy (in town)?
6 Who is going to visit Harold in the afternoon?

Student B questions

a Who are Tom and Katrina going to visit in the afternoon?
b What are Rebecca and Gary going to do in the morning?
c What is Rebecca going to cook (for dinner)?
d Who is Daniel going to meet in town?
e What is Harold going to play in the morning?
f Where is Harold going to have dinner in the evening?

Family tree



11C The missing lottery ticket

p191–p192

Language

asking for and giving directions

Activity type, when to use and time

Maze activity. Use any time after lesson 11C.
15–30 minutes.

Preparation

Photocopy one map and one set of Directions cards for each pair of students. Cut the Directions cards into separate cards and organise them so that you have one class set of card 1, one class set of card 2, etc.

Procedure

- Tell students that you won the lottery last week, but you lost your lottery ticket! You want the students to help you find the ticket and the first pair of students to find it can share your prize.
- Put students into pairs. Give each pair a copy of the map and allow them a minute or two to study it. Tell students that you left your bag and your lottery ticket in one of the places on the map, but you can't remember where. Tell students that they will start their search at the station.
- Give each pair a copy of Directions card 1. Students read the directions and write the name of the place at the bottom of the card. When they have done this, one of the students in each pair comes up to the front of the class and gives you the card.
- If the place written on the card is correct, give the student Directions card 2. The student then goes back to his/her partner and they follow the directions on their new card, again writing the name of the place on the card when they have found it. If the place written on a card is not correct, you should send the student back to his/her partner with the same card to try again.
- Continue this procedure with the rest of the Directions cards until a student gives you the final card with the correct answer written on it. The first pair to finish the activity wins. You can choose to stop the activity at this point or allow it to continue until most of the pairs have finished.
- At the end of the activity you can take out a lottery ticket from your bag, study the numbers closely, then say that you have got the numbers wrong and haven't won anything at all – or, alternatively, give the winning pair a prize!
- As a follow-up activity, students can work in new pairs and give each other directions to places on the map from the station.

1 Harmony's Bar **2** newsagent's **3** Park Hotel **4** shoe shop **5** City Hospital **6** department store **7** Cordy's Café **8** City Museum **9** bookshop **10** Station Café

11D Collocation dominoes p193

Language
collocations review

Activity type, when to use and time
Dominoes. Use any time after lesson 11D. 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 are not allowed to 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 they make a sentence. Encourage students to look at the words in bold to make sure that they form a collocation. Students then continue taking turns to put dominoes at either end of the domino chain.
- If a student thinks that one of his/her partner's sentences isn't correct, he/she can challenge him/her. If it 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 sentence. The student who finishes first, or who has the fewer dominoes remaining, is the winner.

12A Four restaurants p194

Language
superlatives

Activity type, when to use and time
Information gap and discussion. Use any time after lesson 12A. 20–30 minutes.

Preparation
Photocopy one worksheet for each student. Cut out the *Which restaurant …* worksheet. Cut the Restaurant reviews into four separate cards.

Procedure
- Put students into groups of four. Tell students that each group is planning to go out for a celebration meal at the end of their English course and they are going to choose which restaurant to go to. Pre-teach *main course, chef* and *traditional (restaurant/food)*. Also pre-teach *far* and teach the two alternative comparative and superlative forms *further/farther* and *furthest/farthest*.
- Give each student a copy of the *Which restaurant …* worksheet. Students work on their own and fill in the gaps with the superlative forms of the adjective. Check answers with the whole class (see answer key).
- Give a different Restaurant review card to each student in each group. If you have extra students, have one or two groups of five and ask two students to work together with one Restaurant review card. Discard the extra Restaurant review cards. Allow students a few minutes to read the information on their card. Students are not allowed to look at each other's cards.
- Students work in their groups and share information about their restaurants in order to complete their *Which restaurant …* worksheet. For example, to find out which restaurant opens the earliest, each student in the group has to tell their partners the name of their restaurant and what time it opens. Students work down the list on the *Which restaurant …* worksheet and write the name of the appropriate restaurant in the right-hand column.
- When students get to question 12 they must decide which they think is the best restaurant for their group to go to, based on the information they have on their worksheet. Students must all agree on one restaurant.
- Finally, ask each group to tell the class which restaurant they have chosen and their reasons for choosing it.

Superlatives
1 most modern **2** oldest **3** smallest **4** biggest **5** cheapest **6** most expensive **7** nearest **8** furthest/farthest **9** earliest **10** latest **11** most interesting **12** best

Restaurants
1 Asia Garden **2** The Golden Palace **3** Asia Garden **4** The World Food Café **5** Food: Asia Garden; Wine: La Trattoria **6** Food and wine: The Golden Palace **7** La Trattoria **8** The World Food Café **9** The World Food Café **10** La Trattoria **11** The World Food Café **12** Students' answer

12B Life experiences p195

Language
Present Perfect and Past Simple

Activity type, when to use and time
'Find someone who' activity. Use any time after lesson 12B. 20–30 minutes.

Preparation
Photocopy one worksheet for each student.

Procedure
- Give a copy of the worksheet to each student. Tell students that they must find one student in the class who has done the things in bold on the worksheet.
- Elicit the questions for 1a, 1b and 1c on the worksheet and write them on the board. Check students understand that question a should be in the Present Perfect and should begin with *Have you ever … ?* and that the follow-up questions b and c should be in the Past Simple.

- Students work on their own or in pairs and prepare the rest of the questions on the worksheet. With a low-level class students can write the questions on the worksheet. If you have a stronger class, you may wish to ask them to prepare the questions orally, but not write anything on the worksheet. This will make the communicative stage of the activity more challenging. Check the questions with the whole class if necessary (see answer key).
- Students move around the room asking the questions they have prepared. If students are not able to leave their seats, they should ask as many students as they can sitting near them. Before they begin, remind students to use the appropriate short answers to *Have you ever … ?* questions (*Yes, I have./No, I haven't.*).
- If a student answers *yes* to a *Have you ever … ?* question, the student asking the question writes the person's name in the *Name* column on the worksheet. He/She then asks the two follow-up questions b and c and writes brief answers in the *Extra information* column. He/She then moves on to talk to a different student. Encourage students to talk to as many different people as possible. Students only need to find one person who has done each thing.
- 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.

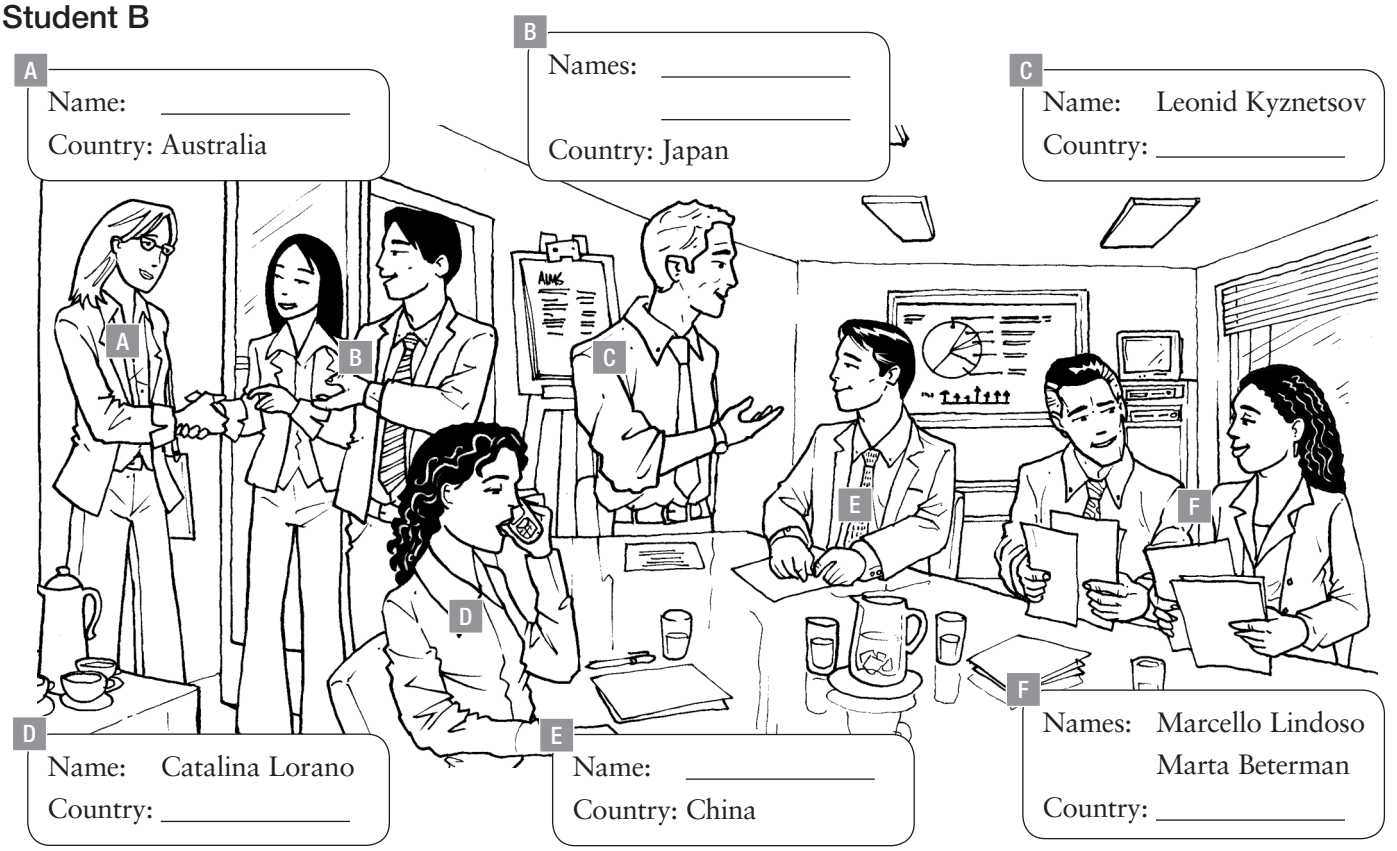
1 a Have you ever been skiing? **b** Where did you go? **c** Did you have a good time? **2 a** Have you ever worked or studied in another country? **b** Which country was it? **c** What did you do there? **3 a** Have you ever met someone famous? **b** Who did you meet? **c** What did you say to him or her? **4 a** Have you ever been to an important football match? **b** Which teams did you see? **c** Did you enjoy it? **5 a** Have you ever lost your mobile phone? **b** How did you lose it? **c** Did you find it? **6 a** Have you ever wanted to be in a band? **b** What kind of music did you want to play? **c** Which instrument did you play? **7 a** Have you ever been to the cinema in another country? **b** Which country was it? **c** Which film did you see? **8 a** Have you ever worked in a shop? **b** What did you do there? **c** How old were you? **9 a** Have you ever written a diary? **b** How old were you when you started it? **c** Did you write it every day? **10 a** Have you ever walked more than 20 km in one day? **b** Why did you walk so far? **c** What did you do the next day?

1A At the conference *be*: positive and *Wh*- questions; countries

Student A



Student B



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1B Short answer dominoes *be*: *yes/no* questions and short answers

No, we aren't.	Are Susannah and Ari in class 3A?
Yes, he is.	Are we in room 17?
Yes, they are.	Are you from China?
Yes, she is.	Am I late?
No, he isn't.	Is she from Brazil?
Yes, I am.	Are you and Sergei from Moscow?
Yes, it is.	Is it on page 12?
No, you aren't.	Are you a waitress?
Yes, we are.	Are they engineers?
No, she isn't.	Is Mr Walker in Poland?

No, they aren't.	Is Peter a lawyer?
No, you aren't.	Are Bob and Mary doctors?
No, I'm not.	Is your teacher Australian?
Yes, you are.	Is he a musician?
No, she isn't.	Are you Spanish?
Yes, we are.	Is our class in room 19?
No, it isn't.	Am I in your English class?
Yes, I am.	Are you and Gabi from Germany?
No, they aren't.	Is Patricia retired?
Yes, he is.	Are you Mr and Mrs Kramer?

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1C At the car hire office asking for and giving personal details

Student A

Car Hire Form
Customer ref: 00239

Mr ☐ Mrs ☑

surname	*Moreno*
first name	*Raquel*
nationality	*Mexican*
address	*15 Grove Road*
	London SW7 4FL
mobile number	*07799 354981*
home number	*020 7782 4690*
email address	*moreno23@ibana.com*

Car Hire Form
Customer ref: 00240

Mr ☑ Mrs ☐

surname	
first name	
nationality	
address	
mobile number	
home number	
email address	

Car Hire Form
Customer ref: 00241

Mr ☑ Mrs ☐

surname	*Langlet*
first name	*Jacques*
nationality	*French*
address	*48 Porthall Street*
	London EC16 7DQ
mobile number	*07344 126544*
home number	*020 8788 3286*
email address	*jlanglet@freeweb.com*

Car Hire Form
Customer ref: 00242

Mr ☐ Mrs ☑

surname	
first name	
nationality	
address	
mobile number	
home number	
email address	

Student B

Car Hire Form
Customer ref: 00239

Mr ☐ Mrs ☑

surname	
first name	
nationality	
address	
mobile number	
home number	
email address	

Car Hire Form
Customer ref: 00240

Mr ☑ Mrs ☐

surname	*Amato*
first name	*Salvatore*
nationality	*Italian*
address	*33 Lissen Road*
	London W18 8HT
mobile number	*07930 239982*
home number	*020 8244 7941*
email address	*salvamato@globenet.co.uk*

Car Hire Form
Customer ref: 00241

Mr ☑ Mrs ☐

surname	
first name	
nationality	
address	
mobile number	
home number	
email address	

Car Hire Form
Customer ref: 00242

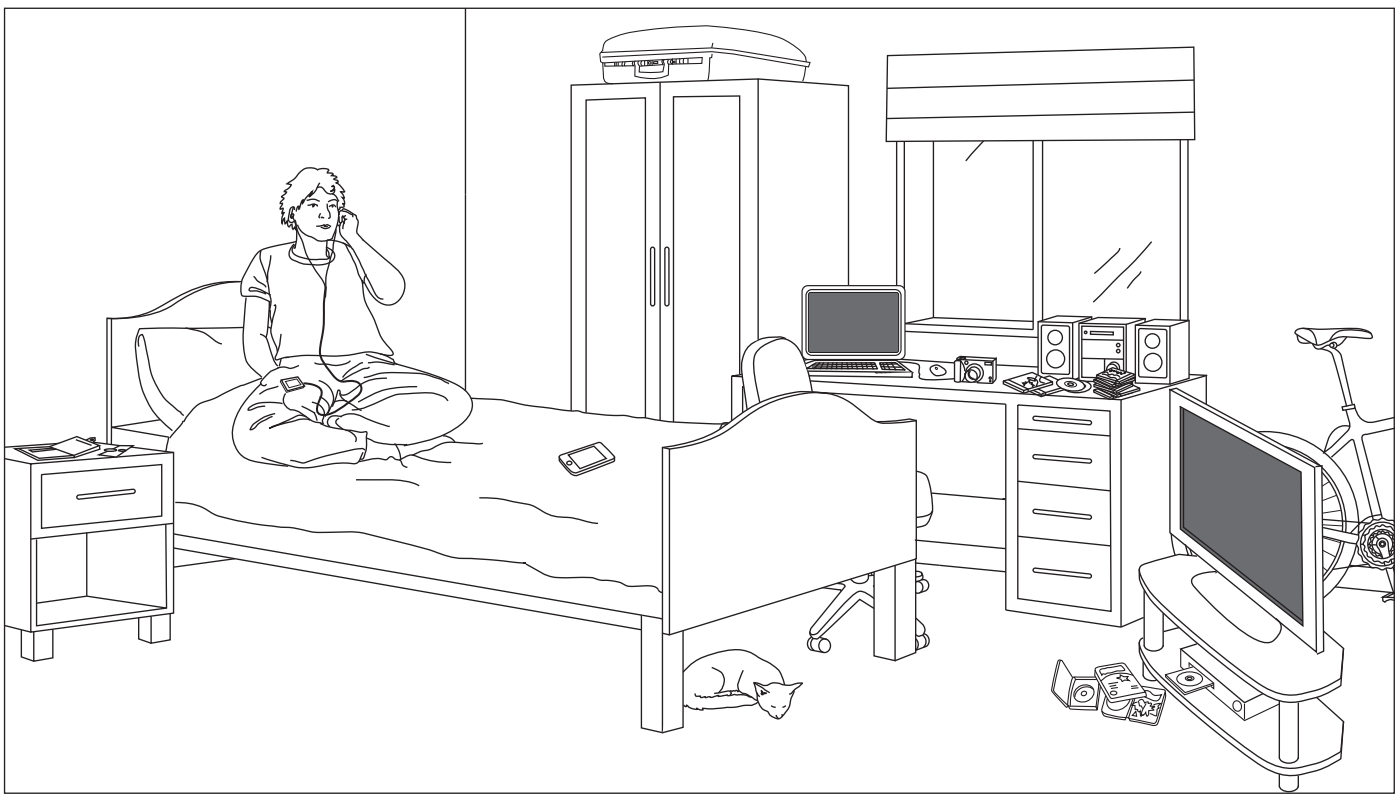
Mr ☐ Mrs ☑

surname	*Yamazaki*
first name	*Kumiko*
nationality	*Japanese*
address	*11 Denzel Street*
	London E4 5RF
mobile number	*07883 233451*
home number	*020 7922 3211*
email address	*kumiko37@webmail.com*

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2A Harry and Harriet *have got*

Student A: Harry's room



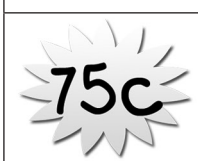
Student B: Harriet's room



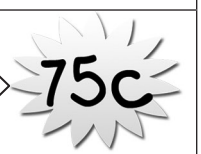
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2C Time and money times and prices

Student A

HEAR	SAY
	
	
	
START	
	
	
	
	
	
	

Student B

HEAR	SAY
	
	
	
	FINISH
	
	
	
	
	
	

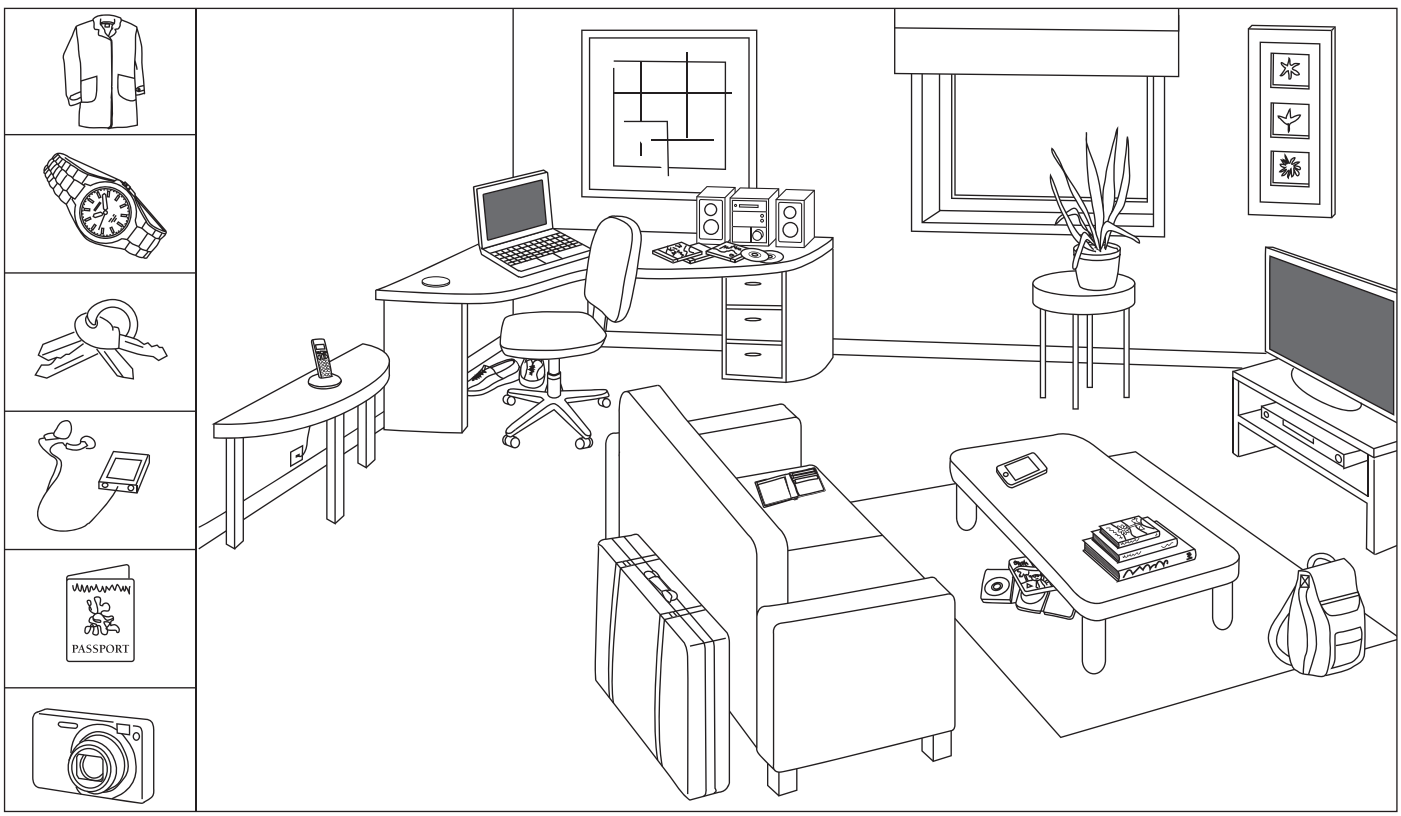
Student C

HEAR	SAY
	

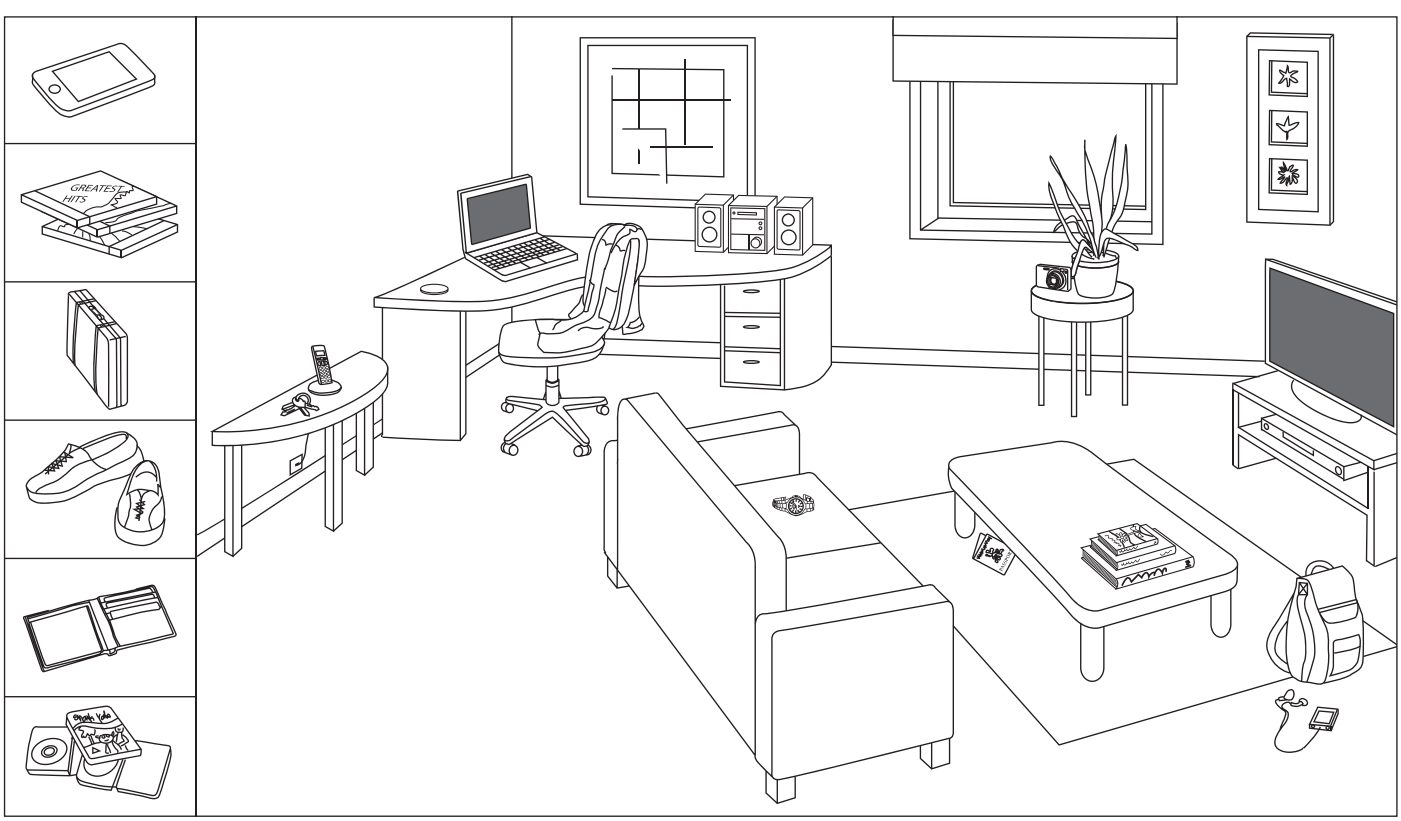
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2D Where is it? prepositions of place; things in a house

Student A



Student B

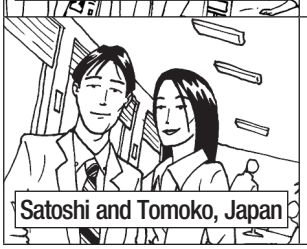


Instructions p139

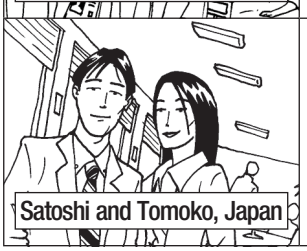
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3A World routines daily routines; Present Simple: positive and *Wh*- questions

Student A

	What time / get up?	When / start work?	Where / have lunch?	When / finish work?	Where / have dinner?	What time / go to bed?
 Alfonso and Barbara, Italy		8.45			at home	
 Omar and Layla, Egypt	6.30		at the hospital	5.30		10.30
 Satoshi and Tomoko, Japan		8.45	at the office			12.30

Student B

	What time / get up?	When / start work?	Where / have lunch?	When / finish work?	Where / have dinner?	What time / go to bed?
 Alfonso and Barbara, Italy	8.00		at home	7.45		12.15
 Omar and Layla, Egypt		8.00			at the restaurant	
 Satoshi and Tomoko, Japan	7.15			6.30	at home	

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3B Time phrase snap time phrases with *on*, *in*, *at*, *every*

Student A

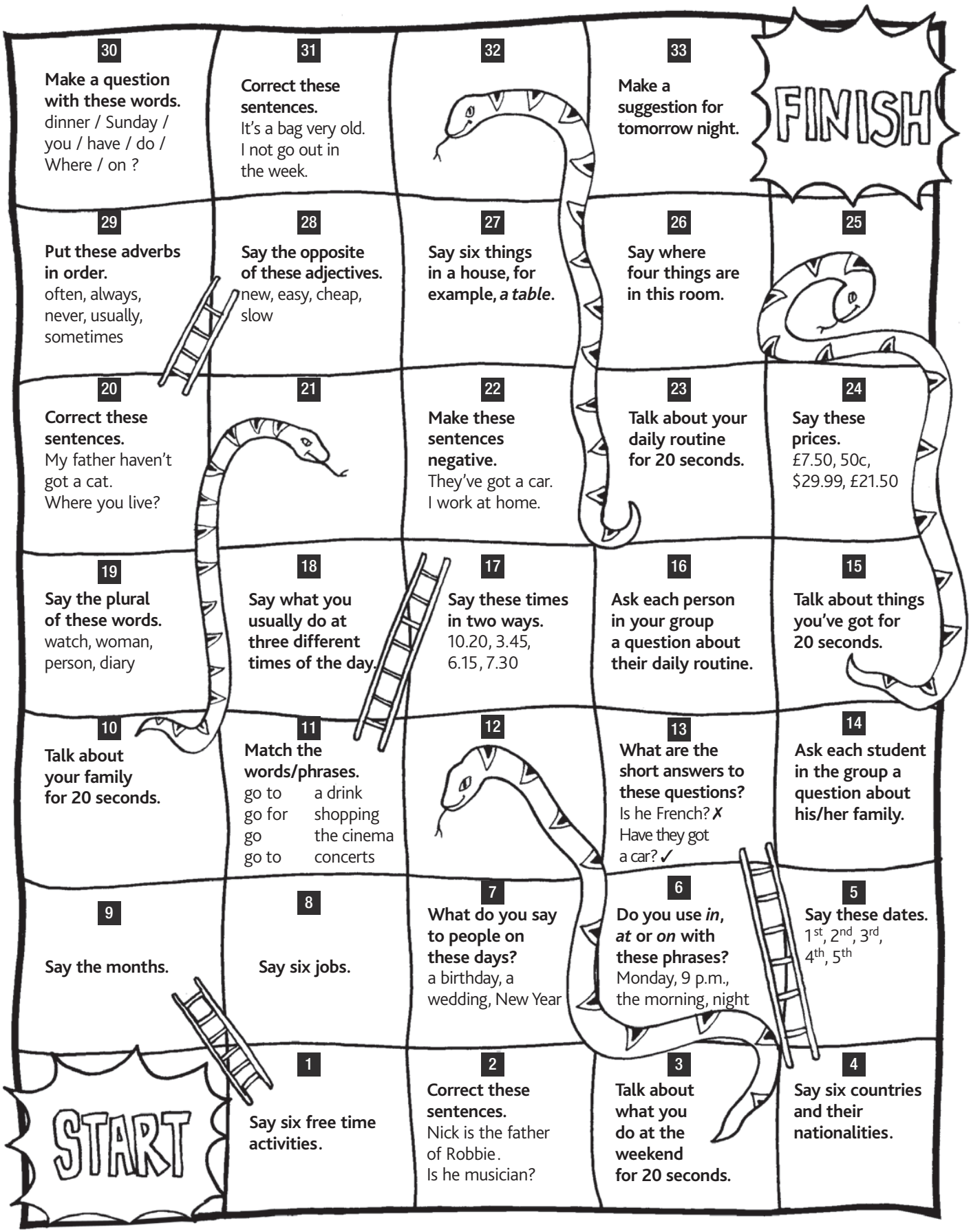
on	on	on	on
in	in	in	in
at	at	at	at
every	every	every	every

Student B

Saturday	day	eight o'clock	the week
week	half past ten	the morning	Thursday evening
the afternoon	Monday mornings	the weekend	the evening
Sunday afternoons	night	Fridays	afternoon

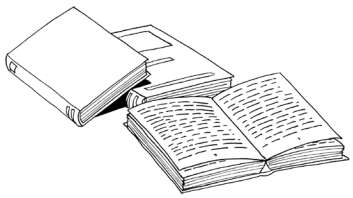
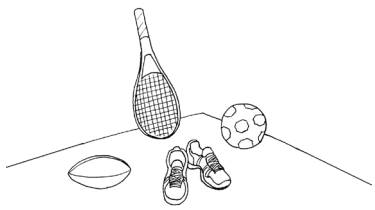
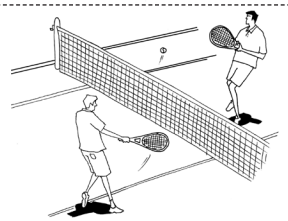
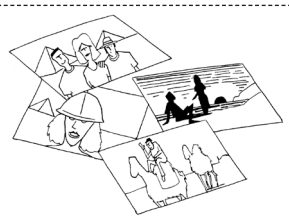
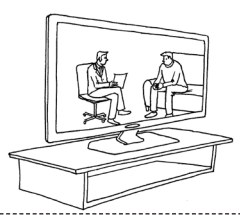
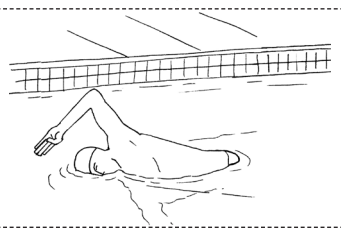
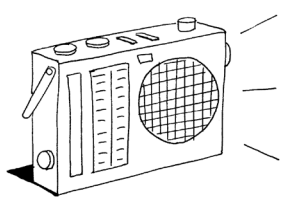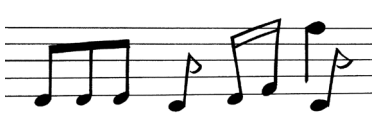
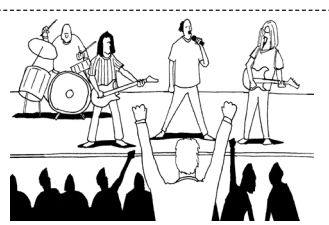
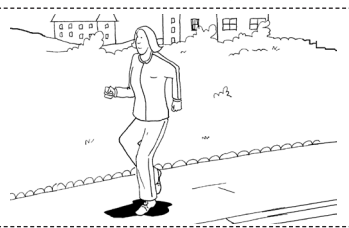
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3D Snakes and ladders Review of lessons 1A–3D



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4A Verbs and nouns free time activities

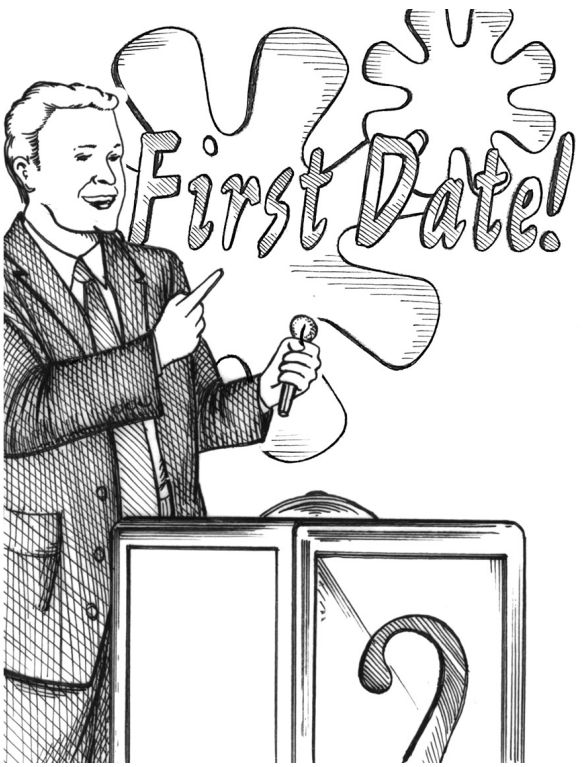
read		do	
watch		go	
play		read	
take		watch	
go		listen to	
listen to		go to	
go for		have	
go to		go	

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4B A TV presenter's weekend Present Simple: *Wh-* questions with *he*

Student A

Max Williams is a famous TV presenter in the UK. He's 34 years old and he lives in [1]_____ with his brother. He presents a TV game show called *First Date!*. It's on TV every Saturday evening and about 15 million people watch it every week.



On Saturdays Max always gets up at [2]_____ and before breakfast he goes running for about half an hour. He has breakfast [3]_____ at about 10.00. Then after breakfast he [4]_____ . At 12.30 he meets Julie Richards, the director of *First Date!*, and they talk about the day's programme. He has lunch [5]_____ at about 2.00, then he meets the contestants.

The programme starts at 6.15 and finishes at [6]_____ . After the programme finishes he has dinner with Julie and then he goes home. In the evening he watches [7]_____ on TV – he always records it on his DVD player – and then goes to bed at about midnight.

On Sunday morning Max [8]_____ and in the afternoon he watches football on TV. In the evening he goes [9]_____ with his friends – he likes Chinese food. Max is very happy with his life, except for one thing – he doesn't have a girlfriend!

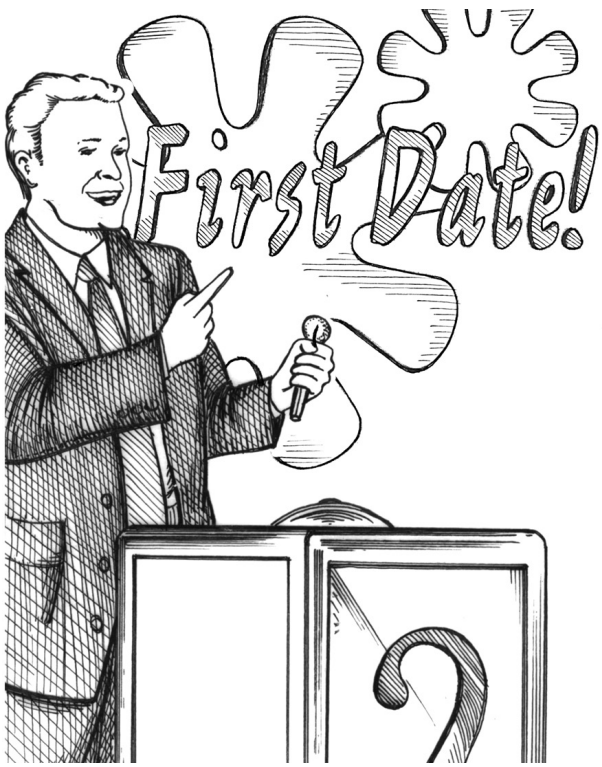
1 Where *does* Max *live*?
2 What time _____ he _____ _____ on Saturdays?
3 Where _____ _____ _____ breakfast?
4 What _____ _____ _____ after breakfast?
5 Where _____ _____ _____ lunch?
6 What time _____ the programme _____ ?
7 What _____ _____ _____ on TV _____ the evening?
8 What _____ _____ _____ _____ Sunday morning?
9 Where _____ _____ _____ in _____ evening?

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4B A TV presenter's weekend Present Simple: *Wh-* questions with *he*

Student B

Max Williams is a famous TV presenter in the UK. He's 34 years old and he lives in London with [a]_____ .
He presents a TV game show called *First Date!*. It's on TV every Saturday evening and about 15 million people watch it every week.



On Saturdays Max always gets up at 8.30 and before breakfast he [b]_____ for about half an hour. He has breakfast in a café at [c]_____ . Then after breakfast he goes to the TV studio. At 12.30 he meets [d]_____ , the director of *First Date!*, and they talk about the day's programme. He has lunch at the studio at about 2.00, then he meets the contestants.

The programme starts at [e]_____ and finishes at 7.15. After the programme finishes he [f]_____ and then he goes home. In the evening he watches *First Date!* on TV – he always records it on his DVD player – and then goes to bed at [g]_____ .

On Sunday morning Max usually plays tennis and in the afternoon he [h]_____ .
In the evening he goes to a restaurant with his friends – he likes [i]_____ food.
Max is very happy with his life, except for one thing – he doesn't have a girlfriend!

a Who *does* Max *live* with?

b What _____ he _____ before breakfast?

c What time _____ _____ _____ breakfast?

d Who _____ _____ _____ at 12.30?

e What time _____ the programme _____ ?

f What _____ _____ _____ after the programme _____ ?

g When _____ _____ _____ to bed?

h What _____ _____ _____ _____ Sunday afternoon?

i What food _____ _____ _____ ?

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4D Food habits food and drink; Present Simple: *yes/no* questions with *you*

1 _____ eats  every day.

Question: *Do you eat fruit every day?*

2 _____ drinks a lot of  .

Question: _____

3 _____ usually has  and  for breakfast.

Question: _____

4 _____ has got  or  in his/her bag.

Question: _____

5 _____ eats a lot of  .

Question: _____

6 _____ hates  or  .

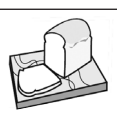
Question: _____

7 _____ has  with  for breakfast.

Question: _____

8 _____ likes  and  .

Question: _____

9 _____ often has  and  for lunch.

Question: _____

10 _____ eats a lot of  .

Question: _____

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5A Famous people quiz *Wh-* questions with *was/were*

Quiz A

1 Who ***was/were*** the director of *The Lord of the Rings* films?

a Steven Spielberg
b James Cameron
c Peter Jackson

2 Who ***was/were*** the President of the USA before Barack Obama?

a **George Bush**
b Bill Clinton
c Ronald Reagan

3 Who ***was/were*** Laurel and Hardy?

a musicians
b doctors
c **actors**

4 Where ***was/were*** Charlie Chaplin born?

a New York
b **London**
c Paris

5 When ***was/were*** Prince William and Kate Middleton married?

a May 2009
b March 2010
c **April 2011**

6 Who ***was/were*** the first man on the moon?

a John Glenn
b **Neil Armstrong**
c Yuri Gagarin

7 Who ***was/were*** the two stars of the film *Titanic*?

a Kate Winslet and Brad Pitt
b Nicole Kidman and Leonardo DiCaprio
c **Kate Winslet and Leonardo DiCaprio**

8 When ***was/were*** the singer Beyoncé born?

a 1971
b **1981**
c 1991

Quiz B

1 Which actor ***was/were*** James Bond in the film *Casino Royale*?

a Sean Connery
b **Daniel Craig**
c Pierce Brosnan

2 What ***was/were*** the American President John F Kennedy's middle name?

a Frank
b **Fitzgerald**
c Frederick

3 Where ***was/were*** the singer Lady Gaga born?

a Italy
b **the USA**
c the UK

4 Which film ***was/were*** Johnny Depp and Orlando Bloom in together?

a The Lord of the Rings
b **Pirates of the Caribbean**
c Alice in Wonderland

5 Where ***was/were*** William Shakespeare born?

a London
b Oxford
c **Stratford-upon-Avon**

6 Who ***was/were*** British Prime Minister in 2006?

a David Cameron
b Gordon Brown
c **Tony Blair**

7 Who ***was/were*** the Jackson Five?

a actors
b **singers**
c footballers

8 What ***was/were*** the name of Paul McCartney's first wife?

a **Linda McCartney**
b Stella McCartney
c Yoko Ono

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5B Tony's honeymoon Past Simple: positive and *Wh*- questions

stay meet miss get eat buy leave go (x3)



a Tony [1]_____ a woman called [11]_____ in Australia in 2010.

b They [2]_____ married in London in [12]_____ .

c After the wedding they [3]_____ to [13]_____ on their honeymoon.

d They [4]_____ in a hotel called [14]_____ for a week.

e On their first day they went to the market and [5]_____ [15]_____ .

f On the second day they [6]_____ to a party [16]_____ .

g On the third day they [7]_____ to see [17]_____ . It was really beautiful!

h On their last night they went to a restaurant by the Bosphorus and [8]_____ [18]_____ .

i The next day they [9]_____ the hotel at [19]_____ in the morning.

j But they [10]_____ the plane because [20]_____ !

Information cards

Istanbul	the Blue Mosque
The Palace Hotel	July 2011
a beautiful carpet	fish and salad
Sonia	5.30
at a friend's house	Tony forgot his passport

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5D Adjective pelmanism adjectives

quiet	noisy	amazing	awful
bored	excited	fantastic	terrible
rich	poor	friendly	unfriendly
clean	dirty	short	tall
safe	dangerous	boring	interesting
lucky	unlucky	happy	unhappy
different	the same	hot	cold
well	ill	cheap	expensive

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6A My partner's past Past Simple: *yes/no* questions and short answers

Student A

		✓ or ✗
1	He/She *went out/stayed in* last Saturday night.	
2	He/She *watched/didn't watch* some sport on TV last weekend.	
3	He/She had dinner *in a restaurant/at home* last night.	
4	He/She *travelled/didn't travel* to another city or country last month.	
5	He/She got up *early/late* last Sunday.	
6	He/She *bought/didn't buy* some new clothes or shoes last weekend.	
7	He/She *went/didn't go* to the cinema last month.	
8	He/She went to bed *before/after* midnight last night.	
9	He/She *played/didn't play* tennis or football last month.	
10	He/She left home *before/after* 8 a.m. this morning.	

Student B

		✓ or ✗
1	He/She *went out/stayed in* last night.	
2	He/She *watched/didn't watch* a DVD last weekend.	
3	He/She *listened/didn't listen* to the radio this morning.	
4	He/She had dinner *before/after* 9 p.m. last night.	
5	He/She *went/didn't go* to a party or a concert last month.	
6	He/She got up *before/after* 8 a.m. this morning.	
7	He/She *met/didn't meet* some friends last Sunday.	
8	He/She *did/didn't do* some sport last week.	
9	He/She had breakfast *at home/in a café* this morning.	
10	He/She *studied/didn't study* English last weekend.	

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Journalist



You are a journalist for the NewsWorld website. You want to interview Sam Smith or Pat Davis. Write questions to ask about these things.

- the reason why they got lost
- the place(s) they stayed at night
- what they did in the day
- what they ate and drank
- the clothes they had with them
- people they met
- animals they saw
- how they tried to get help
- other problems they had
- what they want to do now
- your own ideas

Tourist



You are Sam Smith or Pat Davis. A journalist from the NewsWorld website wants to interview you. Make notes on these things to help you in the interview.

- the reason why you got lost
- the place(s) you stayed at night
- what you did in the day
- what you ate and drank
- the clothes you had with you
- people you met
- animals you saw
- how you tried to get help
- other problems you had
- what you want to do now
- other things you can tell the journalist

CLASS ACTIVITIES: Photocopiable

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6D Money, money, money! Review of lessons 4A–6D



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6D Money, money, money! Review of lessons 4A–6D

Vocabulary cards

V1 **Match the verbs to the nouns.** go books take swimming read photos	V2 **Say 15 food and drink words in 30 seconds.**	V3 **Are these words countable or uncountable?** sausage, egg, meat, toast	V4 **Say ten free time activities in 30 seconds.**
V5 **Match the verbs to the nouns.** become divorced move famous get house	V6 **Say these years.** 1953, 2005, 1842, 2012	V7 **What is the Past Simple of these verbs?** buy, say, lose	V8 **Say the opposites of these adjectives.** interesting, ill, rich, tall
V9 **Say these phrases with *ago*.** last June, in 2010, last Sunday	V10 **Are these words countable or uncountable?** milk, vegetable, rice, biscuit	V11 **Match the verbs to the nouns.** watch cycling listen to sport on TV go the radio	V12 **What is the Past Simple of these verbs?** put, tell, find
V13 **Say the opposites of these adjectives.** friendly, safe, noisy, clean	V14 **Which preposition?** stay ... home go ... a walk go ... a party	V15 **Say the opposites of these adjectives.** hot, different, lucky, excited	V16 **Match the verbs to the nouns.** charge music download online go your phone

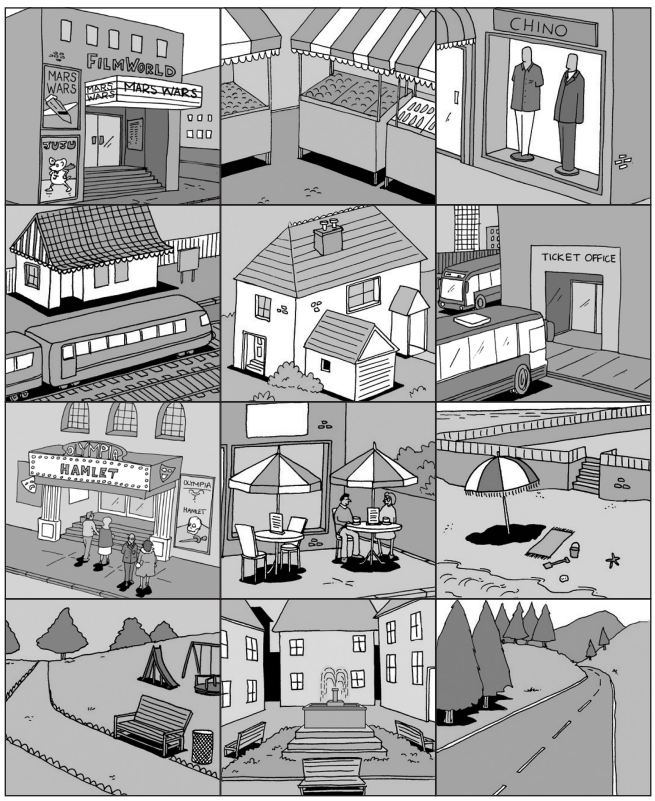
Grammar cards

G1 **Make a question with these words.** your / to / does / listen / music / What / sister ?	G2 **Say the Past Simple of these verbs.** go, have, start, write	G3 **Correct these questions.** When did you born? Where you went last night?	G4 **Say the positive and negative short answers.** Do they like fish? Does she work here?
G5 **Say the Past Simple of these verbs.** leave, meet, win, want	G6 **Correct these sentences.** My sister live in Italy. John weren't at home.	G7 **Say the positive and negative short answers.** Were your friends there? Do you like football?	G8 **Make these sentences negative.** He lives in London. She played tennis all week.
G9 **Spell the Present Simple *he/she* form of these verbs.** listen, finish, get, go	G10 **Make a question with these words.** do / free time / What / in / his / he / does ?	G11 **Make these sentences positive.** I didn't make this cake. She doesn't like cats.	G12 **Say the Past Simple of these verbs.** finish, become, get, stay
G13 **Spell the Past Simple form of these regular verbs.** want, move, study, stop	G14 **Spell the Present Simple *he/she* form of these verbs.** watch, study, do, have	G15 **Make these sentences negative.** I was at home last night. I can watch TV on my phone.	G16 **Make a question with these words.** do / did / Sunday / What / you / on / evening ?

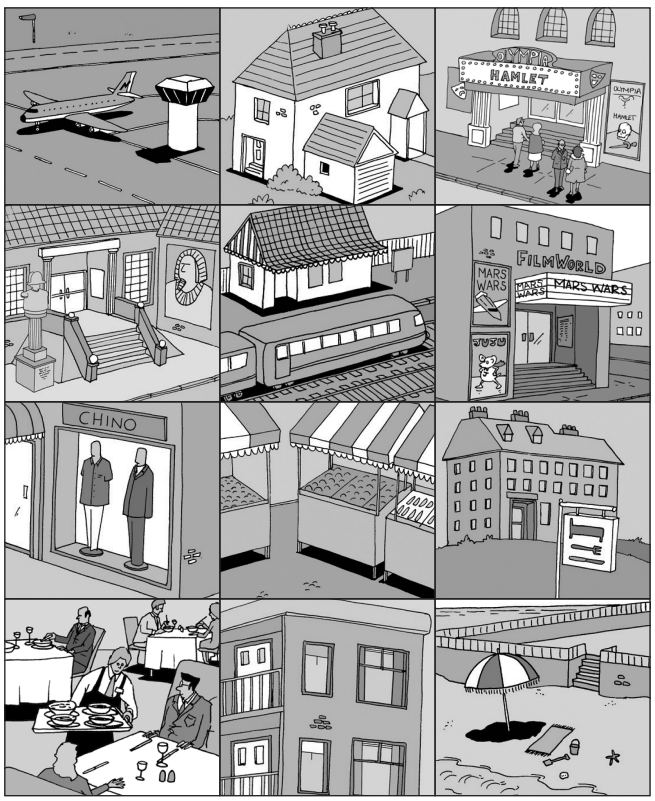
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7A Places bingo places in a town

Student A



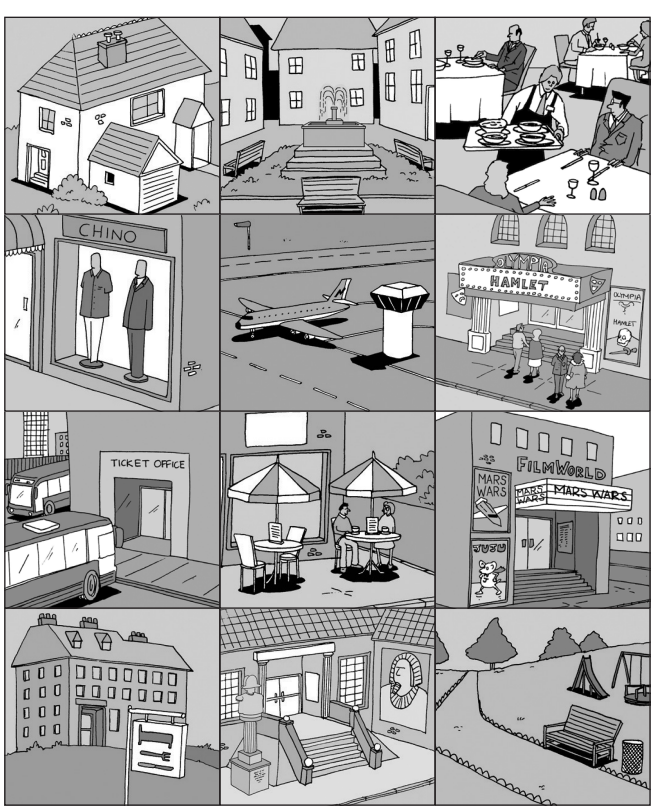
Student B



Student C



Student D



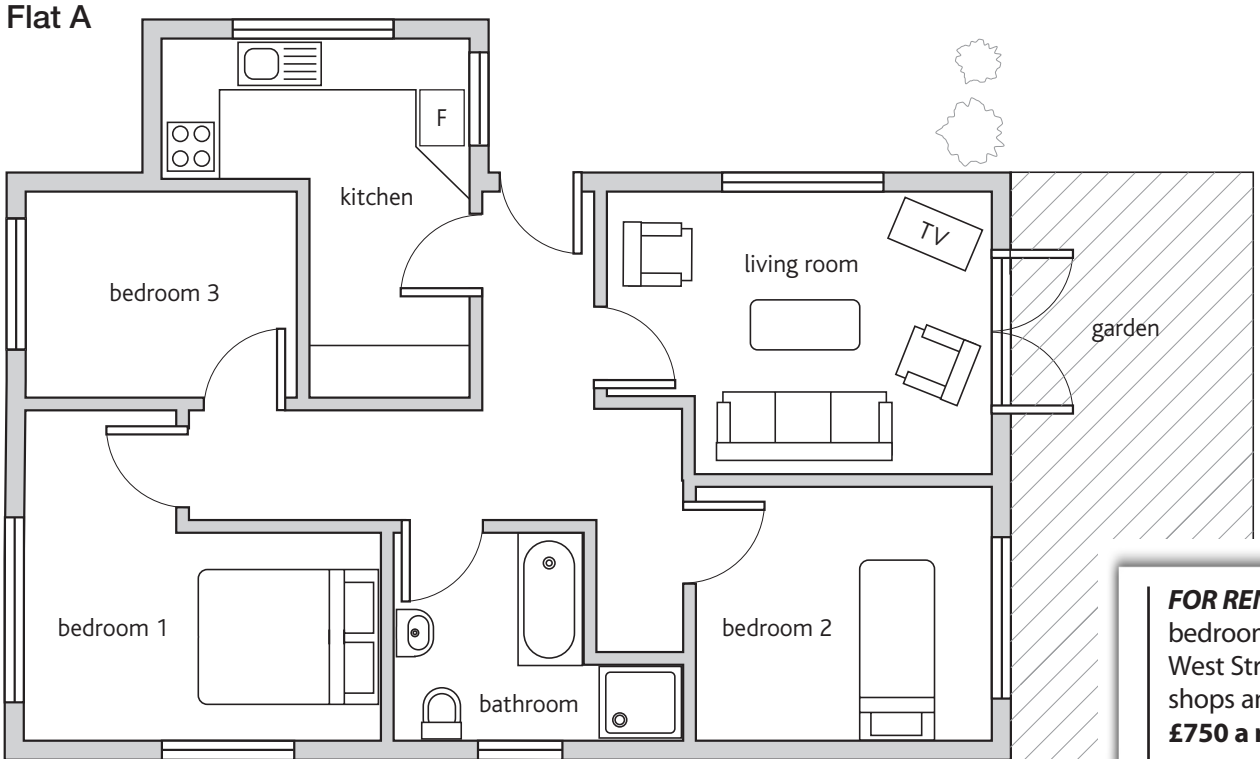
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7B A place to rent rooms and things in a house; *there is/there are; some, any, a*

Flat questionnaire

	Flat A	Flat B	Flat C
1 rent?			
2 rooms?			
3 beds?			
4 furniture in the living room?			
5 shower and a bath?			
6 washing machine?			
7 fridge?			
8 garden?			
9 balcony?			
10 station near the flat?			
11 shops near the flat?			
12 park near the flat?			

Flat A

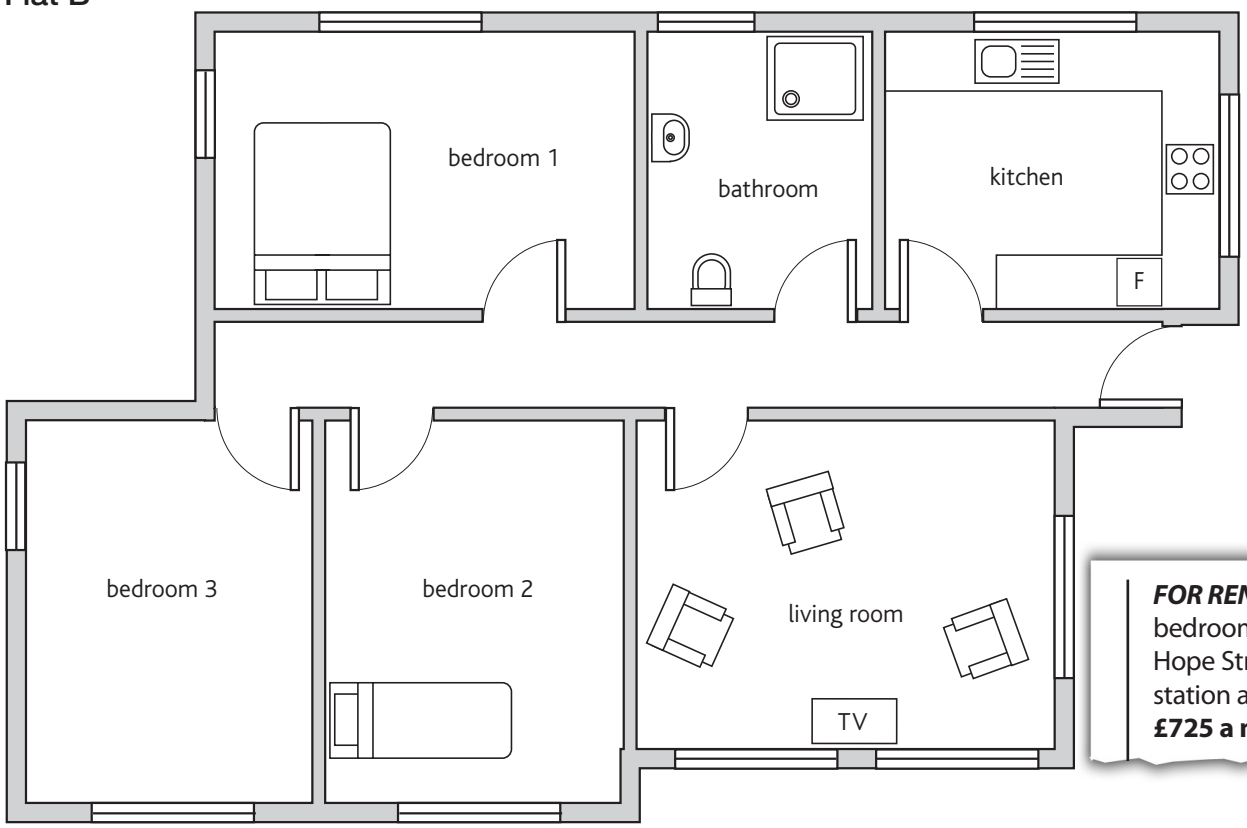


FOR RENT: three-bedroom flat in West Street. Near shops and park. **£750 a month**.

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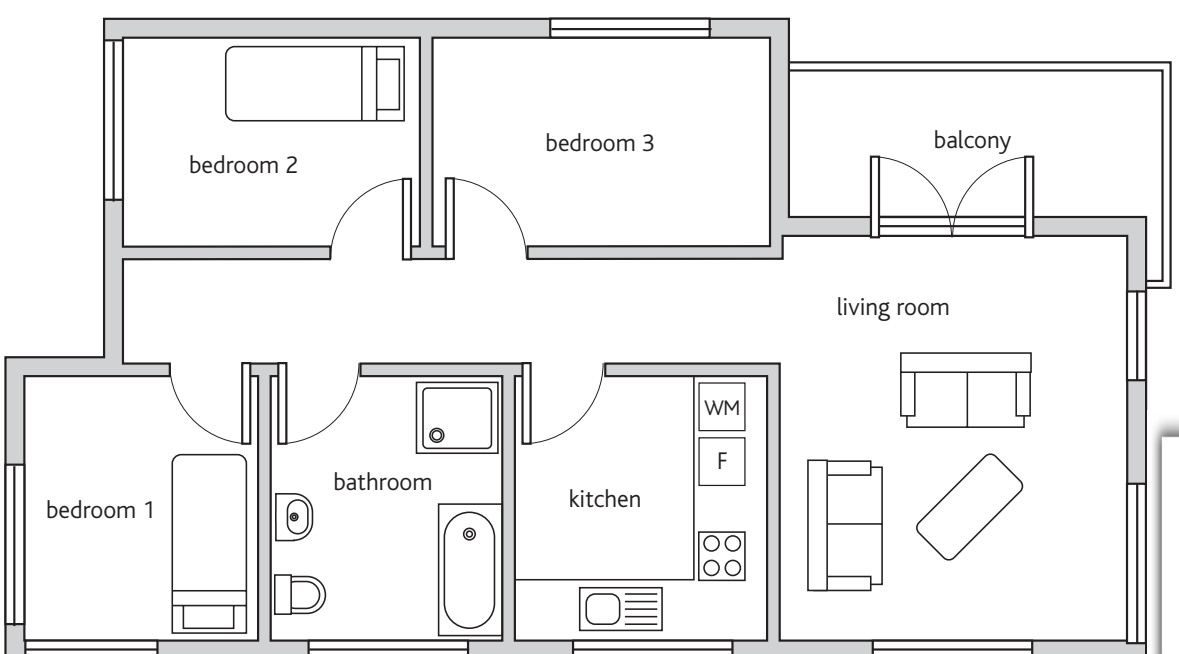
7B A place to rent rooms and things in a house; *there is/there are; some, any, a*

Flat B



FOR RENT: three-bedroom flat in Hope Street. Near station and park. **£725 a month**.

Flat C

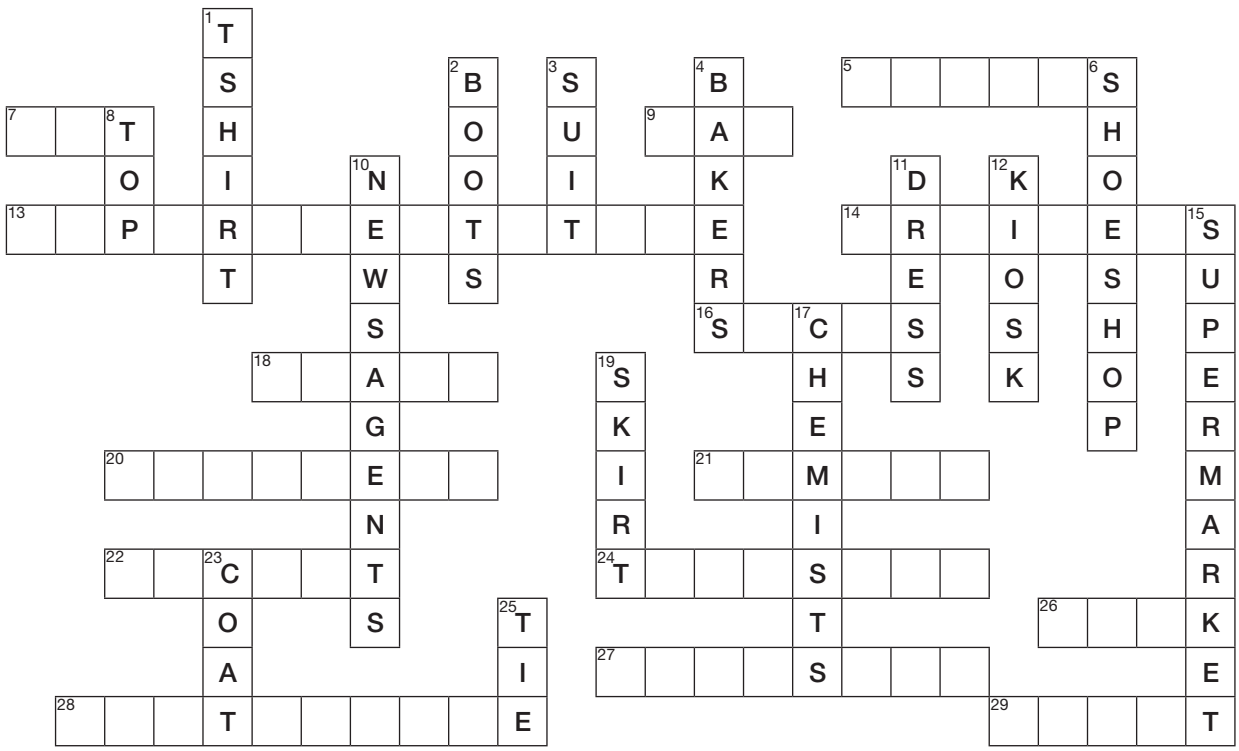


FOR RENT: three-bedroom flat in Green Street. Near station and shops. **£700 a month**.

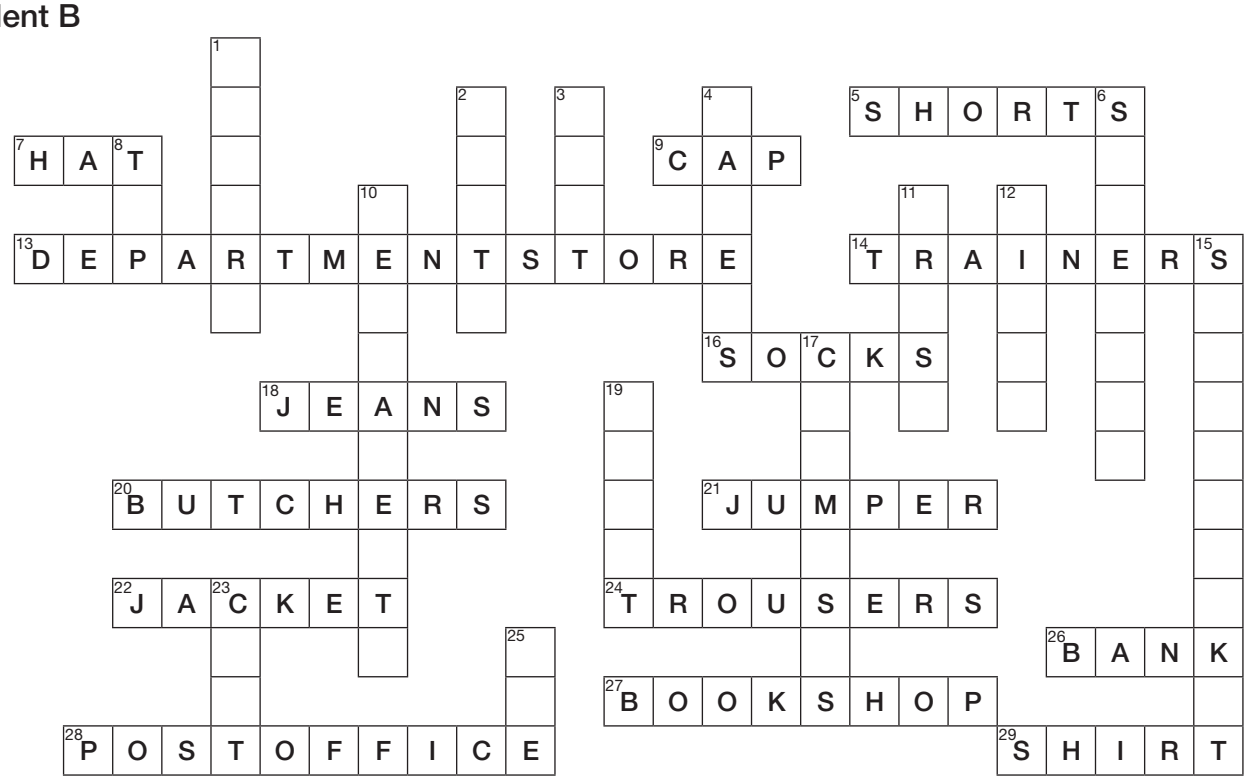
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7D Shopping crossword clothes and shops

Student A



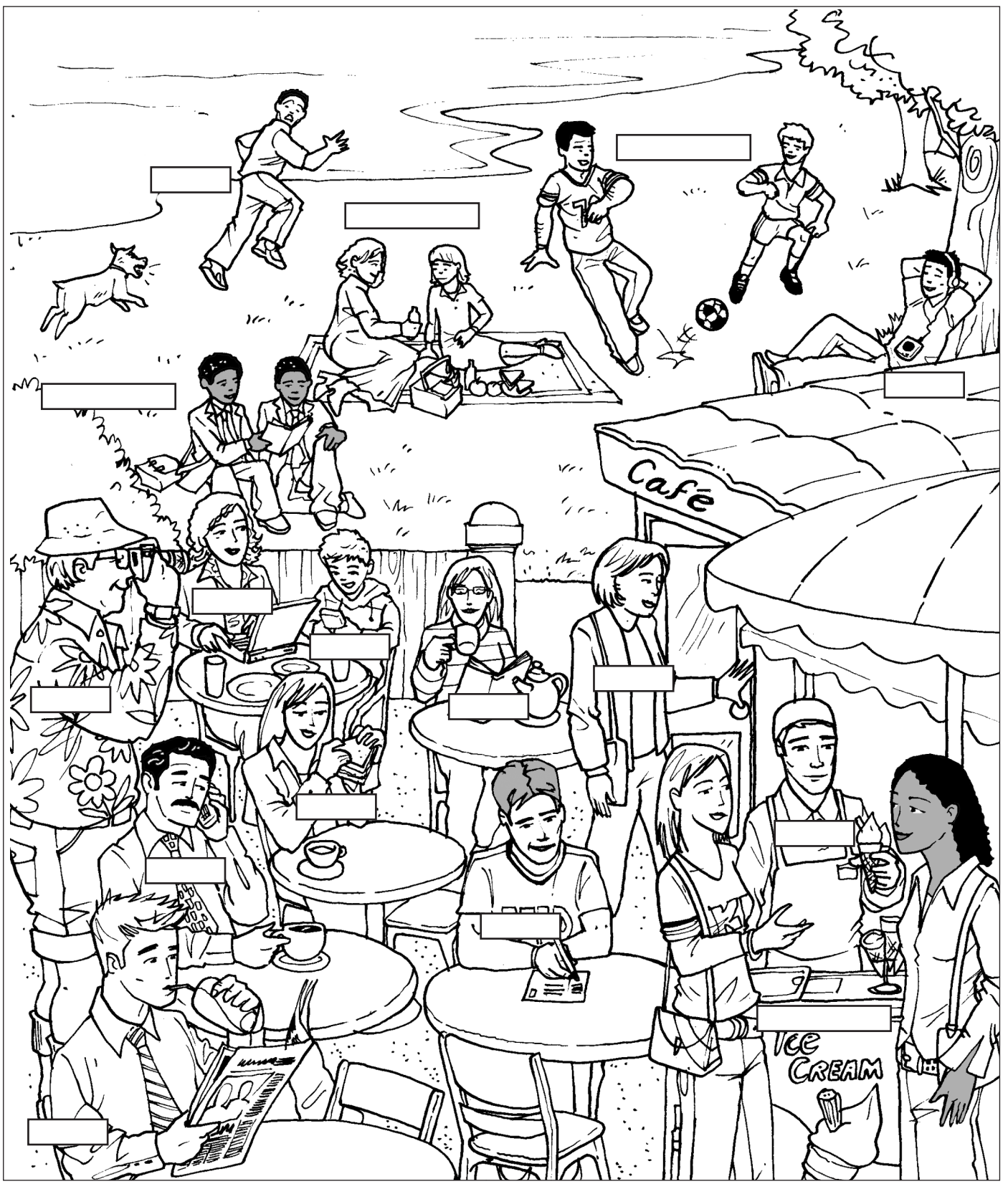
Student B



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8A At the park Present Continuous

Anna Harry Hassan Remi Jane Polly Rob Lee Mark Laura Bob Jack
Jane and Sarah Tony and Frank John and Alex Elena and Maria



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8A At the park Present Continuous

Activity cards

1 **Hassan** is sitting outside the café and talking on his mobile.	2 **Elena and Maria** are buying ice-creams.	3 **Lee** is sitting outside the café and reading a newspaper.	4 **Bob** is taking a photo.
5 **Jane and Sarah** are sitting on the grass and having a picnic.	6 **Polly** is having a coffee and a sandwich outside the café.	7 **John and Alex** are sitting on the grass and reading a book.	8 **Remi** is writing a postcard to his family.
9 **Mark** is running away from a dog.	10 **Laura** is having a cup of tea and reading a book.	11 **Jack** is listening to music on his MP3 player.	12 **Rob** is selling ice cream.
13 **Anna** is going into the café.	14 **Tony and Frank** are playing football.	15 **Jane** is writing an email to her husband.	16 **Harry** is playing computer games.

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Instructions p145

Student A

To Fiona

Hi Fiona

How are you? At the moment Robert and I are sitting [1]_____ (*Where?*) in the centre of London. We're going to the airport to meet some friends, but it's snowing today so it's taking a long time. Robert is reading [2]_____ (*What?*) and I'm writing this email on my laptop and eating a sandwich at the same time!

Life with me is good. I like [3]_____ (*What?*) and the people in the office are nice. But I hate getting up in the morning! I start work at [4]_____ (*What time?*) and usually finish work at about six. But I'm having a day off today because [5]_____ . (*Why?*) Their names are Lucas and Karen, and they live in Brazil. The last time I saw them was six years ago!

Oh dear, this traffic is terrible – we're not moving at all. Now Robert's talking to [6]_____ (*Who?*) on his mobile and the taxi driver is reading a book!

There isn't much family news – the children are fine. Tom has [7]_____ (*What?*) every week and he's very good now. Sally doesn't like sport at all, she wants to be a doctor when she's older. They both like [8]_____ , (*What?*) but at the moment they're staying at my parents' house – the schools are closed today because of the snow.

Oh, we're moving again – good. I'll write again soon. Bye!

Love

Olivia

Student B

To Fiona

Hi Fiona

How are you? At the moment Robert and I are sitting in a taxi in the centre of London. We're going [a]_____ (*Where?*) to meet some friends, but it's snowing today so it's taking a long time. Robert is reading the newspaper and I'm writing this email on my laptop and eating [b]_____ (*What?*) at the same time!

Life with me is good. I like my new job and the people in the office are nice. But I hate [c]_____ ! (*What?*) I start work at 8.30 and usually finish work at about [d]_____ . (*What time?*) But I'm having a day off today because my friends are coming to visit. Their names are Lucas and Karen, and they live in [e]_____ . (*Where?*) The last time I saw them was six years ago!

Oh dear, this traffic is terrible – we're not moving at all. Now Robert's talking to his sister on his mobile and the taxi driver is [f]_____ ! (*What?*)

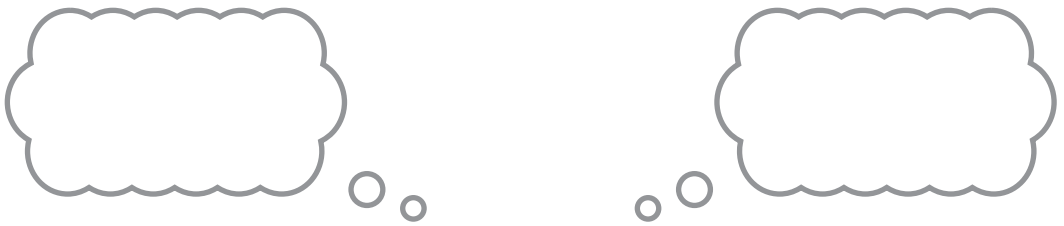
There isn't much family news – the children are fine. Tom has tennis lessons every week and he's very good now. Sally doesn't like sport at all, she wants to be [g]_____ (*What?*) when she's older. They both like going to school, but at the moment they're staying [h]_____ (*Where?*) – the schools are closed today because of the snow.

Oh, we're moving again – good. I'll write again soon. Bye!

Love

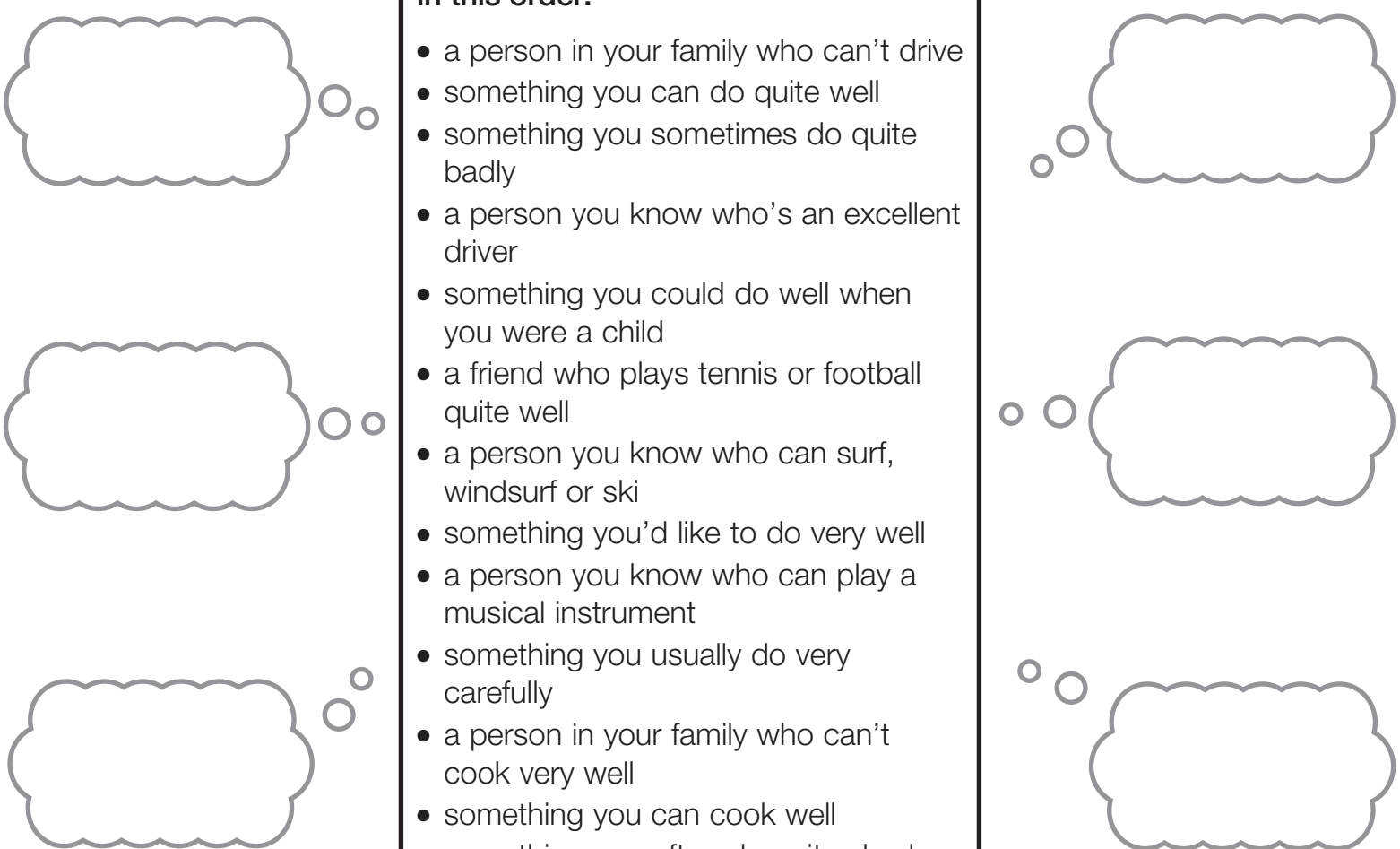
Olivia

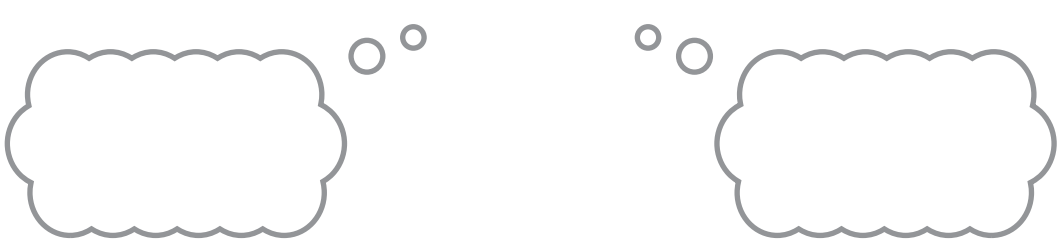
8D Thought bubbles indoor and outdoor activities; adjectives and adverbs



Write *ten* of these people and things in the thought bubbles. *Don't* write them in this order.

- a person in your family who can't drive
- something you can do quite well
- something you sometimes do quite badly
- a person you know who's an excellent driver
- something you could do well when you were a child
- a friend who plays tennis or football quite well
- a person you know who can surf, windsurf or ski
- something you'd like to do very well
- a person you know who can play a musical instrument
- something you usually do very carefully
- a person in your family who can't cook very well
- something you can cook well
- something you often do quite slowly
- a person you know who can speak English fluently (not your teacher!)





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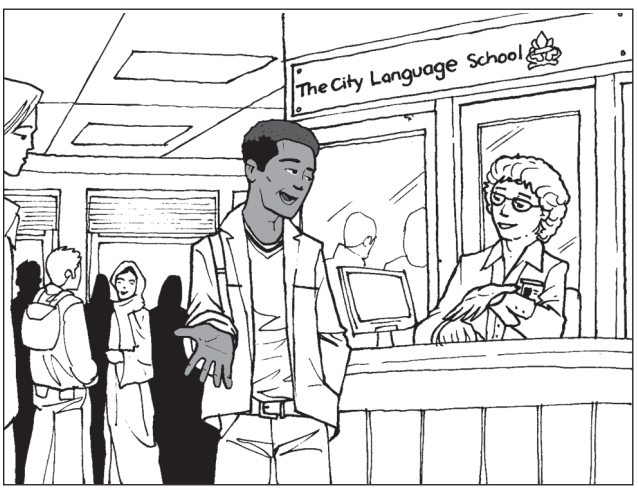
9A Language schools holiday activities; *can* and *can't*

Group A

www.whichlanguageschool.co.uk

www.whichlanguageschool.co.uk

The City Language School
23 Highgrove Road, Liverpool



The school

- general English courses 20 hours a week
- morning or afternoon courses
- library open from 8.00 a.m. to 9.00 p.m.
- coffee bar and restaurant
- join the theatre club – start acting in English!
- stay in student accommodation (20 mins from school) or with English families

The place

Liverpool is, of course, the home of the Beatles, but there's lots more to this famous old city than John, Paul, George and Ringo!

- visit museums and art galleries (including the Tate Gallery)
- go to a Premier League football match
- see a play at the famous Liverpool Playhouse
- go sightseeing in the city centre
- go clubbing in one of the city's famous nightclubs
- go to the Cavern Club, where the Beatles first played!

Group B

www.whichlanguageschool.co.uk

www.whichlanguageschool.co.uk

English World Language School
Station Rd, York



The school

- general English courses 15 or 25 hours a week
- morning or afternoon courses
- students' library
- study centre with free internet
- coffee shop and games room
- stay with English families and practise English at home!

The place

York is a beautiful old city in the north of England, and there are lots of things to see and do there.

- visit the 800-year-old York Minster Cathedral
- go on boat trips along the river
- go cycling or have a picnic in the beautiful Rowntree Park
- hire a bike and travel round the beautiful countryside
- go shopping in The Shambles, the city's famous old shopping area
- eat out in traditional English pubs

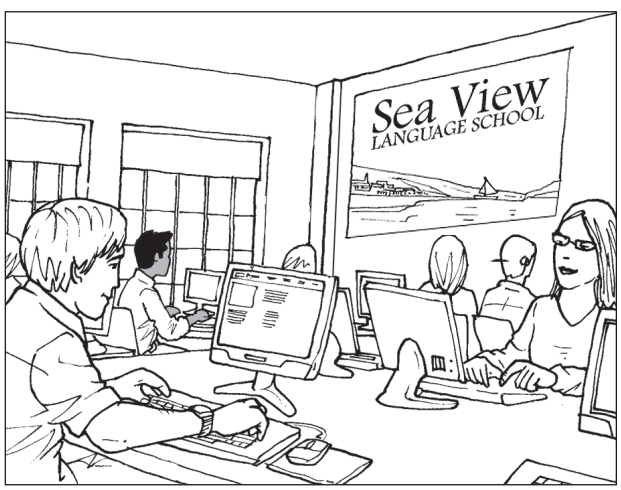
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Group C

www.whichlanguageschool.co.uk

www.whichlanguageschool.co.uk

Sea View Language School
Coast Road, Plymouth, Devon



The school

- general English courses 15 or 20 hours a week
- afternoon or evening courses
- school library (open 9 a.m.–7 p.m. every day)
- self-study centre free to all students
- coffee and sandwich bar
- stay with local English families

The place

Plymouth, in the south-west of England, is a great place to come and learn English – and have fun!

- go on boat trips
- go waterskiing and sailing
- go for walks along the coast
- have picnics in the beautiful Dartmoor National Park
- go to the beach and sunbathe
- go for a meal on the seafront

Group D

www.whichlanguageschool.co.uk

www.whichlanguageschool.co.uk

Lakeside Language School
Lake Road, Ambleside



The school

- general English courses 10, 20 or 30 hours a week
- morning, afternoon and evening courses
- students' library open from 8.00 a.m. till 9.00 p.m.
- school open on Saturdays
- restaurant and coffee bar
- stay in student accommodation next to the school (flats for four students)

The place

Ambleside is a small town in the Lake District in the north-west of England. It's famous for its beautiful lake and mountains.

- go sailing on Ambleside Lake
- go walking in the mountains
- rent a bike and go cycling to local villages
- eat out in traditional English pubs
- go shopping in local markets
- camp in the beautiful countryside

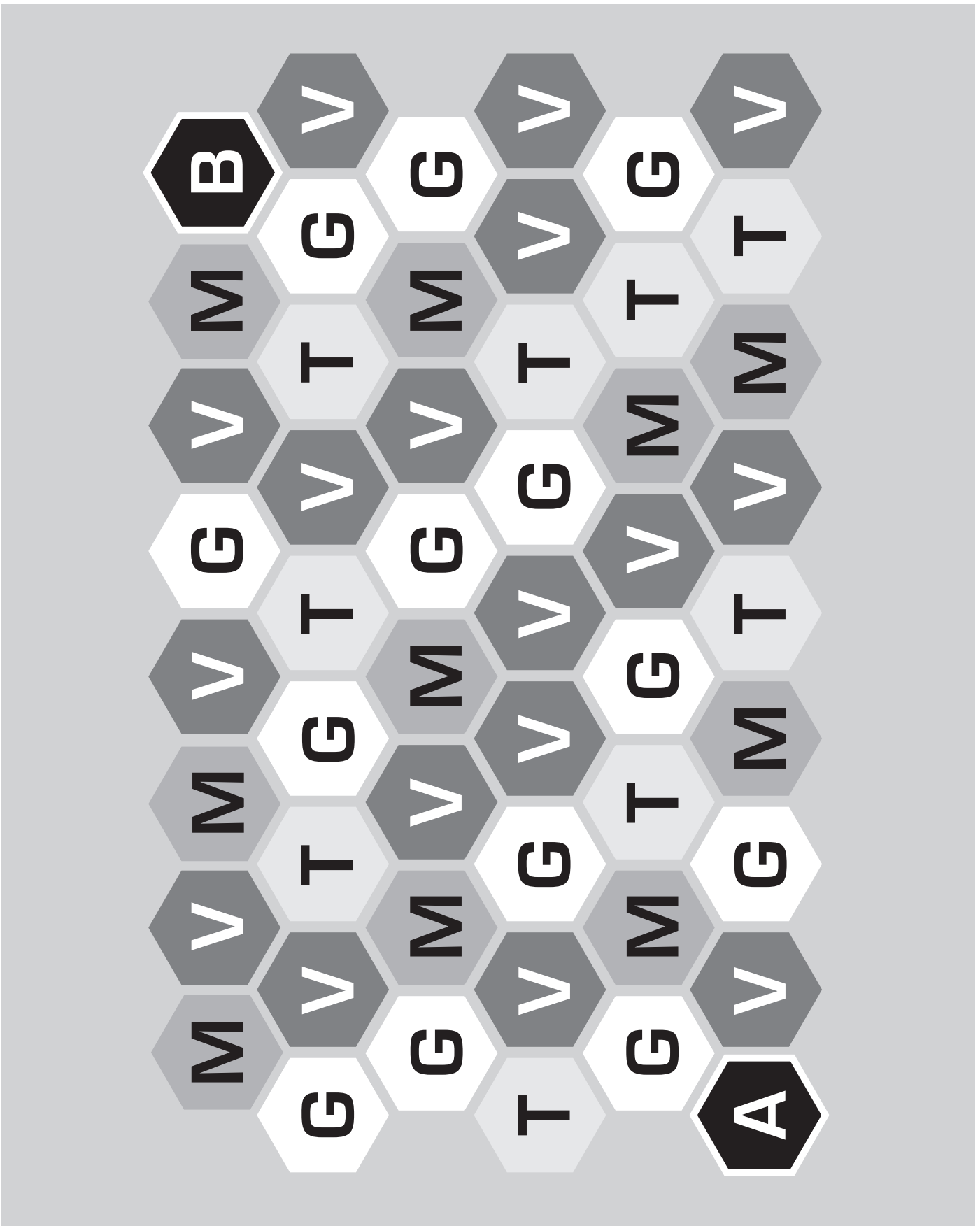
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9B Comparative pelmanism comparatives

the USA	Spain	English	Chinese
dogs	cats	your bedroom	your living room
the Beatles	the Rolling Stones	Madonna	Lady Gaga
London	Sydney	the River Nile	the River Thames
a Ferrari	a Volkswagen Golf	Orlando Bloom	Robert De Niro
your mother	your father	Antarctica	South America
Mount Fuji	Mount Everest	tennis	football
the Pyramids	the Taj Mahal	a CD player	an MP3 player

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9D Blockbuster Review of lessons 7A–9D

Team A

G Grammar

1 Make comparatives of these adjectives: **crowded, noisy, expensive, bad** (*more crowded, noisier, more expensive, worse*)
2 Correct this sentence: **John's going to the shops for buying some bread.** (*John's going to the shops to buy some bread.*)
3 Spell the verb+*ing* form of these verbs: **play, sit, make** (*playing, sitting, making*)
4 Fill in the gaps with *some* or *any*: **a There's ___ milk. b I haven't got ___ coffee.** (*a some, b any*)
5 Correct this sentence: **They don't watch TV now.** (*They aren't watching TV now.*)
6 Say the positive and negative short answers: **a Is there a café? b Are the children sleeping?** (*a Yes, there is./No, there isn't. b Yes, they are./No, they aren't.*)
7 Correct this question: **What do your parents doing at the moment?** (*What are your parents doing at the moment?*)
8 Fill in the gaps with *much* or *many*: **a How ___ cats have you got? b How ___ food is there?** (*a many b much*)
9 Correct this sentence: **The UK is more expensive Russia.** (*The UK is more expensive than Russia.*)

V Vocabulary

1 Do we use *to do* or *doing* after these verbs? **enjoy, want, decide** (*enjoy doing, want to do, decide to do*)
2 Say eight shops in 20 seconds. (*chemist's, butcher's, bakers, post office, newsagent's, bookshop, department store, bank, kiosk, clothes shop, shoe shop, etc.*)
3 Say the verbs that mean the same as these phrases: **go by plane, go by car, go by bike** (*fly, drive, cycle*)
4 Say eight types of transport in 20 seconds. (*car, plane, train, taxi, bus, tram, bike, scooter, boat, motorbike, coach, ferry, etc.*)
5 Say the adverbs for these adjectives: **beautiful, hard, fluent** (*beautifully, hard, fluently*)
6 Which preposition: *to, on* or none (–)? **a go ___ holiday b go ___ the beach c go ___ camping** (*a on b to c –*)
7 Say eight animals in 20 seconds. (*lion, chicken, tiger, cow, monkey, sheep, wolf, rabbit, mouse, bird, etc.*)
8 Which of these nouns are always plural? **jeans, shoes, socks, shorts, trousers** (*jeans, shorts, trousers*)
9 How do you spell these words? **theatre, tissues, chocolate**

M Mystery

1 Which two animals did Andy and Nigel see when they went to South Africa? (*elephants, whales*)
2 Who did Frank sign a contract with in lesson 8A? (*the Tamada brothers*)
3 How many pairs of shoes does Catherine from the UK have in lesson 7D? (*three pairs*)
4 What two things did Clare buy in the department store in lesson 7C? (*a lamp, a suitcase*)
5 Say three things you can do at Regent's Park. (*go to London Zoo, go to the theatre, go to concerts, go on bird walks, have lunch/dinner, hire a boat, etc.*)

T Talk about

1 Talk about things you usually do on holiday for 20 seconds.
2 Talk about places near your home for 20 seconds.
3 Talk about clothes you like wearing for 20 seconds.
4 Talk about your house or flat for 20 seconds.
5 Talk about how you travel to work or school and other places for 20 seconds.

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9D Blockbuster Review of lessons 7A–9D

Team B

G Grammar

1 What are the questions with *do* for these answers? **a She's a doctor. b She's talking on the phone.** (*a What does she do? b What's she doing (now/at the moment)?*)
2 Spell the verb+*ing* forms of these verbs: **write, study, stop** (*writing, studying, stopping*)
3 Which of these words/phrases do we use with the Present Continuous? **at the moment, usually, every week, today** (*at the moment, today*)
4 Make the comparatives of these adjectives: **happy, small, interesting, good** (*happier, smaller, more interesting, better*)
5 Fill in the gaps with *some* or *any*: **a Are there ___ hotels? b I've got ___ oranges.** (*a any b some*)
6 Say the positive and negative short answers: **a Is your sister working now? b Are there any hotels?** (*a Yes, she is./No, she isn't. b Yes, there are./No, there aren't.*)
7 Correct this sentence: **I went to London for to study English.** (*I went to London to study English.*)
8 Fill in the gaps with *much* or *many*: **a How ___ people are there in your family? b How ___ furniture have you got?** (*a many b much*)
9 Correct this question: **What your friends are doing now?** (*What are your friends doing now?*)

V Vocabulary

1 Say the adverbs for these adjectives: **easy, bad, fast** (*easily, badly, fast*)
2 Which preposition: *to, on* or none (–)? **a go ___ museums b go ___ diving c go ___ a boat trip** (*a to b – c on*)
3 Say ten things that men and women wear in 20 seconds. (*trousers, shorts, jeans, shoes, jumper, trainers, jacket, hat, boots, shirt, socks, cap, T-shirt, etc.*)
4 Say five things you often have in a kitchen. (*cooker, sink, fridge, washing machine, cupboards, table, chairs, etc.*)
5 Say eight natural places in 20 seconds. (*mountain, hill, forest, wood, island, lake, river, sea, desert, countryside, etc.*)
6 Do we use *to do* or *doing* after these verbs? **would like, need, stop** (*would like to do, need to do, stop doing*)
7 Say eight places in a town in 20 seconds. (*square, market, station, park, museum, theatre, cinema, hotel, café, shop, bar, pub, etc.*)
8 In an office, say one thing you can: **sign, answer, take** (*sign a contract/letter; answer an email/a letter/a phone; take notes/a message*)
9 How do you spell these colours? **purple, white, orange**

M Mystery

1 What two things did Paul buy in the bookshop in lesson 7C? (*a guide book, a map*)
2 Where did Andy and his friend Nigel stay when they went to Cape Town? (*with Nigel's brother*)
3 How much is the rent on John and Becky's flat in Park Road in lesson 7B? (*£800 a month*)
4 Say three things that were on Emily's 'to do' list in lesson 8C. (*phone Chris Morris, check contract, call Alan Wick, check date of conference, call theatre, phone Clare*)
5 Where did Patrick and Juliet go on holiday? Did Patrick or Juliet want to go there? (*They went to Sharm (El Sheikh). Juliet wanted to go there.*)

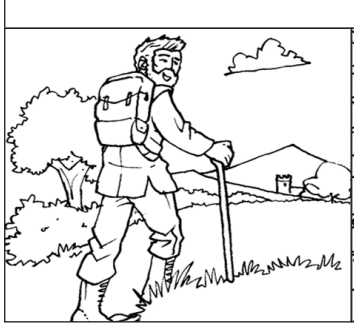
T Talk about

1 Talk about your last holiday for 20 seconds.
2 Talk about places in the centre of your town or city for 20 seconds.
3 Talk about how you usually travel to different places for 20 seconds.
4 Talk about a place you'd like to go to for the weekend for 20 seconds.
5 Talk about your favourite shops for 20 seconds.

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10A Something in common frequency expressions; prepositions

How often do you …	Me	Name
1 … go *in/to/on* the cinema?		
2 … get *up/ – /for* before 7 a.m.?		
3 … go *to/in/for* a walk in the park or the countryside?		
4 … phone *with/ – /to* your best friend?		
5 … go *out/up/on* with friends?		
6 … play *with/ – /on* football, tennis or golf?		
7 … watch sport *in/ – /on* TV?		
8 … go *by/to/with* the gym?		
9 … go *on/for/of* a drink after work/school/university?		
10 … listen *for/ – /to* the radio?		
11 … go *to/ – /on* shopping for clothes?		
12 … go *in/ – /to* bed after midnight?		






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10B Who's Alex? appearance

Student A



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10B Who's Alex? appearance

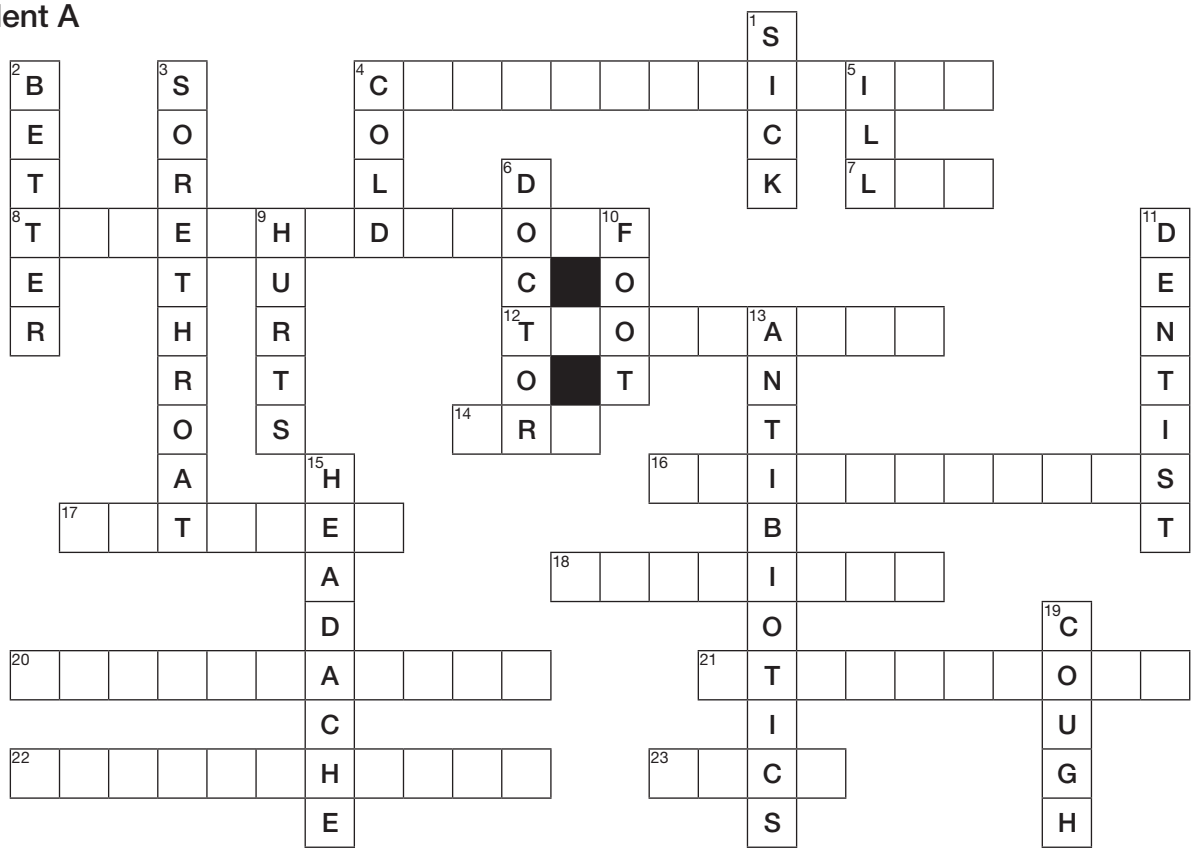
Student B



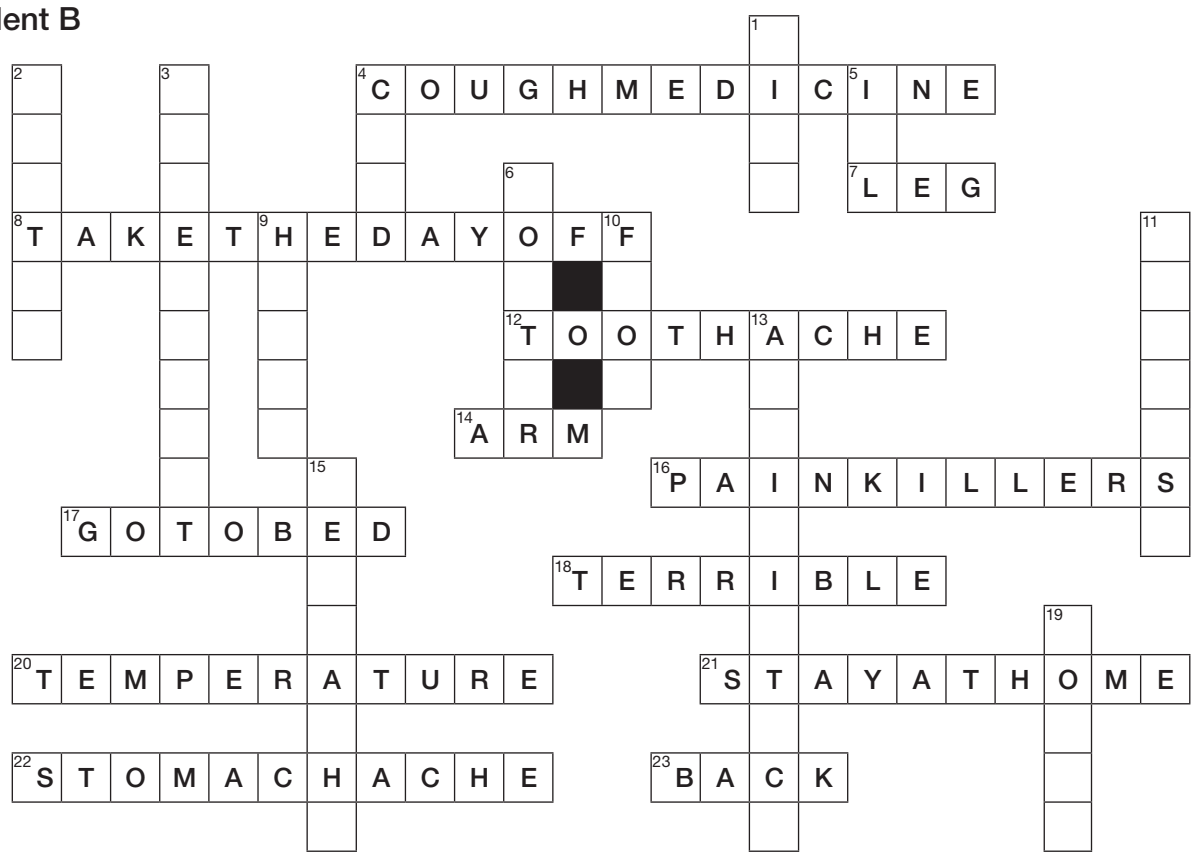
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10C Health crossword health problems and treatment

Student A



Student B



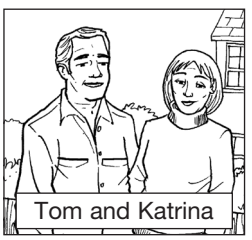
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11A New Year's Day *be going to: Wh-* questions

Student A

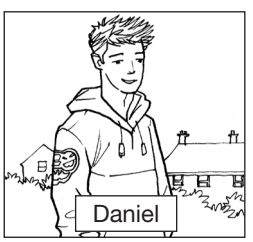
Tomorrow's New Year's Day, so we've got a lot of things to do. In the morning we're going to buy [1]_____ for the living room and in the afternoon we're going to visit my father. Then in the evening we're going to have dinner at our [2]_____ .



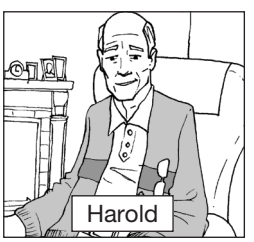
It's going to be a busy day. In the morning Gary and I are going to clean the house, then in the afternoon we're going to meet [3]_____ for lunch – it's her 30th birthday. Then in the evening my family are going to come for dinner. I'm going to cook chicken, I think.



On New Year's Day in the afternoon I'm going to see [4]_____ in London with my cousin. Then I'm going to meet my friend Freddy in town and we're going to buy [5]_____ . In the evening I'm going to have dinner at my sister's – chicken again, probably!

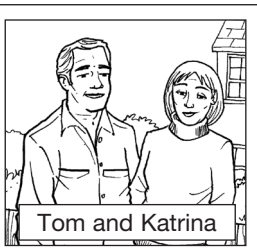


New Year's Day? I'm going to play golf in the morning – it's very good exercise, I think. In the afternoon my [6]_____ are going to visit me. Then I'm going to have dinner at my granddaughter's in the evening. I hope she doesn't cook chicken again!

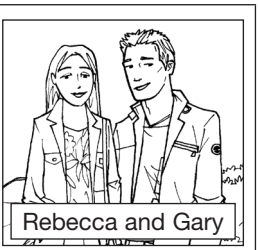


Student B

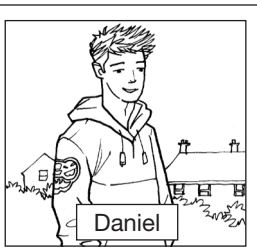
Tomorrow's New Year's Day, so we've got a a lot of things to do. In the morning we're going to buy a new sofa for the living room and in the afternoon we're going to visit my [a]_____ . Then in the evening we're going to have dinner at our daughter's house.



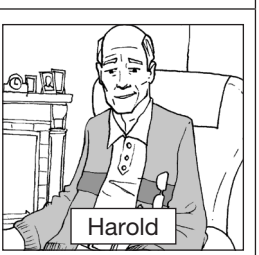
It's going to be a busy day. In the morning Gary and I are going to [b]_____ , then in the afternoon we're going to meet my friend Helen for lunch – it's her 30th birthday. Then in the evening my family are going to come for dinner. I'm going to cook [c]_____ , I think.



On New Year's Day in the afternoon I'm going to see a football match in London with my cousin. Then I'm going to meet [d]_____ in town and we're going to buy some new jeans. In the evening I'm going to have dinner at my sister's – chicken again, probably!

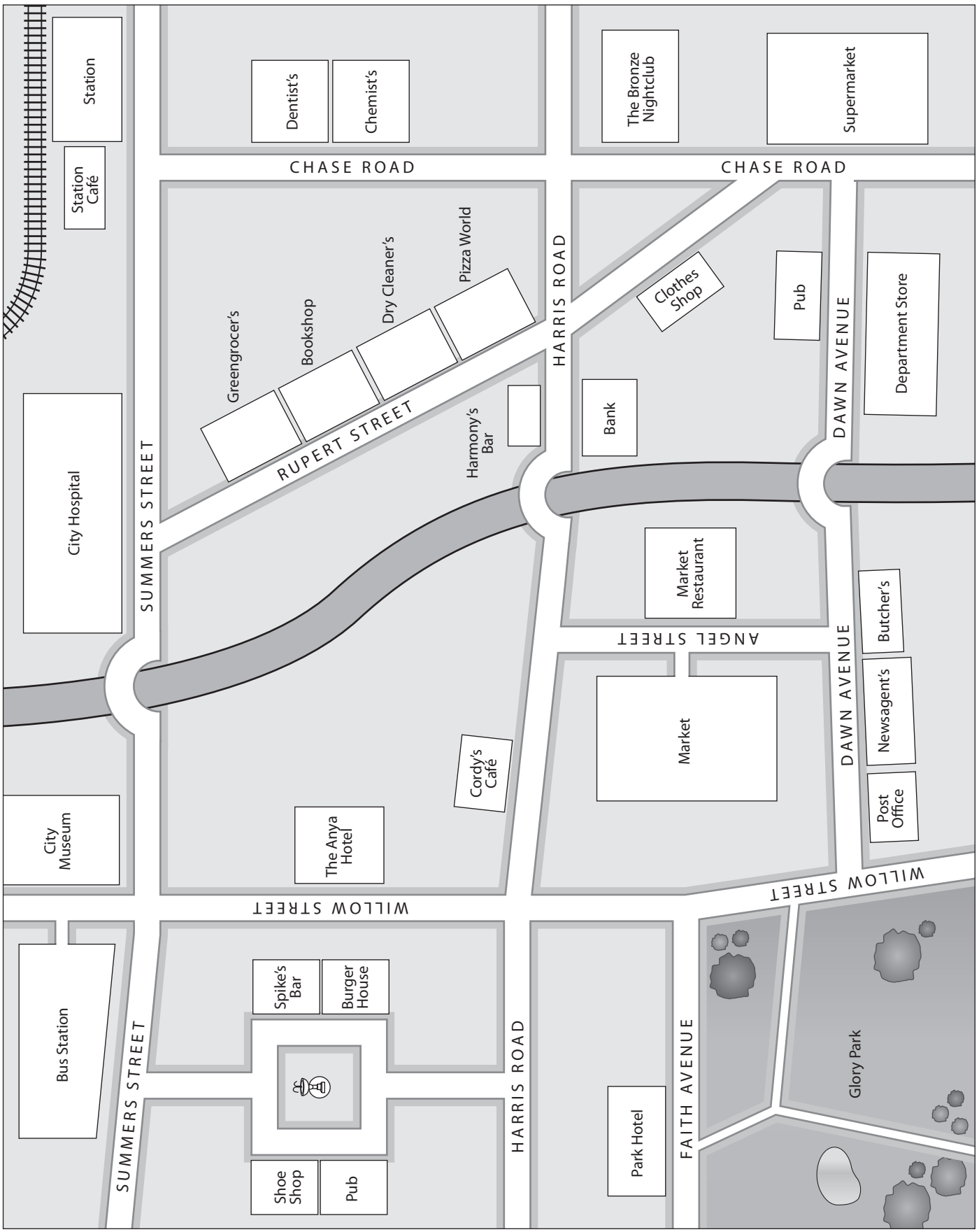


New Year's Day? I'm going to play [e]_____ in the morning – it's very good exercise, I think. In the afternoon my son and his wife are going to visit me. Then I'm going to have dinner at [f]_____ in the evening. I hope she doesn't cook chicken again!



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11C The missing lottery ticket asking for and giving directions



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11C The missing lottery ticket asking for and giving directions

Directions cards

1

OK, you're at the station. Good. Go along Summers Street, past the café, and turn left. That's Rupert Street, I think. Go past some shops on your left and then turn right. This place is on your right, opposite the bank. Where are you?

Answer: _____

2

It's not there? Oh, dear. Go out of the bar and turn right. Then go over the bridge and turn left. That's Angel Street, I think. At the end of the street turn right. There's a shop on your left, between the post office and a butcher's. What type of shop is it?

Answer: _____

3

Isn't it there either? OK, go out of the newsagent's and turn left. Walk to the end of the road – Glory Park is opposite you now. Turn right along Willow Street, then turn left. This place is on your right, opposite the park. Where are you?

Answer: _____

4

OK, I know where it is. Go back along Faith Avenue and turn left. Then turn left again – that's Harris Road. Go along this road and turn right. When you get to the square, look for the shop on the left, next to a pub. Which shop is it?

Answer: _____

5

Hmm, I didn't think it was there but I wanted to check. OK, go out of the shoe shop and turn left, and at the end of the road turn right. You're now on Summers Street again. Go along this street and go over the bridge. There's a big building on your left. What is it?

Answer: _____

6

Oh, dear. I'm sure it was there. Go out of the hospital and turn left. Turn right opposite the café and go along Chase Road. Go over Harris Road, past the Bronze nightclub, then turn right opposite the supermarket. This place is on your left opposite the pub. Where are you now?

Answer: _____

7

Sorry about this. I'm sure you're quite tired now! Maybe it's at the next place. Go out of the department store and turn left. Go over the bridge and turn right. Go past the market on your left, then at the end of the road turn left. I had a coffee in the place on the right – what's it called?

Answer: _____

8

Oh, dear, not there either? Well, the next place is quite near to where you are now. Go out of the café and turn right. Then turn right again – that's Willow Street, I think. Go along this road and go over Summers Street – there's a building on the right opposite the bus station. What is it?

Answer: _____

9

Isn't it there? You're joking! Well, go back to Summers Street and turn left. Go over the bridge again, and then turn right opposite the hospital. That's Rupert Street. On your left are some shops. This shop is between a greengrocer's and a dry cleaner's. What kind of shop is it?

Answer: _____

10

Ah, I remember now! Go out of the bookshop and turn left. Turn left again – that's Harris Road. Then after a few metres turn left and go along Chase Road. At the end of the road there's a place in front of you, next to the station. That's where I left it – well done, you found it!

Answer: _____

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11D Collocation dominoes collocations review

… **us** when you come to England?	I need to **book** …	… **a flight** to New York.	You can **get** …
… **a bus** to the city centre from the airport.	I really like **going for** …	… **walks** in the mountains.	Do you know where I can **rent** …
… **a motorbike** for the weekend?	When we were in Paris we **stayed** …	… **in a nice hotel** by the River Seine.	Mat and Sarah **went** …
… **skiing** in the Alps last year.	We usually **travel by** …	… **public transport** when we're on holiday.	When we arrived we **rented** …
… **a car** and went to visit my aunt.	When I was young I **went** …	… **fishing** with my father a lot.	They usually **stay with** …
…**friends** when they're in London.	How much is it to **rent** …	… **an apartment** in Los Angeles?	My American cousins always **go** …
… **on holiday** in January.	Last year Tim **went** …	… **on holiday** with his brother.	Did you remember to **book** …
… **a hotel room** for Mr Robinson?	When we left the restaurant, we **got** …	… **a taxi** back to our hotel.	How long did they **stay in** …
… the north of **Canada**?	Yesterday we **went on** …	… **a boat trip** to Robben Island.	Can you tell me how to **get** …
… **to your place** from the airport?	On Monday Paul **rented** …	… **a bike** and cycled to the lake.	Susannah wants to **go** …
… **sightseeing** when she's in Rome.	Excuse me, can I **book**. …	… **a table** for two for 8 p.m., please?	Today I want to **go to** …
… **the beach** and sunbathe all day.	Anne and David often **go** …	… **cycling** at the weekend.	Do you want to **stay with** …

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12A Four restaurants superlatives

Which restaurant ...	Name of restaurant
1 ... is the _____ (modern)?	
2 ... is the _____ (old)?	
3 ... is the _____ (small)?	
4 ... is the _____ (big)?	
5 ... has the _____ (cheap) food and wine?	Food: Wine:
6 ... has the _____ (expensive) food and wine?	Food: Wine:
7 ... is the _____ (near) to the tube station?	
8 ... is the _____ (far) from the tube station?	
9 ... opens the _____ (early)?	
10 ... stays open the _____ (late)?	
11 ... has the _____ (interesting) menu?	
12 ... is the _____ (good) evening out?	

The Golden Palace

This traditional restaurant opened in 1979 and is still one of the most popular restaurants in the North London area. Only seven minutes' walk from Finsbury Park tube station, The Golden Palace offers excellent French, Spanish and Mexican food cooked by one of the best chefs in London, with main courses between £13.50 and £18.95 and house wine at £12.50. It's the perfect place to go for that very special night out.

Opening times: 11.30 a.m.–11.30 p.m. **Tables: 20**

The World Food Café

This exciting restaurant only opened in 2011, but it's quickly becoming one of the favourite places to eat in the area. With food from all over the world – Thai, Brazilian, Indian, Mexican and traditional English – it's a great place for an evening out. Main courses are between £10 and £15 and the excellent house wine is only £9.95. It's 20 minutes' walk from Finsbury Park tube – but you can always get a taxi!

Opening times: 10.30 a.m.–12.00 p.m. **Tables: 32**

Asia Garden

This small, very friendly restaurant only opened last year, but it's now one of the area's most popular places for a night out. Asia Garden is only 10 minutes from Finsbury Park tube station and offers Chinese, Thai and Malaysian food cooked in traditional style by the restaurant's excellent chef. The main courses are from £7.50–£12.95 and house wine is only £10.50 a bottle. A great choice for that special evening.

Opening times: 12.00 a.m.–11.00 p.m. **Tables: 12**

La Trattoria

La Trattoria, which opened in 1986, is now one of the most famous restaurants in the area and offers some of the best Italian food in London. And with main courses from £8.95 to £14.50 and house wine at only £7.95 a bottle, it's always very busy. So if you love pizza, pasta and traditional Italian service, then why not try La Trattoria for that special evening out? It's only three minutes from Finsbury Park tube station.

Opening times: 6.30 p.m.–2.00 a.m. **Tables: 23**

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Instructions p150

12B Life experiences Present Perfect and Past Simple

Have you ever ...	Name	Extra information
1 a **... / go / skiing?** b Where / go? c / have a good time?		
2 a **... / work / or / study / in another country?** b Which country / be / it? c What / do there?		
3 a **... / meet / someone famous?** b Who / meet? c What / say to him or her?		
4 a **... / go / to an important football match?** b Which teams / see? c / enjoy it?		
5 a **... / lose / your mobile phone?** b How / lose it? c / find it?		
6 a **... / want / to be in a band?** b What kind of music / want to play? c Which instrument / play?		
7 a **... / go / to the cinema in another country?** b Which country / be / it? c Which film / see?		
8 a **... / work / in a shop?** b What / do there? c How old / be / you?		
9 a **... / write / a diary?** b How old / be / you when you / start / it? c / write it every day?		
10 a **... / walk / more than 20 km in one day?** b Why / walk so far? c What / do the next day?		

Instructions p150
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Vocabulary Plus

Instructions

There are 12 Vocabulary Plus worksheets (p201–p212). These worksheets 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. There is an answer key at the bottom of each worksheet, which can be cut off if necessary. You will need to photocopy one Vocabulary Plus worksheet for each student.

- 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 answers themselves, or cut them off and check answers at the beginning of the next class.
- Give them to fast finishers in class. This is often useful when you have a mixed-level class and some students finish longer speaking activities early. Students can then begin the worksheets 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 Jobs p201

Language

a businesswoman, a businessman, a nurse, a secretary, a footballer, a pilot, a taxi driver, an artist, a singer, a hairdresser, a journalist, a politician

When to use and time

Use any time after lesson 1B. 10–20 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. Pay particular attention to the pronunciation of *businesswoman* /ˈbɪznɪswʊmən/, *businessman* /ˈbɪznɪsmən/, *journalist* /ˈdʒɜːnəlɪst/ and *politician* /pɒlɪˈtɪʃən/. Note that there are two different ways to pronounce *secretary*: /ˈsekrɪtəri/ and /ˈsekrɪteri/.

2 Students do the exercise on their own. Check answers with the class. Then put students into pairs. Students cover the words in **1** and take turns to ask their partners about the people. For example, student A points to picture 1 and asks *What's his job?*. Student B replies *He's a footballer.* Demonstrate this with a strong student before students work in their pairs.

3 Students do the puzzle in pairs. You can make this a race and the first pair to find all the words wins. Check answers with the class.

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

EXTRA IDEA

- Students work in pairs and take turns to mime jobs for their partner to guess. They can mime jobs from this worksheet and from lesson 1B.

2 Personal possessions p202

Language

keys, a briefcase, a handbag, a mirror, an address book, a pen, a hairbrush, make-up, a pencil, a dictionary, a notebook, a purse, a rubber [US: an eraser], tissues, a comb, money

When to use and time

Use any time after lesson 2D. 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 students understand that women usually have *purses* and men have *wallets*. Drill the words chorally and individually, focusing on word stress. Highlight the pronunciation of *handbag* /ˈhænbæg/, *mirror* /ˈmɪrə/, *purse* /pɜːs/, *tissues* /ˈtɪʃuːz/, *comb* /kəʊm/ and *money* /ˈmʌni/. Also point out that *make-up* and *money* don't have a plural form and are used with a singular verb. (Note that students haven't been introduced to the concept of countable and uncountable nouns yet in the Student's Book, so don't go into this in detail at this stage.)

2 Students do the exercise on their own and check in pairs. Check answers with the class. Then put students into new pairs. Students take turns to ask each other *yes/no* questions with *have got* about the pictures. For example, student A asks *Has Andy got an address book in his briefcase?* and student B replies *No, he hasn't.*

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

4 Tell students to look at the pictures for one minute and remember what each person has got. Students then cover the pictures. They then work in pairs or on their own and write down what Magda and Andy have got. The pair or student with the most correct answers wins.

EXTRA IDEA

- Students write three true and three false sentences about the pictures with *have/has got*. They then work in pairs and swap papers. Students decide which sentences are true and correct the false sentences, before checking with their partner.

3 Daily routines p203

Language

read the newspaper, go to the shops, watch the news, have a shower, check my email, charge my phone, tidy up the flat, cook a meal, do my homework, do the washing-up [US: wash the dishes]

When to use and time

Use any time after lesson 3A. 20–30 minutes.

Procedure

1 Students do the exercise on their own before checking in pairs. Check answers with the class (see answer key on worksheet). Drill the phrases with the class, focusing on natural rhythm and stress. Highlight the stress on *email*, and the pronunciation of *charge* /tʃɑːdʒ/ and *tidy* /ˈtaɪdi/. Point out that we can say *check my email* or *check my emails*. You can also point out that we often use *go to the shops* when we go to buy food and day-to-day provisions, whereas *go shopping* is more often used when we buy clothes, things for the house, etc. Students can also confuse *do the washing-up* (washing the plates and pans after a meal) and *do the washing* (clothes). Students then work in pairs and test each other on the collocations. For example, student A says *the washing-up* and student B replies *do the washing-up*.

2 **a** Check students remember the words for different meals (*breakfast*, *lunch*, *dinner*). Students do the exercise on their own before checking in pairs or groups. Check answers with the class.

b Students do the exercise on their own. Check answers with the class.

3 Students work on their own and fill in the gaps in the sentences to make them true for them. They then compare sentences in pairs or groups. Ask students to tell the class some of the things they have in common with other students.

EXTRA IDEA

- Review the new collocations by playing *Pelmanism* (see p25) with the verbs on one set of cards and the noun phrases on another set.

4 Food p204

Language

steak, potatoes, butter, margarine, mushrooms, onions, a lettuce, pasta, beans, lemons, strawberries, pears, salt, pepper, grapes, oil, garlic, tomato ketchup

When to use and time

Use any time after lesson 4D. 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 words chorally and individually. Pay particular attention to the pronunciation of *steak* /steɪk/, *margarine* /mɑːdʒəˈriːn/, *onions* /ˈʌnjənz/, *lettuce* /ˈletɪs/ and *pears* /peəz/. Highlight the irregular spelling of the plural of *potato*: *potatoes*. You could point out that we also use *beans* for green beans, etc. Students can then work in pairs and test each other on the vocabulary by taking turns to point to a picture and ask: *What's this?* or *What are these?*.

2 Elicit examples of countable and uncountable nouns students already know from lesson 4D in the Student's Book to check they remember the difference. Then ask students to do the exercise in pairs. While they are working, draw the table on the board. When students have finished, elicit the answers and fill in the table. Note that some words in English can be both countable and uncountable: *steak* (the type of meat) and *a steak* (a piece of steak).

3 Students do the exercise on their own. While they are working, write these example conversations on the board:

A *I love (garlic).* B *Me too./Oh, I hate it.*
A *I eat (pasta) every day.* B *Me too. Oh, I don't.*
A *I don't often eat (beans).* B *Me neither./Oh, I do.*

Drill these with the class. Then students move around the room and find one person who agrees with each of the sentences they have completed. When they find someone who agrees with their sentence, they write that student's name on the worksheet. Students then continue moving around the room and talk to a different student. Alternatively, students can do this stage of the activity in groups of four or five.

4 Students work on their own and circle the food words in the puzzle. Check which words aren't in the puzzle (*margarine*, *mushrooms*, *a lettuce*, *grapes*).

EXTRA IDEA

- If you have a class of real beginners, bring in pictures of the food items on the worksheet and teach them one at a time at the beginning of the lesson. Then use the matching exercise in **1** to check.

5 Irregular verbs p205

Language
know/knew, eat/ate, make/made, drink/drank, drive/drove, read/read, send/sent, wear/wore, understand/understood, give/gave, spend/spent, speak/spoke

When to use and time
Use any time after lesson 5C. 20–35 minutes.

Procedure
1 **a** Students do the exercise on their own before checking in pairs. The aim of this exercise is to check that students know the meaning of these verbs. Check answers with the class (see answer key on worksheet).

b Students tick the sentences in **1a** that are true for them, then compare sentences in pairs to find out how many they have both ticked. Elicit sentences from students using *both*, for example, *Both Clara and I usually wear jeans when we're at home.*

2 Students do the exercise on their own in their notebooks, checking irregular Past Simple forms as necessary in the Irregular Verb List, SB p167. If you have a strong class, ask students to do the exercise without checking in the Irregular Verb List. Then ask them to compare answers in groups. Check answers with the whole class. Drill the infinitives and Past Simple forms with the class. Highlight the difference in pronunciation between the infinitive *read* /riːd/ and the Past Simple *read* /red/, and the word stress on *understand* and *understood*. Students then work in pairs and test each other on the Past Simple forms, for example, student A says *give* and student B responds by saying *gave*.

3 **a** Focus students on the pictures of Jennifer's weekend, then give students time to read the email and put the pictures in order. Check answers with the class.

b Students do the exercise on their own before checking in pairs. Check answers with the class.

EXTRA IDEA

- Play *Bingo!* (see p24) using the Past Simple forms from the worksheet and from unit 5 in the Student's Book.

6 Verbs and prepositions p206

Language
look at, listen to, play with, look for, write to, ask for, pay for, talk about, wait for, talk to, go to, spend money on

When to use and time
Use any time after lesson 6B. 15–25 minutes.

Procedure
1 **a** Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet).

b Students do the exercise on their own and check in pairs. Then check answers with the whole class. Use the example phrases and pictures to clarify any problems in meaning, particularly with the verbs that can take two prepositions: *look at/for* and *talk about/to*. Drill the phrases chorally and individually. Then put students in pairs to test each other on the collocations. For example, student A says *new clothes* and student B replies *spend money on new clothes*.

2 **a** Check students remember *(birthday) present*. Ask students to cover the phrases in **1a**. Students then do the exercise on their own. Check answers with the whole class.

b Students answer the questions for themselves, then compare answers in groups. Alternatively, students can work in pairs or groups and take turns to ask and answer the questions. Elicit one or two answers for each question from the class.

EXTRA IDEA

- Play *Noughts and Crosses* (see p24). Write the verbs in the squares for the students to guess the correct prepositions.

7 Places in a town p207

Language
a theatre, a swimming pool, a travel agent's, a tourist information centre, a hospital, a library, a hairdresser's, a football stadium, an art gallery, a shopping centre [US: a shopping mall]

When to use and time
Use any time after lesson 7A. 15–25 minutes.

Procedure
1 Students do the exercise on their own before checking in pairs. Check answers with the class (see answer key on worksheet). Drill the words chorally and individually. Note that *library* is a false friend in many languages, and means a place where you borrow books, not a place where you buy them, which is *a bookshop*. You can also point out that the *'s* in *travel agent's* and *hairdresser's* is possessive, and the person who owns each business or works in it is *a travel agent* and a *hairdresser*.

2 Pre-teach *a play* and *borrow*. Students then do the exercise on their own before checking in pairs. Check answers with the class. Then put students in pairs to test each other on the vocabulary. For example, student A asks *What's picture f*? and student B replies *It's an art gallery*.

3 Pre-teach *town/city centre, main street* and *local*. Students do the exercise on their own. Encourage students to use words from the worksheet if possible, but if the words aren't appropriate they can use words from VOCABULARY 7.1 SB p142. Students then compare answers in pairs or groups.

8 British and American English p208

Language

a holiday [US: a vacation], the bill [US: the check], a mobile (phone) [US: a cell (phone)], chips [US: (French) fries], a film [US: a movie], a lift [US: an elevator], a shop [US: a store], a shopping centre [US: a shopping mall], the ground floor [US: the first floor], biscuits [US: cookies], sweets [US: candy], a flat [US: an apartment], trousers [US: pants], a chemist's [US: a pharmacy]

When to use and time

Use any time after lesson 8A. 20–30 minutes.

Procedure

1 Check students understand that people in the UK and the USA sometimes use different words for the same things, using *a holiday* and *a vacation* as an example. Pre-teach *a lift, a shopping centre, the ground floor* and *sweets* (all the other British English words have been taught in the Student's Book). Students then do the exercise in pairs. Check answers with the class (see answer key on worksheet). Drill the words chorally and individually, paying particular attention to the pronunciation of *biscuits* /ˈbɪskɪts/, *trousers* /ˈtraʊzəz/, *chemist's* /ˈkemɪsts/ and *pharmacy* /ˈfɑːməsi/. You may also want to explain that *chips* in American English are very thin fried potatoes, usually sold in packets, which are called *crisps* /krɪsps/ in British English. Also *pants* in British English is underwear for men. Students can then take turns to test each other. For example, student A says *the bill* and student B replies *the check*.

2 **a** Students read the conversation and do the exercise on their own before checking in pairs. Check answers with the class.

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

3 **a** Students do the exercise on their own. Check answers with the class.

b Students tick the sentences that are true for them and make the other sentences true for them. Put students in groups of three and ask them to compare their sentences. Students can then tell the class which sentences are true for all the students in their group, for example, *We all hate going to shopping malls*.

EXTRA IDEA

- Making word associations can be a strong aid to memory. Say the British English words one by one and ask students to write down the first word that comes into their heads, for example, you say *a holiday* and students write *the beach*. Students then look at their list of words and see if they can remember the words you said and the American English equivalents.

9 Mammals, birds and insects p209

Language

an elephant, a butterfly, a duck, a bear, a spider, a rat, a mosquito, a giraffe, a pigeon, a donkey, a bee, a camel, a parrot, a whale, an ant, an eagle, a swan, a goat, a dolphin, a fly

When to use and time

Use any time after lesson 9C. 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, paying particular attention to the pronunciation of *bear* /beə/, *giraffe* /dʒɪrɑːf/, *pigeon* /ˈpɪdʒən/ and *eagle* /iːgəl/. Ask students how we spell the plural of *butterfly* and *fly* (*butterflies* and *flies*).

2 Students do the exercise on their own, then check in pairs. Check answers with the class and point out the **TIP**. You can also point out that whales and dolphins are mammals, not fish, because they breathe air.

3 Students do the exercise in pairs or groups. Check answers with the class. At this point you may wish to teach other words for common animals or insects in the students' own country.

4 Students do the exercise in pairs. You can make this a race and the first pair to find all the word wins. Check answers with the class if necessary.

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

10 Parts of the body p210

Language
stomach, arm, hand, back, fingers, thumb, knee, leg, shoulder, head, chest, toes, neck, foot (plural: feet), hair, mouth, eye, nose, ear, throat, teeth (singular: tooth)

When to use and time
Use before lesson 10C if you would like to teach students the parts of the body before doing this lesson on health problems and treatment, or any time after lesson 10C. 15–20 minutes.

Procedure
1 Students do the exercise on their own before checking in pairs. Check answers with the class (see answer key on worksheet). Drill the words chorally and individually. Highlight the pronunciation of *stomach* /ˈstʌmək/, *thumb* /θʌm/, *knee* /niː/, *throat* /θrəʊt/ and the silent letters in *thumb* and *knee*. Students then work in pairs. They take turns to say a letter on the pictures and their partner says the part of the body.

2 Students do this exercise on their own. Put students into groups to check their answers and encourage them to explain why they have chosen a word as the odd one out. Check answers with the class. Ask students to explain their answers. Note that students might have other answers which could be correct.

3 Students do the crossword in pairs. You can make this a race and the first pair to finish wins. Early finishers can check their answers with another pair. Check answers with the class if necessary.

EXTRA IDEA

- Play Simon Says. Prepare a list of instructions, for example, *touch your head, hold your arm*, etc. Pre-teach any new verbs, for example, *touch*, *hold*, etc., then explain the game. If you say *Simon says …* before an instruction, students must do this. If you don't say *Simon says …*, students must do nothing. For example, if you say *Simon says touch your head*, students should touch their heads. If you say *Stand on your toes*, students shouldn't move. Any student who doesn't follow the instructions is 'out'. Continue the game until you have a winner.

11 Prepositions of place and movement p211

Language
out of, through, across, up, down, into, below, above, inside, outside, between, on top of

When to use and time
Use any time after lesson 11C. 15–25 minutes.

Procedure
1 **a–b** Write these prepositions from exercise 3 in lesson 11C on the board: *over, past, along, on, opposite, next to*. Ask students which describe movement (*over, past, along*) and which describe place (*on, opposite, next to*). Ask if students can add to these lists, for example, *behind, under*, etc. Students then do **1a** and **1b** on their own before checking in pairs. Check answers with the class (see answer key on worksheet), using the pictures to clarify any problems with meaning. Drill the prepositions with the class, highlighting the pronunciation of *through* /θruː/ and *above* /əbʌv/. Tell students that people *get into/out of* cars and taxis, but they *get on/off* trains, buses, planes, etc. Also point out that we often use *on top of* for something tall or high, and we often use *inside* and *outside* to mean *inside/outside the house or building*.

2 Students do the exercise on their own before checking in pairs. Check answers with the class.

12 Past participles p212

Language
past participles and Past Simple forms of *drive, break, sleep, eat, fly, read, take, win, ride, sing*

When to use and time
Use any time after lesson 12B. 20–30 minutes.

Procedure
1 Pre-teach *sports car, tent, sushi* and *in public*, and check students remember *helicopter* and *horse*. Students then do the exercise on their own before checking in pairs. Check answers with the class (see answer key on worksheet).

2 Students do the exercise in pairs. While they are working, draw the table on the board. Check answers with the class (see the Irregular Verb List, SB p167). Drill the verb forms in sets of three, for example, *drive, drove, driven*. Highlight the pronunciation of the infinitive *read* /riːd/ compared to the Past Simple and past participle *read* /red/. Students then work in pairs and test each other on the Past Simple forms and past participles. For example, student A says *sleep* and student B replies *slept, slept*.

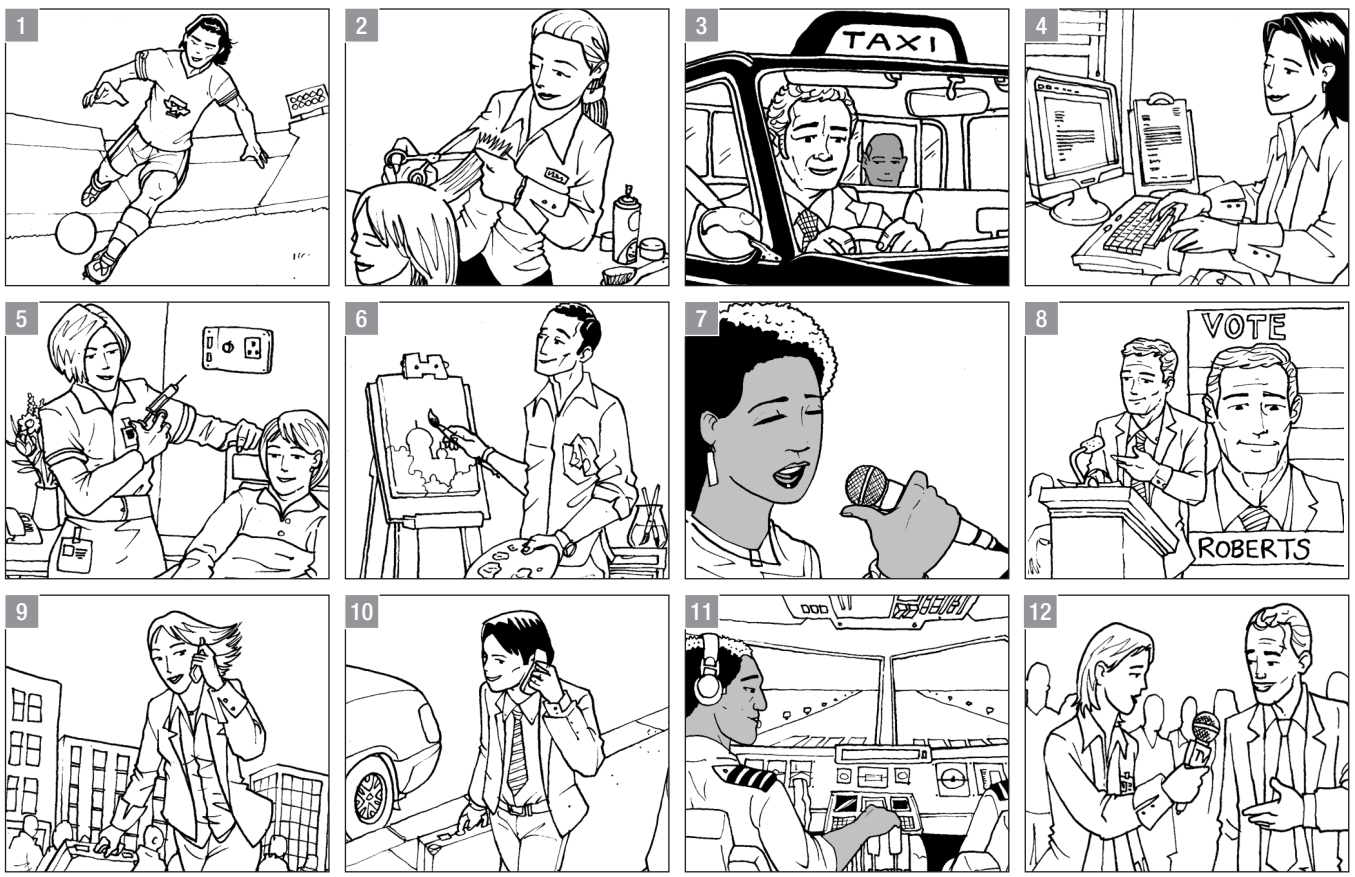
3 **a** Students do the exercise on their own before checking in pairs. Check answers with the class.

b Students answer the questions for themselves and compare answers in pairs. Ask students to share any interesting answers with the class.

1 Jobs

1 **Match the jobs to pictures 1–12.**

a businesswoman [9] a businessman [ ] a nurse [ ] a secretary [ ] a footballer [ ] a pilot [ ]
a taxi driver [ ] an artist [ ] a singer [ ] a hairdresser [ ] a journalist [ ] a politician [ ]



2 **Look at pictures 1–12 again. Tick (✓) the true sentences. Correct the false sentences.**

1 He's a footballer. ✓
2 She's a ~~politician~~. *hairdresser*
3 He's a journalist. _____
4 She's a pilot. _____
5 She's a nurse. _____
6 He's an artist. _____
7 She's a secretary. _____
8 He's a hairdresser. _____
9 She's a businesswoman. _____
10 He's a businessman. _____
11 He's a singer. _____
12 She's a taxi driver. _____

3 **Find all the jobs in 1 in the puzzle.**

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

1 a businessman 10; a nurse 5; a secretary 4; a footballer 1; a pilot 11; a taxi driver 3; an artist 6; a singer 7; a hairdresser 2; a journalist 12; a politician 8 2 3 He's a taxi driver. 4 She's a secretary. 5 ✓ 6 ✓ 7 She's a singer. 8 He's a politician. 9 ✓ 10 ✓ 11 He's a pilot. 12 She's a journalist.

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2 Personal possessions

1 **Look at the pictures of Magda and Andy's things. Match the words to the things 1–16.**

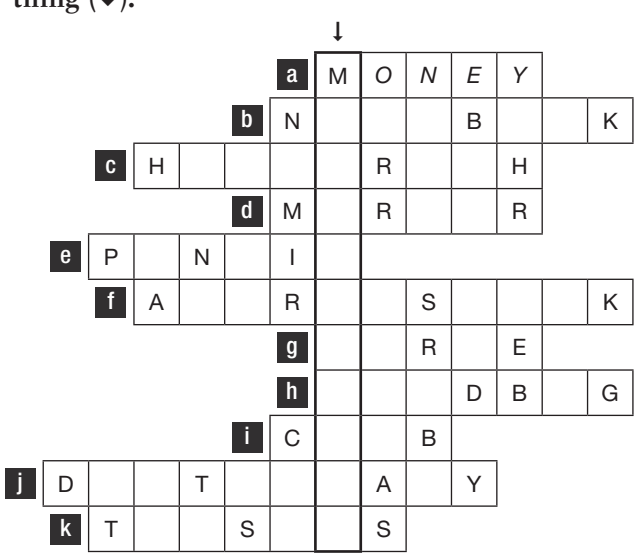
keys [1] a briefcase [ ] a handbag [ ]
a mirror [ ] an address book [ ] a pen [ ]
a hairbrush [ ] make-up [ ] a pencil [ ]
a dictionary [ ] a notebook [ ] a purse [ ]
a rubber [US: an eraser] [ ] tissues [ ]
a comb [ ] money [ ]



2 **Are these sentences true (T) or false (F)?**

1 They've both got keys and a mobile phone. *T*
2 Andy's got a purse and Magda's got a wallet.
3 Magda's got some money in her handbag.
4 Andy's got a notebook.
5 Magda's got an address book.
6 They've both got two pens.
7 Andy's got some tissues and a hairbrush.
8 Magda's mirror is in her make-up bag.

3 **Write words from 1 in the puzzle. Find the thing (↓).**



4 **Look at the pictures for one minute. Cover the pictures and write what Magda and Andy have got. How many things can you remember?**

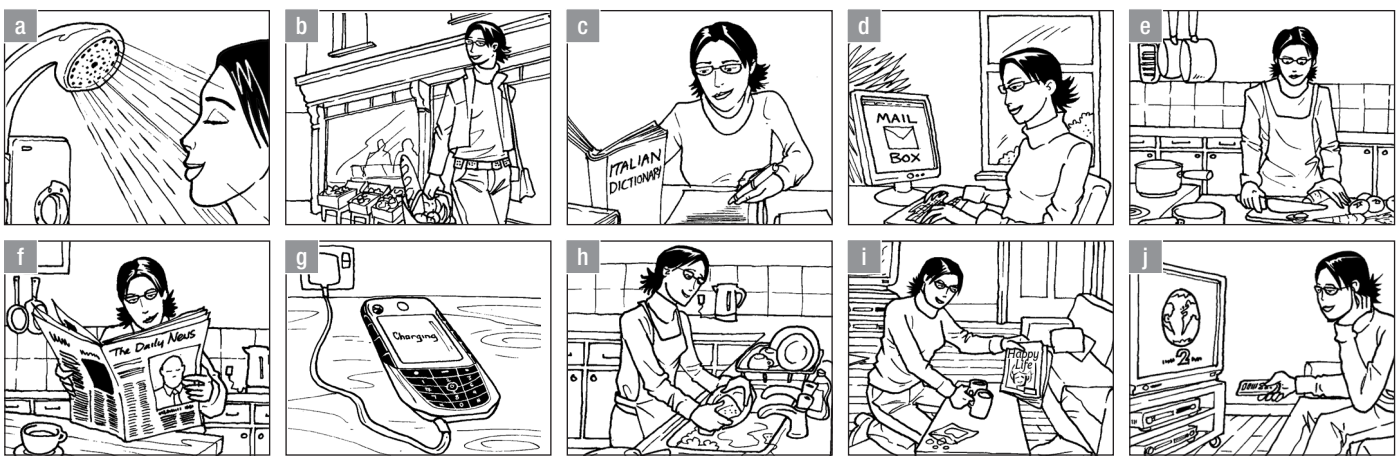


1 a briefcase 10; a handbag 3; a mirror 6; an address book 9; a pen 12; a hairbrush 2; make-up 7; a pencil 13; a dictionary 15; a notebook 11; a purse 8; a rubber [US: an eraser] 14; tissues 4; a comb 16; money 5 2 2F 3T 4T 5T 6F 7F 8F
3 b notebook c hairbrush d mirror e pencil f address book g purse h handbag i comb j dictionary k tissues ↔ mobile phone

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Instructions p196

3 Daily routines

1 **Match phrases 1–10 to pictures a–j.**



1 read the newspaper *f*
2 go to the shops _____
3 watch the news _____
4 have a shower _____
5 check my email _____
6 charge my phone _____
7 tidy up the flat _____
8 cook a meal _____
9 do my homework _____
10 do the washing-up [US: wash the dishes] _____

2 **a** **Read about Sarah's daily routine. Fill in the gaps with the correct verbs from 1.**

I get up at about seven o'clock and [1] *have* a shower. Then I have breakfast and [2]_____ the newspaper. I work from home – I'm a writer, you see – and I start work at about half past eight. First I [3]_____ my email and then I write for three or four hours. I have lunch at one and I start work again at half past two. In the afternoon I usually [4]_____ to the shops and buy some food for the evening. I finish work at about half past six and then I [5]_____ a meal for my husband and me. After dinner we [6]_____ the news and then I sometimes [7]_____ my homework – I study Italian three times a week. Then I [8]_____ the flat and [9]_____ the washing-up. Oh, and I always [10]_____ my phone before I go to bed. I go to sleep at about eleven o'clock.

b **Read about Sarah's routine again. Put the pictures a–j in the order Sarah does these things.**

3 **Make these sentences true for you. Fill in the gaps with phrases from 1.**

1 I always *read the newspaper* in the morning.
2 I _____ every day.
3 I usually _____ in the evening.
4 I sometimes _____ before I go to bed.
5 I don't often _____ .
6 I hardly ever _____ at the weekend.
7 I never _____ .

1 2b 3j 4a 5d 6g 7i 8e 9c 10h **2** **a** 2 read 3 check 4 go 5 cook 6 watch 7 do 8 tidy up 9 do 10 charge
b 1a 2f 3d 4b 5e 6j 7c 8i 9h 10g

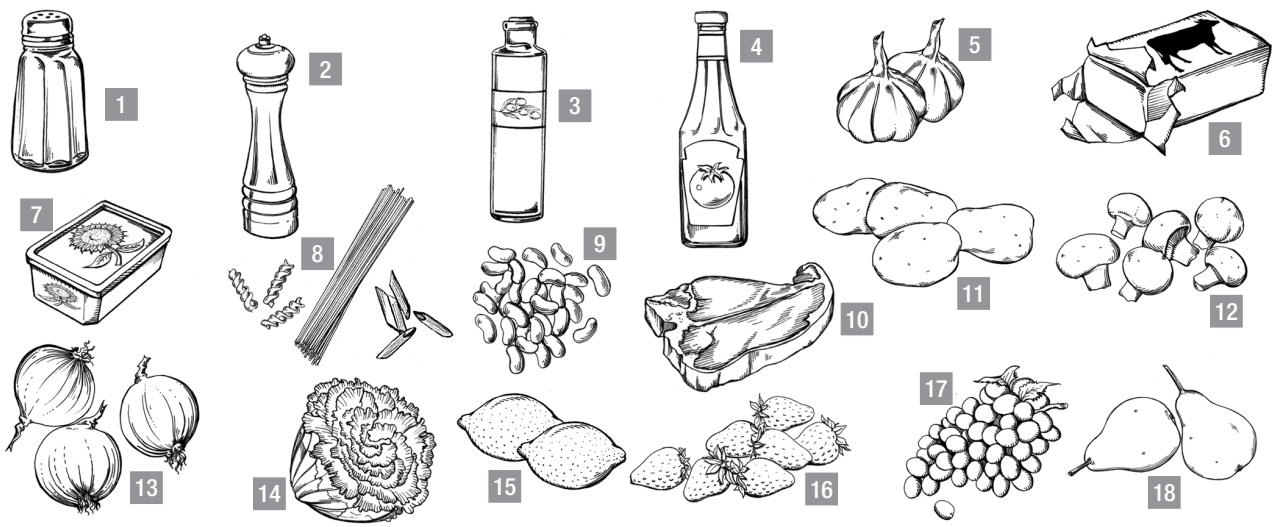
VOCABULARY PLUS: Photocopiable

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4 Food

1 **Match these food words to 1–18.**

steak 10 | potatoes ☐ | butter ☐ | margarine ☐ | mushrooms ☐ | onions ☐ | a lettuce ☐ | pasta ☐ | beans ☐
lemons ☐ | strawberries ☐ | pears ☐ | salt ☐ | pepper ☐ | grapes ☐ | oil ☐ | garlic ☐ | tomato ketchup ☐



2 **Put the words in 1 in the table. Write the singular and plural if possible.**

COUNTABLE NOUNS

singular	plural
a potato	*potatoes*

UNCOUNTABLE NOUNS

steak	

3 **Make these sentences true for you. Fill in the gaps with words from 1.**

1 I love _____ .
2 I eat _____ every day.
3 I don't often eat _____ .
4 I sometimes put _____ on my food.
5 I don't like _____ very much.
6 I never eat _____ .
7 I quite like _____ .
8 I think _____ is/are OK.
9 I really hate _____ .

4 **Find the food words. Which four words from 1 <u>aren't</u> in the puzzle?**

potatoessaltomatoketchupepperoilemonsteakonionsgarlicpearsbutterpastabeanstrawberries

1 potatoes 11; butter 6; margarine 7; mushrooms 12; onions 13; a lettuce 14; pasta 8; beans 9; lemons 15; strawberries 16; pears 18; salt 1; pepper 2; grapes 17; oil 3; garlic 5; tomato ketchup 4 **2 countable:** a mushroom/mushrooms; an onion/onions, a lettuce/lettuces; a bean/beans; a lemon/lemons; a strawberry/strawberries; a pear/pears; a grape/grapes. **uncountable:** butter; margarine; pasta, salt; pepper; oil; garlic; tomato ketchup **4** margarine; mushrooms; a lettuce; grapes

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5 Irregular verbs

1 a Match words/phrases 1–6 and 7–12 to words/phrases a–f and g–l.

1 I **know**	a to work/university every day.	7 I sometimes **send**	g films in English very well.
2 I never **eat**	b some irregular verbs in English.	8 I usually **wear**	h birthday presents to my friends.
3 I don't **make**	c the newspaper every day.	9 I don't **understand**	i English with my friends.
4 I **drink**	d red meat.	10 I always **give**	j on clothes every month.
5 I **drive**	e two litres of water every day.	11 I **spend** a lot of money	k jeans when I'm at home.
6 I **read**	f many mistakes when I write in English.	12 I sometimes **speak**	l emails to people in other countries.

b Tick the sentences in 1a that are true for you.

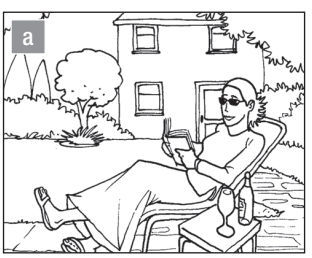
2 Write the Past Simple forms of the irregular verbs in bold in 1a in your notebook. You can use the Irregular Verb List (Student's Book p167) to help you.

know → knew

3 a Read Jennifer's email to her friend Angelica about her weekend. Put pictures a–d in the order she did them.

To angelica.matthews@gomail.com

Hi Angelica
How are you? It was Carlos's birthday on Saturday and we had a big party for him at my flat. My sister and I [1] *spent* all afternoon cleaning and then we [2]_____ lots of food for the party. Carlos didn't [3]_____ about it, so it was a big surprise for him! There were about fifty people there and I [4]_____ my favourite dress – you know, the long blue one. Everyone [5]_____ Carlos cards and presents, and it was a very special evening for him, I think. On Sunday Carlos and I [6]_____ to his parents' house for lunch in his new car. The food was fantastic and I [7]_____ too much as usual! His parents are Argentinian, as you know, and all his family [8]_____ Spanish at the table – I didn't [9]_____ very much! Then I just sat in the garden, [10]_____ a glass of wine and [11]_____ my book. It was a great weekend.
Write soon!
Love
Jennifer
PS Did you [12]_____ me an email last week? I didn't get one!









b Read the email again. Fill in the gaps with the infinitive or the Past Simple of the verbs in bold in 1a.

1 2d 3f 4e 5a 6c 7l 8k 9g 10h 11j 12i 2 eat, ate; make, made; drink, drank; drive, drove; read, read; send, sent; wear, wore; understand, understood; give, gave; spend, spent; speak, spoke 3a a4 b2 c1 d3 3b 2 made 3 know 4 wore 5 gave 6 drove 7 ate 8 spoke 9 understand 10 drank 11 read 12 send

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6 Verbs and prepositions

1 a Match the verbs and prepositions in A to the words/phrases in B.

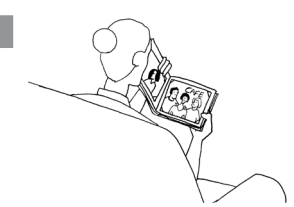
A	B
look at	a new job
listen to	some photos
play with	music
look for	children

A	B
write to	the bill
ask for	football
pay for	a friend
talk about	dinner

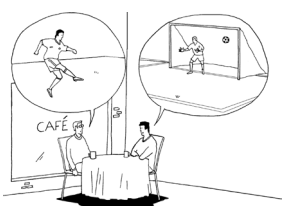
A	B
wait for	your mother on the phone
talk to	new clothes
go to	a phone call
spend money on	an art gallery

b Match the complete phrases in 1a to pictures 1–12.

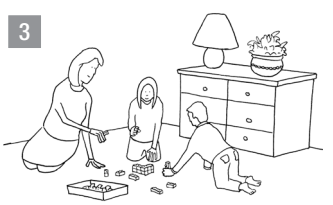
1 *look at some photos*



2 _____



3 _____



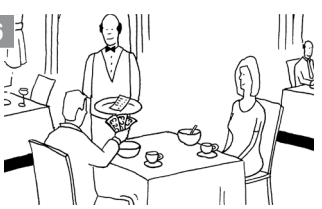
4 _____



5 _____



6 _____



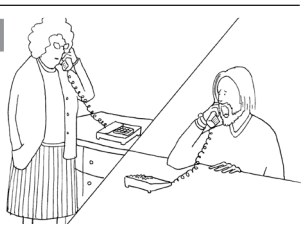
7 _____



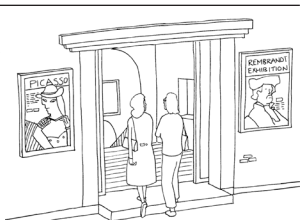
8 _____



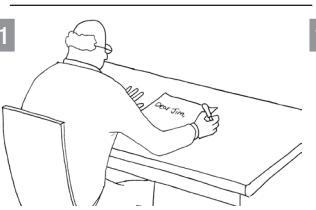
9 _____



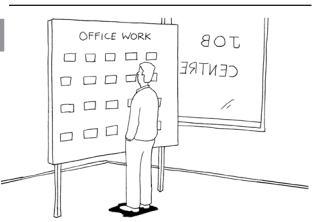
10 _____



11 _____



12 _____



2 a Cover the phrases in 1a. Fill in the gaps with the correct preposition.

1 What type of music do you listen *to* ?
2 Who do you like talking _____ on the phone?
3 When did you last pay a lot of money _____ something?
4 Who was the last person you wrote _____ ?
5 What do you hate spending money _____ ?
6 What do you and your friends often talk _____ ?
7 Do you like going _____ the theatre?
8 Did you wait a long time _____ a bus or train this morning?
9 Did you ask _____ any presents for your last birthday?
10 When you were a child, who did you play _____ ?
11 What's the best way to look _____ a cheap car?
12 Do you often look _____ old photos?

b Answer the questions in 2a for you.

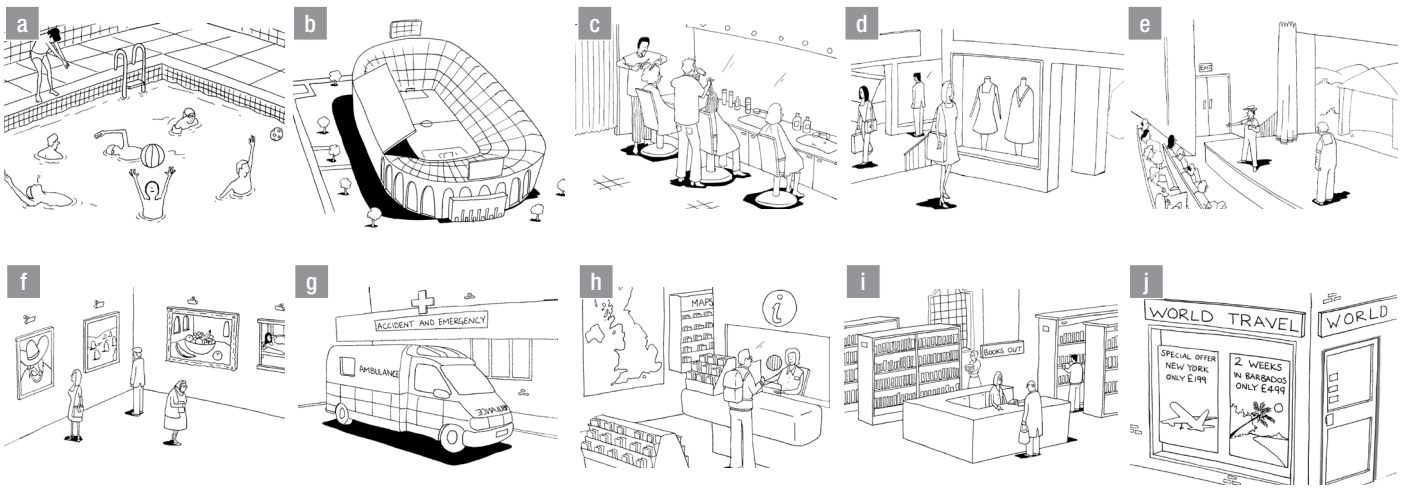
1a listen to music; play with children; look for a new job; write to a friend; ask for the bill; pay for dinner; talk about football; wait for a phone call; talk to your mother on the phone; go to an art gallery; spend money on new clothes 1b 2 talk about football 3 play with children 4 listen to music 5 ask for the bill 6 pay for dinner 7 wait for a phone call 8 spend money on new clothes 9 talk to your mother on the phone 10 go to an art gallery 11 write to a friend 12 look for a new job 2a 2 to 3 for 4 to 5 on 6 about 7 to 8 for 9 for 10 with 11 for 12 at

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Instructions p198

7 Places in a town

1 **Match the words/phrases to places a–j.**

a theatre [e] a swimming pool [ ] a travel agent's [ ] a tourist information centre [ ] a hospital [ ] a library [ ]
a hairdresser's [ ] a football stadium [ ] an art gallery [ ] a shopping centre [US: a shopping mall] [ ]



2 **Match these sentences to the places in 1.**

1 People get their hair cut here. *a hairdresser's*
2 There are a lot of pictures on the walls in this place. _____
3 People buy holidays here. _____
4 There are usually a lot of shops in this place. _____
5 People go swimming here. _____
6 You can see a Shakespeare play in this place. _____
7 This is a good place to get a map of the town. _____
8 People go here to read and borrow books. _____
9 Doctors and nurses work in this place. _____
10 People go and see football matches here. _____

3 **Make these sentences true for you. Fill in the gaps with words/phrases from 1 or your own ideas.**

1 There's a big _____ in my town/city.
2 There's a _____ in the centre of my town/city.
3 There are some interesting _____ in the main street.
4 There isn't a _____ in my town/city.
5 There's a _____ near my home.
6 There isn't a _____ near my home.
7 I go to my local _____ quite a lot.
8 I went to the _____ last week.

1 a swimming pool a; a travel agent's j; a tourist information centre h; a hospital g; a library i; a hairdresser's c; a football stadium b; an art gallery f; a shopping centre [US: a shopping mall] d **2** an art gallery **3** a travel agent's **4** a shopping centre **5** a swimming pool **6** a theatre **7** a tourist information centre **8** a library **9** a hospital **10** a football stadium

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8 British and American English

1 **Match the British English words 1–14 to the American English words a–n.**



1	a holiday	a	the first floor
2	the bill	b	a cell (phone)
3	a mobile (phone)	c	candy
4	chips	d	a vacation
5	a film	e	the check
6	a lift	f	a store
7	a shop	g	cookies
8	a shopping centre	h	an elevator
9	the ground floor	i	pants
10	biscuits	j	a movie
11	sweets	k	(French) fries
12	a flat	l	a shopping mall
13	trousers	m	a pharmacy
14	a chemist's	n	an apartment

2 **a** **Pam went on a business trip to the USA last week. She's now back in the UK. Read her conversation with her friend Bob. Then choose the correct answers.**

1 Pam stayed in *a hotel*/*her sister's flat*.
2 She *needed*/*didn't need* to use a lift there.
3 She went to *the cinema*/*some shopping centres*.
4 She bought *some trousers*/*a coat*.
5 The waiters always give you *sweets*/*chips* when you get the bill.
6 When Pam saw her friends they had some *biscuits*/*sweets*.
7 She talked to her friends on her *mobile phone*/*sister's phone*.
8 Pam *enjoyed*/*didn't enjoy* her holiday.
9 She is from *the USA*/*the UK*.

BOB Hi, Pam! How was New York?
PAM Oh, it was great!
BOB Where did you stay?
PAM In my sister's apartment in Greenwich Village. She hates elevators, so it's on the first floor.
BOB What did you do there?
PAM Oh, I went to the movies a few times, and I went shopping in Manhattan. I didn't go to any shopping malls, but there are some great stores! I bought these pants, do you like them?
BOB Yes, they're nice. And did you eat out much?
PAM Yes, we always go to the same restaurant. The steak and French fries are fantastic there, and the waiters always give you candy when you get the check!
BOB And did you see all your friends?
PAM Well, I saw some of them. One night two friends came to visit me in my sister's apartment and we just talked and ate cookies all evening. And I talked to the others on my cell phone.
BOB It sounds like you had a great time.
PAM Yes, it was a very good vacation.

b **Read the conversation again. Underline all the American English words. Which American English word from 1 isn't in the conversation?**

3 **a** **Write these sentences in American English.**

1 I hate going to shopping centres.
I hate going to shopping malls.
2 I eat sweets or biscuits every day.
_____
3 There's a chemist's near my house.
_____
4 I went to see a film last night.
_____
5 There are two lifts where I live.
_____
6 I use my mobile every day.
_____
7 My last holiday was in March.
_____

b **Tick the sentences in 3a that are true for you. Make the other sentences true for you.**

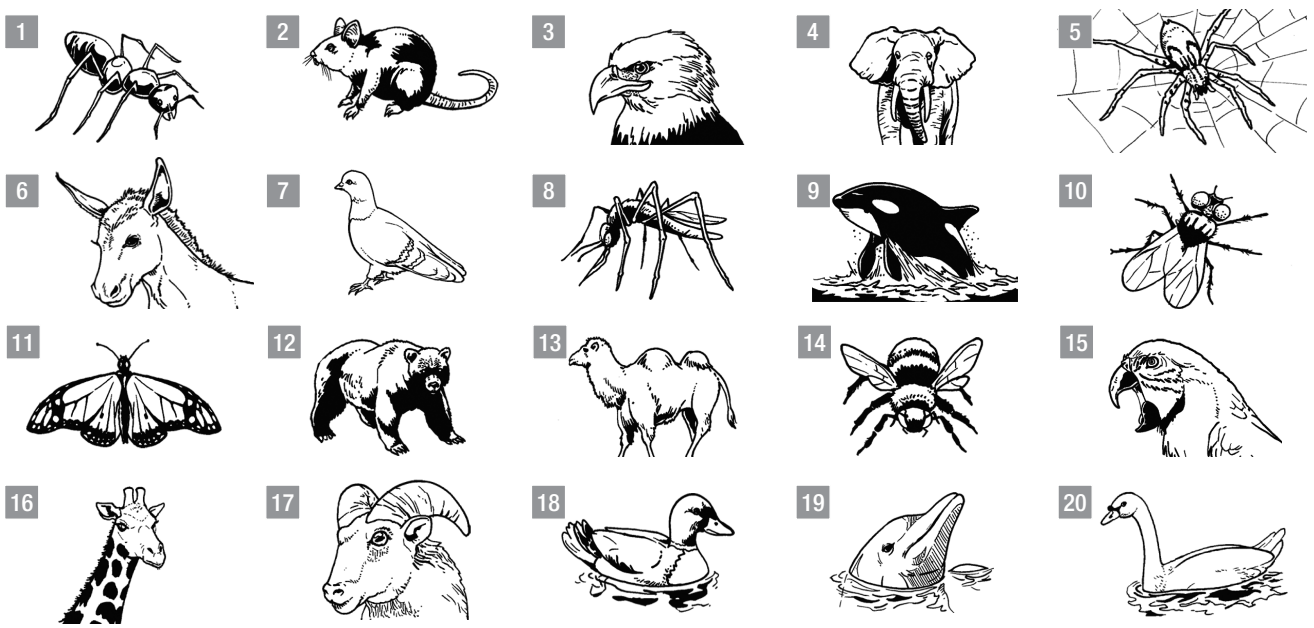
1 2e 3b 4k 5j 6h 7f 8l 9a 10g 11c 12n 13i 14m 2a 2 didn't need 3 the cinema 4 some trousers 5 sweets 6 biscuits 7 mobile phone 8 enjoyed 9 the USA 2b a pharmacy 3 2 I eat candy or cookies every day. 3 There's a pharmacy near my house. 4 I went to see a movie last night. 5 There are two elevators where I live. 6 I use my cell every day. 7 My last vacation was in March.

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Instructions p199

9 Mammals, birds and insects

1 **Match these words to pictures 1–20.**

an elephant [4] a butterfly [ ] a duck [ ] a bear [ ] a spider [ ] a rat [ ] a mosquito [ ]
a giraffe [ ] a pigeon [ ] a donkey [ ] a bee [ ] a camel [ ] a parrot [ ] a whale [ ] an ant [ ]
an eagle [ ] a swan [ ] a goat [ ] a dolphin [ ] a fly [ ]



2 **Put the words in 1 into these groups.**

mammals	birds	insects
an elephant	*a duck*	*a butterfly*

TIP • *an insect* (UK) = *a bug* (US)

3 **Answer these questions about the mammals, birds and insects in 1.**

1 Which mammal lives in the desert? *a camel*
2 Which animals live in or on water?
3 Which insects and birds are very colourful?
4 Which mammals do we use to carry things?
5 Which are more common – ants or bees?
6 Which of the birds do you have in your country?
7 Which of the mammals don't you have in your country?
8 Are any of the insects a problem in your country?

4 **Find all the mammals, birds and insects in 1 in the puzzle (→↓).**

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

1 a butterfly 11; a duck 18; a bear 12; a spider 5; a rat 2; a mosquito 8; a giraffe 16; a pigeon 7; a donkey 6; a bee 14; a camel 13; a parrot 15; a whale 9; an ant 1; an eagle 3; a swan 20; a goat 17; a dolphin 19; a fly 10 **2 mammals:** a bear, a rat, a giraffe, a donkey, a camel, a whale, a goat, a dolphin **birds:** a pigeon, a parrot, an eagle, a swan **insects:** a spider, a mosquito, a bee, an ant, a fly **3** **2** ducks, whales, swans, dolphins **3** butterflies, parrots **4** elephants, donkeys, camels **5** ants **6–8** students' answers

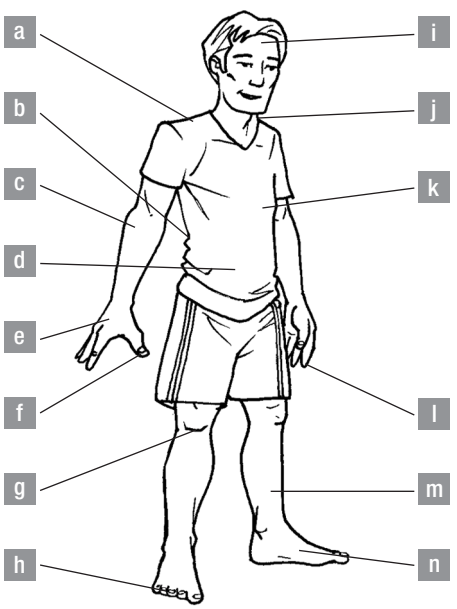
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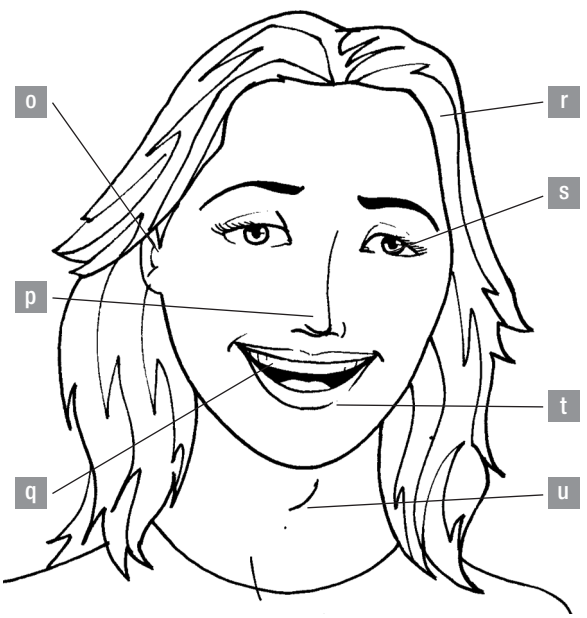
10 Parts of the body

1 **Match these words to the parts of the body a–u.**

stomach [d] arm [ ] hand [ ] back [ ] fingers [ ]
thumb [ ] knee [ ] leg [ ] shoulder [ ] head [ ]
chest [ ] toes [ ] neck [ ] foot (plural: feet) [ ]

hair [ ] mouth [ ] eye [ ]
nose [ ] ear [ ] throat [ ]
teeth (singular: tooth) [ ]

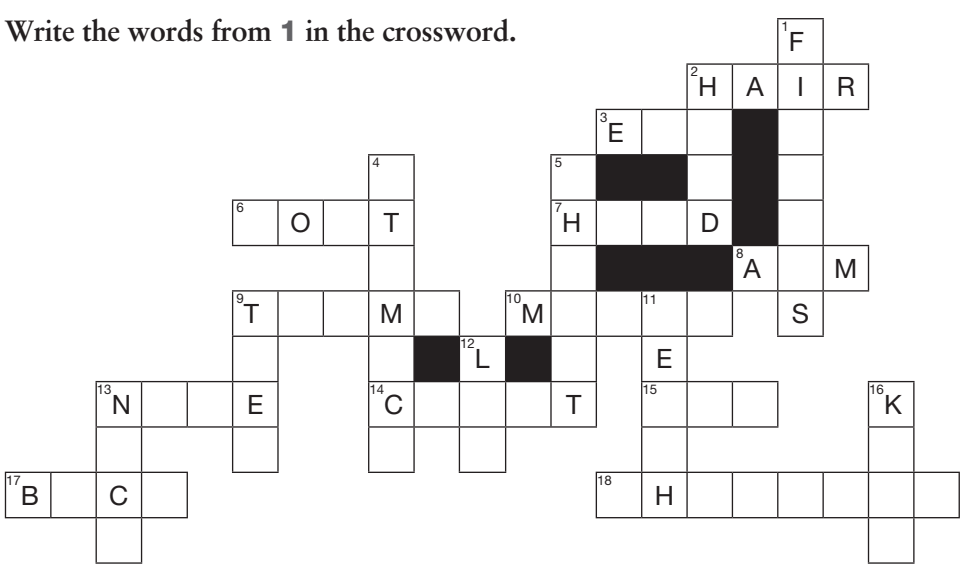




2 **Which word is the odd one out? Why?**

1 fingers thumb hand (head)
2 shoulder leg mouth hand
3 knee leg hair foot
4 back stomach toes chest
5 nose eye hair knee
6 teeth feet neck fingers

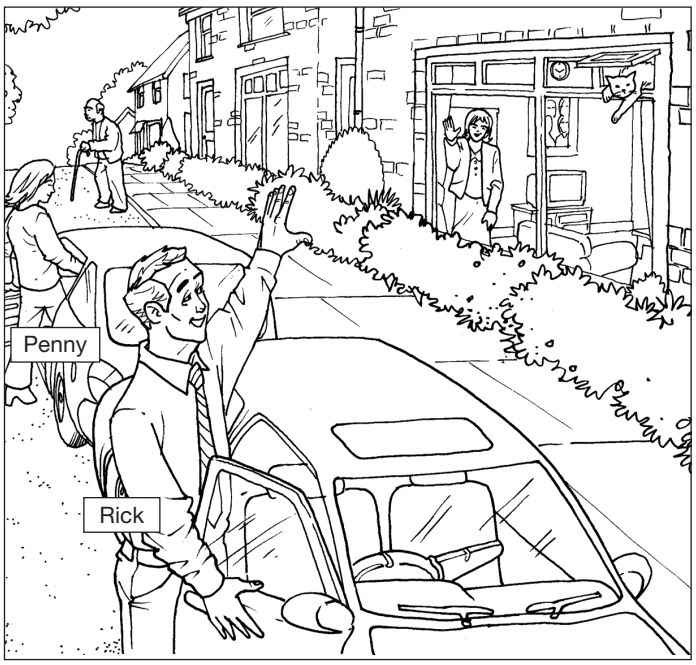
3 **Write the words from 1 in the crossword.**

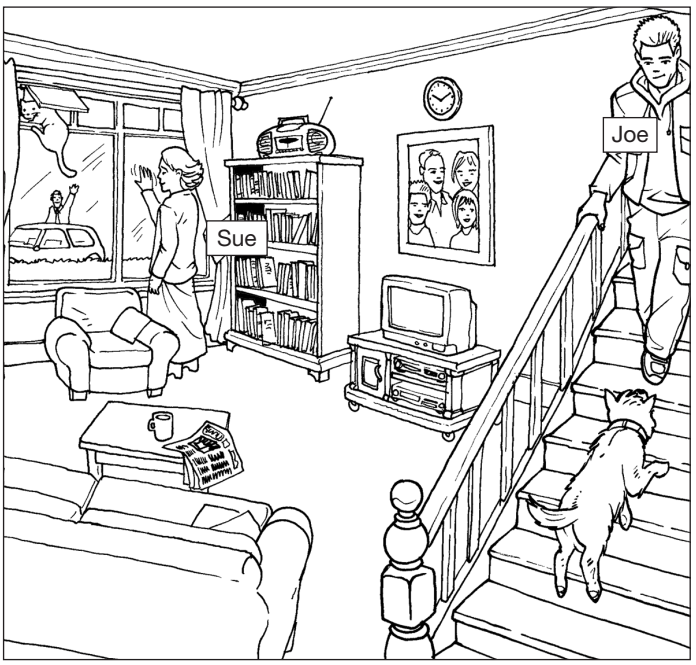


1 arm c; hand e; back b; fingers i; thumb f; knee g; leg m; shoulder a; head j; chest k; toes h; neck j; foot n; hair r; mouth t; eye s; nose p; ear o; throat u; teeth q **2** 1 head (the others are 'hand' words) **2** mouth (we have two shoulders, legs, hands) **3** hair (the others are 'leg' words) **4** toes (the others are 'body' words) **5** knee (the others are 'head' words) **6** neck (the others are plural) **3** ACROSS **3** eye **6** foot **7** hand **8** arm **9** thumb **10** mouth **13** nose **14** chest **15** ear **17** back **18** shoulder DOWN **1** fingers **2** head **4** stomach **5** throat **9** toes **11** teeth **12** leg **13** neck **16** knee

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Instructions p200

11 Prepositions of place and movement





1 a Look at the pictures. Fill in the gaps with these prepositions of movement.

~~out of~~ through across up down into

1 Rick is getting *out of* his car.
2 Penny is getting _____ her car.
3 An old man is walking _____ the street.
4 Joe is walking _____ the stairs.
5 The dog is going _____ the stairs.
6 The cat is climbing _____ the window.

b Look at the pictures again. Fill in the gaps with these prepositions of place.

below above inside outside between on top of

a The picture is _____ the clock.
b The clock is _____ the picture.
c The CD player is _____ the bookcase.
d The coffee table is _____ the armchair and the sofa.
e Sue and Joe are _____ .
f Rick and Penny are _____ .

2 Choose the correct prepositions in these sentences.

1 They walked *across*/*down* the park to the hotel.
2 It was a very cold day so they stayed *outside*/*inside*.
3 They looked *down*/*up* and watched the birds fly over the house.
4 Gerry got *into*/*out of* his car and drove home.
5 You walk *through*/*below* this door and his office is on your left.
6 Your keys are *on top of*/*into* the fridge.
7 It took us six hours to walk *up*/*down* the mountain and only two hours to walk *up*/*down*.
8 Our restaurant is *between*/*inside* a bank and a clothes shop.
9 Samantha got *into*/*out of* the taxi and walked *through*/*across* the road to meet her friends.
10 They lived in a small flat *above*/*across* a shop.
11 Our dog doesn't come in the house, he stays *inside*/*outside* in the garden.
12 He looked *out of*/*inside* the window of the plane at the city *above*/*below* him.

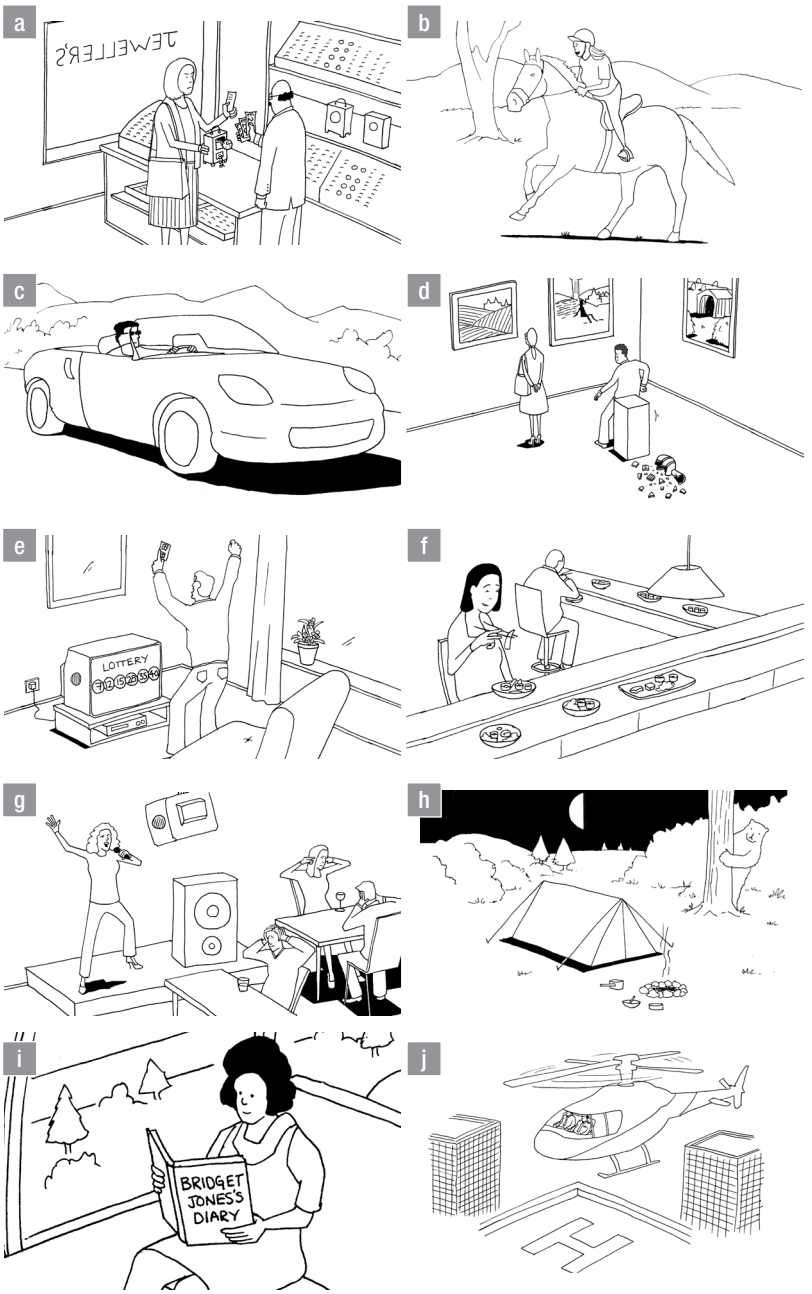
1 a 2 into 3 across 4 down 5 up 6 through 1 b a below b above c on top of d between e inside f outside
2 2 inside 3 up 4 into 5 through 6 on top of 7 up; down 8 between 9 out of; across 10 above 11 outside 12 out of; below

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12 Past participles

1 **Match phrases 1–10 to pictures a–j.**

1 drive a sports car _c_
2 break something expensive _____
3 sleep in a tent _____
4 eat sushi _____
5 fly in a helicopter _____
6 read a book in English _____
7 take something back to a shop _____
8 win a lot of money _____
9 ride a horse _____
10 sing in public _____



2 **The verbs in 1 are all irregular. Complete the table. Use the Irregular Verb List (Student's Book p167).**

infinitive	Past Simple	past participle
drive	*drove*	*driven*
break		
sleep		
eat		
fly		
read		
take		
win		
ride		
sing		

3 **a** **Fill in the gaps with the infinitive or past participle of the verbs in 2.**

1 Have you ever _*slept*_ on a boat?
2 Have you ever _____ in a band or in an opera?
3 Did you _____ any money on the lottery last weekend?
4 Have you ever _____ in a small plane?
5 When did you last _____ Italian food?
6 Have you ever _____ your arm or leg?
7 Did you _____ a car last week?
8 Have you ever _____ a motorbike?
9 When did you last _____ a book or a magazine in English?
10 Have you ever _____ any clothes back to a shop?

b **Answer the questions in 3a for you.**

1 2d 3h 4f 5j 6i 7a 8e 9b 10g 2 See the Irregular Verb List (Student's Book p167). 3a 2 sung 3 win 4 flown 5 eat 6 broken 7 drive 8 ridden 9 read 10 taken

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Instructions p200

Extra Reading

Instructions

There are 12 Extra Reading worksheets (p218–p229). The aim of these worksheets is to provide extra reading practice of a variety of text types. The topic of each Extra Reading worksheet is linked to the topic of the corresponding unit of the Student's Book. There is an answer key at the bottom of each worksheet, which can be cut off if necessary. You will need to photocopy one Extra Reading worksheet for each student.

- Use these worksheets as extra reading input in class. These instructions give additional communicative stages, background notes and other activities that you can include in each lesson. If you are using the worksheets in class, we suggest you cut off the answer keys and check the answers after each exercise.
- Give them for homework for students to do on their own. You can either leave the answer keys on the worksheets so students can check answers themselves, or cut them off and check answers at the beginning of the next class. If you are checking the answers in the next class, you can also ask students to talk about the discussion questions at the beginning and end of each worksheet in pairs or groups.

1 The English forum p218

Genre and topic

An internet forum where English students introduce themselves.

When to use and time

Use any time after lesson 1C. 10–15 minutes.

Procedure

1 Check students understand *an internet forum* (a website, or part of a website, where people can discuss topics with other people by writing comments and posting them on the website). Ask students if they are members of any internet forums. If so, ask students to tell the class about their forums and what people talk about on them.

2 Focus students on the forum page on the worksheet. Explain that this forum is for English students who are all in the same Elementary class. Students do the exercise on their own before comparing answers in pairs. Check answers with the class (see answer key on worksheet).

3 Focus students on the example and check students understand what they have to do. Students do the exercise on their own before comparing answers in pairs. Check answers with the class.

4 Ask students to cover the worksheet. Write the names of the people on the forum on the board: Duncan, Helena, Sergio, Carolina, Shakir. Students do the exercise in pairs or groups. Ask students to tell the class about one of the people.

EXTRA IDEAS

- Ask students to write a short paragraph introducing themselves to the class. Students can also attach photos of themselves if they wish. These can then be put around the room for other students to read and comment on.
- Start an internet forum or social networking group for your class. Invite students to join the forum and introduce themselves. They can then add comments during the course.

2 What's in a name? p219

Genre and topic

Personal profiles. Names in different countries.

When to use and time

Use any time after lesson 2B. 15–20 minutes.

Procedure

1 **a** Students do the exercise on their own. Check answers with the class (see answer key on worksheet). Check students remember *first name* and *surname*, and that they understand *middle name* and *full name*.

b Students work in pairs or groups and take turns to ask each other the questions. Ask any students with middle names to share these with the class if they wish.

2 Students do the exercise on their own, then compare answers in pairs. Check the answers with the class. Also check that students understand *a patronym*, which is a name that comes from your father's first name, not his surname. Note that this word is rarely used in English.

3 Students do the exercise on their own before comparing answers in pairs. Check answers with the class.

4 Students do the exercise on their own. If you have a monolingual class, put students into pairs or groups and check if they have the same information. If you have a multilingual class, put students in groups with people from different countries and ask them to compare information. Ask students to share interesting information with the class.

EXTRA IDEA

- Ask students to draw their family tree, using only the people's first names. Demonstrate this by drawing your own family tree on the board. Put students into pairs. Students take turns to ask their partner about the people on his/her family tree. They should begin by asking questions about each person's name (for example *Has Marco got a middle name?*, *What's his surname?*) and then ask other questions (for example *What's his job?*, *How old is he?*).

3 My day-to-day life p220

Genre and topic
A blog about a woman's day-to-day life in a tourist hotel.

When to use and time
Use any time after lesson 3D. 15–20 minutes.

Procedure
1 Pre-teach *a tourist* and check students understand the phrase *a tourist hotel* (a hotel where tourists often stay). Students do the exercise in pairs. You can ask them to use dictionaries if you wish. Check answers by eliciting students' ideas and writing the jobs on the board. Check students understand any new words.
Ask students which jobs they think are difficult and which are easy, giving reasons if possible.

2 Pre-teach *a blog*. You can also teach students that we use *blog* as a verb and that a person who blogs is called *a blogger*. Also pre-teach *the beach*, *an airport*, *mountains*, *look after (children)* and *a day off* (= a day you don't work). Students do the exercise on their own before comparing answers in pairs. Check answers with the class (see answer key on worksheet).

3 Students do the exercise on their own before comparing answers in pairs. Make sure students understand that they should imagine they are Amanda when answering the questions. Check answers with the class.

4 Students discuss the question in pairs or groups. Ask students to share their ideas with the class, giving reasons for their answers.

EXTRA IDEA

- Students work on their own and find three words or phrases in the blog that they want to know the meaning of. Students can check these in their dictionaries or with you. Write the new words/phrases on the board and check students understand the meanings.

4 It's only rock'n'roll p221

Genre and topic
A magazine article about things a rock guitarist likes and doesn't like.

When to use and time
Use any time after lesson 4D. 15–25 minutes.

Procedure
1 Students do the exercise in pairs or groups. Ask students to share their ideas with the class. Alternatively, write the names of some famous bands, singers and musicians on the board and ask students to discuss which they like and don't like.

2 **a** Students do the exercise on their own or in pairs. They can check new words in a dictionary or with you. Check they understand all the new words. Model and drill the new vocabulary with the class.

b Students do the exercise on their own, then compare answers in pairs. You can set a time limit of two or three minutes to encourage students to read for gist. Check answers with the class (see answer key on worksheet).

3 Students do the exercise on their own before comparing answers in pairs. Check answers with the class. Ask students if they would like to be a famous rock guitarist, giving reasons for their answers.

4 Students do the exercise on their own or in pairs. Ask students to share their ideas with the class.

EXTRA IDEA

- Teach students the words for some other musical instruments (*piano*, *bass guitar*, etc.) and other music genres (*hip hop*, *pop music*, etc.).

5 A director's life p222

Genre and topic
An online biography of the film director Peter Jackson.

When to use and time
Use any time after lesson 5B. 15–25 minutes.

Procedure
1 Students do the exercise in pairs or groups. Ask students to share ideas with the class. If students have seen any of Peter Jackson's films, ask if they liked them, giving reasons for their answers if possible. Avoid telling students about the life of Peter Jackson at this stage. You may want to bring in photos or DVD covers of *The Lord of the Rings* films to show students before they discuss the questions.

2 **a** Students do the exercise on their own or in pairs. They can check new words/phrases in a dictionary or with you. Check students understand all the new words/phrases. Model and drill the new vocabulary with the class.

b Focus students on the photos in the article. Check students understand that a nazgul is a monster from *The Lord of the Rings*, and that *a nazgul* is an invented word that is only used in this context. Students do the exercise on their own, then compare answers in pairs. You can set a time limit of two or three minutes to encourage students to read for gist. Check answers with the class (see answer key on worksheet).

3 Students do the exercise on their own before comparing answers in pairs. Check answers with the class.

EXTRA IDEA

- Ask students to write a short description of their favourite film for homework. The description can include information about the director, the actors, the story, any Oscar nominations and why the students like the film. Encourage students to include photos of the film if possible. These can be put up around the room in the next class for other students to read.

6 How to remember names p223

Genre and topic
A magazine article about ways to remember people's names.

When to use and time
Use any time after lesson 6B. 15–20 minutes.

Procedure
1 Students discuss the questions in pairs. Ask students to share their ways of remembering people's names with the class. Write students' ideas on the board. You may wish to do this exercise before giving out the worksheets, to avoid students looking at the ways of remembering people's names that are listed in **2b**.

2 **a** Students do the exercise on their own or in pairs. They can check new words in a dictionary or with you. Check that students understand all the new words. Point out that *repeat* and *imagine* are regular verbs and *hold* is an irregular verb (Past Simple: *held*). Also point out that *bark* is both a noun and a regular verb. Model and drill the new vocabulary with the class.

b Students do the exercise on their own, then compare answers in pairs. Check answers with the class (see answer key on worksheet). Ask students if any of the students' ideas from **1** that are written on the board are included in the article.

3 Students do the exercise on their own before comparing answers in pairs. Check answers with the class.

4 Students do the exercise in pairs or groups. Compare ideas with the class.

Possible answers:
Harry Booker (Harry Potter holding a copy of one of his books)
Olive Cameron (the film director James Cameron holding a bowl of olives)
Elizabeth Green (the Queen of England; the colour)
Micky Williamson (Mickey Mouse, the son of William Shakespeare)
Annabel Simpson (a woman called Anna holding a bell; Bart Simpson)
Leo Walker (Leonardo DiCaprio walking in a park)

7 The mysterious island p224

Genre and topic
Online fact file about Easter Island.

When to use and time
Use any time after lesson 7A. 20–25 minutes.

Procedure
1 Check students understand *an island* and drill this word with the class. Students do the exercise in pairs or groups. Ask students to share their ideas with the class, giving reasons for their choices if possible. We suggest that you ask the class to do this exercise before giving out the worksheets, to avoid students choosing Easter Island as one of their five islands. If some students do choose Easter Island, avoid focusing too much on it during feedback.

2 **a** Students do the exercise on their own or in pairs. They can check new words in a dictionary or with you. Check they understand all the new words. Model and drill the new vocabulary with the class.

b Ask students to cover the fact file. Students do the exercise on their own, then compare answers in pairs. Do not tell students the answers at this stage.

c Students read the fact file and check their answers to **2b**. Check answers with the class (see answer key on worksheet).

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

4 Students discuss the questions in groups or with the whole class.

EXTRA IDEA

- For homework, students write a fact file about an island that they would like to visit. These can be put up around the class for other students to read.

8 Teach the planet p225

Genre and topic
Web page about having live lessons on the internet.

When to use and time
Use any time after lesson 8D. 15–20 minutes.

Procedure
1 Students do the exercise on their own or in pairs. Elicit students' ideas and write them on the board.

Possible answers: send and receive emails, go on social networking sites, chat to friends, buy tickets, book holidays and hotels, read the news, buy DVDs, read/write blogs, watch videos, download music, watch TV programmes, use search engines to find information, etc.

2 Students do the exercise on their own before comparing answers in pairs. Check answers with the class (see answer key on worksheet). Check students understand that the Teach the Planet website connects students and teachers in different countries so that they can have lessons online via a webcam.

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

4 Students discuss the questions in groups. Ask students to share their ideas with the class. Elicit the good things and bad things about learning online and write them on the board. Find out how many students would like to study online in the same way as Amy and what they would like to study. Encourage students to give reasons for their answers.

9 A zoo with a difference p226

Genre and topic
Newspaper article about a controversial zoo.

When to use and time
Use any time after lesson 9C. 20–25 minutes.

Procedure
1 Students discuss the questions in groups. Ask students to share their opinions about zoos with the class. Encourage students to give reasons for their opinions if possible. You can also ask students to tell the class about the last time they went to a zoo and which animals they saw there.

2 **a** Students do the exercise on their own or in pairs. They can check new words in a dictionary or with you. Check that students understand all the new words and phrases. You can point out that *feed* is an irregular verb (Past Simple: *fed*) and that *attack* is a regular verb. Also highlight that *in captivity* and *in the wild* are opposites. Model and drill the words/phrases with the class. Point out the difference in pronunciation between *hungry* /ˈhʌŋgri/ and *angry* /ˈæŋgri/, which is often a problem for students.

b Students do the exercise on their own. You can set a time limit of two or three minutes to encourage students to read for gist. Check the answer with the class (see answer key on worksheet).
Note that students have an opportunity to give their opinion on Luján Zoo in **4**, so you may wish to keep discussion of the zoo's approach to a minimum at this stage.

3 Students do the exercise on their own, then compare answers in pairs. Check answers with the class. Encourage students to give reasons why some of the sentences are false.

4 Students discuss the questions in groups. Ask students to share their ideas and opinions with the class. Find out how many students would like to go to the zoo and which animals they would like to meet.

EXTRA IDEA

- For homework, students write a short article about the last time they went to a zoo. Alternatively, students write an article about a famous zoo in their town, city or country.

10 A personality questionnaire p227

Genre and topic
Magazine questionnaire: How outgoing are you?

When to use and time
Use any time after lesson 10B. 15–25 minutes.

Procedure
1 Students do the exercise on their own. Put students into pairs to compare adjectives and say which ones on their lists are true for them. Ask students to share their adjectives with the class and write them on the board. Check students know all the vocabulary and teach any new words. Be aware that some students may not want to talk about their own personality in front of the class.

2 Students do the questionnaire on their own, then compare answers in pairs.

3 Focus students on the Answer Key. Students work out their score and read the summary of their personality. Ask students to share their scores with the class to find out who is the most outgoing student. Also ask students if they agree with the summary of their personality and the advice in the Answer Key.

EXTRA IDEAS

- After students have done the questionnaire for themselves, ask them to guess which answers their partner from **1** would choose. Students can then work in pairs and compare their guesses with their partner's real answers.
- Ask students to work in pairs or groups and write a questionnaire based on another character adjective, for example *How reliable are you?*, *How hard-working are you?,* etc. While students are working, monitor and help with vocabulary and grammar. Remind students to also write the Answer Key and short summaries, as on the worksheet. Students can then swap questionnaires with another group. Alternatively, this activity can be done for homework and students can swap questionnaires at the beginning of the next class.

11 A student's plans p228

Genre and topic
An email about a student's plans for the future.

When to use and time
Use any time after lesson 11B. 15–20 minutes.

Procedure
1. Focus students on the items a–d. Check students understand the phrase *life experience* by asking for examples (living in another country, travelling abroad, volunteering, doing different jobs, etc.) Students do the exercise in pairs. Ask students to share their ideas with the class, giving reasons for their choices if possible.
2. Students do the exercise on their own before comparing answers in pairs. Check answers with the class (see answer key on worksheet).
3. Students do the exercise on their own, then compare answers in pairs. Check answers with the class. Ask students what they think of Louise's plans.
4. Students work on their own and write four sentences about their plans for the next twelve months. Remind students to use *be going to* and *might* in their sentences. Students work in groups and compare ideas. Encourage students to ask questions about each other's plans. Ask students to tell the class about the most interesting plans that their group discussed.

EXTRA IDEA
- Students work on their own and write three true plans and three false plans. Students work in pairs and take turns to say their plans. Their partners guess which plans are true and which are false.

12 Dancing with the world p229

Genre and topic
A web article about a traveller who is famous for dancing in different countries.

When to use and time
Use any time after lesson 12B. 15–20 minutes.

Procedure
1. Students do the exercise in groups. Ask students to share their ideas with the class. You can also ask students to describe their favourite video. Alternatively, if you have a class where students may not watch videos online, you can discuss the questions with the whole class.
2. Students read the article and answer the questions. You can set a time limit of two minutes to encourage students to read for gist. Check the answers with the class (see answer key on worksheet). Ask students if they have seen any of Matt's videos online, and if so, what they thought of them.
3. Students do the exercise on their own, then compare answers in pairs or groups. Check answers with the class.

EXTRA IDEAS
- Ask students to watch Matt's videos at home. Students can decide which is the best video of Matt's dance, and compare ideas at the beginning of next class.
- Students write a short description of their favourite YouTube video, including a screenshot if possible. These can then be posted around the class for other students to read.

1 The English forum

1 **Are you a member of any internet forums? If so, which ones? What do people talk about on them?**

2 **Read about the people on the internet forum. Then match 1–8 to a–h.**

1 Duncan's	**a** from Cambridge.	**5** Sergio's	**e** forty-five.
2 He's	**b** an actress.	**6** Carolina's	**f** single.
3 Annette's	**c** from France.	**7** Hugo's	**g** Mexican.
4 Helena's	**d** an English teacher.	**8** Shakir's	**h** from Argentina.

www.theenglishforum.co.uk


Hi. I'm Duncan, your new English teacher. Welcome to our English forum. I'm from Cambridge in England. My wife's French. Her name's Annette. Please write two or three sentences about you and say hello to the other people in the class.


Hi. I'm Helena. I'm Polish. I'm from Gdansk, near the sea. I'm 31 and I'm an actress. I'm very happy to be in your class.


Hello, Helena. It's very nice to hear from you. Are you famous?


No ☹. I'm a theatre actress. I'm not on TV or in films. Maybe one day!


Hello. My name's Sergio. I'm 45 and I'm a manager for an international bank in Spain.


Hi, Sergio. Are you from Madrid?


No, I'm not. I'm from a city called Cáceres. It's about 300 km from Madrid.


Hi. I'm Carolina and I'm a musician. I'm from Argentina. My husband's Mexican. His name's Hugo. We've got two children.


Hello, Carolina. What are your children's names?


Lilia and Roberto. Lilia is 3 and Roberto is 7. They're very beautiful!


Hello. My name's Shakir. I'm 23 and I'm from Alexandria, in Egypt.


Hi, Shakir. What do you do in Alexandria?


I'm an engineer.


Are you married, Shakir?


No, I'm not. I'm single.

3 **Read about the people again. Correct the mistakes in these sentences.**

1 Duncan is from ~~the USA~~. *England*
2 He's single.
3 Helena's German.
4 She's a film actress.
5 Sergio's a teacher.
6 He's from Italy.
7 Carolina's a housewife.
8 Her children's names are Lilia and Hugo.
9 Shakir's from Russia.
10 He's an accountant.

4 **What can you remember about the people on the forum?**

2 **2a** **3c** **4b** **5e** **6h** **7g** **8f** **3** **2** He's **married**. **3** Helena's **Polish**. **4** She's a **theatre** actress. **5** Sergio's a **manager**. **6** He's from **Spain**. **7** Carolina's a **musician**. **8** Her children's names are Lilia and **Roberto**. **9** Shakir's from **Egypt**. **10** He's an **engineer**.

EXTRA READING: Photocopiable

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Instructions p213

2 What's in a name?



1 a Match questions 1–4 to answers a–d.

1	What's your first name?	a	Anderson.
2	What's your surname?	b	Robert Thomas Anderson.
3	Have you got a middle name?	c	Sara.
4	What's your father's full name?	d	Yes, it's Louise.

b Answer the questions in 1a for you.

2 Read about names around the world. Then write the people's full names.

1 María José _____ .
2 Jón _____ .
3 Andrey _____ .
4 Elizabeth _____ .

María José is Spanish. In Spain, people have got two surnames, one from their father and one from their mother. Her father's name is Tomás García Rodríguez and her mother's name is Isabela Martín López. So María José's surname is García Martín. José isn't her middle name because Spanish people haven't got middle names. José is part of her first name.



Jón is from Iceland. In Iceland, your surname is a patronym, not a family name. A patronym is a name that comes from your father's first name. His father's name is Arnar Stefánsson, so Jón's surname is Arnarsson because he's Arnar's son. Jón's sister is called Katrín Arnarsdottir – Arnar's daughter. People in Iceland don't have middle names.



Andrey is Russian. His surname is Petrov. Russian people have got three names: a first name, a patronym and a surname. Andrey's patronym, Vladimirovich, is from his father's name, Vladimir Sergeyevich Petrov. Andrey's sister's full name is Yelena Vladimirovna Petrova. Her patronym and family name are different because she's a woman.



Elizabeth is from England. Many English people have got one or two middle names, but most of the time they only use their first name and surname. Elizabeth's got a middle name, Victoria, but she never uses it. English surnames are usually your father's surname. Elizabeth's surname is Jones.



EXTRA READING: Photocopiable

3 Read the article again and complete the table for Spain, Iceland, Russia and England.

		Spain	Iceland	Russia	England	my country
1	Men and women have different surnames.	✗	✓	✓	✗	
2	People can have middle names.					
3	People have two surnames.					
4	People have patronyms.					

4 Complete the *my country* column of the table.

1 2a 3d 4b 2 1 María José García Martín 2 Jón Arnarsson 3 Andrey Vladimirovich Petrov 4 Elizabeth Victoria Jones 3 2 Spain ✗ Iceland ✗ Russia ✗ England ✓ 3 Spain ✓ Iceland ✗ Russia ✗ England ✗ 4 Spain ✗ Iceland ✓ Russia ✓ England ✗

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3 My day-to-day life

1 **Write a list of jobs in a tourist hotel. Which jobs are difficult, do you think? Which jobs are easy?**

a cleaner, a receptionist, ...

2 **Read Amanda's blog about her job in a tourist hotel. Answer these questions.**

1 Where is Amanda from? *Australia*
2 Which country is she in now?
3 What's her job?
4 Is her Spanish very good?
5 Where is she on Wednesdays at 2 p.m.?
6 Where is she on Fridays at 3.30 p.m.?
7 Where is she on Saturday mornings?
8 Which days are her days off?

mylife.blogtime.com

Amanda's blog



About me

Hi, my name's Amanda. I'm from Australia, but I work in a tourist hotel in Marbella, in Spain. I work very hard, but I'm very happy with my job. It's a good life here – and the weather is fantastic!



Why do I blog?

I blog for my family and friends back home in Australia. I usually blog about my life, my job and my problems with the language. My Spanish isn't very good because I speak English to tourists all the time, so I make a lot of mistakes!

A typical week

My job title at the hotel is Customer Service Assistant and I do a lot of different things every day. I love my job because every day is interesting. On Tuesdays and Fridays, I get up at six o'clock and I start work at seven. On those days I look after the children in the hotel. We play games, we sing, we dance and we do sport. We never watch TV because we're always outside in the sun. I finish work at three o'clock and then I go to the beach and relax. After that I sometimes go shopping with friends from the hotel.

On Wednesdays and Thursdays I get up late, at 10 o'clock, and I work in the hotel restaurant from 11 a.m. to 11 p.m. It's very hard work, but it's only for two days.

On Saturdays I get up at four in the morning and start work at five. I go to the airport to say goodbye to the tourists who are going home, then I pick up the new tourists and take them to the hotel. It's always an exciting and busy day! I finish work at about four o'clock in the afternoon.

And then on Sundays and Mondays I don't work. On Sundays I usually go for a walk in the mountains with my friends. The mountains are really beautiful and the air is clean and cool. I love it. And on Mondays I usually stay in bed and sleep until lunchtime. It's fantastic!

3 **Imagine you are Amanda. Answer these questions.**

1 Do you blog every day? *No, I don't.*
2 What do you blog about?
3 Do you like your job?
4 What time do you get up on Tuesdays?
5 What time do you finish work on Saturdays?
6 When do you look after children?
7 What do you do on Sundays?
8 Do you get up early on Mondays?

4 **Would you like to work in a tourist hotel? Why?/Why not?**

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1 Possible answers: a manager, an accountant, a waiter, a waitress, a cook, a chef, a porter, a barman, a barmaid, a doorman, a chambermaid. 2 **2** Spain. **3** She's a Customer Service Assistant. **4** No, it isn't. **5** In the hotel restaurant. **6** At/On the beach. **7** At the airport. **8** Sundays and Mondays. 3 **2** My life, my job and my problems with the Spanish language. **3** Yes, I do./Yes, I'm very happy with it. **4** At six o'clock. **5** At about four o'clock. **6** On Tuesdays and Fridays. **7** I (usually) go for a walk in the mountains (with my friends). **8** No, I don't.

EXTRA READING: Photocopiable

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Instructions p214

4 It's only rock'n'roll

1 **Which bands, singers and musicians do you like? Which don't you like?**

2 **a** **Before you read, check these words/phrases with your teacher or in a dictionary.**

a guitarist	play live	classical music	opera	a guitar	an instrument	drums	an audience	lyrics

b **Read an interview with the rock guitarist Rick West. Find five things he doesn't like.**

Things I love and HATE

This week we talk to guitarist *Rick West* about music, playing live, writing songs – and pizza!

First of all, Rick, what music do you like?
I love most types of music, especially rock and jazz. I don't often listen to classical music, but I have some classical CDs that I like, you know, Beethoven and Mozart and things like that. But I don't really like opera – probably because I don't understand it!
I enjoy a lot of new music too, particularly guitar music. But I hate electronic dance music – I only like music with real instruments like guitars and drums.

So you never go clubbing.
No, I don't. I prefer sitting on my sofa at home and listening to a jazz CD. That, for me, is a perfect evening! I also enjoy playing the guitar, of course – at home with friends, in a small club or a big rock concert. I love playing live because I enjoy watching the audience dancing and having a good time. It's the best feeling in the world.

You write beautiful songs, but do you enjoy writing?
Well, I like writing the music, but it isn't easy. And I don't really like writing the lyrics. Sometimes I write and write all day and then when I finish, I read the lyrics and I think they're terrible! So I start again the next day. It can be very frustrating.

What else do you like doing?
Well, I love cooking, but I don't often have time, so I usually just cook pizza! I travel a lot, of course, so I often eat in restaurants. But I don't really like eating out – sometimes it's nice to have a cheese and tomato sandwich and a drink in my hotel room. But I really love having breakfast in hotels. I always have croissants, eggs, toast and good coffee. Mmmm … wonderful!



EXTRA READING: Photocopiable

3 **Read the interview again. Answer these questions.**

1 What music does Rick like? *Rock and jazz.*
2 Has he got any classical CDs?
3 Where does he like listening to jazz?
4 Why does he enjoy playing live?
5 Is it difficult for him to write music?
6 What does he usually cook?
7 Does he enjoy eating in his hotel room?
8 What does he have for breakfast in a hotel?

4 **What things do you and Rick both like or hate?**

---

2 b He doesn't like opera, electronic dance music, (going) clubbing, writing lyrics or eating out. 3 2 Yes, he has. 3 On his sofa at home. 4 Because he enjoys watching the audience dancing and having a good time. 5 Yes, it is. 6 Pizza. 7 Yes, he does. 8 Croissants, eggs, toast and good coffee.

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5 A director's life

1 **What do you know about *The Lord of the Rings* films? Who was the director? What do you know about him?**

2 **a** **Before you read, check these words/phrases with your teacher or in a dictionary.**

a remake · a horror film · an Oscar nomination · a producer · successful · a screenplay · scream · a voice

b **Read the article about the film director, Peter Jackson. Put these events in order (1–8).**

a His film won 11 Oscars.
b He made his first film.
c He made *The Lord of the Rings* films.
d He worked for a newspaper.
e He got married.
f He made his second remake of *King Kong*.
g He was born in New Zealand. *1*
h He got his first movie camera.

The Lord of the Oscars

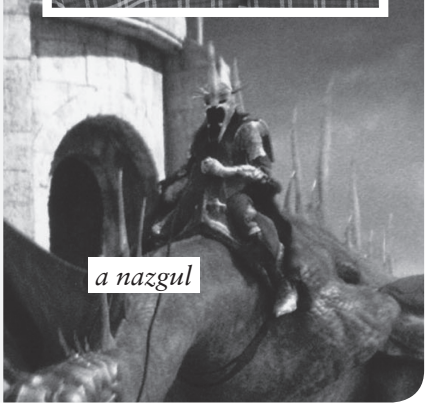
Sir Peter Jackson, the famous film director and producer, was born in New Zealand in 1961. His life changed when a family friend gave the Jacksons a movie camera. Peter used the camera to make his first film – a remake of the classic movie *King Kong* – when he was only twelve.

After Peter left school he worked for a newspaper, but he continued to make films in his free time. Around this time he met and worked with Fran Walsh, a writer and musician. Peter and Fran got married in 1987, the same year that he made his first major movie, a horror film called *Bad Taste*. Then in 1994 he made *Heavenly Creatures*, a film about the lives of two teenage girls. This film was very important for Peter because it won an Oscar nomination. Now the big studios knew Peter Jackson's name and he started making films in Hollywood.

In 1997, Peter and Fran met Saul Zaentz, a film producer. They decided to make films of the famous books *The Lord of the Rings* and *The Hobbit*. An English writer, JRR Tolkien, wrote these books between 1937 and 1949, and Peter loved reading the stories when he was young. Peter directed all three *The Lord of the Rings* movies, which they filmed in New Zealand in 1999 and 2000. All three movies were very successful, and the third film, *The Return of the King*, won 11 Oscars. Three of these Oscars were for Peter's wife Fran, who wrote the screenplay and the songs. Peter had small acting parts in all three *The Lord of the Rings* films. Fran didn't act in the films, but when the nazguls screamed, the audience heard Fran's voice.

Peter's next film was another remake of *King Kong*, the film he made in his parents' house when he was a boy. But this time the studio paid him $20 million and the film made $550 million worldwide!





a nazgul

3 **Read the article again. Answer these questions.**

1 When was Peter Jackson born? *In 1961.*
2 How old was he when he made his first film?
3 What type of film was *Bad Taste*?
4 Why was *Heavenly Creatures* important for Peter?
5 Which books did JRR Tolkein write?
6 Where and when did they make *The Lord of the Rings* films?
7 Whose voice did they use for the nazguls' scream?
8 How much did the studio pay Peter to direct *King Kong*?

2 **b** h2 b3 d4 e5 c6 a7 f8 **3** **2** He was 12. **3** A horror film. **4** Because it won an Oscar nomination. **5** *The Lord of the Rings* and *The Hobbit*. **6** In New Zealand in 1999 and 2000. **7** Fran's voice. 8 $20 million.

EXTRA READING: Photocopiable

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Instructions p214

6 How to remember names

1 When you meet new people, can you always remember their names? If so, how do you remember them?

2 a Before you read, check these words with your teacher or in a dictionary.

stressed embarrassed a technique repeat imagine hold a bell bark

b Read the article. Put these techniques for remembering people's names in order.

a use the person's name in the conversation
b imagine the person standing next to another person
c practise the names when you're not talking to anyone
d when a person tells you his or her name, repeat it immediately *1*
e use the person's name when you say goodbye
f imagine the person holding a thing or an animal

I'm sorry, what was your name again?

Business expert Gordon Dawson tells us how he remembers people's names.





When I was young, I went to a lot of business meetings or conferences, but I could never remember people's names. When I met someone for the first time and they told me their name, I was usually so stressed that I didn't hear it. And then later, when I met the person again, I was embarrassed because I couldn't remember their name. And I couldn't just say, "I'm sorry, what was your name again?" because I was too shy.

Then a few years ago, I learned some techniques to help me remember people's names. Now, when I'm introduced to someone, I always repeat his or her name immediately: "Nice to meet you, Sylvia." Then I use the person's name four or five times in the conversation: "Did you enjoy the dinner this evening, Sylvia?" When it is time to say goodbye, I use the person's name again: "It was nice meeting you, Sylvia."

I also imagine the person standing next to a person I know, maybe someone in my family, a famous person or a character from film or TV. For example, if I meet someone called Frank, I imagine him standing next to my uncle Frank. Or if I meet someone called Jennifer, I imagine her standing next to the actress Jennifer Aniston. And when I meet someone called James, I think of that person as James Bond. It's a simple idea, but it really works.

To help me remember people's surnames, I sometimes imagine the person with a thing or an animal. For example, if someone's surname is Bell, I imagine them holding a big bell. Or if their surname is Fisher, I imagine them holding a wet fish. Or for someone with the surname Barker, I think of them with a really big dog (dogs bark, you see).

Then I practise their names when I'm on my own. I look at the faces of everyone in the room and I try to remember their names. If I can't remember, I ask someone else, "Excuse me, I can't remember that man's name. Do you know what it is?" It's also a good way to start a conversation and meet new people.

William Shakespeare said that there is no sound so sweet as the sound of one's own name. If you can remember people's names, you will be successful in business – and in life.

3 Read the article again. Are these sentences true (T) or false (F)?

1 Gordon met a lot of people at conferences when he was young. *T*
2 He was embarrassed when he couldn't remember people's names.
3 He always asks people to say their names four or five times.
4 He has an uncle called Frank.
5 He met Jennifer Aniston at a conference.
6 When Gordon meets someone called James, he thinks of him holding a bell.
7 Gordon thinks that remembering people's names is important in business.

4 Imagine meeting these people at a party. How can you remember their names?

Harry Booker Olive Cameron Elizabeth Green Micky Williamson Annabel Simpson Leo Walker

2 b a2 b4 c6 e3 f5 3 2T 3F 4T 5F 6F 7T

EXTRA READING: Photocopiable

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7 The mysterious island

1 **Can you name five islands? Which would you like to visit? Why?**

2 **a** **Before you read, check these words/phrases with your teacher or in a dictionary.**

an ocean a statue carve volcanic rock an extinct volcano palm trees

b **Cover the fact file. Then guess the correct words or numbers in these sentences.**

1 Easter Island is in the *Atlantic/Pacific/Indian* Ocean.
2 Easter Island is part of *the USA/Chile/Australia*.
3 The statues on the island are about *400/1,000/2,000* years old.
4 There are about *100/450/900* statues.
5 About *100/2,000/4,000* people live on Easter Island now.

c **Read the fact file. Check your answers to 2b.**

FACT FILE: EASTER ISLAND



ABOUT THE ISLAND

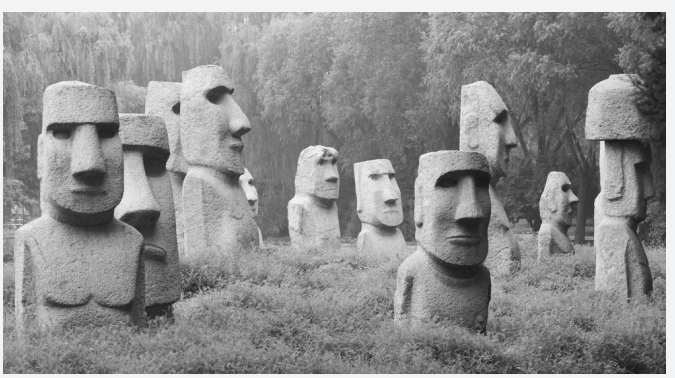
Easter Island (or 'Rapa Nui') is a small island in the Pacific Ocean. The island belongs to Chile, which is over 3,500 km away. It's famous for its amazing statues (or 'moai'), which you can see all along the coastline. The island officially became part of Chile in 1888.

THE ISLAND'S HISTORY

People first arrived on the island about 1,600 years ago, and in the 16th and 17th centuries there were about 7,000 –10,000 people living there. It was around this time that they started carving the moai. The first European to visit the island was a Dutchman called Jakob Roggeveen, who arrived there on Easter Sunday, 1722. At that time there were about 3,000 people living on the island. 150 years later, after decades of war and disease, only 111 people lived there.

THE STATUES

Most people believe that the moai were carved between 1600 and 1730. There are nearly 900 moai on the island and in museums around the world. Almost all of these were carved from volcanic rock in an extinct volcano called Rano Raraku. At that time the island was covered in palm trees. Archaeologists think that the native Easter Islanders cut down all the palm trees and used them to move the maoi to different places on the island. They also used them to build fishing boats and buildings. Nobody really knows why they carved so many maoi, or why the statues all have very similar – and very strange – faces.



THE ISLAND NOW

These days about 4,000 people live on Easter Island, most of them in its capital, Hanga Roa. The people, their language and the island are all called Rapa Nui. A lot of tourists visit the island every year and you can fly there from Chile or Tahiti. There are some big hotels in Hanga Roa, but many tourists stay with local people in their houses. As well as the maoi, you can also visit the island's beautiful beaches and extinct volcanoes. In late January or early February the islanders have a festival called Tapati, which celebrates the island's history.

3 **Read the fact file again. Answer these questions.**

1 What is Easter Island famous for? *Its amazing statues.*
2 When did people start living on the island?
3 How many people lived on the island in 1722?
4 What were most of the maoi carved from?
5 How did people move the maoi around the island?
6 Where can you get a plane to Easter Island?
7 Where can tourists stay?
8 When is the Tapati festival?

4 **Would you like to visit Easter Island? Why?/Why not? What would you like to do there?**

2b 1 Pacific 2 Chile 3 400 4 900 5 4,000 3 2 About 1,600 years ago. 3 About 3,000. 4 Volcanic rock. 5 They used palm trees. 6 From Chile or Tahiti. 7 With local people, in their homes. 8 In late January or early February.

EXTRA READING: Photocopiable

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Instructions p215

8 Teach the planet

1 **What do people use the internet for? Think of at least eight things.**

2 **Read the web page. Answer these questions.**

1 What is Amy learning online at the moment?
2 Where does she live?
3 Where does her teacher live?
4 What language do they speak together?
5 What language does she study online?
6 What can you do on the Teach the Planet website?

www.teachtheplanet.net

My teacher's on the other side of the world!

It's 9 a.m. and Amy is having a guitar lesson. Today she's practising a new song with her teacher, Latif. It's very difficult, but she's trying hard and her teacher is helping her a lot. What's unusual is that Amy is in New Jersey, USA, and Latif is sitting at home in Malaysia, where it's 10 o'clock at night. They're using webcams to talk and listen to each other on the internet.

For Latif, this is a wonderful job. "Last year I worked in a department store in Kuala Lumpur. I worked for ten hours a day and then spent an hour in traffic jams trying to get home. When I came home I gave guitar lessons in the evening. I never spent any time with my family, and we never had much money. Then I saw an ad for the Teach the Planet agency and I thought 'Yes, I can do that.' So I applied and … well, now I'm making a lot more money, I'm working from home and I'm meeting interesting people, like Amy, from other countries. And I never get stuck in traffic jams!" Latif also teaches two other students in Australia and six more in Europe. He speaks English fluently, so there's no problem with the language.

Amy is also happy with her new teacher. "Before I found Latif through Teach the Planet, I had a guitar teacher here in New Jersey. But he wasn't very good and his lessons were very expensive. Latif is very patient and he plays the guitar beautifully. I'm learning very quickly now, so I'm happy." She also studies Chinese with a teacher in Beijing every Sunday. "I love having lessons on the internet," she says. "I'm learning so much and I'm meeting amazing people from around the world. And I'm even saving some money."

Do you want to learn something online? Click ***here*** to find a teacher!

Are you a teacher? Click ***here*** to find students who want to learn from YOU!



EXTRA READING: Photocopiable

3 **Read the web page again. Tick the true sentences. Correct the false ones.**

1 Amy's guitar lesson is in the ~~afternoon~~ *morning*.
2 In Malaysia it's 10 o'clock at night. ✓
3 Latif doesn't like his job very much.
4 Last year he worked in a school.
5 He's making more money than he did last year.
6 He has eight students in different countries.
7 Amy's last guitar teacher lived in the USA.
8 She thinks Latif is a very good guitarist.
9 She's learning quite slowly now.
10 She studies Chinese at the weekend.

4 **What are the good and bad thing about learning on the internet? Would you like to teach or learn something online? Why?/Why not?**

---

2 **1** She's learning to play the guitar. **2** In New Jersey, USA. **3** In Malaysia. **4** English. **5** She's studying Chinese. **6** You can find a teacher or students (from different countries). 3 **3** Latif **likes** his job very much. **4** Last year he worked in a **department store**. **5** ✓ **6** He has **nine** students in different countries. **7** ✓ **8** ✓ **9** She's learning **very quickly** now. **10** ✓

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9 A zoo with a difference

1 **Do you like visiting zoos? When was the last time you went to a zoo? Do you think that zoos are good or bad for animals? Why?**

2 **a** **Before you read, check these words/phrases with your teacher or in a dictionary.**

a cage feed a zookeeper attack a gun hungry in captivity in the wild

b **Read the article. How is Luján Zoo different from other zoos?**

Luján Zoo





Luján Zoo, about 80 km from Buenos Aires in Argentina, is very popular with tourists. This is because you can get closer to the animals than in any other zoo. In fact, it's the only zoo in the world where you can go into the cages and ride a lion, play with a tiger or feed a bear. There are zookeepers to check that the animals don't attack the tourists, but they don't have guns. They say that the animals always eat before they meet visitors, and people can't go into the cages if the animals are hungry or in a bad mood.

Most visitors love the zoo and feel very safe with the animals, but not everyone thinks that this is a good idea. Some animal experts think that the zoo is too dangerous and it isn't good for the animals. They say that lions and tigers are wild animals and that visitors shouldn't play with them like a dog or ride on them like a horse.

The zoo's director, Jorge Semino, disagrees. He believes that the animals in Luján have a better life than animals in many other zoos. All the animals in the zoo were born in captivity or were pets, and can't go back to living in the wild. The zoo gives these animals food and a home, and helps them when they are ill. The zookeepers say they love the animals and they really understand them.

So why do the zookeepers think it's safe for visitors to feed tigers or ride on the back of a lion? It's because the people at the zoo work with the animals from the day they are born and feed them by hand as they grow up. The animals become friendlier and less aggressive because they are with people all the time. And maybe they're right – the zoo opened in 1994 and so far nobody has been hurt by the animals.

Other zoos might be safer, but many people think Luján Zoo is more interesting, and that you can learn more about animals here than in other zoos.

3 **Read the article again. Are these sentences true (T) or false (F)?**

1 At Luján Zoo, you can go into the cages and ride a lion. *T*
2 The zookeepers always have guns with them.
3 Tourists usually meet the animals when they are hungry.
4 Some animal experts think the zoo is a terrible place.
5 Jorge Semino thinks the animals in the zoo have a good life.
6 All the animals lived in the wild before they came to the zoo.
7 The zookeepers feed the animals by hand when they are young.

4 **What do you think of Luján Zoo? Would you like to go there? Why?/Why not?**

2 **b** At Luján Zoo you can go into the cages and feed or play with the animals. 3 2F 3F 4T 5T 6F 7T

EXTRA READING: Photocopiable

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Instructions p216

10 A personality questionnaire

1 Write six character adjectives (*outgoing, shy,* etc.). Which of these adjectives describe you?

2 Read the questionnaire. Tick your answers.

How outgoing are you? Do the questionnaire and find out!

1 It's Wednesday evening and you're tired. You've got an early start tomorrow. A friend phones to invite you to a party. What do you say?

a No way! I'm going to bed early.
b OK, I can go to the party, but only for an hour.
c A party? Fantastic! We can dance all night!



2 You are staying in a hotel in a new town and you don't know anybody. You're hungry. What do you do?

a Go to a restaurant in town and start talking to people on the next table.
b Go to the hotel restaurant with a good book and have dinner on your own.
c Stay in the hotel room and order room service.



3 You go to a friend's party, but it's quite boring and people aren't talking to each other. What do you do?

a Go home. You don't really like parties anyway.
b Stay at the party and talk to your friends.
c Start talking to people you don't know and introduce them to your friends.



4 You are in a supermarket and you see a famous actor. What do you do?

a Ask if you can take a photo of him on your mobile.
b Start chatting to him and ask him lots of questions.
c Walk past him without saying anything.



5 What is your idea of the perfect evening?

a Having dinner in a nice restaurant with some friends or your family.
b Staying at home, ordering a pizza, watching TV and going to bed early.
c Going to a club or bar and meeting new people.

6 You go to a country where you don't speak the language. Nobody speaks your language or English. What do you do?

a Buy a dictionary and a phrase book so you can go shopping and order food.
b Stay in your hotel room and read a book.
c Use a mixture of your language, English and body language to talk to people.

EXTRA READING: Photocopiable

3 Check your score in the Answer Key. Then read what your score says about you. Do you agree?

1 a 1 point b 2 points c 3 points
2 a 3 points b 2 points c 1 point
3 a 1 point b 2 points c 3 points
4 a 2 points b 3 points c 1 point
5 a 2 points b 1 point c 3 points
6 a 2 points b 1 point c 3 points

6–9 points: You are quite shy and don't like meeting new people very much. Maybe you should try to be a bit more outgoing. You might find some new friends.
10–14 points: You're quite outgoing and enjoy spending time with friends. Perhaps you should do something different this weekend and meet some new people.
15–18 points: You're very outgoing. You probably have lots of friends and are always with other people. Maybe you should have a quiet evening at home sometimes!

Instructions p216
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11 A student's plans



1 **Look at a–d. Which do you think are more important when you're trying to get: a job? a place at university?**

a good exam grades
b your character
c work experience
d life experience

2 **Read the email. Where is Louise going to work? What is she going to do there?**

3 **Read the email again. Choose the correct answers.**

1 Louise started working in the café because ...
a she's very busy. **b** she failed her exams.
c she wanted to save some money.

2 She can't go to university this year because ...
a she's working in a café.
b she hasn't got any money.
c she didn't get good grades.

3 She wanted to go to university in ...
a Holland.
b Mexico.
c Ireland.

4 Next year she wants to study in ...
a Holland.
b Mexico.
c Ireland.

5 Louise is going to work ...
a for her mother.
b for her uncle.
c for her uncle's friend.

6 She's going to stay in Mexico for …
a four months.
b six months.
c twelve months.

7 When she's in Mexico, she might …
a study Spanish.
b travel around the country.
c go to university.

8 She might visit her cousin ...
a in Mexico.
b after she flies home.
c in March.

4 **What are your plans for the next twelve months? Write four sentences.**

To: Sally
From: Louise

Dear Sally

Sorry for taking so long to write to you. My life is very busy at the moment and I have lots of news to tell you. I got a job in a café in April because I wanted to save some money. Then I did all my exams in June and I was really busy in the café in July and August. I got my results last week and … I did really badly. I failed two of my exams and got bad grades in the other two. It's my fault – I didn't really revise for them. I was too busy working in the café.

So now I've got a big problem. I can't go to university in Ireland any more because I didn't get the grades I needed. I still want to go to university, but it's going to be next year, I think. There's an international university in Holland which I might apply to. On the website it says exam results aren't so important. They have interviews for new students, and they like people with some 'life experience'. It's too late to go there this year, but I'm going to try to get a place there next September.

The other problem is what I'm going to do for 12 months while I'm waiting to apply. I know I can take my exams again, but I don't want to spend another year of my life studying. So I'm going to work in Mexico! My uncle lives in Mexico City and he's got a friend with three small children. She needs someone to look after them when she's at work. She also wants me to teach them some English. I'm very excited, but I don't know what to expect.

I'm going to leave here at the beginning of November and stay in Mexico until the end of February. I'm going to study Spanish while I'm there and I might travel around the country too. I think it's a great chance to see the world, learn a new language and get some work experience. And after I finish working in Mexico, I might visit my cousin in the USA before I fly home. She lives in San Francisco and always says I should come and visit her.

Anyway, that's all my news. Please email me and tell me what you're doing. And why don't you come and visit me in Mexico?

Lots of love

Louise

EXTRA READING: Photocopiable

2 She's going to work in Mexico. She's going to look after three small children and teach them some English.
3 2c 3c 4a 5c 6a 7b 8c

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Instructions p217

12 Dancing with the world

1 **Do you ever watch videos on the internet (for example, on YouTube)? If so, what kind of videos do you like?**

2 **Read the article. Why is Matt Harding famous? Why are his videos so popular?**





If you love life, then dance

In 2003, Matt Harding left his job as a video game writer to travel around the world. He spent five months travelling and he visited about 17 countries, from Vietnam to Mexico, from Mongolia to Russia. In each place he made a short video to show to his friends and family at home. When he was in Hanoi, Vietnam, a friend asked him to do a funny dance, so he did. Matt thought it was good so he did the dance in every country he visited.

When he got home from a second trip to Africa a year later, he had lots of videos of his funny dance, so he put them together and uploaded the video onto the internet. Slowly, people started telling their friends about it, and it soon became one of the most popular videos on the internet. People loved the simple but powerful idea of the video: that people are the same in every country, and we all love to smile, to dance, to have fun.

Matt didn't have a regular job at that time so he didn't have much money. Luckily, a chewing gum company decided that they loved the video, and they offered to pay Matt to make another one. For his second film he visited 39 countries in six months and danced on seven continents. His second video was even more popular than the first and made him one of the most famous people on the internet.

In 2007, he had another idea. He wanted to travel around the world again, but this time he wanted to ask people to dance with him too.

The chewing gum company paid for him to do another trip and make a third video, which was also very successful. Because of his dancing, Matt has met hundreds of famous people and he's been on TV many times – and he always does his funny dance. He's also written a book about his story called *Dancing Badly Around the World.*

He thinks the best thing about the videos is that he meets normal people and dances with them. One of his most famous clips is his dance in Rwanda. He says he just started dancing and lots of children thought he was funny and started dancing with him. Matt has been to over 80 countries and over 30 million people have watched his funny dance on the internet. Have you seen it yet?

EXTRA READING: Photocopiables

3 **Read the article again. Answer the questions.**

1 What was Matt's job before he started travelling?
He was a video game writer.
2 Why did Matt leave his job?
3 Where did he do his first funny dance?
4 Where did he get the money to make his second video?
5 How many countries did he visit for this video?
6 What did Matt want to do differently in his third video?
7 Has he ever danced on TV?
8 Why did the children start dancing with him in Rwanda?
9 How many people have seen his video on the internet?

---

2 He travels the world and does a funny dance in each country. He then puts videos of his dances on the internet. These videos are very popular because they're funny, and they show that people are the same in every country. 3 **2** To travel around the world. **3** In Hanoi, Vietnam. **4** From a chewing gum company. **5** 39 countries. **6** He wanted to ask people to dance with him. **7** Yes, he has. **8** Because they thought he was funny. **9** Over 30 million people.

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Study Skills

Instructions

There are five Study Skills worksheets (p233–p237). 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. You will need to photocopy one Study Skills worksheet for each student.

1 Classroom language p233

Aim

To introduce and practise students' classroom language.

When to use and time

Use any time after the **Welcome!** lesson.
10–20 minutes.

Procedure

1 Give a copy of the worksheet to each student. Focus students on the pictures and on the example. Students work on their own or in pairs and match the sentences to the pictures.
Check answers with the whole class. At this stage teach these sentences as fixed 'chunks' of language, rather than focus on the grammar of each question. Model and drill the sentences.

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

2 **a** Put students into new pairs. Tell them to cover the sentences in **1** with a piece of paper or a book. Students then take turns to point to a picture and their partner says the correct sentence. While students are working, monitor and help with pronunciation.

b Students ask you questions using the language from the worksheet.

3 Students write the questions in the front of their notebooks and add a translation in their own language for each question. If you have a monolingual class, you can check the translations with the class. Alternatively, students can do this exercise for homework.

EXTRA IDEA

- You or the students can make a poster of these classroom language phrases to display in the classroom for easy reference in future lessons. When students want to ask you something but can't remember the correct question, direct them to the poster and encourage them to use it as a reference during lessons.

2 Nouns, verbs and adjectives p234

Aim

To consolidate students' understanding of nouns, verbs and adjectives.

When to use and time

Use any time after lesson 3D. 20–30 minutes.

Procedure

1 **a** Focus students on the photo of the actress Kari Matchett and ask what students remember about her (she's from Canada, she lives in L.A., she was in *24* and *ER*, she works long days, etc.). Students do the exercise on their own. Check answers with the class.

1 actors 2 start 3 long

b Students do the exercise on their own or in pairs. The sentences all come from unit 3 in the Student's Book. Check answers with the class.

2 noun 3 adjective 4 noun 5 noun 6 verb
7 adjective 8 verb 9 noun 10 verb 11 noun 12 verb

2 **a** Students do the exercise on their own or in pairs. While they are working, draw the table on the board and write in the first example in each column (*car, have, young*). Check answers by eliciting them from the class and writing them in the correct column on the board.

noun	verb	adjective
car	*have*	*young*
suitcase	write	difficult
France	see	beautiful
cinema	buy	favourite
laptop	leave	important
aunt	eat	French

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

2 cinema 3 leave 4 write 5 aunt 6 eat
7 France 8 important; difficult

3 **a** Check students know these words and teach *cook* if necessary. Point out that many words in English can be both nouns and verbs, and that students need to look at the whole sentence before deciding which part of speech they are.

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

2 noun 3 noun 4 verb 5 verb 6 noun 7 noun
8 verb 9 verb 10 noun 11 verb 12 noun

4 **a** Students write four verbs, four nouns and four adjectives on a piece of paper. Make sure students don't write the words in verb/noun/adjective order or in a table. If necessary, demonstrate by writing twelve words in random order on the board.

b Students work in pairs and swap papers. Students decide if their partner's words are verbs, nouns or adjectives.

c Students compare answers in their pairs. Deal with any queries on the board.

EXTRA IDEA

- Write a list of words from the Vocabulary sections of Language Summaries 1–3 SB p128–p133 on the board. Students work in groups and decide if they are verbs, nouns or adjectives. You can make this into a competition and the group with the most correct answers wins.

3 Using your English dictionary p235

Aim

To introduce students to the information that they can find in a monolingual English dictionary.

When to use and time

Use any time after lesson 6D. 20–35 minutes.

Procedure

1 Students work in groups and discuss the questions. Ask each group to share ideas with the whole class. Find out how many students have a monolingual dictionary, how many have a bilingual dictionary and which type of dictionary they prefer.

2 Students do the exercise in pairs or groups. Check answers with the class. Elicit other examples of dependent prepositions they know, for example, *look at*, *talk about*, *go to*, etc., in order to check they understand question h.

b1 c7 d4 e5 f2 g6 h8

3 **a** Allow students time to read the entries. Ask students whether the definition or the examples were more useful as a guide to meaning. If you have a monolingual class, you can ask the students what the words are in their language. Be prepared with a simple situation or other examples to convey the meaning of these words in case students don't understand the dictionary entries.
Note: *apologize* is also spelt *apologise* in British English.

b Students do the exercise on their own before checking in pairs or groups. Check answers with the whole class.

1 adjective **2** very good **3** bad **4** regular **5** happy **6** a pessimist **7** Before a test or exam. **8** No, it's an uncountable noun. **9** inviting **10** get, leave

c Write the words on the board. Focus students on the dictionary entries again and remind students how to find the word stress in a dictionary. Do *perfect* as an example by eliciting the word stress from students and marking it on the word on the board.
Students work on their own and put the stress on the other words.
Check answers with the class and mark the stress on the other words on the board.

perfect; apologize; optimist; revision; invite; message

4 Students do the exercise on their own by looking back at the dictionary entries in **3a**. Check answers with the class.

2 I'd like to invite you **to** my party.
3 Can you give him a **message**?
4 He apologized **for** his mistake.
5 I did a lot of revisions last night.
6 This armchair is perfect **for** this room.

4 Recording vocabulary p236

Aim

To show students different ways of recording vocabulary and to encourage them to make their own vocabulary notebooks more useful as a learning and revision aid.

When to use and time

Use any time after lesson 9C. 20–35 minutes.

Procedure

1 Students work in groups and discuss the questions. Ask groups to 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 Focus students on the two notebooks. Students work in pairs and discuss what extra information is in notebook B. Check answers with the class.

Extra information in notebook B: word stress; part of speech; opposite; irregular Past Simple form; collocation: break a leg; examples; the indefinite article *a* with a countable noun; irregular plural; regular verb; common mistake: ~~*take the sun*~~; uncountable noun; American English word; dependent preposition: on holiday

3 **a** Students do the exercise on their own. If they can't remember the meaning of the words, refer them to Language Summaries 5, 7 and 9, SB p138, p142 and p147.

b Students compare their lists for the words in **3a** in pairs. Write students' ideas for each word on the board (with the translation if you have a monolingual class).

Possible answer:
win (irreg verb, past: won)
My sister won a tennis competition last week.
crowded (adj) (opposite: empty)
The restaurant was very crowded.
a mouse (pl: mice) = a small animal that eats cheese
have a picnic not ~~*make a picnic*~~
stay (reg verb) stay in a hotel, stay with friends
an apartment (noun, US) [UK: a flat]
We rent our apartment to some students.

4 **a** Focus students on the wordmap. Some visual learners find this approach to recording new vocabulary very useful as a way of organising groups of related vocabulary. Wordmaps can also help as a revision aid. Students do the exercise on their own. Check answers with the class.

1 a fridge **2** a sofa **3** a shower
4 a single bed **5** a plant

b Students work in pairs and organise the vocabulary in **VOCABULARY 9.1** SB p147 into a wordmap. They can organise the words and phrases in any way they like, for example, by verb, by topic (water activities, travelling, accommodation, etc.), town/beach/country activities, etc. You can make this more challenging by telling students that they can only use four or five different categories.

c Students compare wordmaps with other pairs.

EXTRA IDEA

- Ask students to write their wordmap on a large piece of paper. You can then display the wordmaps around the classroom for other students to look at. Students can then decide which wordmap they think is the most useful.

STUDY SKILLS: Instructions

5 Word building p237

Aim

To show students that we can often tell which part of speech a word is by its ending (or suffix) and to teach some common suffixes for nouns and adjectives.

When to use and time

Use any time after lesson 10D. 20–35 minutes.

Procedure

1 **a** Focus students on the photo. Ask what Julian does (he takes photos). Teach *photographer*.

b Students read the text and answer the questions on their own. Students check answers in pairs. Check answers with the class.

1 He was six years old. **2** He entered/won a photographic competition. **3** Because of the fantastic colours in the pictures. **4** Famous people.

2 **a** Students do the exercise on their own or in pairs. While students are working, draw the table on the board so that you are ready to check students' answers.
Check answers with the class by eliciting each answer and writing it in the correct place in the table. Highlight the change from *-y* to *-i* in *happiness*. Elicit or teach the stress for each word and mark it on the words in the table. Highlight that the stress is sometimes on different syllables in the 'word family'. Model and drill the words, focusing on word stress.

1 friendship **2** friendly **3** photographer
4 photograph **5** photographic **6** competitor
7 competition **8** colourful **9** happiness

b Students complete the rules on their own. Check answers with the class. Tell students that these are very general rules and that not every word with these endings is necessarily a person, thing or adjective (many types of word end in *-y*, for example). However, it is useful for students to try and work out parts of speech when they meet a new word, as this allows them to become more independent in their reading and learning outside class.

Nouns for **people** often end in *-er* or *-or*.
Nouns for **things** often end in *-ship*, *-ion* or *-ness*.
Adjectives often end in *-y*, *-ic* or *-ful*.

3 Students do the exercise on their own, then check their answers in pairs. Check answers with the class and ask students what part of speech the correct answers are.

2 colourful (adjective) **3** competitive (adjective)
4 photographic (adjective) **5** happiness (noun)
6 friendship (noun) **7** competitions (noun)
8 photos (noun)

4 Students do the exercise in pairs. Check answers with the class. With a strong class you can ask students if they know other nouns for people, nouns for things or adjectives with the endings in **2b**, for example, *lawyer*, *station*, *beautiful*.

2A 3A 4T 5T 6A 7P 8T 9A 10T 11P 12T

1 Classroom language

1 **Match sentences 1–9 to pictures a–i.**

1 Excuse me, what's that in English? *b*

2 How do you say 'chaise' in English? ____

3 Can you write it on the board, please? ____

4 How do you pronounce this word? ____

5 What does 'map' mean? ____

6 Sorry, I don't understand. ____

7 Which page are we on? ____

8 How do you spell 'Tuesday'? ____

9 Can you say that again, please? ____



2 **a** **Work in pairs. Cover the sentences in 1. Then take turns to point to a picture. Your partner says the student's sentence.**

b **Ask your teacher a question.**

3 **Write the questions in 1 in your notebooks. Then write a translation in your own language for each question.**

Instructions p230

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2 Nouns, verbs and adjectives



1 a Look at Kari Matchett's sentence from the Student's Book. Fill in gaps 1–3 with the words in bold.

1 _____ is a noun. 2 _____ is a verb. 3 _____ is an adjective.

b Look at these sentences from the Student's Book. Are words 1–12 nouns, verbs or adjectives?

a I'm not very [1]good in the [2]morning, so it's always [3]difficult!
b It's Liam's [4]birthday next [5]week. What shall we [6]get him?
c I'm always [7]happy and I [8]have a lot of [9]energy.
d When I [10]go to a [11]party I always [12]stay to the end.

1	*adjective*	4	_____	7	_____	10	_____
2	_____	5	_____	8	_____	11	_____
3	_____	6	_____	9	_____	12	_____

2 a Look at these words from the Student's Book. Write them in the table.

~~young~~ ~~car~~ ~~have~~
difficult write suitcase
see France beautiful
cinema favourite buy
important laptop aunt
leave French eat

noun	verb	adjective
car	*have*	*young*

b Fill in the gaps with words from 2a.

1 That's my *favourite* dress.
2 I always go to the _____ at the weekend.
3 What time do you usually _____ home?
4 Do you often _____ emails to your sister?
5 I've got two uncles and one _____ .
6 We often _____ out on Friday evenings.
7 Pierre's brothers live in _____ .
8 That's an _____ and a _____ question.

3 a Tick the words you know. These words can all be nouns and verbs.

drink work watch sleep phone cook

b Are the words in bold nouns or verbs?

1 Do you **watch** TV in the evenings? *verb*
2 I haven't got a **watch**. _____
3 I've got a lot of **work** to do. _____
4 Where do you **work**? _____
5 I don't **drink** beer or wine. _____
6 Would you like to go for a **drink**? _____
7 Have you got a mobile **phone**? _____
8 I **phone** my mother every day. _____
9 I always **sleep** for eight hours a night. _____
10 My baby has a **sleep** every afternoon. _____
11 Do you **cook** every day? _____
12 Our uncle is a very good **cook**. _____

4 a Work on your own. Write four verbs, four nouns and four adjectives you know on a piece of paper. Don't write them in order.

b Work in pairs. Swap papers. Are your partner's words verbs, nouns or adjectives?

c Compare your answers with your partner. Are they correct?

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Instructions p230

3 Using your English dictionary

1 **Work in groups. Discuss these questions.**

1 What type of English dictionary have you got?
2 How often do you use a dictionary?
3 What type of information do you look for in a dictionary?

2 **Look at these entries for *terrible*, *travel* and *listen* from the *Cambridge Essential English Dictionary*. Match 1–8 to the information a–h.**

terrible /ˈterəbl/ *adj* (1, 2)
(3) very bad: *a terrible accident.*
(4) *The weather was terrible.*

travel /ˈtrævəl/ *verb*
(*present participle* **travelling**, 5 *past* **travelled**) 6
to make a journey: *I spent a year travelling around Asia.*

listen /ˈlɪsən/ *verb* (7)
to give attention to someone or something in order to hear them:
*I **listen to** the radio while I have breakfast.* (8)

a the meaning *3*
b the pronunciation ___
c the word stress ___
d an example ___
e the verb+*ing* form ___
f the type of word ___
g the Past Simple form ___
h a preposition we often use with this word/phrase ___

3 **a** **Look at the dictionary entries for these words. Do you understand what they mean?**

perfect /ˈpɜːfɪkt/ *adj*
1 without fault, or as good as possible: *He was the perfect father.*
2 exactly right for someone or something: *You'd be **perfect for** the job.*

apologize /əˈpɒlədʒaɪz/ *verb*
(*present participle* **apologizing**, *past* **apologized**)
to say sorry for something bad you have done: *He **apologized for** being rude.*
*I **apologized to** her.*

optimist /ˈɒptɪmɪst/ *noun*
always thinking that good things will happen: *We're **optimistic about** our chances of success.* Opposite **pessimistic**

revision /rɪˈvɪʒən/ *noun*
[**no plural**] *UK* when you study a subject before taking a test

invite /ɪnˈvaɪt/ *verb*
(*present participle* **inviting**, *past* **invited**)
to ask someone to come to your house, to a party, etc: *They've **invited** us **to** the wedding.*

message /ˈmesɪdʒ/ *noun*
a piece of written or spoken information which one person gives to another: *Did you **get** my **message**? I called her and **left** a **message**.*

b **Answer these questions.**

1 What type of word is **perfect**?
2 If something is **perfect**, is it very good or very bad?
3 Do you **apologize** after something good or bad happens?
4 Is **apologize** a regular or irregular verb?
5 Are **optimists** usually happy or unhappy?
6 What is the opposite of an **optimist**?
7 When do people do **revision**?
8 Does **revision** have a plural form?
9 How do you spell the verb+*ing* form of **invite**?
10 Which two verbs do we often use with **message**?

c **Mark the stress on the words in 3a.**

4 **Look at the dictionary entries in 3a again. Correct these sentences.**

1 My friend John's ~~a~~ *an* optimist.
2 I'd like to invite you at my party.
3 Can you give him a mesage?
4 He apologized to his mistake.
5 I did a lot of revisions last night.
6 This armchair is perfect to this room.

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4 Recording vocabulary

1 **Work in groups. Discuss these questions.**

1 Have you got a vocabulary notebook? If not, where do you write new vocabulary?
2 How do you write the meaning of new words in your notebook?
3 How do you try to remember new vocabulary?

2 **Work in pairs. Look at the vocabulary notebooks of two Spanish students, A and B. What extra information is in notebook B?**

A

dangerous = peligroso
break = romper
tooth = un diente
sunbathe = tomar el sol
information = información
holiday = vacaciones

B

dangerous (adj) = peligroso
(opposite: safe)
break (irreg verb, past: broke) = romper
He fell and broke his leg.
a tooth (pl: teeth) = un diente
sunbathe (reg verb) = tomar el sol
not ~~take the sun~~
information (uncountable) = información
I'd like some information.
go on holiday [US: vacation] = ir de vacaciones
I went on holiday last month.

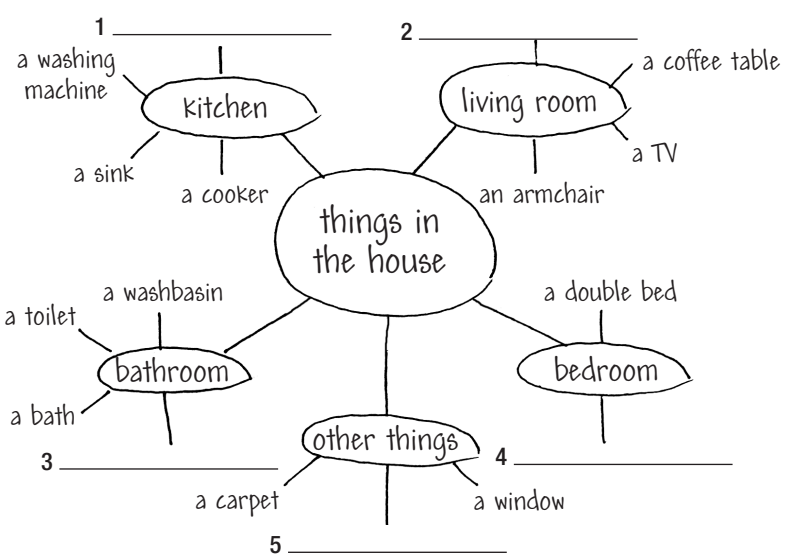
3 **a** **Look at these words from the Student's Book. Write them in your vocabulary notebook. Write extra information about each word.**

win crowded mouse picnic stay apartment

b **Work in pairs. Compare your vocabulary notebooks. What information did your partner write about each word?**

4 **a** **It is often useful to organise new vocabulary into a wordmap. This can help you remember words. Fill in the gaps in this wordmap with the words in the box.**

a sofa a fridge a shower a single bed a plant



b **Work in pairs. Look at the words/phrases in VOCABULARY 9.1 SB p147. Make a wordmap with the words/phrases.**

c **Compare your wordmap with another pair.**

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Instructions p231

5 Word building



1 a Look at the photo of Julian. What does he do, do you think?

b Read about Julian. Answer these questions.

1 How old was Julian when he started taking photos?
2 What did he do when he was eighteen?
3 Why did his pictures win the competition?
4 Who does he take photos of now?

Julian's one of my oldest **friends**. He's a famous **photographer** and he started taking **photos** when he was only six years old. At the age of eighteen he entered an international **photographic competition** and sent in some really **colourful photographs** he took on holiday in India. There were over ten thousand other **competitors**, but Julian won because of the fantastic **colours** in his pictures. He was really **happy** because he won a holiday!

He now takes photos of famous people for magazines and he gets a lot of work because he's always very **friendly** and easy to talk to. We don't see each other very often these days, but our **friendship** still gives me a lot of **happiness**.

2 a Look at the words in bold in the text. Write them in the table. Write the singular form of the nouns.

noun: person	noun: thing	adjective
friend	1	2
3	*photo* (or 4)	5
6	7	competitive
–	*colour*	8
–	9	*happy*

b Look again at the table. Complete the rules with a*djectives*, *things* or *people*.

- Nouns for _____ often end in *-er* or *-or*.
- Nouns for _____ often end in *-ship*, *-ion* or *-ness*.
- _____ often end in *-y*, *-ic* or *-ful*.

3 Choose the correct words.

1 Joanne is a very *friend*/(*friendly*) person.
2 She always wears very *colour/colourful* clothes.
3 My brother is very *competitive/competitor* – he always wants to win!
4 I went to a *photographic/photographer* exhibition last weekend.
5 Most people are looking for *happy/happiness* in their lives.
6 Mark and I have a very interesting *friendly/friendship*.
7 Do you like entering *competitive/competitions*?
8 Would you like to see my *photos/photographers* of my holiday?

4 Look at these words. Do you think they are people (P), things (T) or adjectives (A)?

1 actor *P*	4 sadness	7 visitor	10 exhibition
2 sunny	5 relationship	8 invitation	11 interviewer
3 helpful	6 useful	9 athletic	12 illness

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Progress Tests

Instructions

The Progress Tests (p242–p255) 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 Extra Practice section for 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 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 students' 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 audio scripts (CD2 ▸ 31 and CD3 ▸ 55) are in the answer key for the tests.

Both CD2 ▸ 31 and CD3 ▸ 55 have three 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 two sections.

Answer Key and Audio Scripts

1 Progress Test p242

1 2 coat 3 watch 4 suitcase 5 umbrella 6 dress 7 wallet 8 shoes
2 2 is 3 aren't/'re not 4 isn't/'s not 5 are 6 Is 7 Are 8 'm 9 're
3 2 Japanese 3 seventeen 4 forty 5 nationality 6 surname 7 engineer 8 musician 9 umbrella
4 2 Turkish 3 Germany 4 this 5 those 6 an 7 They're
5 2 Her 3 she 4 They 5 their 6 Our 7 he 8 we
6 (2 marks each) 2 What's your surname? 3 How do you spell that/it? 4 What do you do?/What's your job? 5 What's your address? 6 What's your mobile number? 7 say that again/repeat that 8 What's your email address?

2 Progress Test p243

1 2 beautiful 3 big 4 easy 5 slow 6 right/correct 7 good 8 expensive
2 2 Has 3 have 4 Have 5 're 6 hasn't 7 is
3 2 wife 3 uncle 4 grandparents 5 Robert 6 Gloria's 7 father/dad 8 Anna 9 son
4 (2 marks each) 2 I've got a very expensive camera. 3 Has Diana got a new bag? 4 My class is at twenty past ten. 5 What time is the concert? 6 How much is that blue dress? 7 Lisa's books are by the computer. 8 Where's your mother's car? 9 What's he got in his suitcase?
5 2 o'clock 3 quarter … four 4 half past 5 ten to 6 twenty-five to
6 2 on 3 What time 4 How much 5 How many 6 Who 7 What 8 to 9 Whose

3 Progress Test p244

1 2 do … get up 3 start 4 have 5 do … finish 6 leave 7 do … get 8 watch 9 go 10 do … do 11 have 12 go 13 visit 14 have
2 2 in 3 at 4 on 5 every 6 on 7 at 8 in 9 at
3 (2 marks each) 2 I usually visit my family at the weekend. 3 My children never get up early on Saturdays. 4 We often go to the cinema on Sunday afternoons. 5 I hardly ever have coffee with friends in the week. 6 We sometimes stay in on Saturday evenings.
4 2 date 3 shall/can 4 Let's 5 think 6 What/How 7 idea
5 2 She's 3 him 4 They 5 her 6 us 7 them
6 2 They don't do a lot of sport. 3 I haven't got a DVD player. 4 You aren't/You're not usually late. 5 We don't watch TV in the day. 6 My brother hasn't got a new car. 7 I don't go shopping with my mother. 8 He isn't/He's not an accountant.

4 Progress Test p245

1 2 take 3 go 4 listen 5 watch 6 read 7 go
2 2 works 3 live 4 love 5 doesn't 6 don't 7 likes 8 goes 9 don't 10 phones
3 2 Her father doesn't work in London. 3 Mia and Luis don't go clubbing at the weekend. 4 Sid's sister doesn't like tennis. 5 I don't like shopping for clothes. 6 My uncle doesn't hate cats.

4 (2 marks each) **2** Where does Tim's brother work? **3** What (kind of) music do Mike and Gabi like? **4** What time/When does Julia leave home? **5** Where do Wendy's parents live? **6** What does Sam do in his free time?

5 **2** order **3** I'd **4** anything **5** can/could **6** would **7** of **8** bill

6 **2** soup **3** sausages **4** biscuits **5** vegetables **6** tomatoes **7** fruit **8** toast

7 **3** I like ~~a~~ tea but I don't like coffee. **4** Would you like **a** cheese sandwich? **5** ✓ **6** I never have ~~a~~ milk in my tea. **7** ✓ **8** I don't often eat ~~a~~ bread.

5 Progress Test p246

1 **2** boring **3** dangerous **4** different **5** fantastic **6** excited **7** rich **8** noisy

2 (2 marks each) **2** Where were Trudy and Janet yesterday? **3** Who did Joe meet last weekend? **4** How old was Greg's father when he died? **5** What time/When did they get up this morning? **6** When was your mother born? **7** How many children did Tom's grandparents have?

3 **2** did … live **3** did … go **4** was **5** did … marry **6** got **7** Was **8** left **9** became (was) **10** wrote **11** did … have **12** was **13** had

4 **2** really **3** quite **4** very **5** too **6** quite

5 **2** the house **3** your homework **4** a bad cold **5** university **6** a dream **7** house **8** physics **9** at home **10** a report

6 **2** Oh, great! **3** Wow! **4** Oh, dear. **5** You're joking! **6** What a shame.

6 Progress Test p247–p248

CD2 **31** See p238 for Listening Test instructions.

1

SHEENA Oliver, do you like this birthday card?
OLIVER Yes, it's nice. Who is it for?
S My sister, Carla. She's 29 on Tuesday.
O I didn't know you had a sister.
S Yes, I've got a sister and a brother.
O Oh, right. What does your sister do?
S She's a lawyer.
O Is she married?
S Yes, she is. Her husband's a teacher. They live in Wimbledon, in London.
O Have they got any children?
S Yes, they've got a baby girl.
O Oh, nice.
S And what about you? Have you got any brothers and sisters?
O Yes, I've got one brother. His name's Brian. But he doesn't live in the UK, he lives in Sydney, in Australia.
S Really? When did he move there?
O About five years ago. His wife's Australian, you see.
S Oh, right. Where did they meet?
O On holiday in the USA.
S And have they got any children?
O Yes, they've got two boys and a girl. I went over to see them last year.
S Oh, nice. And what did you think of Australia?

2

WAITRESS Would you like to order now?
CUSTOMER Yes, I'd like the cheeseburger and chips, please.
W OK. And what would you like to drink?
C A bottle of mineral water, please.
W Still or sparkling?
C Still, please.
W Would you like anything else?
C Er, yes, a mixed salad, please.
W Thanks very much.
W Was that OK?
C Yes, it was very nice, thank you.
W Would you like a dessert?
C Yes, can I have the fruit salad with ice cream, please?
W Certainly.
W Would you like tea or coffee?
C Er, no, thanks. Can I have the bill, please?
W Yes, of course. Thank you.
C Keep the change.
W Thanks very much. Have a nice day.
C You too.

3

RICK Morning, Patty. How was your weekend?
PATTY It was amazing, thanks. I went to my sister's wedding.
R Oh, great! Where was it?
P In Paris.
R Really? How wonderful!
P Yes, I know. About 200 people were there. It was fantastic!
R Who did you go with?
P My husband. We went by train – you know, Eurostar. It's very quick, only three hours from London to Paris.
R Right. And where did you stay? In a hotel?
P No, we stayed with some friends. And what about you? Did you have a good weekend?
R Yes, it was OK.
P What did you do?
R Well, on Saturday morning I cleaned the house and went shopping.
P Right.
R And then in the afternoon I went to the cinema with my son.
P And what did you see?
R A film called *Nice to See You*.
P What was it like?
R Er, it was quite boring, actually, and I went to sleep in the middle. But my seven-year-old son enjoyed it. And then on Sunday we went for lunch with my wife's parents.
P Right.
R And in the afternoon we went for a walk. You know, a typical Sunday.
P Nice.
R Anyway, what time is this meeting? …

1 2 Tuesday 3 teacher 4 daughter 5 Oliver's 6 Australian 7 USA 8 three

2 a cheeseburger and chips; bottle of still mineral water; mixed salad; fruit salad with ice cream
b £18.00

3 2T 3F 4T 5T 6F 7T 8F 9F

4 2 download 3 have 4 chat 5 use 6 read 7 get 8 charge

5 2 ago 3 in the 4 last 5 in 6 last 7 the; the 8 a 9 a; The

6 2 They didn't become very rich. 3 He wasn't late for the lesson. 4 We didn't have a good meal at the hotel. 5 I didn't buy a new dress for the party. 6 Sarah didn't put her bag under the table. 7 She didn't study English at university. 8 They weren't at home last night.

7 (2 marks each) 2 Did you see the news this morning? 3 Were they at the conference last year? 4 Did Harry play tennis last weekend? 5 Did they have a nice time last night? 6 Was your sister on holiday last week?

8 2 Yes, I/we did./No, I/we didn't. 3 Yes, they were./No, they weren't. 4 Yes, he did./No, he didn't. 5 Yes, they did./No, they didn't. 6 Yes, she was./No, she wasn't.

9 2 could 3 can 4 couldn't 5 can't; can't

10 1 happened 2 see 3 joking 4 isn't 5 terrible 6 good

11 2 bought 3 found 4 saved 5 put 6 said 7 crashed 8 told 9 lost 10 sailed

12 3 ✓ 4 What would you like **to drink?** 5 Where do your parents **live?** 6 ✓ 7 My grandfather **doesn't** like football. 8 Where **was** your uncle born? 9 I love **listening** to the radio. 10 What time **did you** get up today? 11 ✓

13 2 Was 3 at 4 watched 5 on 6 to 7 got 8 don't 9 are 10 My 11 works 12 him 13 for

7 Progress Test p249

1 2 there is 3 There's 4 there are 5 There's 6 there aren't 7 Is there 8 there's 9 are there 10 there aren't

2 2 any 3 any 4 some 5 some 6 any 7 How many 8 How much 9 ones 10 one

3 2 living room 3 furniture 4 armchairs 5 double bed 6 shower 7 fridge 8 washing machine 9 cooker

4 2 a skirt 3 boots 4 a jumper 5 a cap 6 a T-shirt 7 a dress 8 trousers/jeans 9 a tie 10 trainers

5 2 butcher's 3 chemist's 4 baker's 5 post office 6 kiosk; newsagent's 7 supermarket 8 department store

6 2 have 3 any 4 I'll 5 much 6 can 7 Here 8 help

8 Progress Test p250

1 2 's driving (a car) 3 're skiing 4 's swimming 5 're playing tennis 6 's cooking 7 's sailing 8 's singing

2 2 likes 3 's learning 4 goes 5 isn't/'s not working 6 go 7 are … doing 8 'm making 9 's … doing 10 doesn't … go 11 's buying

3 2 go by car 3 go by plane 4 take the train 5 go on foot 6 go by bike/bicycle 7 take the ferry 8 take the tube

4 2 notes 3 sign 4 message 5 customers 6 meetings

5 2 It's 3 Can 4 to 5 Hold 6 got 7 I'll 8 back 9 call 10 on

6 2 She's a <u>beautiful</u> dancer. 3 Why does he always talk so <u>quietly</u>? 4 ✓ 5 They play tennis quite <u>well</u>. 6 ✓ 7 My children work very <u>hard</u> at school. 8 ✓

7 2b 3c 4b 5a 6c

9 Progress Test p251

1 2 stayed 3 went 4 went to 5 rent 6 by 7 went on 8 went to 9 rented 10 went 11 go on

2 2 an island 3 the desert 4 a forest 5 a lake 6 a mountain 7 a river 8 a hill

3 2 more expensive 3 hotter 4 older 5 more crowded 6 worse 7 more interesting 8 happier 9 more difficult 10 bigger

4 2 to learn 3 to have 4 to buy 5 to see 6 to ask 7 to go

5 2 a gorilla 3 a rabbit 4 a sheep 5 a monkey 6 a tiger 7 a snake 8 a cow

6 2 to go 3 going 4 have 5 to buy 6 to go 7 walking 8 to go 9 to go 10 swimming 11 travelling 12 talking

10 Progress Test p252

1 2 take 3 do 4 carry 5 washes 6 get 7 have 8 spend 9 get off

2 2 cough 3 toothache 4 back hurts 5 cold 6 stomach ache 7 temperature 8 leg hurts 9 headache 10 sore throat

3 (2 marks each) 2 Do you usually eat fish twice a week? 3 I often work more than 60 hours a week. 4 You should do exercise four times a week. 5 How often do you go to the gym? 6 How many biscuits do you eat every day?

4 2 OK 3 I feel 4 What's 5 Oh, dear. 6 shouldn't 7 should 8 why don't you 9 hope

5 2 illness 3 hair 4 windy 5 sun 6 lazy 7 selfish 8 in 9 Don't 10 He's

6 2 What does he like doing? 3 What does she look like? 4 What's he like? 5 What do you like doing? 6 What do they look like? 7 What's she like?

11 Progress Test p253

1 1 'm going to get 2 isn't going to have; 's going to move 3 'm going to get; 'm going to lose 4 'm going to revise; 'm going to pass 5 's … going to lose; 's going to do; isn't going to eat 6 's … going to start 7 Are … going to do; 're going to move

2 2 to 3 do 4 passed 5 have 6 hard 7 get 8 eating 9 leave 10 get

3 **2** booked **3** got **4** rented **5** stayed **6** get **7** rent **8** book/get **9** stayed

4 **2** I might **3** are you going **4** We aren't going **5** No, I'm not **6** watch **7** Are you going **8** We're going to **9** He might

5 **2** near **3** there's **4** along **5** over **6** on **7** next to **8** get **9** along **10** past **11** right **12** opposite **13** miss

12 Progress Test p254–p255

CD3 ▸ **55** See p238 for Listening Test instructions.

1

KEIRA Hello?
HARRY Hi, Keira, it's me.
K Oh, hi, Harry. How are you?
H I'm fine, thanks.
K And how's the new flat?
H Oh, it's great. I moved in three days ago and I love it here.
K That's good. What's it like?
H Well, it's got a big living room, two bedrooms – and a bathroom and kitchen, of course.
K And has it got any furniture?
H Yes, there are two armchairs in the living room, but there isn't a sofa. I might go and get one next weekend.
K And the bedrooms?
H There's a double bed in one bedroom and a single bed in the other. And there's a very nice desk by the window in the big bedroom.
K It sounds fantastic. Are you near the station?
H Yes, it's about ten minutes away. And there are some shops at the end of my road.
K Are you near a park?
H Yes, there's one near the station.
K So, when can I come round and see it?
H Well, how about Saturday morning?
K Yes, that sounds good.
H And you can help me clean the kitchen.
K You're joking, of course!

2

SALES ASSISTANT Hi. Do you need any help?
HARRY Yes, please. How much are these coffee tables?
SA The big ones are £35 and the small ones are £20.
H OK. Er ... I'll have a small one, please.
SA Of course. Would you like anything else?
H Yes, have you got any lamps?
SA Yes, we have. They're over there.
H Ah yes, I see. Hmm, they're quite nice. How much are they?
SA They're £12.99 each.
H OK, I'll have two, please. And do you sell sofas?
SA Yes, we do. They're on the fourth floor.
H Oh, OK. I'll buy these first.
SA Right. That's, er, £45.98, please.
H Thanks.
SA Your pin number, please. … OK. Here you are. And here's your receipt.
H Great. Thanks for your help. Bye.
SA Goodbye.

3

NEIL Are you going on holiday this summer, Keira?
KEIRA Yes, I am, but I don't know where. Have you got any ideas?
N Why don't you go to Turkey? I went there last year and I had a fantastic time.
K Really? Where in Turkey did you go?
N To a town called Bodrum. It's on the Mediterranean coast.
K Who did you go with?
N A friend from university.
K What did you do there?
N Well, we went to the beach every morning and went on two or three boat trips. The weather was wonderful – it was hot and sunny every day.
K Where did you stay?
N In a small hotel near the beach. It wasn't very expensive and the family who managed the hotel were really friendly.
K Hmm. Sounds good. How did you travel around?
N We rented a car. It was quite cheap and the roads are good.
K What else did you do?
N On the last day we went to the mountains to have a picnic. The countryside near Bodrum is really beautiful.
K Hmm. It sounds great. Have you got a guide book I can look at?
N Yes, I have. It's at home. I'll send it to you.
K Great. Thanks a lot. And what about you, where are you going this year?

1 **2**T **3**T **4**F **5**T **6**F **7**F **8**T **9**F

2 **2** coffee table; £20 **3** lamps **4** £12.99 **5** fourth

3 **2** last **3** university **4** morning **5** in a hotel **6** car **7** the mountains **8** has

4 **2** have **3** trip **4** will **5** forget **6** us **7** in

5 **2** Did you have a nice **flight**? **3** Passengers should go to **gate** number forty-one. **4** Can I have a window **seat**, please? **5** Have you got any hand **luggage**? **6** This is your **boarding** pass. **7** Show your ticket at the **check-in** desk.

6 **2** thinner; thinnest **3** more difficult; most difficult **4** worse; worst **5** nicer; nicest **6** more boring; most boring **7** better; best **8** noisier; the noisiest

7 **2** most intelligent **3** most expensive **4** younger **5** most beautiful **6** shorter **7** more crowded **8** oldest **9** earlier

8 **2** worked **3** 's/has written **4** won **5** 's/has … been **6** went **7** Have … met **8** had **9** Did … watch **10** 've … seen **11** Have … lived **12** lived **13** was **14** did … stop **15** was

9 **2** 'm sitting **3** arrived **4** want **5** Have … been **6** don't understand **7** talk **8** met **9** came **10** 's doing **11** needs **12** 's/has visited **13** knows **14** went **15** saw **16** was **17** 's/is ringing

10 **2**b **3**c **4**c **5**a **6**b **7**c **8**a **9**b **10**a **11**a

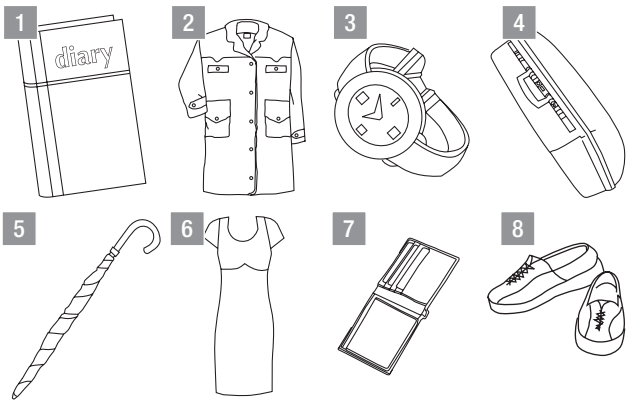
11 **2** take **3** is **4** go **5** take **6** book **7** drive

12 (half a point each) **3** musician **4** breakfast **5** ✓ **6** biscuits **7** ✓ **8** sandwich **9** ✓ **10** ✓ **11** mountains **12** college **13** ✓ **14** attractive **15** ✓ **16** beautiful

1 Progress Test 25 minutes

Name Score /50

1 Write the words for these things.



1 d*iary*
2 c_____
3 w_____
4 s_____
5 u_____
6 d_____
7 w_____
8 s_____

/7

2 Fill in the gaps in these conversations.

1 A Are you a teacher?
B Yes, I *am* .
2 A Is your name Marcus?
B Yes, it _____ .
3 A Are your children here?
B No, they _____ .
4 A Is this your suitcase?
B No, it _____ .
5 A Where _____ we?
B In Oxford Street.
6 A _____ it Saturday today?
B No, it's Sunday.
7 A _____ your friends from the UK?
B No, they're from the USA.
8 A Hello, Maria. How are you?
B I'_____ fine, thanks.
9 A Are David and Molly here?
B Yes, they'_____ over there.

/8

3 Where is the stress on these words?

1 Poland
2 Japanese
3 seventeen
4 forty
5 nationality
6 surname
7 engineer
8 musician
9 umbrella

/8

4 Choose the correct words.

1 Jaime is from *Spain*/*Spanish*.
2 I'm *Turkey*/*Turkish*. I live in Istanbul.
3 Berlin is in *German*/*Germany*.
4 Is *this*/*these* your letter?
5 Are *these*/*those* your shoes over there?
6 John's *a*/*an* engineer.
7 *They're*/*Their* from Russia.

/6

5 Fill in the gaps with a subject pronoun (*I*, *you*, etc.) or a possessive adjective (*my*, *your*, etc.).

[1] *My* name's Ute Kuhlmann. I'm a student at the Greenwood School of English. My friend Heiki is also a student here. [2]_____ surname's Schmidt and [3]_____'s from Germany. Pierre and Elisabeth are students here too. [4]_____'re from Paris and [5]_____ children are at school in London. We're in an Elementary class. [6]_____ teacher's name is Alan and [7]_____'s American. Alan's a good teacher and [8]_____'re good students!

/7

6 Peter is at the car hire office. Write the woman's questions.

WOMAN Hello, [1] *what's your first name* ?
PETER Peter.
W [2]_____ ?
P Matheson.
W [3]_____ ?
P M–A–T–H–E–S–O–N.
W [4]_____ ?
P I'm a doctor.
W [5]_____ ?
P 16 New Road, Oxford.
W [6]_____ ?
P My mobile number? It's 07947 336621.
W Sorry, could you [7]_____ , please?
P 07947 336621.
W [8]_____ ?
P It's pmatheson@webmail.com.
W Thank you.

/14

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2 Progress Test 25 minutes

Name Score 50

1 Write the opposites of these adjectives.

1 old *new*
2 ugly _____
3 small _____
4 difficult _____
5 fast _____
6 wrong _____
7 bad _____
8 cheap _____

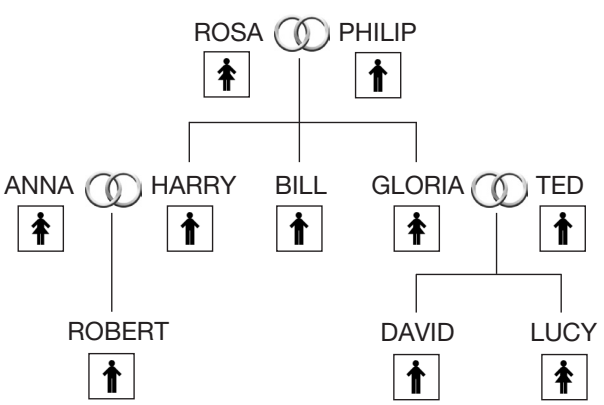
7

2 Choose the correct words.

1 A Have you got a laptop?
B Yes, I *am*/(*have*).
2 A *Have/Has* your father got a car?
B No, but he's got a bike!
3 A What car *have/has* your parents got?
B It's a Ford, I think.
4 A *Have/Has* you got the time, please?
B Yes, it's about 3.30.
5 A Those shoes are beautiful!
B Yes, but they*'ve/'re* £200!
6 A Has Karen got a brother?
B No, she *haven't/hasn't*.
7 A Whose mobile *is/has* that?
B I think it's Ian's.

6

3 Look at the family tree. Complete the sentences.



1 Harry is Gloria and Bill's *brother* .
2 Anna is Harry's _____ .
3 Bill is Robert's _____ .
4 Rosa and Philip are Lucy's _____ .
5 _____ is David and Lucy's cousin.
6 Ted is _____ husband.
7 Harry is Robert's _____ .
8 _____ is David's aunt.
9 Bill is Rosa and Philip's _____ .

8

4 Make sentences and questions with these words.

1 Ben's / table / on / MP3 player / is / coffee / the .
Ben's MP3 player is on the coffee table.
2 very / got / expensive / a / 've / I / camera .
_____
3 new / Diana / a / got / bag / Has ?
_____
4 class / past / at / ten / My / twenty / is .
_____
5 concert / is / time / the / What ?
_____
6 blue / is / dress / much / How / that ?
_____
7 Lisa's / the / books / by / are / computer .
_____
8 car / your / Where / mother's / 's ?
_____
9 he / suitcase / 's / his / What / in / got ?
_____

16

5 Complete the times.



1 *five* *past* six
2 ten _____
3 _____ past _____
4 _____ _____ seven
5 _____ _____ three
6 _____ -_____ _____ six

5

6 Fill in the gaps in these conversations.

1 A *What's* your name?
B Marta.
2 A Where are your DVDs?
B They're _____ the floor.
3 A _____ _____ is it?
B It's five past ten.
4 A _____ _____ is that DVD?
B £14.99.
5 A _____ _____ children have you got?
B Three.
6 A _____'s Max?
B He's my cousin.
7 A _____ do you do?
B I'm a builder.
8 A When is your English class?
B It's from 3.00 _____ 4.30 p.m.
9 A _____ bag is this?
B It's Kate's.

8

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3 Progress Test 25 minutes

Name Score /50

1 Read about Joe's job in a film studio. Fill in the gaps with the correct form of these verbs.



~~do~~ watch get leave
have (x3) go (x2) start
get up finish do visit

ANN What [1] *do* you do, Joe?
JOE I'm a waiter in a film studio restaurant.
ANN What time [2]_____ you _____ in the morning?
JOE At 5 o'clock. I [3]_____ work at 6 o'clock. The actors arrive at 6.30 and they [4]_____ breakfast here.
ANN When [5]_____ you _____ work?
JOE We usually [6]_____ the studio at 6 p.m. but sometimes it's 9 or 10.
ANN That's very late! What time [7]_____ you _____ home?
JOE At about 10.30. I [8]_____ TV for an hour, then I [9]_____ to bed.
ANN And what [10]_____ you _____ in your free time?
JOE Well, on Saturdays I usually [11]_____ coffee with friends or [12]_____ shopping. On Sundays I [13]_____ my parents. We always [14]_____ lunch in a restaurant near their house. And we're always very nice to the waiters!

/13

2 Choose the correct word.

1 I have lunch *in*/(*at*) 12.30.
2 What time do you have dinner *at/in* the evening?
3 We get home late *in/at* night.
4 Do they go out *every/on* Friday evenings?
5 They go to the cinema *in/every* week.
6 What time do your classes start *at/on* Monday?
7 I visit my family *in/at* the weekend.
8 I don't go out *in/every* the week.
9 We start work *on/at* nine o'clock.

/8

3 Make sentences with these words.

1 watch / we / TV / often .
We often watch TV.
2 my / usually / visit / I / weekend / family / at / the .
_____
_____
3 children / Saturdays / never / get up / My / early / on .
_____
_____
4 cinema / to / Sunday / We / go / afternoons / often / on / the .
_____
_____
5 coffee / the / friends / I / in / have / hardly ever / with / week .
_____
_____
6 on / evenings / We / stay / Saturday / sometimes / in .
_____
_____

/10

4 Fill in the gaps in the conversation.

KIM This is a photo of Joanne's baby. It's her first birthday [1] *on* the 24th.
SUE Oh, what's the [2]_____ today?
KIM The 22nd. What [3]_____ we buy her?
SUE [4]_____ get her a Disney DVD.
KIM I don't [5]_____ so. She's very young.
SUE [6]_____ about a dress?
KIM That's a good [7]_____ .

/6

5 Choose the correct word.

1 (*I*)/*Me* have breakfast at 7.30.
2 My sister's a lawyer. *She's/Her's* in Madrid for a conference this week.
3 He's my favourite uncle but I don't see *he/him* very often.
4 This is a photo of my children. *They/Them* both go to Bath University.
5 Sue's parents always phone *she/her* late at night.
6 Our teachers give *we/us* a lot of homework.
7 Mike and Sally are great. I go for a drink with *they/them* every Friday.

/6

6 Make these sentences negative.

1 I'm from France. *I'm not from France.*
2 They do a lot of sport.
_____
3 I've got a DVD player.
_____
4 You're usually late.
_____
5 We watch TV in the day.
_____
6 My brother's got a new car.
_____
7 I go shopping with my mother.
_____
8 He's an accountant.
_____

/7

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4 Progress Test 25 minutes

Name Score 50

1 Fill in the gaps in the phrases with these verbs.

~~play~~ go (x2) listen read take watch

1 *play* tennis
2 _____ photos
3 _____ cycling
4 _____ to music
5 _____ sport on TV
6 _____ magazines
7 _____ running

6

2 Choose the correct word.

My friend Helen [1]*live/(lives)* in New York. She's married and her husband Brad [2]*work/works* in a bank. They [3]*live/lives* in Manhattan and they both [4]*love/loves* living there. Helen [5]*don't/doesn't* work because she's got three young children. Brad and Helen [6]*don't/doesn't* have a lot of free time, but at the weekends Helen [7]*like/likes* playing tennis and Brad often [8]*go/goes* swimming. Helen and I [9]*don't/doesn't* see each other very often, but she always [10]*phone/phones* me on my birthday!

9

3 Make these sentences negative.

1 I go to the cinema every Friday.
I don't go to the cinema every Friday.
2 Her father works in London.
_____
3 Mia and Luis go clubbing at the weekend.
_____
4 Sid's sister likes tennis.
_____
5 I like shopping for clothes.
_____
6 My uncle hates cats.
_____

5

4 Make *Wh-* questions to ask about the <u>underlined</u> words and phrases.

1 They get up <u>at half past seven</u>.
What time do they get up?
2 Tim's brother works <u>in London</u>.
_____
3 Mike and Gabi like <u>rock</u> music.
_____
4 Julia leaves home <u>at nine o'clock</u>.
_____
5 Wendy's parents live <u>in Australia</u>.
_____
6 Sam does <u>a lot of sport</u> in his free time.
_____

10

5 Fill in the gaps in the conversation.

WAITER Would you [1] *like* to [2]_____ now?
SAM Yes, [3]_____ like a burger, please.
WAITER Would you like [4]_____ else?
SAM Yes, [5]_____ I have a salad, please?
WAITER Yes, of course. And what [6]_____ you like to drink?
SAM A bottle [7]_____ beer, please.
… Excuse me.
WAITER Yes, sir?
SAM Can I have the [8]_____ , please?
WAITER Certainly.

7

6 Write the food and drink.

1  b <u>a</u> <u>n</u> <u>a</u> <u>n</u> <u>a</u>
2  s___
3  s_____
4  b_____
5  v_____
6  t_____
7  f____
8  t____

7

7 Tick the correct sentences. Change the incorrect sentences.

1 Do you want a cheeseburger? ✓
2 I always have ~~a~~ cereal for breakfast.
3 I like a tea but I don't like coffee.
4 Would you like cheese sandwich?
5 He usually has a banana with his coffee.
6 I never have a milk in my tea.
7 I often have meat and rice for lunch.
8 I don't often eat a bread.

6

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5 Progress Test 25 minutes

Name Score /50

1 Write the opposites to these adjectives.

1 happy u*nhappy*
2 interesting b_____
3 safe d_____
4 the same d_____
5 terrible f_____
6 bored e_____
7 poor r_____
8 quiet n_____

/7

2 Write *Wh-* questions to ask about the underlined words, phrases and numbers.

1 I was born <u>in Sydney</u>.
Where were you born?
2 Trudy and Janet were <u>at home</u> yesterday.
_____
3 Joe met <u>an old friend</u> last weekend.
_____
4 Greg's father was <u>92</u> when he died.
_____
5 They got up <u>at 6.30</u> this morning.
_____
6 My mother was born <u>in 1965</u>.
_____
7 Tom's grandparents had <u>seven</u> children.
_____

/12

3 Read about William Shakespeare. Fill in the gaps with the correct form of these verbs.

~~be born~~ get live leave go be (x3) become marry write have (x2)

A When [1] *was* William Shakespeare *born* ?
B In April 1564.
A Where [2]_____ his parents _____ ?
B In a town called Stratford-upon-Avon.
A Where [3]_____ Shakespeare _____ to school?
B In Stratford. He [4]_____ a very good student.
A Who [5]_____ he _____ ?
B Anne Hathaway. They [6]_____ married in 1582.
A [7]_____ he happy in Stratford?
B No, he wasn't. He [8]_____ Stratford and went to London. He [9]_____ an actor and a writer, and he [10]_____ 37 plays.
A How much money [11]_____ he _____ at the end of his life?
B Well, he [12]_____ quite rich. He [13]_____ a big house in Stratford.

/12

4 Choose the correct words.

1 The dress was *quite*/(*too*) expensive so I didn't buy it.
2 The hotel was great and it was *really*/*too* cheap.
3 This burger is *too*/*quite* nice.
4 I loved that film. The actors were *too*/*very* good.
5 You're 15. You're *very*/*too* young to get married!
6 The party was *quite*/*too* good, but I didn't like the music very much.

/5

5 Cross out the word/phrase that does <u>not</u> go with these verbs.

1 **write** a book/an email/~~a party~~
2 **stay** with friends/the house/at home
3 **make** a lot of money/your homework/a film
4 **become** a bad cold/famous/a film director
5 **get** married/divorced/university
6 **go for** a run/a dream/a walk
7 **go to** house/a party/your parents' house
8 **leave** school/university/physics
9 **move** at home/house/to a different country
10 **clean** the car/a report/the house

/9

6 Choose the correct response.

1 A I slept for 24 hours.
B *Oh, right./*(*Really?*)
2 A I'm really happy – my boyfriend asked me to marry him!
B *Oh, dear./Oh, great!*
3 A We went to New York for the weekend!
B *Wow!/Oh, right.*
4 A The club was too crowded so we came home.
B *Oh, dear./Oh, nice.*
5 A I won £750,000 on the lottery last weekend.
B *You're joking!/Oh, right.*
6 A I had a bad cold and stayed in bed all weekend.
B *What a shame./Oh, nice.*

/5

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6 Progress Test 50 minutes

Name Score /100

1 CD2 31 **Listen to Sheena and Oliver talk about their families. Circle the correct words.**

1 Carla is *Sheena's*/*Oliver's* sister.
2 Carla is 29 on *Tuesday*/*Thursday*.
3 Carla's husband is a *lawyer*/*teacher*.
4 They've got one *son*/*daughter*.
5 Brian is *Sheena's*/*Oliver's* brother.
6 Brian's wife is *British*/*Australian*.
7 They met on holiday in the *UK*/*USA*.
8 They've got *two*/*three* children.

/7

2 a CD2 31 **Listen to a conversation in a restaurant. Underline the things the customer orders.**

The Beach Café

Margherita pizza	£7.95
Burger and chips	£6.50
Cheeseburger and chips	£8.00
Tuna salad	£6.75
Mixed salad	£4.00
Apple pie with cream	£3.50
Fruit salad with ice cream	£4.00
Bottle of beer	£3.25
Bottle of still mineral water	£2.00
Bottle of sparkling mineral water	£2.00
Coffee	£2.50

b Listen again. Check your answers to 2a. How much is the bill?

_____

/5

3 CD2 31 **Listen to Rick and Patty talk about their weekends. Are these sentences true (T) or false (F)?**

1 Patty went to a wedding last weekend. *T*
2 The wedding was in France.
3 About 300 people were at the wedding.
4 She went to the wedding with her husband.
5 They stayed with some friends.
6 Rick went to the cinema on Saturday evening.
7 He didn't enjoy the film.
8 On Sunday he went to his parents' house for lunch.
9 He went for a run on Sunday afternoon.

/8

4 Fill in the gaps with these verbs.

~~send~~ charge read have get download use chat

1 I *send* lots of emails every day.
2 I never _____ videos onto my computer.
3 Does that café _____ WiFi?
4 We often _____ to our friends online.
5 I _____ the internet every day.
6 Do you _____ blogs on the internet?
7 I'm sorry. I didn't _____ your email.
8 Don't forget to _____ your phone before you go to bed.

/7

5 Choose the correct words.

1 Did you watch *a*/*the* news last night?
2 I went to Poland two years *last*/*ago*.
3 Mozart was born *in*/*in the* eighteenth century.
4 What did you do *in*/*last* weekend?
5 My brother got married *in*/*on* July.
6 We were at home *in*/*last* night.
7 I went to *a*/*the* cinema at *a*/*the* weekend.
8 My daughter wants *a*/*the* new computer.
9 I work in *a*/*the* shop in London. *A*/*The* shop is in Bond Street.

/10

6 Make these sentences negative.

1 I went to the cinema last night.
I didn't go to the cinema last night.
2 They became very rich.
_____
3 He was late for the lesson.
_____
4 We had a good meal at the hotel.
_____
5 I bought a new dress for the party.
_____
6 Sarah put her bag under the table.
_____
7 She studied English at university.
_____
8 They were at home last night.
_____

/7

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7 Make questions with these words.

1 the football / he / Did / yesterday / watch ?
Did he watch the football yesterday?
2 the / morning / this / you / Did / news / see ?
_____
_____
3 year / conference / Were / at / the / they / last ?
_____
_____
4 weekend / last / Did / play / Harry / tennis ?
_____
_____
5 last / nice / a / night / time / have / Did / they ?
_____
_____
6 sister / Was / holiday / on / last / week / your ?
_____
_____ 10

8 Write positive and negative short answers for the questions in 7.

1	*Yes, he did.*	*No, he didn't.*
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____ 5

9 Choose the correct words.

1 *Can*/*Could* you download music ten years ago?
2 You *can*/*could* buy laptops in the nineties.
3 I *can*/*can't* take photos with my mobile – it's really easy.
4 People *could*/*couldn't* watch colour TV in the 1920s.
5 I *can*/*can't* send you a text because I *can*/*can't* find my phone! 5

10 Fill in the gaps in the conversations with these words.

~~Did~~ isn't see good happened joking terrible

1 A *Did* you hear about the accident?
B No, I didn't. What _____ ?
2 A Did you _____ the news last night?
B No, I went to the cinema.
3 A Sue won the lottery last night.
B You're _____ !
4 A Did you hear about the railway accident?
B Yes, _____ it awful?
5 A Anne and Tom were in a car accident yesterday.
B Oh no, that's _____ .
6 A They found that missing dog yesterday.
B Oh, that's _____ . 6

11 Write the Past Simple forms of these verbs.

1	die *died*	6	say _____
2	buy _____	7	crash _____
3	find _____	8	tell _____
4	save _____	9	lose _____
5	put _____	10	sail _____ 9

12 Tick the correct sentences. Change the incorrect sentences.

1 We've got two ~~childs~~. *children*
2 I haven't got any brothers or sisters. ✓
3 My brother watches a lot of DVDs.
4 What would you like drinking?
5 Where do your parents lives?
6 I went for a run last Sunday.
7 My grandfather don't like football.
8 Where did your uncle born?
9 I love listen to the radio.
10 What time you did get up today?
11 I always get up early on Sundays. 9

13 Fill in the gaps in this email.

To Laura

Hi Laura
How are you? Did you go [1] *to* Steven's party? [2]_____ it good? I stayed [3]_____ home that weekend because I was ill. I [4]_____ a really boring film on TV [5]_____ Saturday night and I went [6]_____ bed early.
Anyway, I've got a new job! I'm a manager in a bookshop and I've [7]_____ my own office. I usually work six days a week, but I [8]_____ work on Sundays because the bookshop is closed. I really like the job and the people here [9]_____ very friendly. [10]_____ boyfriend Richard [11]_____ in a bank near my shop, so I often meet [12]_____ for lunch or we go [13]_____ a drink after work. Write to me soon!

Lots of love Fiona

12

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7 Progress Test 25 minutes

Name Score /50

1 Fill in the gaps with the correct form of *there is/there are*.

A [1] *Is there* a lot to see in Cambridge?
B Yes, [2]_____ . Cambridge is a beautiful place. [3]_____ a very old university and [4]_____ students from a lot of different countries. [5]_____ also an interesting market every day and it's easy to walk around because [6]_____ any cars in the market square.
A [7]_____ an airport near Cambridge?
B Yes, Stansted is only half an hour away and [8]_____ a bus and train station in the city.
A And [9]_____ any beaches near Cambridge?
B No, [10]_____ .

/9

2 Choose the correct words.

1 Does he wear @/*any* hat?
2 Have you got *a/any* shorts?
3 I haven't got *any/some* money.
4 I want to buy *some/a* jeans.
5 I'd like *a/some* bread, please.
6 There aren't *any/some* tissues.
7 *How much/How many* people are there?
8 *How much/How many* milk have we got?
9 A Can I have some envelopes?
  B Do you want these *one/ones*?
10 A Which magazine would you like?
  B This *one/ones*, please.

/9

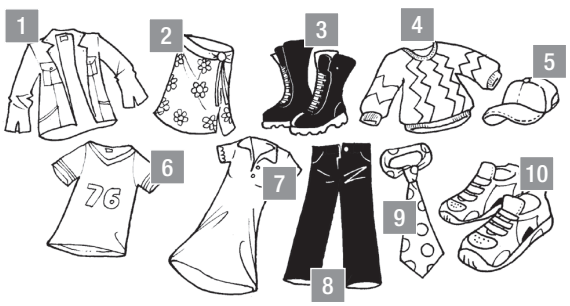
3 Read the email and complete the words.

To Mum

Dear Mum and Dad
Jenny and I are in our new flat, and it's great! There are five rooms, a [1]k*itchen* , a bathroom, a very big [2]l_____ r_____ and two bedrooms. There's some [3]f_____ in the flat as well. There's a sofa and two [4]a_____ in the main room, and in one of the bedrooms there's a [5]d_____ b_____ and a desk. In the bathroom there's a bath and a [6]s_____ . And in the kitchen there's a [7]f_____ and a very old [8]w_____ m_____ , but there isn't a [9]c_____ .
Can we come for dinner on Sunday?!
Love Ian

/8

4 Write the clothes.



1 *a jacket*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

/9

5 Write the shops.

1 You buy books in a b*ookshop* .
2 You buy meat in a b_____ .
3 You can buy aspirin in a c_____ .
4 You buy bread in a b_____ .
5 You can buy stamps in a p_____ o_____ .
6 You can buy a newspaper at a k_____ or in a n_____ .
7 You buy food in a s_____ .
8 You can buy a lamp in a d_____ s_____ .

/8

6 Read this conversation in a newsagent's. Fill in the gaps.

A Hello, can I [1] *help* you?
B Yes, [2]_____ you got [3]_____ maps of London?
A Yes, they're over there, by the magazines.
B Oh, yes. [4]_____ have this one, please.
A Anything else?
B Yes, how [5]_____ are those big bottles of water?
A They're £1.20.
B OK, [6]_____ I have two, please?
A That's £7.10.
B [7]_____ you are.
A Thanks. And here's your change. Bye.
B Thanks for your [8]_____ . Goodbye.

/7

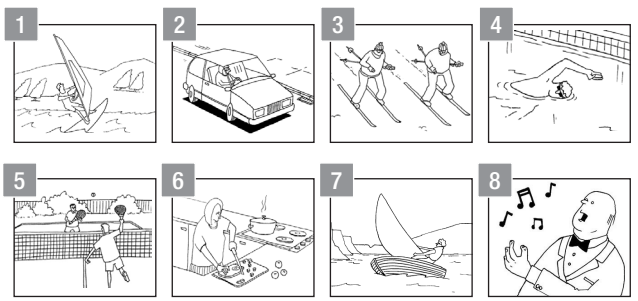
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8 Progress Test 25 minutes

Name Score /50

1 Complete these sentences about the pictures. Use the Present Continuous.



1 He*'s windsurfing* .
2 She_____ .
3 They_____ .
4 He_____ .
5 They_____ .
6 She_____ .
7 He_____ .
8 He_____ .

/7

2 Read about the Lee family. Put the verbs in brackets in the Present Continuous or the Present Simple.

Mr Lee [1] *is working* (work) in the garden. His son, Dan, usually [2]_____ (like) helping his father but he [3]_____ (learn) his French verbs at the moment. Dan's brother, Ned, [4]_____ (go) to the office on Saturdays, but he [5]_____ (not work) today. He's on holiday with some friends. They [6]_____ (go) to Turkey every year. Dan and his sister, Ann, are in the kitchen.

DAN What [7]_____ you _____ (do)?
ANN I [8]_____ (make) a pizza for lunch.
DAN Great! What [9]_____ Mum _____ (do)?
ANN She's in town.
DAN Really? But she [10]_____ usually _____ (not go) shopping on Saturday.
ANN No, but she [11]_____ (buy) a special present for someone today.

/10

3 Write these travelling verbs and phrases in a different way.

1 go by bus *take the bus*
2 drive _____
3 fly _____
4 go by train _____
5 walk _____
6 cycle _____
7 go by ferry _____
8 go by tube _____

/7

4 Complete the words in these sentences.

1 Did you write that r*eport* for me?
2 It's a good idea to take n_____ in class.
3 Did Mr Tamada s_____ the contract?
4 I'm sorry, Rob isn't here. Can I take a m_____ ?
5 The new café had 17 c_____ on the first day.
6 When I'm in the office I go to lots of m_____ every day.

/5

5 Choose the correct answers.

IAN Hello, Ian Harris [1]*speaks/(speaking.)*
LISA Hi. [2]*I'm/It's* Lisa. [3]*Can/Do* I speak [4]*to/at* Amy?
IAN [5]*Hold/Wait* on a moment. I'll get her.
AMY Hi, Lisa. I [6]*got/get* your message this morning.
LISA Good. Shall we go out for a meal this evening?
AMY I'm not sure. [7]*I'll/I want to* call you [8]*back/again* later.
LISA OK. Or I can [9]*speak/call* you [10]*at/on* your mobile at about 7.

/9

6 Tick the correct sentences. Change the underlined words in the incorrect sentences.

1 I'd like to speak English ~~fluent~~ *fluently*.
2 She's a beautifully dancer.
3 Why does he always talk so quiet?
4 I'm a very bad cook.
5 They play tennis quite good.
6 Hassan does his homework very carefully.
7 My children work very hardly at school.
8 He's a very fast driver.

/7

7 Choose the correct answers.

1 Can you swim?
(a) Yes, I can. **b** No, I can. **c** Yes, I can't.
2 Are you working at the moment?
a Yes, I work. **b** No, I'm not. **c** Yes, I'm.
3 What do you do?
a I'm cooking. **b** Fine, thanks. **c** I'm an actor.
4 Are we leaving now?
a Yes, we're. **b** No, we're not. **c** Yes, are we.
5 How do you get to work?
a I usually go by train. **b** I usually take train.
c I go usually by train.
6 Can he speak Spanish?
a Yes, he speaks it good. **b** Yes, he can speak it.
c Yes, he speaks it very well.

/5

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9 Progress Test 25 minutes

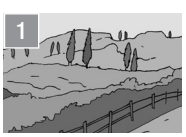
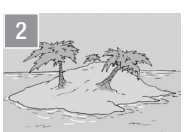
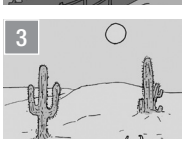
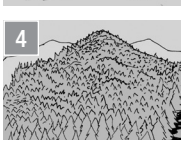
Name Score 50

1 Choose the correct words/phrases.

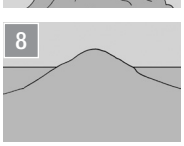
LIZ Did you [1]*have*/*get* a good time in Sydney?
BOB Yes, I did, thanks. I [2]*rented/stayed* in a nice hotel and I [3]*went/went on* sightseeing every day. I think I [4]*went on/went to* every museum!
LIZ Did you [5]*rent/go* a car?
BOB No, I didn't, I travelled [6]*by/with* public transport. But on the first day I [7]*went on/went to* a guided tour – that was very interesting.
LIZ What else did you do?
BOB I [8]*went/went to* the beach a lot. And on the last day I [9]*rented/travelled* a boat and [10]*went/went on* diving. That was fantastic!
LIZ It sounds great! I want to [11]*go on/go to* holiday soon!

10

2 Write these words for natural places.





1 the c*ountryside*
2 an i_____
3 the d_____
4 a f_____
5 a l_____
6 a m_____
7 a r_____
8 a h_____

7

3 Write the comparatives.

1 small *smaller*
2 expensive _____
3 hot _____
4 old _____
5 crowded _____
6 bad _____
7 interesting _____
8 happy _____
9 difficult _____
10 big _____

9

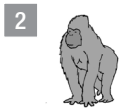
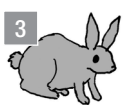
4 Fill in the gaps in these sentences. Use the infinitive of purpose of these verbs.

~~visit~~ have go learn buy see ask

1 I went to Paris last summer *to visit* the Louvre.
2 She's going to Berlin _____ German.
3 We drove to the beach _____ a picnic.
4 Sally went to the shops _____ a new coat.
5 They went to the zoo _____ the lions.
6 I phoned Ali _____ about our homework.
7 We go to Switzerland _____ skiing.

6

5 Write the animals.






1 *a lion*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

7

6 Read the conversation. Put the verbs in brackets in the correct form.

JO What do you want [1]*to do* (do) tomorrow?
ED I'd like [2]_____ (go) for a walk.
JO Great. And we can have lunch in a pub.
ED Sorry, I don't really like [3]_____ (go) to pubs. I'd rather [4]_____ (have) a picnic.
JO Yes, that's a good idea. So we need [5]_____ (buy) some food before we leave.
ED And we decided [6]_____ (go) to the museum on Thursday. I really enjoy [7]_____ (walk) around museums.
JO OK. And Friday's our last day, so I'd love [8]_____ (go) to the beach.
ED Yes, good idea. Would you like [9]_____ (go) on a boat trip?
JO Not really. I love [10]_____ (swim), but I hate [11]_____ (travel) on boats.
ED OK. let's stop [12]_____ (talk) and go to the beach now!

11

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10 Progress Test 25 minutes

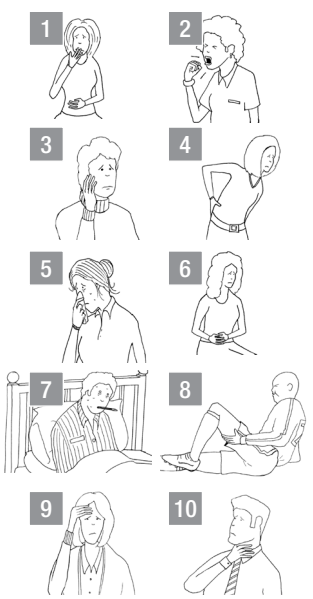
Name Score /50

1 Choose the correct verbs in these sentences.

1 I go to the gym to *get*/*spend*/*do* fit.
2 I always *have*/*take*/*carry* the lift at work.
3 We *do*/*spend*/*get on* some exercise every day.
4 Can you *spend*/*get on*/*carry* this bag for me?
5 My dad *does*/*gets off*/*washes* the car every Sunday.
6 You shouldn't *do*/*have*/*get* stressed about work.
7 I *do*/*have*/*spend* a shower every morning.
8 I *carry*/*spend*/*wash* a lot of time with my brother.
9 Why don't you *get on*/*get off*/*take* the bus and walk?

/8

2 Fill in the gaps with the correct health problems.



1 She f*eels* s*ick*.
2 She's got a c_____ .
3 He's got t_____ .
4 Her b_____ h_____ .
5 She's got a c_____ .
6 She's got a s_____ a_____ .
7 He's got a t_____ .
8 His l_____ h_____ .
9 She's got a h_____ .
10 He's got a s_____ t_____ .

/9

3 Make questions with these words.

1 usually / do / weekend / you / do / at / What / the ?
What do you usually do at the weekend?
2 fish / twice / Do / week / usually / you / a / eat ?
_____
3 often / than / a / I / 60 / work / more / hours / week .
_____
4 exercise / times / should / a / You / four / do / week .
_____
5 you / How often / go / do / the / to / gym ?
_____
6 you / eat / day / How many / biscuits / do / every ?
_____

/10

4 Choose the correct words/phrases.

CHRIS Hi, Jill. What's [1]*wrong*/*matter*? Are you [2]*wrong*/*OK*?
JILL No, I'm not. [3]*I'm*/*I feel* terrible.
CHRIS [4]*What's*/*What* the matter?
JILL I feel sick.
CHRIS [5]*Oh, great*/*Oh, dear*. You [6]*should*/*shouldn't* be at work today. You [7]*should*/*shouldn't* take the day off.
JILL I can't. I've got an important meeting this morning.
CHRIS Well, [8]*you shouldn't*/*why don't you* go home after lunch?
JILL That's a good idea.
CHRIS I [9]*think*/*hope* you get better soon.

/8

5 Choose the correct words.

1 He's got *long hair*/*hair long*.
2 He's got a very bad *ill*/*illness*.
3 My mother's got dark *hair*/*hairs*.
4 It's a very *wind*/*windy* day today.
5 I don't go out in the *sun*/*sunny* very much.
6 My son never helps me. He's very *kind*/*lazy*.
7 She's very *selfish*/*reliable*. She only thinks about her life, not other people's.
8 I think you should stay *at*/*in* bed.
9 *Don't*/*Not* go to work tomorrow.
10 *He's*/*He's got* bald.

/9

6 Make questions with *like*, *like doing* or *look like* for these answers.

1 A *What are they like* ?
B They're very generous.
2 A _____ ?
B He likes going to the gym and playing tennis.
3 A _____ ?
B She's quite tall and slim with blonde hair.
4 A _____ ?
B He's very funny but he's not very generous.
5 A _____ ?
B I love going to the cinema and watching TV.
6 A _____ ?
B They've got long blonde hair and blue eyes.
7 A _____ ?
B She's very friendly and outgoing.

/6

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11 Progress Test 25 minutes

Name Score /50

1 Complete these sentences about these people's plans. Use the correct form of *be going to* and the verbs in the box.

~~do~~ move (x2) not have get (x2) lose (x2) not eat do (x2) start revise pass

1 A What *are* you *going to do* this year?
B I _____ a new job.
2 Alan _____ a holiday this summer because he _____ house in July.
3 This year I _____ fit and I _____ seven kilos!
4 My exam's tomorrow. I _____ for it tonight, but I don't think I _____ .
5 A Tell me, Alice, how _____ your husband _____ weight?
B He _____ more exercise and he _____ chocolate cake!
6 A When _____ your son _____ school?
B Next year, when he's five.
7 A _____ Ali and Deniz _____ an English course next year?
B No, they _____ to England instead!

/13

2 Choose the correct word.

1 At the end of the road *turn*/*take* left.
2 John moved *to*/*in* Canada last year.
3 Do you *do*/*make* some exercise every week?
4 I *passed*/*failed* my exam. I'm very happy!
5 Did you *have*/*get* fun last night?
6 She didn't work very *hard*/*less* for her exam.
7 Where did you *find*/*get* your degree?
8 I think you should stop *doing*/*eating* sweet things.
9 When are you going to *leave*/*revise* university?
10 I need to *get*/*pass* some qualifications so I can get a good job.

/9

3 Fill in the gaps with the correct form of *book, stay, rent* or *get*.

1 How much is it to *stay* in that hotel?
2 He phoned the restaurant and _____ a table.
3 My cousin _____ married two weeks ago.
4 When Carol was on holiday in Spain she _____ a car for a week.
5 Mike _____ with me for three weeks last May.
6 Can you tell me how to _____ to your place?
7 We want to _____ a flat in London for a year.
8 I always _____ flights and hotel rooms online.
9 We _____ at home last weekend.

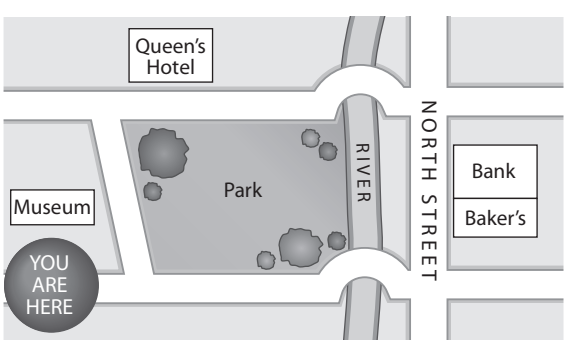
/8

4 Choose the correct answers.

1 I'm going *to move*/*moving* to Japan in July.
2 *I might*/*I'm going to* go to Australia next year, but I'm not sure.
3 What *you are going*/*are you going* to do this summer?
4 *We not going*/*We aren't going* swimming later.
5 A Are you going camping this year?
B *No, I'm not*/*Yes, I going*.
6 We might *watch*/*to watch* a film this evening.
7 *You going*/*Are you going* to do a Spanish course this year?
8 We decided last night. *We might*/*We're going to* move house next year.
9 *He might*/*He's going to* come later, but he's very busy.

/8

5 Look at the map. Then fill in gaps 1–13.



A [1] *Excuse* me. Is there a bank [2]_____ here?
B Yes, [3]_____ one in North Street. Go [4]_____ this road and go [5]_____ the bridge. Then turn left – that's North Street. The bank is [6]_____ your right, [7]_____ a baker's.

A Excuse me. How do I [8]_____ to the Queen's Hotel?
B Go [9]_____ this road and turn left. Then go [10]_____ the museum and turn [11]_____ . The Queen's Hotel is [12]_____ the park. You can't [13]_____ it.

/12

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12 Progress Test 50 minutes

Name Score /100

1 CD3 55 **Harry moved into a new flat last week. Listen to his conversation with his sister, Keira. Are these sentences true (T) or false (F)?**

1 Harry moved into the flat yesterday. *F*
2 The flat has got two bedrooms.
3 There isn't a sofa in the living room.
4 There are two double beds in the flat.
5 There's a desk in one of the bedrooms.
6 The station is about 15 minutes away.
7 There aren't any shops near the flat.
8 There's a park near the station.
9 Keira is going to see the flat on Sunday.

/8

2 CD3 55 **Harry is shopping in town. Listen to his conversation with a sales assistant. Fill in the gaps in these sentences.**

1 Harry is in a *department store* .
2 He buys a small _____ for £_____ .
3 He also buys two _____ .
4 They're £_____ each.
5 The sofas are on the _____ floor.

/5

3 CD3 55 **Listen to Keira talk to her friend Neil about holidays. Choose the correct words.**

1 Keira *(is)/isn't* going on holiday this summer.
2 Neil went to Turkey *this/last* year.
3 He went with a friend from *work/university*.
4 They went to the beach every *morning/afternoon*.
5 They stayed *in a hotel/with friends*.
6 They travelled around by *car/bus*.
7 On the last day they went to *a lake/the mountains*.
8 Neil *has/hasn't* got a guide book of Turkey.

/7

4 **Choose the correct word.**

JOE [1]*(Have)/Has* you got your passport?
KIM Yes, I [2]*have/have got*, thanks.
JOE Well, have a good [3]*fly/trip*.
KIM Thanks, I [4]*will/have*.
JOE Don't [5]*forget/remember* to send [6]*we/us* a text when you get there.
KIM Yes, of course.
JOE OK, see you [7]*on/in* a month.
KIM Yes, see you. Bye!

/6

5 **Correct these sentences.**

1 Did you ~~put~~ *pack* your bags yourself?
2 Did you have a nice fly?
3 Passengers should go to door number forty-one.
4 Can I have a window chair, please?
5 Have you got any hand luggages?
6 This is your board pass.
7 Show your ticket at the check-out desk.

/6

6 **Write the comparative and superlative forms of these adjectives.**

	comparative	superlative
1 long	*longer*	*longest*
2 thin		
3 difficult		
4 bad		
5 nice		
6 boring		
7 good		
8 noisy		

/7

7 **Choose the correct answers.**

1 I'm quite tall, but my brother's *(taller)/tallest*.
2 Who's the *more intelligent/most intelligent* person in your class?
3 Wow! That's the *more expensive/most expensive* watch I've ever seen!
4 My sister is two years *younger/youngest* than me.
5 I met the *more beautiful/most beautiful* girl today.
6 Is your brother *shorter/shortest* than you?
7 The bar was *more crowded/most crowded* than usual.
8 We stayed in the island's *older/oldest* hotel.
9 My wife always gets up *earlier/earliest* than me.

/8

8 **Put the verbs in brackets in a–g in the Present Perfect or the Past Simple.**

a I [1]*'ve* never *stayed* (stay) in a five-star hotel but I [2]_____ (work) in one when I was a student.
b Robert [3]_____ (write) some excellent science-fiction stories. He [4]_____ (win) a prize for one last week.

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Instructions p238

c My husband [5]_____ never _____ (go) to Egypt, but I [6]_____ (go) there last month.

d A [7]_____ you ever _____ (meet) a famous musician?
B Yes, I [8]_____ (have) dinner with Sting before he was famous!

e A [9]_____ you _____ (watch) that Japanese film on TV last night?
B No, I [10]_____ never _____ (see) a Japanese film in my life.

f A [11]_____ you ever _____ (live) in another country?
B Yes, I [12]_____ (live) in Mexico when I [13]_____ (be) a child.

g A When [14]_____ your father _____ (stop) work?
B About two years ago, when he [15]_____ (be) sixty-five.

14

9 Read Julia's email. Put the verbs in brackets in the Present Simple, Present Continuous, Past Simple or Present Perfect.

To Roberto

Hi Roberto
How [1] *are* (be) you? I hope you're OK. At the moment I [2]_____ (sit) in a café near Oxford Street. I [3]_____ (arrive) in London two days ago and I [4]_____ (want) to do an English course for a month. [5]_____ you ever _____ (go) to London? It's an amazing city, but I [6]_____ (not understand) the people very well – the problem is they [7]_____ (talk) very fast. I'm here with one of my cousins, Javier. You [8]_____ (meet) him last year when you [9]_____ (come) to my party. He [10]_____ (do) some shopping in Oxford Street at the moment because he [11]_____ (need) to buy a new coat. Javier [12]_____ (visit) London a couple of times for work, so he [13]_____ (know) a lot of good places to go. Last night we [14]_____ (go) to a concert in Camden and [15]_____ (see) a new band called the Love Doctors – it [16]_____ (be) great!
Well, my phone [17]_____ (ring) – it's probably Javier. I'll write again soon.
Love Julia

16

10 Choose the correct answers.

1 It's a very ___ day today.
a rain (b) windy c cloud

2 Frederick doesn't like travelling ___ plane.
a in b by c with

3 My ___ , Alex, is my father's brother.
a aunt b cousin c uncle

4 My aunt's very ___ . She often gives me money.
a selfish b outgoing c generous

5 I usually have a ___ for lunch.
a sandwich b toast c soup

6 Go ___ the bridge and turn right.
a along b over c next to

7 Mark is a very ___ driver. He drives too fast.
a safe b noisy c dangerous

8 I went to visit a ___ last week.
a customer b contract c meeting

9 I usually buy my meat in the ___ in my road.
a baker's b butcher's c chemist's

10 ___ did you stay in the USA?
a How long b How much c How many

11 Would you like to go ___ a drink?
a for b to c on

10

11 Choose the correct verb in these sentences.

1 How often do you *go/(do)/have* sport?
2 When did you last *take/make/revise* an exam?
3 My brother Simon *has/is/have* twenty years old.
4 How often do you *go/make/have* shopping?
5 I never *make/do/take* photos.
6 We should *rent/book/do* a table at the restaurant.
7 Can you *drive/fly/cycle* a car?

6

12 Tick the correct spelling. Correct the wrong words.

1 difficult ✓
2 sutcase *suitcase*
3 musican _____
4 brekfast _____
5 swimming _____
6 biscits _____
7 sausages _____
8 sanwich _____
9 chocolate _____
10 fridge _____
11 mountins _____
12 colege _____
13 message _____
14 atractive _____
15 toothache _____
16 beatiful _____

7

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