SECOND EDITION

face2face

Pre-intermediate Teacher's Book

Chris Redston & Jeremy Day with Gillie Cunningham

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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 Pre-intermediate Student's Book reviews CEFR A2 and takes students well into B1 (see p14–p19).

face2face Second edition Pre-intermediate Components

Student's Book

The **Student's Book** provides 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

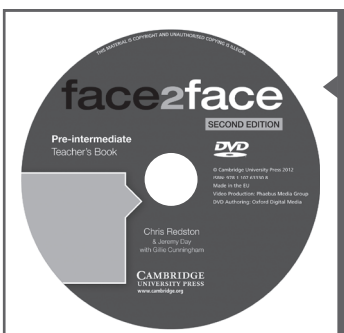
Visit www.cambridge.org/elt/face2face for bilingual Word Lists, sample materials, full details of how **face2face** covers the language areas specified by the CEFR and much more!

New Features of face2face Second edition Pre-intermediate

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

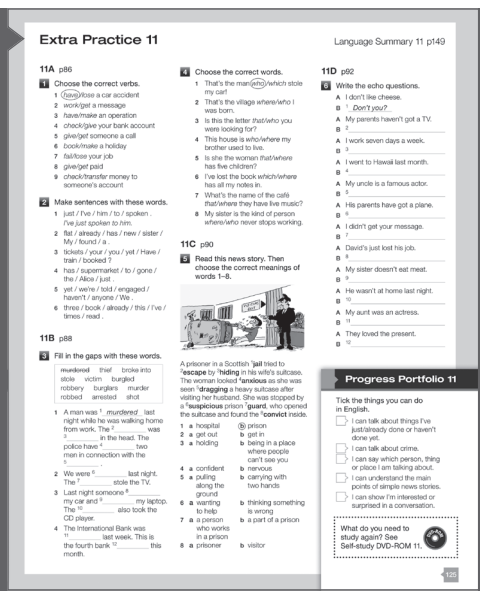
3 **a** VIDEO 7 CD2 40 Look at the photo. Then watch or listen to three guests making complaints to the receptionist. What problems do they have?

b Watch or listen again. What are the receptionist's solutions to each guest's problems?



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.



Extra Practice 11

Language Summary 11 p149

11A p86

1 Choose the correct verbs.
1 have/chose a car accident
2 work/get a message
3 have/make an operation
4 check/give your bank account
5 give/get someone a call
6 book/make a holiday
7 fail/lose your job
8 give/get paid
9 check/transfer money to someone's account

2 Make sentences with these words.
1 just / I've / him / to / spoken . I've just spoken to him.
2 flat / already / has / new / sister / My / found / a .
3 tickets / your / you / yet / Have / train / booked ?
4 has / supermarket / to / gone / the / Alice / just .
5 yet / we're / told / engaged / haven't / anyone / We .
6 three / book / already / this / I've / times / read .

11B p88

3 Fill in the gaps with these words.
murdered thief broke into stole victim burgled robbery burglars murder robbed arrested shot
1 A man was 1 murdered last night while he was walking home from work. The 2 _____ was 3 _____ in the head. The police have 4 _____ two men in connection with the _____.
2 We were 6 _____ last night. The 7 _____ stole the TV.
3 Last night someone 8 _____ my car and 9 _____ my laptop. The 10 _____ also took the CD player.
4 The International Bank was 11 _____ last week. This is the fourth bank 12 _____ this month.

4 Choose the correct words.
1 That's the man(who)/which stole my car!
2 That's the village where/who I was born.
3 Is this the letter that/who you were looking for?
4 This house is who/where my brother used to live.
5 Is she the women that/where has five children?
6 I've lost the book which/where has all my notes in.
7 What's the name of the café that/where they have live music?
8 My sister is the kind of person where/who never stops working.

11C p90

5 Read this news story. Then choose the correct meanings of words 1–8.

A prisoner in a Scottish 1jail tried to 2escape by 3hiding in his wife's suitcase. The woman looked 4anxious as she was seen 5dragging a heavy suitcase after visiting her husband. She was stopped by a 6suspicious prison 7guard, who opened the suitcase and found the 8convict inside.

1 a hospital b prison
2 a get out b get in
3 a holding b being in a place where people can't see you
4 a confident b nervous
5 a pulling along the ground b carrying with two hands
6 a wanting to help b thinking something is wrong
7 a a person who works in a prison b a part of a prison
8 a prisoner b visitor

11D p92

6 Write the echo questions.
A I don't like cheese.
B 1 Don't you?
A My parents haven't got a TV.
B 2 _____
A I work seven days a week.
B 3 _____
A I went to Hawaii last month.
B 4 _____
A My uncle is a famous actor.
B 5 _____
A His parents have got a plane.
B 6 _____
A I didn't get your message.
B 7 _____
A David's just lost his job.
B 8 _____
A My sister doesn't eat meat.
B 9 _____
A He wasn't at home last night.
B 10 _____
A My aunt was an actress.
B 11 _____
A They loved the present.
B 12 _____

Progress Portfolio 11

Tick the things you can do in English.
- I can talk about things I've just/already done or haven't done yet.
- I can talk about crime.
- I can say which person, thing or place I am talking about.
- I can understand the main points of simple news stories.
- I can show I'm interested or surprised in a conversation.

What do you need to study again? See Self-study DVD-ROM 11.

125

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.

HELP WITH PRONUNCIATION The letter *g*

1 CD2 15 Listen and notice two ways we say the letter *g*. Listen again and practise.

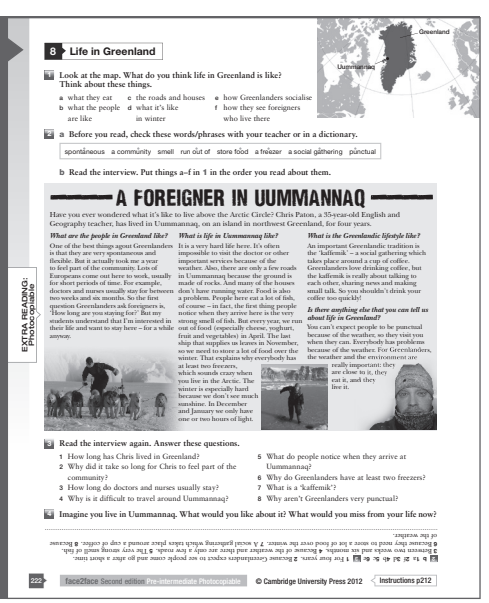
1 /g/ game give good argue grandfather
2 /dʒ/ gym strange energy generally

2 **a** Work in pairs. Match the letter *g* in these words with sounds 1 or 2 in **1**.

gorilla *1* agency green gig intelligent
angry dangerous degree hungry
Argentina August Egypt guitarist
generous orange graduate

b CD2 16 Listen and check. Listen again and practise. How do we usually say the letter *g* before: *e* and *y*? other letters?

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



EXTRA READING Photocopiable

8 Life in Greenland

1 Look at the map. What do you think life in Greenland is like? Think about these things.
a what they eat
b what the people are like
c the roads and houses
d what it's like in winter
e how Greenlanders socialise
f how they see foreigners who live there

2 a Before you read, check these words/phrases with your teacher or in a dictionary.
spontaneous a community smell run out of store food a freezer a social gathering punctual

b Read the interview. Put things a–f in 1 in the order you read about them.

A FOREIGNER IN UUMMANNAQ

Have you ever wondered what it's like to live above the Arctic Circle? Chris Paton, a 35-year-old English and Geography teacher, has lived in Uummannaq, on an island in northwest Greenland, for four years.

What are the people in Greenland like?
One of the best things about Greenlanders is that they are very spontaneous and flexible. But it actually took me a year to feel part of the community. Lots of Europeans come out here to work, usually for short periods of time. For example, doctors and nurses usually stay for between two weeks and six months. So the first question Greenlanders ask foreigners is, 'How long are you staying for?' But my students understand that I'm interested in their life and want to stay here – for a while anyway.

What is life in Uummannaq like?
It is a very hard life here. It's often impossible to visit the doctor or other important services because of the weather. Also, there are only a few roads in Uummannaq because the ground is made of rocks. And many of the houses don't have running water. Food is also a problem. People here eat a lot of fish, of course – in fact, the first thing people notice when they arrive here is the very strong smell of fish. But every year, we run out of food (especially cheese, yoghurt, fruit and vegetables) in April. The last ship that supplies us leaves in November, so we need to store a lot of food over the winter. That explains why everybody has at least two freezers, which sounds crazy when you live in the Arctic. The winter is especially hard because we don't see much sunshine. In December and January we only have one or two hours of light.

What is the Greenlandic lifestyle like?
An important Greenlandic tradition is the 'kaffemik' – a social gathering which takes place around a cup of coffee. Greenlanders love drinking coffee, but the kaffemik is really about talking to each other, sharing news and making small talk. So you shouldn't drink your coffee too quickly!

Is there anything else that you can tell us about life in Greenland?
You can't expect people to be punctual because of the weather, so they visit you when they can. Everybody has problems because of the weather. For Greenlanders, the weather and the environment are really important: they are close to it, they eat it, and they live it.

3 Read the interview again. Answer these questions.
1 How long has Chris lived in Greenland?
2 Why did it take so long for Chris to feel part of the community?
3 How long do doctors and nurses usually stay?
4 Why is it difficult to travel around Uummannaq?
5 What do people notice when they arrive at Uummannaq?
6 Why do Greenlanders have at least two freezers?
7 What is a 'kaffemik'?
8 Why aren't Greenlanders very punctual?

4 Imagine you live in Uummannaq. What would you like about it? What would you miss from your life now?

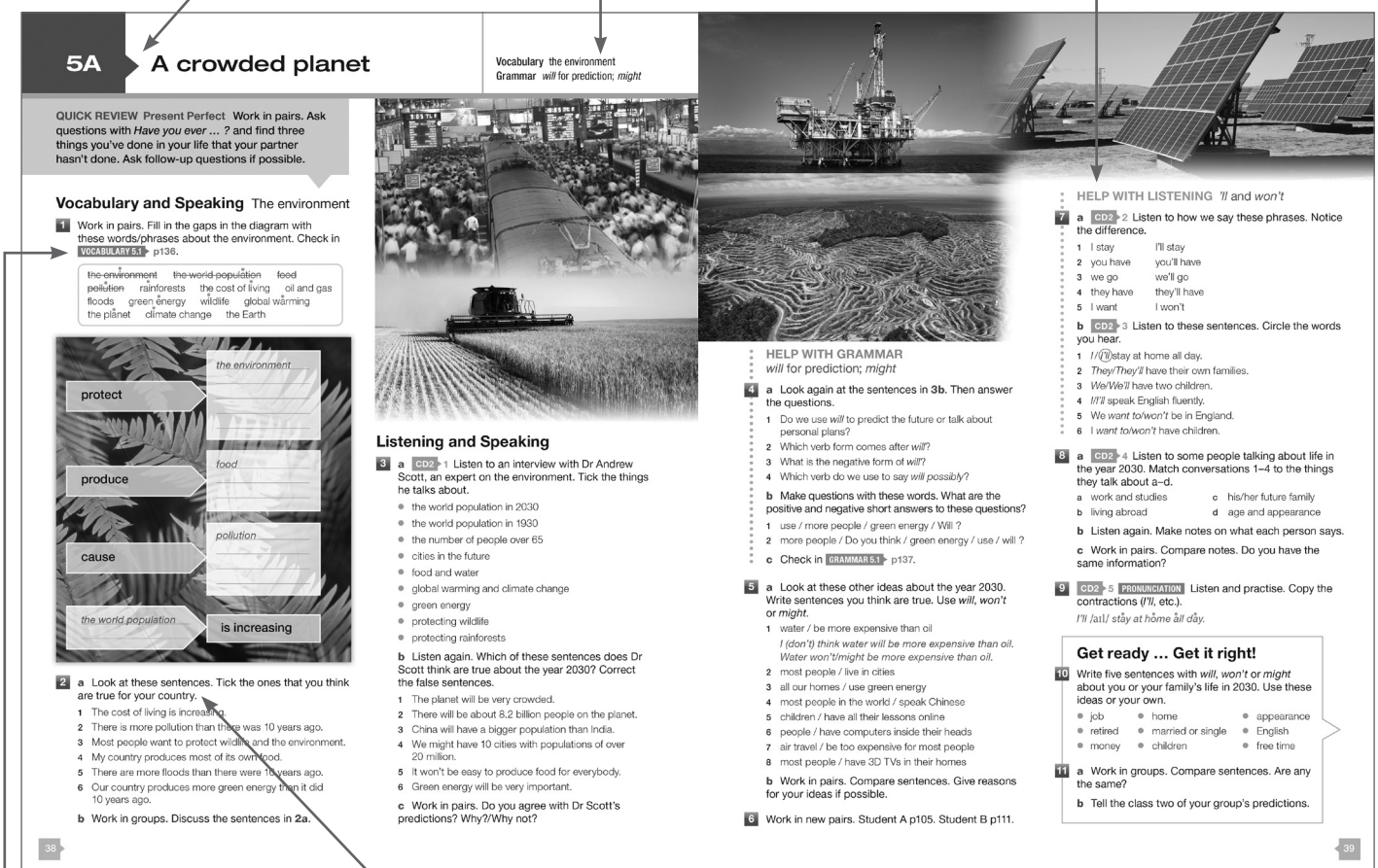
222 face2face Second edition Pre-intermediate Photocopiable © Cambridge University Press 2012 Instructions p212

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.



5A **A crowded planet**

Vocabulary the environment
Grammar *will* for prediction; *might*

QUICK REVIEW Present Perfect Work in pairs. Ask questions with *Have you ever ... ?* and find three things you've done in your life that your partner hasn't done. Ask follow-up questions if possible.

Vocabulary and Speaking The environment

1 Work in pairs. Fill in the gaps in the diagram with these words/phrases about the environment. Check in VOCABULARY 5.1 p136.

the environment · the world population · food · pollution · rainforests · the cost of living · oil and gas · floods · green energy · wildlife · global warming · the planet · climate change · the Earth

protect — the environment
produce — food
cause — pollution
the world population — is increasing

2 **a** Look at these sentences. Tick the ones that you think are true for your country.

1 The cost of living is increasing.
2 There is more pollution than there was 10 years ago.
3 Most people want to protect wildlife and the environment.
4 My country produces most of its own food.
5 There are more floods than there were 10 years ago.
6 Our country produces more green energy than it did 10 years ago.

b Work in groups. Discuss the sentences in **2a**.

Listening and Speaking

3 **a** CD2 1 Listen to an interview with Dr Andrew Scott, an expert on the environment. Tick the things he talks about.

- the world population in 2030
- the world population in 1930
- the number of people over 65
- cities in the future
- food and water
- global warming and climate change
- green energy
- protecting wildlife
- protecting rainforests

b Listen again. Which of these sentences does Dr Scott think are true about the year 2030? Correct the false sentences.

1 The planet will be very crowded.
2 There will be about 8.2 billion people on the planet.
3 China will have a bigger population than India.
4 We might have 10 cities with populations of over 20 million.
5 It won't be easy to produce food for everybody.
6 Green energy will be very important.

c Work in pairs. Do you agree with Dr Scott's predictions? Why?/Why not?

HELP WITH GRAMMAR
will for prediction; *might*

4 **a** Look again at the sentences in **3b**. Then answer the questions.

1 Do we use *will* to predict the future or talk about personal plans?
2 Which verb form comes after *will*?
3 What is the negative form of *will*?
4 Which verb do we use to say *will possibly*?

b Make questions with these words. What are the positive and negative short answers to these questions?

1 use / more people / green energy / Will ?
2 more people / Do you think / green energy / use / will ?

c Check in GRAMMAR 5.1 p137.

5 **a** Look at these other ideas about the year 2030. Write sentences you think are true. Use *will*, *won't* or *might*.

1 water / be more expensive than oil
I (don't) think water will be more expensive than oil.
Water won't/might be more expensive than oil.
2 most people / live in cities
3 all our homes / use green energy
4 most people in the world / speak Chinese
5 children / have all their lessons online
6 people / have computers inside their heads
7 air travel / be too expensive for most people
8 most people / have 3D TVs in their homes

b Work in pairs. Compare sentences. Give reasons for your ideas if possible.

6 Work in new pairs. Student A p105. Student B p111.

HELP WITH LISTENING *'ll* and *won't*

7 **a** CD2 2 Listen to how we say these phrases. Notice the difference.

1	I stay	I'll stay
2	you have	you'll have
3	we go	we'll go
4	they have	they'll have
5	I want	I won't

b CD2 3 Listen to these sentences. Circle the words you hear.

1 *I / (I'll)* stay at home all day.
2 *They / They'll* have their own families.
3 *We / We'll* have two children.
4 *I / I'll* speak English fluently.
5 *We want to / won't* be in England.
6 *I want to / won't* have children.

8 **a** CD2 4 Listen to some people talking about life in the year 2030. Match conversations 1–4 to the things they talk about a–d.

a work and studies
b living abroad
c his/her future family
d age and appearance

b Listen again. Make notes on what each person says.

c Work in pairs. Compare notes. Do you have the same information?

9 CD2 5 PRONUNCIATION Listen and practise. Copy the contractions (*I'll*, etc.).
I'll /aɪl/ *stay at home all day.*

Get ready ... Get it right!

10 Write five sentences with *will*, *won't* or *might* about you or your family's life in 2030. Use these ideas or your own.

- job
- home
- appearance
- retired
- married or single
- English
- money
- children
- free time

11 **a** Work in groups. Compare sentences. Are any the same?

b Tell the class two of your group's predictions.

38 39

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

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

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

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

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.

5B Never too old

Vocabulary collocations (2)
Grammar *be going to*; plans, hopes and ambitions

QUICK REVIEW ***will*** **for prediction** Write five sentences with ***will, won't*** or ***might*** about your life in three years' time. Work in pairs. Take turns to say your sentences. Whose life do you think will change more?

Vocabulary Collocations (2)

1 **a** Choose the correct verbs in these collocations. Check in VOCABULARY 5.2 p136.

1 (take)/ *make* photos
2 *live/leave* abroad
3 *make/move* house
4 *say/write* a blog
5 *get/have* a fantastic time
6 *spend/give* time doing (something)
7 *learn/want* how to do (something)
8 *make/do* a course in (something)

b Work in pairs. Test your partner on the collocations.

photos | take photos

Reading, Listening and Speaking

2 Work in pairs. Discuss the questions.

1 At what age do people usually retire in your country?
2 What do you think are the good and bad things about being retired?
3 Do you know anyone who is retired? How do they spend their time?

3 **a** Look at photos A–C. Match the people to their plans for when they retire (1–3).

1 We're going to drive across the USA. We're planning to spend about six months travelling and I'm sure we'll have a fantastic time.
2 I'm hoping to retire before I'm 50, but I'm not going to stay in this country. I want to live abroad, somewhere that's hot all year.
3 I'm looking forward to spending more time in the garden. I'm thinking of doing a course in wildlife photography and I'd like to go to Africa next year.

b CD2 6 Listen and check.

HELP WITH GRAMMAR
be going to; plans, hopes and ambitions

4 **a** Look at these sentences. Then answer questions 1–3.

We're going to drive across the USA.
I'm sure we'll have a fantastic time.

1 Do both sentences talk about the future?
2 Which is a prediction? Which is a plan?
3 Which verb form comes after *be going to*?

b How do we make negatives, questions and short answers with *be going to*?

c Check in GRAMMAR 5.2 p137.

5 **a** Find these phrases in 1–3 in **3a**. Which verb form comes after each phrase: the infinitive with *to* or verb+*ing*?

a We're planning … *infinitive with to*
b I'm hoping …
c I want …
d I'm looking forward to …
e I'm thinking of …
f I'd like …

b Answer these questions.

1 Which phrase in **5a** means 'I'm excited about this and I'm going to enjoy it when it happens'?
2 Which is more certain: *I'm planning …* or *I'm thinking of …* ?
3 Which is less certain: *I'm going to …* or *I'm hoping …* ?

c Check in GRAMMAR 5.3 p137.

6 **a** Complete paragraphs 1–3 with the correct form of the verbs in the boxes. Which people in photos A–C said them, do you think?

buy visit write drive

1 We're going to [a] *buy* a camper van and [b]_____ from San Francisco to New York. We're hoping [c]_____ some old friends on the way, and Meryl's thinking of [d]_____ a blog about our journey.

get up learn spend buy

2 I'm planning [a]_____ a house by the sea, either in Thailand or Barbados, and I'm looking forward to [b]_____ late every day. I'm hoping [c]_____ every afternoon at the beach and I'd like [d]_____ how to dive.

meet go buy learn

3 I'm going to [a]_____ a new camera and I'm looking forward to [b]_____ how to take photos of animals in the wild. I'm also thinking of [c]_____ on holiday to Uganda. I want [d]_____ a gorilla face-to-face.

b CD2 7 Listen and check.

7 CD2 8 PRONUNCIATION Listen and practise. Copy the stress.
writing a blog →
Meryl's thinking of writing a blog.

HELP WITH LISTENING *going to*

8 **a** CD2 9 Listen and notice the two different ways we say *going to*. Both are correct.

a I'm going to /gəʊɪŋtə/ buy a new camera.
b We're going to /gənə/ buy a camper van.

b CD2 10 Listen to these people's sentences. Do you hear: 1 /gəʊɪŋtə/ or 2 /gənə/?

a We're going to drive across the USA. *2*
b He's going to live abroad.
c I'm going to write a blog.
d They're going to have a great time.
e She's going to retire next year.
f When are you going to retire?

9 **a** Write six sentences about your plans, hopes and ambitions. Use *be going to* and phrases from **5a**.

I'm going to study Chinese next year.
I'm thinking of buying a new laptop.

b Work in groups. Tell each other your sentences from **9a**. Which are the most unusual?

Get ready … Get it right!

10 Make *yes/no* questions with *you*.

1 be / going to / visit friends next month?
Are you going to visit friends next month?
2 would / like / be famous?
Would you like to be famous?
3 be / planning / move house this year?
4 be / looking forward / do / something special?
5 want / live abroad in the future?
6 be / thinking / change / your job or course?
7 be / going to / take any exams this year?
8 would / like / learn how / fly a plane?
9 be / hoping / retire early?
10 be / planning / go on holiday soon?

11 **a** Ask other students your questions. Try to find someone who answers yes to each question. Then ask two follow-up questions.

b Tell the class about two people's plans, hopes or ambitions.

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.

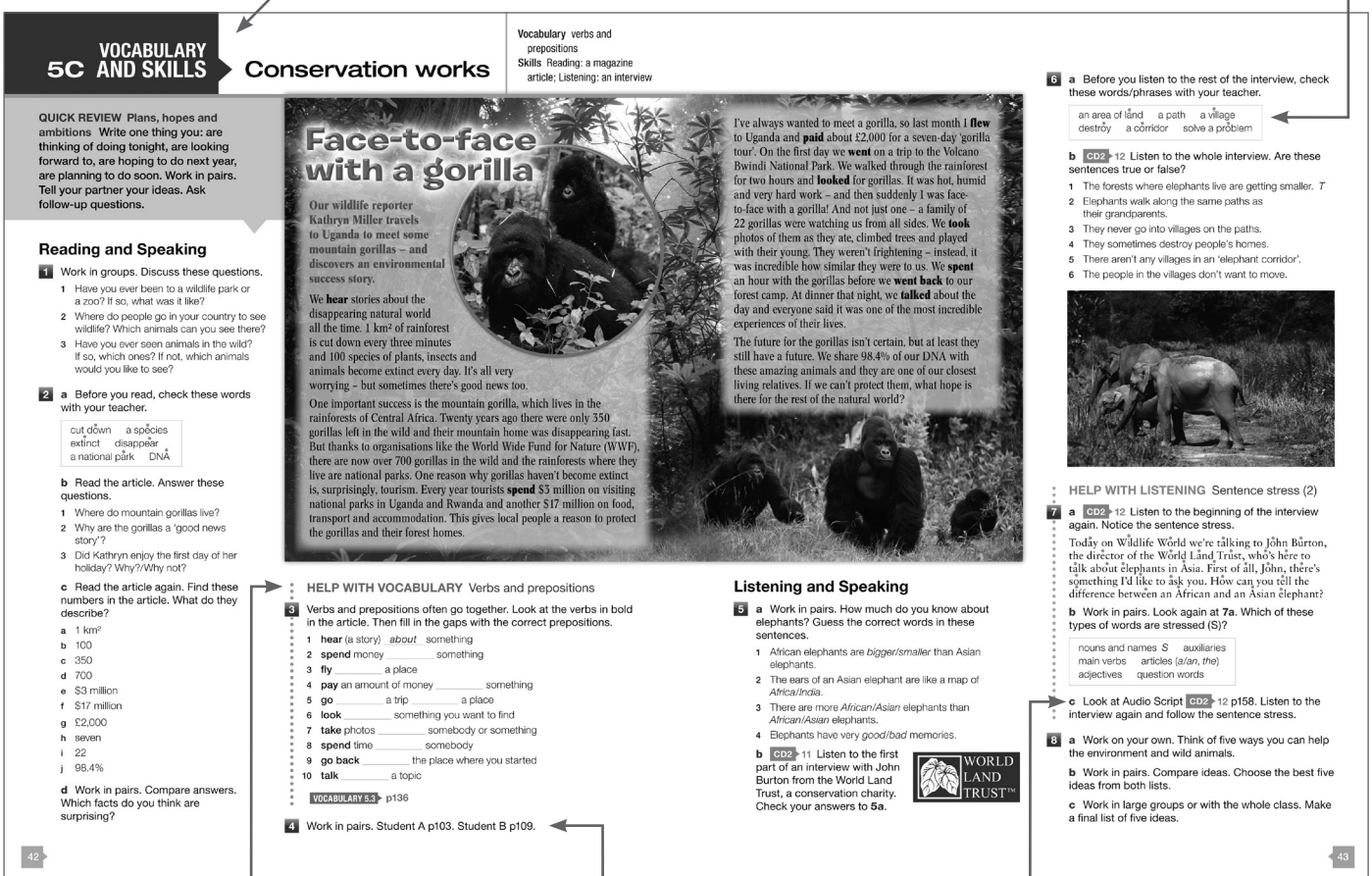
Get ready ... Get it right! sections are structured communicative speaking tasks that focus on both accuracy and fluency. The *Get ready ...* stage provides the opportunity for students to plan the language and content of what they are going to say before *Getting it right!* when they do the communicative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

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

A Guide to the Student's Book

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

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



VOCABULARY 5C AND SKILLS Conservation works

Vocabulary verbs and prepositions
Skills Reading: a magazine article; Listening: an interview

QUICK REVIEW Plans, hopes and ambitions Write one thing you: are thinking of doing tonight, are looking forward to, are hoping to do next year, are planning to do soon. Work in pairs. Tell your partner your ideas. Ask follow-up questions.

Reading and Speaking

1 Work in groups. Discuss these questions.
1 Have you ever been to a wildlife park or a zoo? If so, what was it like?
2 Where do people go in your country to see wildlife? Which animals can you see there?
3 Have you ever seen animals in the wild? If so, which ones? If not, which animals would you like to see?

2 a Before you read, check these words with your teacher.
cut down a species extinct disappear a national park DNA

b Read the article. Answer these questions.
1 Where do mountain gorillas live?
2 Why are the gorillas a 'good news story'?
3 Did Kathryn enjoy the first day of her holiday? Why?/Why not?

c Read the article again. Find these numbers in the article. What do they describe?
a 1 km²
b 100
c 350
d 700
e $3 million
f $17 million
g £2,000
h seven
i 22
j 98.4%

d Work in pairs. Compare answers. Which facts do you think are surprising?

Face-to-face with a gorilla

Our wildlife reporter Kathryn Miller travels to Uganda to meet some mountain gorillas – and discovers an environmental success story.

We **hear** stories about the disappearing natural world all the time. 1 km² of rainforest is cut down every three minutes and 100 species of plants, insects and animals become extinct every day. It's all very worrying – but sometimes there's good news too.

One important success is the mountain gorilla, which lives in the rainforests of Central Africa. Twenty years ago there were only 350 gorillas left in the wild and their mountain home was disappearing fast. But thanks to organisations like the World Wide Fund for Nature (WWF), there are now over 700 gorillas in the wild and the rainforests where they live are national parks. One reason why gorillas haven't become extinct is, surprisingly, tourism. Every year tourists **spend** $3 million on visiting national parks in Uganda and Rwanda and another $17 million on food, transport and accommodation. This gives local people a reason to protect the gorillas and their forest homes.

I've always wanted to meet a gorilla, so last month I **flew** to Uganda and **paid** about £2,000 for a seven-day 'gorilla tour'. On the first day we **went** on a trip to the Volcano Bwindi National Park. We walked through the rainforest for two hours and **looked** for gorillas. It was hot, humid and very hard work – and then suddenly I was face-to-face with a gorilla! And not just one – a family of 22 gorillas were watching us from all sides. We **took** photos of them as they ate, climbed trees and played with their young. They weren't frightening – instead, it was incredible how similar they were to us. We **spent** an hour with the gorillas before we **went back** to our forest camp. At dinner that night, we **talked** about the day and everyone said it was one of the most incredible experiences of their lives.

The future for the gorillas isn't certain, but at least they still have a future. We share 98.4% of our DNA with these amazing animals and they are one of our closest living relatives. If we can't protect them, what hope is there for the rest of the natural world?

HELP WITH VOCABULARY Verbs and prepositions

3 Verbs and prepositions often go together. Look at the verbs in bold in the article. Then fill in the gaps with the correct prepositions.
1 **hear** (a story) *about* something
2 **spend** money _____ something
3 **fly** _____ a place
4 **pay** an amount of money _____ something
5 **go** _____ a trip _____ a place
6 **look** _____ something you want to find
7 **take** photos _____ somebody or something
8 **spend** time _____ somebody
9 **go back** _____ the place where you started
10 **talk** _____ a topic

VOCABULARY 5.3 p136

4 Work in pairs. Student A p103. Student B p109.

Listening and Speaking

5 a Work in pairs. How much do you know about elephants? Guess the correct words in these sentences.
1 African elephants are *bigger/smaller* than Asian elephants.
2 The ears of an Asian elephant are like a map of *Africa/India*.
3 There are more *African/Asian* elephants than *African/Asian* elephants.
4 Elephants have very *good/bad* memories.

b CD2 11 Listen to the first part of an interview with John Burton from the World Land Trust, a conservation charity. Check your answers to **5a**.

WORLD LAND TRUST™

6 a Before you listen to the rest of the interview, check these words/phrases with your teacher.
an area of land a path a village
destroy a corridor solve a problem

b CD2 12 Listen to the whole interview. Are these sentences true or false?
1 The forests where elephants live are getting smaller. *T*
2 Elephants walk along the same paths as their grandparents.
3 They never go into villages on the paths.
4 They sometimes destroy people's homes.
5 There aren't any villages in an 'elephant corridor'.
6 The people in the villages don't want to move.

HELP WITH LISTENING Sentence stress (2)

7 a CD2 12 Listen to the beginning of the interview again. Notice the sentence stress.
Today on Wildlife World we're talking to John Burton, the director of the World Land Trust, who's here to talk about elephants in Asia. First of all, John, there's something I'd like to ask you. How can you tell the difference between an African and an Asian elephant?

b Work in pairs. Look again at **7a**. Which of these types of words are stressed (S)?
nouns and names *S* auxiliaries
main verbs articles (*a/an, the*)
adjectives question words

c Look at Audio Script CD2 12 p158. Listen to the interview again and follow the sentence stress.

8 a Work on your own. Think of five ways you can help the environment and wild animals.

b Work in pairs. Compare ideas. Choose the best five ideas from both lists.

c Work in large groups or with the whole class. Make a final list of five ideas.

42

43

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.

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

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.

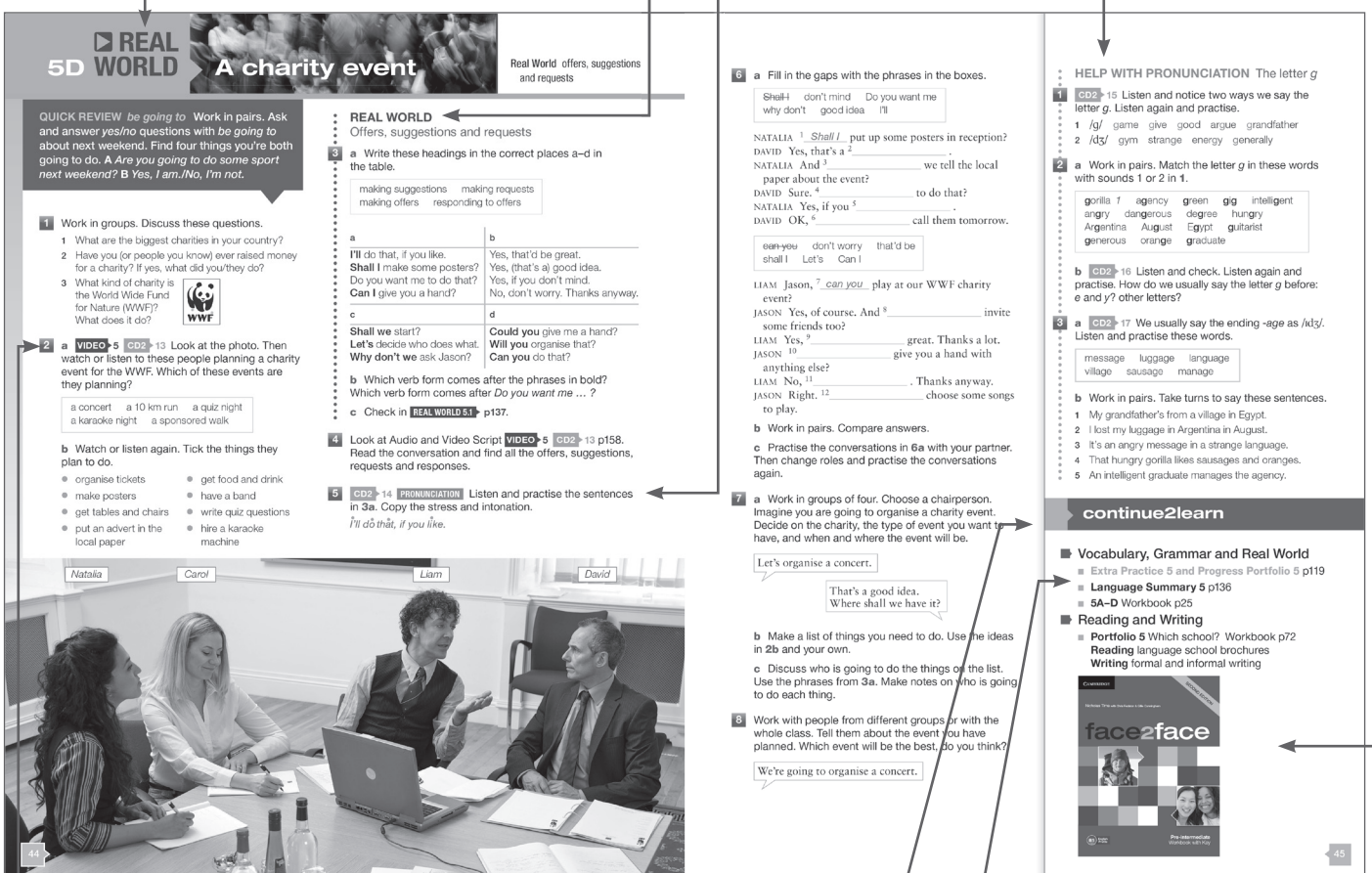
Reduced sample pages from the **face2face**
Second edition Pre-intermediate Student's Book

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

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

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

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



REAL WORLD 5D — **A charity event**

Real World offers, suggestions and requests

QUICK REVIEW *be going to* Work in pairs. Ask and answer *yes/no* questions with *be going to* about next weekend. Find four things you're both going to do. **A** *Are you going to do some sport next weekend?* **B** *Yes, I am./No, I'm not.*

1 Work in groups. Discuss these questions.
1 What are the biggest charities in your country?
2 Have you (or people you know) ever raised money for a charity? If yes, what did you/they do?
3 What kind of charity is the World Wide Fund for Nature (WWF)? What does it do?

2 **a** VIDEO 5 CD2 13 Look at the photo. Then watch or listen to these people planning a charity event for the WWF. Which of these events are they planning?

a concert · a 10 km run · a quiz night · a karaoke night · a sponsored walk

b Watch or listen again. Tick the things they plan to do.

- organise tickets
- make posters
- get tables and chairs
- put an advert in the local paper
- get food and drink
- have a band
- write quiz questions
- hire a karaoke machine

REAL WORLD
Offers, suggestions and requests

3 **a** Write these headings in the correct places a–d in the table.

making suggestions · making requests · making offers · responding to offers

a	b
I'll do that, if you like. **Shall I** make some posters? Do you want me to do that? **Can I** give you a hand?	Yes, that'd be great. Yes, (that's a) good idea. Yes, if you don't mind. No, don't worry. Thanks anyway.
c	**d**
Shall we start? **Let's** decide who does what. **Why don't we** ask Jason?	**Could you** give me a hand? **Will you** organise that? **Can you** do that?

b Which verb form comes after the phrases in bold? Which verb form comes after *Do you want me … ?*

c Check in REAL WORLD 5.1 p137.

4 Look at Audio and Video Script VIDEO 5 CD2 13 p158. Read the conversation and find all the offers, suggestions, requests and responses.

5 CD2 14 PRONUNCIATION Listen and practise the sentences in **3a**. Copy the stress and intonation.
I'll do that, if you like.

6 **a** Fill in the gaps with the phrases in the boxes.

~~Shall I~~ · don't mind · Do you want me · why don't · good idea · I'll

NATALIA [1] *Shall I* put up some posters in reception?
DAVID Yes, that's a [2]_____.
NATALIA And [3]_____ we tell the local paper about the event?
DAVID Sure. [4]_____ to do that?
NATALIA Yes, if you [5]_____.
DAVID OK, [6]_____ call them tomorrow.

~~can you~~ · don't worry · that'd be · shall I · Let's · Can I

LIAM Jason, [7] *can you* play at our WWF charity event?
JASON Yes, of course. And [8]_____ invite some friends too?
LIAM Yes, [9]_____ great. Thanks a lot.
JASON [10]_____ give you a hand with anything else?
LIAM No, [11]_____. Thanks anyway.
JASON Right. [12]_____ choose some songs to play.

b Work in pairs. Compare answers.

c Practise the conversations in **6a** with your partner. Then change roles and practise the conversations again.

7 **a** Work in groups of four. Choose a chairperson. Imagine you are going to organise a charity event. Decide on the charity, the type of event you want to have, and when and where the event will be.

Let's organise a concert.

That's a good idea. Where shall we have it?

b Make a list of things you need to do. Use the ideas in **2b** and your own.

c Discuss who is going to do the things on the list. Use the phrases from **3a**. Make notes on who is going to do each thing.

8 Work with people from different groups or with the whole class. Tell them about the event you have planned. Which event will be the best, do you think?

We're going to organise a concert.

HELP WITH PRONUNCIATION The letter *g*

1 CD2 15 Listen and notice two ways we say the letter *g*. Listen again and practise.
1 /g/ game · give · good · argue · grandfather
2 /dʒ/ gym · strange · energy · generally

2 **a** Work in pairs. Match the letter *g* in these words with sounds 1 or 2 in **1**.

gorilla *1* · agency · green · gig · intelligent · angry · dangerous · degree · hungry · Argentina · August · Egypt · guitarist · generous · orange · graduate

b CD2 16 Listen and check. Listen again and practise. How do we usually say the letter *g* before: *e* and *y*? other letters?

3 **a** CD2 17 We usually say the ending *-age* as /ɪdʒ/. Listen and practise these words.

message · luggage · language · village · sausage · manage

b Work in pairs. Take turns to say these sentences.
1 My grandfather's from a village in Egypt.
2 I lost my luggage in Argentina in August.
3 It's an angry message in a strange language.
4 That hungry gorilla likes sausages and oranges.
5 An intelligent graduate manages the agency.

continue2learn

- Vocabulary, Grammar and Real World
  - Extra Practice 5 and Progress Portfolio 5 p119
  - **Language Summary 5** p136
  - **5A–D** Workbook p25
- Reading and Writing
  - **Portfolio 5** Which school? Workbook p72
    Reading language school brochures
    Writing formal and informal writing

44 45

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

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.*

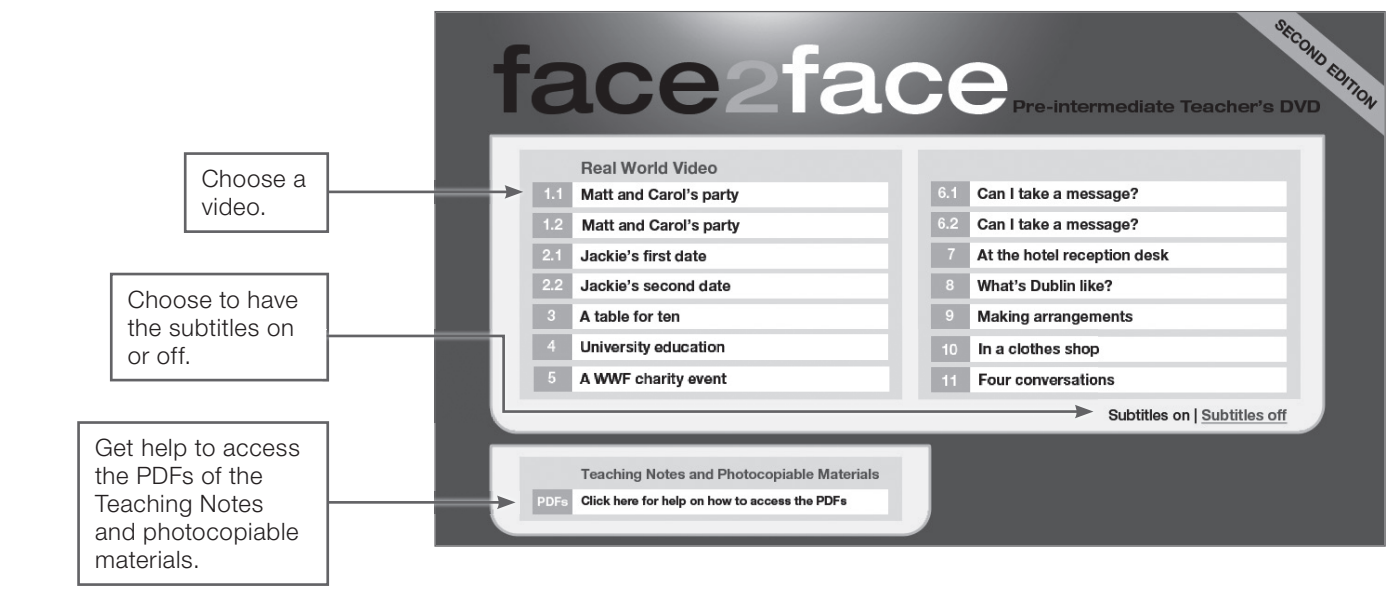
The Workbook provides further practice activities. The Reading and Writing portfolio contains a double-page lesson per unit.

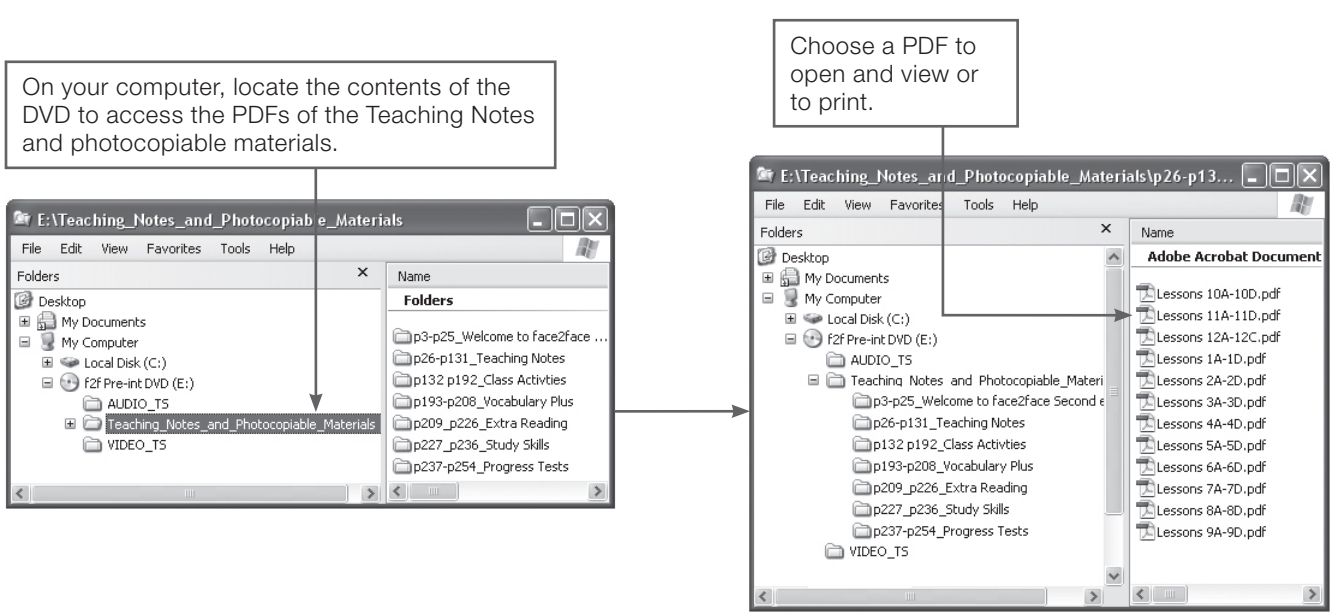
Reduced sample pages from the **face2face** Second edition Pre-intermediate Student's Book

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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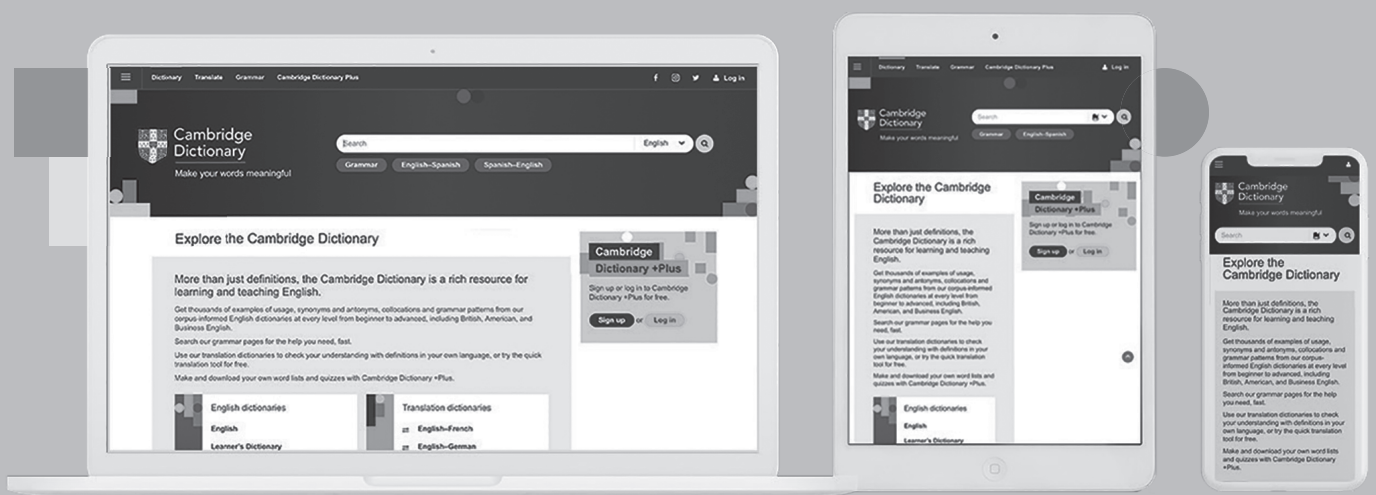

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face2face teaches adult and young adult learners to communicate with confidence.

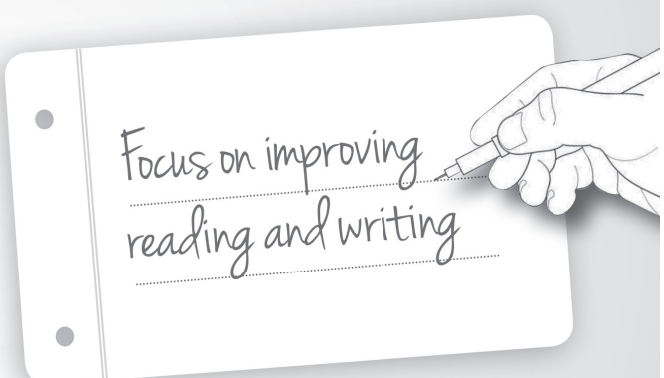
ENGAGING CONTENT FOR LEARNERS

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

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

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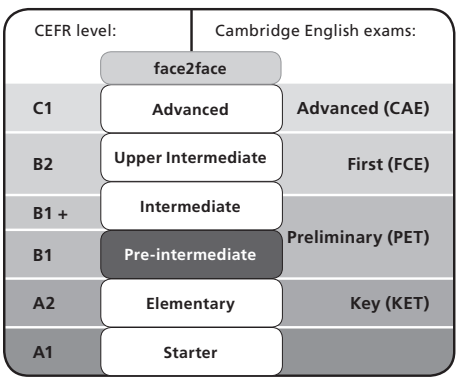
TRACK LEARNERS' PROGRESS AT A GLANCE

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 Cambridge English Language Assessment, 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 Pre-intermediate and CEFR level B1

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

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

The Listening, Reading, Speaking and Writing tables on p16–p19 show where the required competences for level B1 are covered in **face2face** Second edition Pre-intermediate. For more information about how **face2face** covers the areas specified by the Common European Framework of Reference for Languages, see the **face2face** 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).

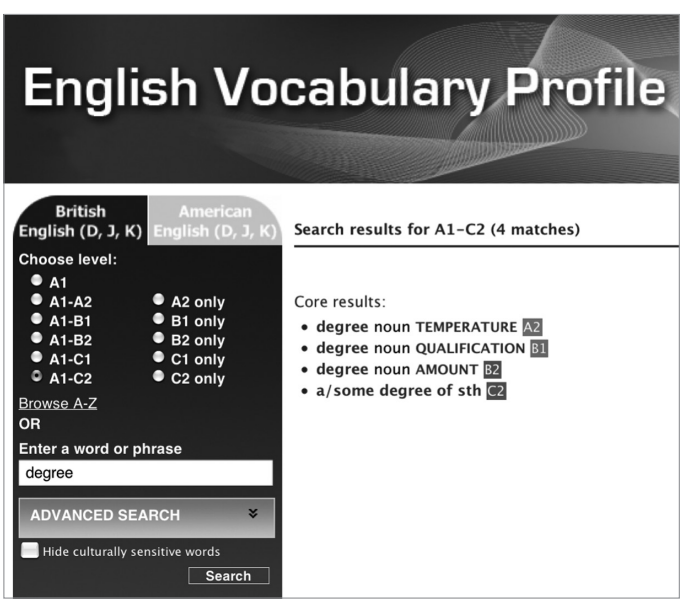
The CEFR is already widely used around the world to assess language ability. However, because it is 'language neutral' it needs to be interpreted appropriately for each language. English Profile makes the CEFR even more relevant to English language teachers by showing the specific vocabulary, grammar 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 Pre-intermediate and the English Vocabulary Profile

The vocabulary taught in **face2face** Second edition Pre-intermediate 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 B1 (or A2).

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

Reading

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

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

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

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

CEFR Tables: Speaking and Writing

Speaking

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

Writing

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

1A = **face2face** Second edition Pre-intermediate Student's Book Lesson 1A
WBP1 = **face2face** Second edition Pre-intermediate Workbook Reading and Writing Portfolio 1

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

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

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 Pre-intermediate 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 Pre-intermediate Student's Book, reading texts from a wide variety of genres are used both to present new language and to provide reading practice. Reading sub-skills, such as skimming and scanning, are 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 Pre-intermediate 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 level B1. There are also 12 *Extra Reading* photocopiable worksheets (p209–p226), 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 (p193–p208). 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 Pre-intermediate syllabus and new grammar structures are always introduced in context in a listening or a reading text. We believe students are more likely to understand and remember new language if they have actively tried to work out the rules for themselves, 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 Pre-intermediate. 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 Pre-intermediate 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 (ˈ) 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, *do yoga, play cards, go to festivals*) 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*, Classroom Activities and Games (p24) and the *Class Activities* (p132).
- Use the photocopiable *Vocabulary Plus* worksheets (p193) to introduce and practise extra vocabulary which is not included in the Student's Book. They can be used for self-study in class or as homework, or as the basis of a classroom lesson. There is one *Vocabulary Plus* worksheet for each unit in the Student's Book.
- Use the photocopiable *Study Skills* worksheets (p227) in class to help students understand other aspects of vocabulary, such as using a monolingual dictionary, how to review vocabulary and understanding spelling rules.

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 Perfect 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 *get engaged*, the main stress on *engaged* is shown, but the secondary stress on *get* 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 p153).

Helping students with sounds

- Consider teaching your students the phonemic symbols (see the chart on 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 for 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 Pre-intermediate Workbook has a section for each lesson in the Student's Book, which reviews all the key language taught in that lesson.

Teaching Mixed-Level Classes

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

- Work at the pace of the average student. Try not to let the fastest or slowest students dictate the pace.
- To avoid stronger students dominating, nominate the quieter ones to answer easier questions.
- Allow time for students to check their answers in pairs or groups before checking with the whole class.
- Encourage stronger students to help weaker ones, for example, if a student has finished an activity, ask him/her to work with a slower student.
- Give students time to think by asking students to write down the answers rather than shouting them out. This helps avoid the stronger students dominating the class.
- When monitoring during pair and group work, go to the lower-level students first to check if they have understood the instructions and are doing the activity correctly.
- Plan which students are going to work together in pair and group work. Mix stronger students with weaker ones when they can give help, for example, in a vocabulary matching activity. On other occasions, for example, in freer speaking activities, it is often a good idea to place stronger students in the same group. Lower-level students may feel more confident speaking with other students at their own level.
- In activities where students work on their own, ask them to put up their hands as they finish. Fast finishers can check answers together while they are waiting.
- Have ideas for extra activities to give early finishers to do while the slower ones are still working, for example, an exercise from 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, less able 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 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 types of film, types of TV programme, etc.) and a time limit (for example, three minutes).
- Say *Go*. The first student in each team runs to the board, writes a word associated with the topic in his/her team's column, runs back and gives the pen to the second student, who does the same and so on. Students can help other members of their team.
- When the time is up, students sit down. Check answers with the whole class. Teams get one point for each answer, one point for each word/phrase that is spelled correctly and one point for each answer not in the other team's list.
- The team with the most points wins.

Know, Might Know, Don't Know

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

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

Dialogue Build

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

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

Running Dictation

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

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

Pelmanism

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

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

Grammar Auction

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

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

Pyramid Discussion

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

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

Consequences

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

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

1A Life stories

Student's Book p6–p7

Vocabulary common phrases; question words

Grammar review of verb forms and questions

QUICK REVIEW Quick Reviews begin each lesson in a fun, student-centred way. They are short activities which review previously taught language and are designed to last about five or ten minutes. For more information on Reviewing and Recycling, see p23.

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

Vocabulary and Speaking

Common phrases

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

Check answers with the class.

Model and drill the phrases. Highlight the pronunciation of *college* /ˈkɒlɪdʒ/ and *language* /ˈlæŋgwɪdʒ/.

Family: have children; have brothers and/or sisters
Work: have an interesting job; be unemployed; work for a big/small company; work at the weekends
Free time: go to the cinema a lot; play video games; chat to friends online; go to concerts
Study: go to school/college/university; have a degree; study another language

EXTRA IDEA

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

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

b Focus students on the speech bubbles and highlight the example of a follow-up question to find out more information. Point out that we can say *I have three children.* or *I've got three children.*

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

Ask students to share interesting information with the class.

Reading, Listening and Speaking

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

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

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

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

Ask students to share their answers with the class.

EXTRA IDEA

- Do this as a Pyramid Discussion (see 25). Check students remember how to use comparatives (*I think … is more famous than … because …*).

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

b Be prepared with definitions, examples, realia, etc., to pre-teach the vocabulary, or bring in a set of dictionaries for students to check the meanings themselves. Note that the aim is to highlight which words you need to pre-teach in order to help students understand the profile and exercises that follow. The vocabulary is not in the Language Summaries in the Student's Book.

Model and drill the words. Pay particular attention to the pronunciation of *recipe* /ˈresəpi/, *series* /ˈsɪəriːz/, *campaign* /kæmˈpeɪn/, *government* /ˈgʌvənmənt/ and *ingredients* /ɪnˈgriːdiənts/.

c Give students time to read a–e.

CD1 ▸ **1** Play the recording. Students do the activity on their own. Check answers with the class. Point out that JK Rowling (the author of the *Harry Potter* series) is the UK's biggest-selling author of all time.

2a 3e 4b 5d

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

2 In 1999. **3** A new book of recipes. **4** The drums. **5** Every week. **6** Four. **7** In Australia and other countries around the world. **8** For three years. **9** 25. **10** The British Prime Minister. **11** Because he wanted schools to give children healthier meals. **12** An extra £280 million.

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

c Students do the exercise in **VOCABULARY 1.1** SB p127 on their own, then check in pairs. Check answers with the class and give students time to read the **TIPS**.
Highlight the difference between *Which … ?* and *What … ?*, but point out that we can often use either of these question words with no difference in meaning: *Which/What newspaper do you read?*.
Also check students remember the question word *Whose … ?* and point out that *What kind of … ?*, *What sort of … ?* and *What type of … ?* have the same meaning.

VOCABULARY 1.1 **2** When **3** Where **4** Why **6** What **7** How many **8** How long **9** How old **10** How **11** How much **12** How often

HELP WITH GRAMMAR

Review of verb forms and questions

Help with Grammar 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 in the back of the Student's Book. You can then check the main points with the whole class as necessary. For more information on the **face2face** approach to Grammar, see p20.

6 **a–d** Focus students on the words/phrases in bold in the profile. Students do exercises **6a–c** on their own, then check in **GRAMMAR 1.1** SB p128.
While students are working, draw the table from **6b** on the board so that you are ready to check their answers. Check answers with the class.

- **a** Present Continuous: *is writing*
  Past Simple: *worked*
  be going to: *is going to open*
- **b** Focus students on the table on the board. Elicit which words in questions 2–4 from **5a** go in each column and complete the table (see the table in **GRAMMAR 1.1** SB p128).
- Use the examples to highlight the typical word order in questions: question word + auxiliary + subject + verb + … .
- Ask students which auxiliaries we use for the Present Simple (*do* or *does*) and the Past Simple (*did*) and the Present Continuous (*am*, *is* or *are*).
- **c 1** Because the verb is *be*, which doesn't have an auxiliary. **2** *has got* **3** When we want to ask about fixed plans for the future.

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

b **CD1** ▶ **2** Play the recording. Students listen and check their answers. Check answers with the class.
PRONUNCIATION Play the recording again. Students listen and repeat the questions.
Note that **PRONUNCIATION** in the Student's Book indicates a stage where students can practise pronunciation.

2 How many brothers and sisters have you got?
3 Why are you studying English?
4 Which other languages can you speak?
5 What's your favourite restaurant or café?
6 What did you do last New Year's Eve?
7 What are you going to do next weekend?

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

Get ready … Get it right!

There is a *Get ready … Get it right!* activity at the end of every A and B lesson. The *Get ready …* stage helps students to collect their ideas and prepare the language they need to complete the task. The *Get it right!* stage gives students the opportunity to use the language they have learned in the lesson in a communicative (and often personalised) context. These two-stage activities help students to become more fluent without losing the accuracy they have built up during the controlled practice stages of the lesson. For more on the **face2face** approach to Speaking, see p20.

8 Students work on their own and write eight questions. If necessary, elicit a question for each of the prompts before they start.
While students are working, check their questions for accuracy and help with any problems.

9 **a** Students do the activity in pairs. If possible, put students in pairs with someone they don't know very well. Make sure that students make notes on their partners' answers. While they are working, monitor and help with any problems.

b Put students into new pairs. Students tell their new partner about the person they talked to in **9a**.

c Finally, ask students to tell the class two things about their first partner.

WRITING

Focus students on the celebrity profile. Students work on their own and use the notes they made in **9a** to write a profile of their partner. Remind students to use paragraphs. You can set a time limit of ten or fifteen minutes. While they are working, check their writing for accuracy and help with any problems.

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

When they have finished, students swap papers with the person they interviewed and check the information about themselves is correct.

Ask students to bring in small photos of themselves for the next lesson. Display all the profiles, with the photos attached, under a heading *Our class*. If you are teaching a multilingual class, you can put the profiles near a world map with a string connecting each profile to the relevant country or city.

FURTHER PRACTICE

Ph **Class Activity** 1A Ask me! p148 (Instructions p132)
Extra Practice 1A SB p115
Workbook Lesson 1A p5

1B Super commuters

Student's Book p8–p9

Vocabulary collocations (1): work; questions about travel
Grammar subject questions

QUICK REVIEW This activity reviews question forms. Check students understand *have a lot in common with someone*. Elicit a few possible questions from the class. Put students in different pairs from the last lesson. Students take turns to ask and answer questions to find four things they have in common about family, work, free time or study. Ask students to share interesting answers with the class.

Vocabulary and Speaking

Collocations (1): work

1 Focus students on the diagram and point out *in*, *for* and *with*. Highlight the examples with the class. Students work in pairs to put the rest of the words/phrases into the correct places in the diagram.

While students are working, draw the diagram on the board so you are ready to check students' answers. Students check their answers in VOCABULARY 1.2 SB p127.

Note that in **face2face** Pre-intermediate only the meanings of new words/phrases are shown in the Language Summaries. The meaning of these words/phrases are given in a dictionary box.

Check answers with the class by eliciting the words and writing them in the correct places on the board. Check students understand the new words in the dictionary box (*a factory, a fashion company, an airline, a multinational, an advertising agency, disabled, volunteers*).

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

Point out that we can also say *I work **at** home* and establish that *I work for myself* means *I'm self-employed*.

in: an office, a factory, a hospital, a hotel
for: an airline, a multinational, an engineering company, an advertising agency
with: unemployed people, teenagers, disabled people, volunteers

EXTRA IDEA

- Before the lesson, copy the words/phrases in **1** onto cards and draw the diagram on the board. Distribute the cards among the students. Students go to the board and put the words/phrases under the correct headings. Check answers with the class.

HELP WITH LISTENING

Word stress

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 the concept of word stress.

2 **a** Write *college*, *university* and *cinema* on the board. Ask students how many syllables each word has (two, five and three) and where the main stress is on each word (*college, university, cinema*).
Focus students on the words in the box and point out how the stress is marked in the Student's Book (•).
CD1 ▸ 3 Play the recording. Students listen and notice the word stress. Note that you don't need to drill these words as this stage is to help students to hear the stress rather than produce it.
Point out the stress on the individual words *fashion* and *company*, then point out the main stress when the words are combined into the phrase *fashion company*. Highlight that we only show the main stress in phrases in **face2face**.

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

c CD1 ▸ 4 Play the recording. Students listen and check their answers.

factory; teenagers; disabled; hospital; engineering; volunteers; hotel; advertising; agency

3 CD1 ▸ 5 PRONUNCIATION Play the recording. Students listen and repeat the phrases in **1**, focusing on the word stress.

4 **a** Write the name of one person you know with a job and any phrases from **1** that describe the job on the board. Use this information to tell the students about this person's job.
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 tell their partner about these people's jobs. Encourage students to ask follow-up questions.
Students then decide who has the most interesting job and say why. Ask students to share their answers with the class.

5 **a–b** Students do the exercises on their own or in pairs, then check in VOCABULARY 1.3 ▸ SB p127.
Check answers with the class. Point out that the phrases in brackets are optional and that native English speakers often miss out these phrases.
Highlight that *How far … ?* asks about distance and *How long … ?* asks about time. Also establish that *get* in questions 1 and 3 means *travel*.
Model and drill the questions and answers in **5a** and **5b**. Note that *kilometres* can be pronounced in two different ways, /kɪ'lɒmɪtəz/ and /'kɪləˌmiːtəz/.

a 1 How
2 How far
3 How long
4 How much
b 1d 2a 3c 4b

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

Reading

6 **a** Focus students on the article on SB p9 and ask what the three people in the photos are doing.
Pre-teach *unbelievable*, *traffic jam* and *commute* and check students remember *TV series*. Ask if anyone knows where York is (in the north of England, about 300 kilometres from London). Make sure students don't confuse it with New York.
Students read the article and answer the questions. Set a time limit of two minutes to encourage students to read for gist. Check answers with the class.

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

EXTRA IDEA

- If you have a map in the class, show/elicit where Bangkok, London, York, Paris and Kraków are before students read.

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

1 Seven years ago. 2 Four kilometres.
3 Over two hours. 4 Seven or eight hours a day.
5 He's a lawyer for an American multinational.
6 A fashion company. 7 In Kraków in Poland.

HELP WITH GRAMMAR Subject questions

7 **a–d** Students do the exercises on their own or in pairs, then check in GRAMMAR 1.2 ▸ SB p128.
While students are working, write questions 1–4 in **7a** on the board ready for checking. Check answers with the class.

- **a** 1 Mick Benton. 2 Sarah Mead. 3 The TV series. 4 In Paris.
- **b** 1 and 2. These are called subject questions.
- **c** Use questions 1 and 2 on the board to highlight that subject questions have the same word order as positive sentences: subject + verb + … . We don't use the auxiliaries *do*, *does* or *did* in Present Simple and Past Simple subject questions.
- Use questions 3 and 4 on the board to point out the typical word order in non-subject questions: question word + auxiliary + subject + infinitive + … . Also highlight the use of the auxiliaries *did* and *does* in these questions.
- Note that non-subject questions ask about the object of a sentence (*the TV series*) or a preposition + noun (*in Paris*).
- Point out that we can also make subject questions with ***What***, ***Whose*** and ***Which***: *What happened? Whose journey takes two hours? Which journey costs the most?*

8 Use the example to highlight that the students should make questions to ask about the words in bold.
Remind students where York is. If you used a map in the Extra idea in **6** to show where the places were, point out the location of York again.
Students write questions on their own. Early finishers can check their answers in pairs.

2 Where did Mick work? **3** Who lives in York? **4** Where does Sarah work? **5** Who works for an advertising agency? **6** What time/When does the programme start?

Listening and Speaking

9 **a** Tell students they are going to listen to Gary, Sarah and Luke talking on the *Super Commuters 2* TV programme.
CD1 ▸ **6** Play the recording (SB p153). Students listen and write one reason why each of these people lives so far from work. Play the recording again if necessary. Check answers with the class.

Note that students only need to give one reason for each person.
Gary: He and his wife were born in York. Most of their family and friends live there. He likes the quality of life in York. It's quieter than London and the people are friendlier.
Sarah: She fell in love with Paris when she moved there four years ago.
Luke: His wife's Polish. Flats in London are really expensive.

b Focus students on the examples and tell students that all the questions are in the Present Simple.
Students do the exercise on their own, then check in pairs. Check answers with the class.

3 Who travels to London twice a week?
4 How long does it take Luke to get to work?
5 Who spends £10,000 a year on travel?
6 Where does Sarah stay when she's in London?
7 How much does Luke usually spend on a return flight?
8 Who commutes to London five days a week?

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

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

1 Gary.
2 He flies/buys cheap flights/goes by plane.
3 Sarah.
4 Four hours.
5 Gary.
6 With her sister.
7 About £50.
8 Gary.

Get ready … Get it right!

10 Put students into pairs, student A and student B. Student As turn to SB p102 and student Bs turn to p108. Check they are all looking at the correct exercise.

a Tell students they are going to ask their partner about day-to-day life in his/her home. Students work on their own and make subject questions with *Who … ?* in the Present Simple, using the phrases in column A of the table. While students are working, check their questions for accuracy and help with any problems.

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

c Focus students on the prompts for follow-up questions in column D of the table and the examples in the speech bubbles.
Students work with their partner. They take turns to ask and answer their questions and fill in column C. While they are working, monitor and help with any problems.

d Students compare their answers with their partner's and find out how many are the same. Finally, ask students to share any interesting answers with the class.

EXTRA IDEAS

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

WRITING

Students use the information from **10b** or **10c** to write a short text about day-to-day life in their home or in their partner's home. Confident students could write two paragraphs about themselves and their partner.

FURTHER PRACTICE

Ph **Class Activity** 1B Stress dominoes p149 (Instructions p132)
Extra Practice 1B SB p115
Workbook Lesson 1B p6

1C VOCABULARY AND SKILLS

Time off

Student's Book p10–p11

Vocabulary free time activities; frequency adverbs and expressions
Skills Reading: a magazine article; Listening: a survey

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

Vocabulary and Speaking

Free time activities

1 **a** Check students understand the free time activities. Students do the exercise on their own, then check in pairs. Check answers with the class.

Point out that we say *volleyball* not ~~*volley*~~.

Model and drill the phrases. Pay particular attention to the pronunciation of *yoga* /ˈjəʊgə/, *cycling* /ˈsaɪklɪŋ/ and *theatre* /ˈθɪətə/.

1 go **2** play
3 go to **4** do

b Focus students on the words/phrases in the box. Students do the exercise on their own or in pairs, then check in VOCABULARY 1.4 ▸ SB p127.

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

Point out that we say *basketball*, not ~~*basket*~~. Also highlight that we don't usually use *practise* with sports: *I play table tennis* not ~~*I practise table tennis*~~. Point out that we can say *do sport(s)* or *play sport(s)*. Highlight that *gig* is an informal word for a concert and that we use it for concerts of most types of music except classical. Also highlight that *pilates* is a form of physical exercise that aims to strengthen the body and increase flexibility.

Model and drill the new words/phrases. Pay particular attention to the pronunciation of *museums* /mjuːˈziːəmz/, *judo* /ˈdʒuːdəʊ/, *pilates* /pɪˈlɑːtiːz/ and *gym* /dʒɪm/.

Draw students' attention to the TIP and point out that only the main stress in words 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 correct place. For example, the main stress in *art galleries* is on *art*, not on the first syllable of *galleries* (which is also stressed).

do: judo, pilates, gymnastics **play:** basketball, cards, table tennis, chess **go:** running, skateboarding, diving, mountain biking **go to:** museums, art galleries, concerts/gigs, the gym, festivals

c Students do the exercise in pairs. Elicit answers from students and add them to the table on the board. Answers could include *do karate*, *play tennis*, *go walking*, *go to the cinema*.

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

Students work in the same pairs as **1c** and take turns to ask each other questions with *Do you ever … ?* in order to find four things they both do in their free time.

Ask students to share interesting answers with the class.

Reading and Listening

3 **a** Tell students to cover the article on SB p10. Discuss with the class what students think people in the UK do in their free time.

Write students' ideas on the board.

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

Students read the article, circling their guesses for a–r.

c CD1 ▸ 7 Play the recording. Students listen and check their answers.

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

a men **b** women **c** 30% **d** 20% **e** four **f** 45% **g** 22 **h** quarter **i** More **j** 15% **k** 7% **l** 20% **m** Spain **n** 30% **o** 46% **p** tea **q** coffee **r** 10

EXTRA IDEA

- Write several statistics on the board, for example *30% of adults*, *46%*, *£48 million*, etc. Students read the article quickly to find what the statistics refer to. Some numbers, for example *30%*, can refer to several things, so accept all correct answers or encourage students to find all the things.

HELP WITH VOCABULARY

Frequency adverbs and expressions

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 and then check their answers in the Language Summaries in the back of the Student's Book. You can then check the main points with the whole class as necessary. For more information on the **face2face** approach to Vocabulary, see p20.

4 **a–e** Students do the exercises on their own or in pairs, then check in VOCABULARY 1.5 ▸ SB p127. Check answers with the class.

- **a** 3 often 4 sometimes 5 occasionally 6 hardly ever 7 never
- Highlight that *usually*, *normally* and *generally* have the same meaning.
- Also highlight that in negative sentences we can put *often* at the end: *I don't play tennis often.*
- **b** after; before
- **c** 2 three times a week 3 every Saturday 4 every couple of weeks 5 once a month 6 once every three months
- **d** We usually put frequency expressions **at the end of the sentence or clause**: *I play tennis once a week.*
- Tell students that we can also use *a lot* and *all the time* to mean *often*: *He watches TV a lot/all the time.*
- Model and drill the phrases in **4a** and **4c**. Pay particular attention to the pronunciation of *usually* /ˈjuːʒʊəli/, *generally* /ˈdʒenrəli/, *occasionally* /əˈkeɪʒənəli/ and *once* /wʌns/. Point out that there are two different ways to pronounce *often*: /ˈɒfən/ and /ˈɒftən/. Also point out that *usually* and *generally* are three syllables, not four.

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

2 We normally do yoga once or twice a week.
3 I go to the dentist once every six months.
4 Alexander is generally at home on Sundays.
5 Carly goes diving every couple of weeks.
6 My parents are always on holiday in January.
7 I go to an art gallery two or three times a year.
8 We occasionally play volleyball at the weekend.
9 I see my grandparents once or twice a year.

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

c Students compare sentences in groups and find out how many of their sentences are the same.
Do not share interesting answers with the class at this stage. Students are asked to do a free time survey in **8a** and **8b** and share their results in **8c**.

Listening and Speaking

6 **a** Focus students on the photo and ask what the people are doing (the woman is doing a survey; the man, Robert, is answering her questions).
Tell students they are going to listen to Robert answering some questions in a survey. Give students time to read the activities on the form before listening.
CD1 ▸ 8 Play the recording (SB p153). Students listen and fill in the form with an adverb or expression of frequency. Play the recording again if necessary. Check answers with the class.

go to a bar or a pub: once a week; go to the theatre: once a month; go to museums or art galleries: never; watch TV: about three hours a day/21 hours a week; do sport: three or four times a week (running); go on holiday: twice a year

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

He's not very typical because he goes to the theatre once a month, doesn't go to museums or art galleries, does some sport three or four times a week and has two holidays a year (neither of which are in Spain). However, he goes to the pub once a week and he watches TV for about three hours a day.

HELP WITH LISTENING Sentence stress (1)

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

7 **a** CD1 ▸ 8 Focus students on the examples. Then play the beginning of the recording again. Students listen and notice the stressed words.
Point out that the stressed words carry the meaning in sentences and questions.

b Students look at Audio Script CD1 ▸ 8, SB p153. Play the whole recording. Students listen and notice the sentence stress.

8 **a** Elicit some ideas for how to start questions about free time activities and write them on the board: *Do you ever… ?*, *How often do you … ?*, *How much (TV, sport) do you … a week?*
Students work in pairs and write a free time survey similar to the one in **6a**, with at least six questions.

b Students do the exercise in groups. Remind students to use frequency adverbs and expressions in their answers. While they are working, monitor and help with any problems.

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

WRITING

Students write up the results of their free time survey. Remind students to use frequency adverbs and expressions and encourage them to use the article on SB p10 as a model.

FURTHER PRACTICE

Ph **Vocabulary Plus** 1 Sport p197 (Instructions p193)
Ph **Class Activity** 1C An active life? p150 (Instructions p133)
Ph **Extra Reading** 1 National sports p215 (Instructions p209)
Extra Practice 1C SB p115
Workbook Lesson 1C p8

1D REAL WORLD Small talk

Student's Book p12–p13

Real World starting conversations; ending conversations

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

1 Students work in groups and talk about the last party they went to. Encourage them to ask follow-up questions.

2 **a** Focus students on the photos. Explain that Matt and Carol are having a party.
VIDEO 1.1 CD1 9 Give students time to read the sentences, then play the video or audio recording (SB p153–p154). Note that all the Real World videos can be found on the Teacher's DVD. Students watch or listen to the conversations and choose the correct words.
Check answers with the class.

2 Spain **3** Matt **4** neighbour **5** a lawyer **6** sister

b Give students time to read the sentences and focus on the example. Then play the video or audio recording again. Students watch or listen and do the activity on their own, then check answers in pairs.
Check answers with the class.

2 ~~four~~ three times a year **3** ✓ **4** ~~French~~ Italian restaurant **5** ✓ **6** ~~Amy~~ Liam

REAL WORLD Starting conversations

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.

3 **a–b** Students do **3a** on their own or in pairs, then check in REAL WORLD 1.1 SB p128.
Point out that when we think the answer to a question will be *yes*, we often use negative questions: ***Didn't*** *we meet at Carol and Matt's wedding?* or question tags: *You're a lawyer,* ***aren't*** *you?* Also point out that when we want more information about where people live or where they are from, we ask *Whereabouts?*

a 4, 6, 10 **b** 2, 3, 5 **c** 8 **d** 7, 9

4 CD1 10 PRONUNCIATION Play the recording. Students listen and repeat the sentences in **3a**. Check students copy the sentence stress correctly.

5 Focus students on photos A–C again. Explain the students are now going to hear the end of the three conversations from **2a**.
VIDEO 1.2 CD1 11 Play the video or audio recording. Students watch or listen and fill in the gaps with the correct names. Students check answers in pairs. Play the video or audio recording again if necessary.
Check answers with the class.

2 Matt
3 Jackie
4 Ben
5 Liam
6 Carol, Amy

REAL WORLD Ending conversations

6 **a–b** Students do **6a** on their own or in pairs, then check in REAL WORLD 1.2 SB p128.
Point out that *get together* here means 'meet up at a prearranged time'. Also point out that we can say *Nice meeting you.* or *Nice to meet you.* although *Nice to meet you* is more often used at the beginning of a conversation when you meet someone or are introduced to someone for the first time.

2 should **3** meeting **4** See **5** great

7 CD1 12 PRONUNCIATION Play the recording. Students listen and repeat the questions and responses in **6a**. Check students copy the stress and intonation correctly.

8 **a** Students do the exercise in pairs. Remind students to use the phrases in bold from **3a** and the sentences from **6a**.

EXTRA IDEA

- With a strong class, students exchange papers with another pair and correct any mistakes they find.

b Students practise the 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. Each pair takes turns to role-play their conversation. While students are working, monitor and help with any problems. Ask students to say what the people in the conversation they hear have in common.
Ask one or two pairs to role-play their conversation for the class.

9 Tell students to imagine there's a party in the classroom. Students move around the classroom and have conversations with four other students. Encourage students to use the language from **3a** and **6a** for starting and ending their conversation, and to ask follow-up questions.
Finally, ask students to share interesting information about the students they met with the class.

FURTHER PRACTICE

Ph Study Skills 1 Using a monolingual dictionary p231 (Instructions p227)
Extra Practice 1D SB p115
Workbook Lesson 1D p9
Workbook Reading and Writing Portfolio 1 p64
Progress Test 1 p241

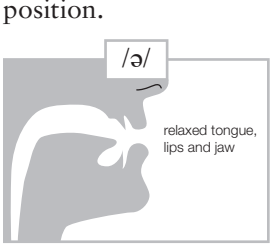
HELP WITH PRONUNCIATION

The schwa /ə/ and word endings

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 **a** Focus students on the phoneme and the words. **CD1 ▸ 13** Play the recording. Students listen to the words. Point out that we say the blue letters with a schwa /ə/. Elicit that the schwa is not stressed.

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



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

2 **a** Focus on the example and point out the underlined ending of each word. Say the words out loud and elicit that the ending of *factory* does not have a schwa.
Students do the exercise on their own or in pairs. Encourage students to say the words out loud to help them decide which ending does not have a schwa.

b **CD1 ▸ 14** Play the recording. Students listen and check. Check answers with the class.
Play the recording again. Students listen and repeat the words. Monitor and check that students pronounce the schwa correctly.

2 college
3 company
4 married
5 windsurfing
6 normally

3 **a** Check students understand *syllable*. Focus on the word endings in the box. Students match the words with a schwa sound in the final syllable in **2a** with these endings. Check answers with the class.

-al: multinational; festival **-en:** often; open
-er: commuter; teenager; lawyer; never
-or: doctor; actor; director **-ion:** question; competition; station **-a:** yoga; cinema; banana

b Students do the exercise in pairs. Encourage students to say the words out loud to help them decide if the ending has a schwa or not. Check answers with the class.

Possible answers **-al:** national **-en:** businessmen **-er:** brother **-or:** mirror **-ion:** fashion **-a:** umbrella

Finally, ask students to say one or two of their words. Check students say the words correctly 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 Pre-intermediate 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 p13. 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 p35.
Ask students to turn to Language Summary 1 on SB p127. 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 p237), 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 Pre-intermediate 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 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 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 **2** Why **3** much **4** How **5** Which **6** old **7** Who **8** many **9** When **10** long **11** What **12** often

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

1B

3 **2** with; volunteers **3** in; factory; **4** with; teenagers **5** for; airline **6** in; hospital **7** for; multinational **8** with; disabled **9** in; office **10** for; advertising agency **11** for; fashion company **12** with; unemployed

4 **2** long **3** far **4** much

5 **2** does Dan live **3** worked in London **4** did Ella work **5** starts at six **6** does the film start **7** has (got) five cats **8** cats has Kay got/does Kay have

1C

6 **2** go to **3** play **4** go **5** go to **6** do **7** go **8** play **9** do **10** go to **11** go **12** play **13** do **14** go to

7 **2** My brother is sometimes late. **3** We usually start work at 9.00. **4** We play tennis once a month. **5** I don't often watch TV. **6** He plays football every Sunday. **7** I don't usually go to concerts. **8** My parents are always at home. **9** I hardly ever eat meat.

1D

8 **2** near here **3** Didn't we meet **4** aren't you **5** a friend of **6** know each other **7** do you do **8** where **9** Whereabouts

Progress Portfolio 1

Progress Portfolio boxes encourage students to reflect on what they have learned and help them decide which areas they need to study again.

Note that the *I can …* statements reflect communicative competences as set out in the *Common European Framework of Reference for Languages* (CEFR) for level B1. For more information on the CEFR, see p14.

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 further practice on all key language taught in the Student's Book in the **face2face** Second edition Pre-intermediate Workbook.

2A Beginnings

Student's Book p14–p15

Vocabulary past time phrases
Grammar Past Simple

QUICK REVIEW This activity reviews ways of starting and ending conversations. Students work on their own and write six sentences that they can say to start and end conversations at a party. Students compare sentences in pairs. Ask students to share their sentences with the class.

Speaking and Reading

1 Check students understand *fast food*. Students discuss the questions in groups.
Ask students to share interesting answers with the class.

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. Pay particular attention to the pronunciation of *recipe* /ˈresəpi/ and highlight the stress on the compound nouns *service station* and *secret recipe*.

b Focus students on the title of the article and the photos. Ask students if they know who the man is (Harland Sanders, the man who started KFC).
Students read the article and then put the events in order. Check answers with the class.

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

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

d Students work in pairs and compare answers.
Check answers with the class.

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

HELP WITH GRAMMAR Past Simple

3 **a–d** Students do the exercises on their own or in pairs then check in GRAMMAR 2.1 SB p130.
Check answers with the class.

- **a**

	positive	negative
1	stayed, learned	didn't open
2	went, left	didn't have
3	was, were	wasn't
4	could	couldn't

- Check students understand that we use the Past Simple to talk about the past. We know **when** these things happened.
- **b** 1 For regular verbs, see the spelling rules in GRAMMAR 2.1 SB p130. There is no rule for irregular verbs. 2 We make the Past Simple negative with: subject + *didn't* + infinitive + … . The Past Simple negative of *be* is *wasn't* or *weren't* and the Past Simple negative of *can* is *couldn't*. We don't use *didn't* with the verbs *be* and *can*.
- Point out that we don't use the Past Simple of the main verb in negative sentences: ~~*I didn't went to work yesterday*~~.
- Highlight the TIP and point out the Irregular Verb List, SB p167, to your students.
- **c** 1 We make Past Simple questions with: (question word +) *did* + subject + infinitive + … . 2 We make Past Simple questions with *be* with: (question word +) *was/were* + subject + … . 3 Questions e and f are subject questions, so we don't use *did* (see GRAMMAR 1.2 SB p128).

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

b Students work in pairs and compare answers.
Check answers with the class.

died; needed; worked; had (irregular); became (irregular); started; stopped; came (irregular); decided; developed; made (irregular); sold (irregular); continued; visited; travelled; bought (irregular)

Don't point out that verbs ending in a /t/ or /d/ sound have an extra syllable /ɪd/ at this stage as this is dealt with in the Help with Pronunciation section on SB p21.

5 **a** Focus students on the photos and the text. Ask if students have used Michelin guide books or maps.
Check students understand *tyre* and *star* (= a way of rating how good something is).
Students read the article about the Michelin Guides and fill in the gaps with the Past Simple forms of the verbs in brackets.

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

2 developed 3 made 4 sold 5 were 6 wanted
7 wasn't 8 didn't have 9 couldn't 10 didn't know
11 could 12 wanted 13 needed 14 wrote
15 didn't start

Vocabulary and Speaking

Past time phrases

6 **a** Check students know *the sixties* and *century*. Students work on their own or in pairs and put the time expressions in order starting with the furthest in the past (*in the nineteenth century*). Check answers with the class.

2 in 1900 **3** eighty years ago **4** in the sixties **5** in July last year **6** last week **7** the day before yesterday

b Students do the exercise on their own or in pairs, then check in VOCABULARY 2.1 SB p129.

- We use ***ago*** with the Past Simple to talk about a time in the past: *We got married six months ago.*
- We use ***last*** to say the day, night, week, etc. in the past that is nearest to now: *I saw Jo last Friday.* (= the Friday before now).
- We use *last* with **days** (*last Friday*), **months** (*last May*), **seasons** (*last summer*) and in various fixed phrases: *last night*, *last week*, etc.
- Highlight that we don't use a preposition with *last* (*last weekend* not ~~***in last weekend***~~) and we say *yesterday morning/afternoon/evening*, not ~~***last morning***~~, etc.
- Point out that with the Past Simple we can use *on* with days to mean *last*: *I bought it on/last Friday.*
- We use ***in*** with years (*in 1900*) and months (*in July*) and ***in the*** with decades (*in the sixties*) and centuries (*in the nineteenth century*).

7 Put students into pairs, student A and student B. Student As turn to SB p103 and student Bs turn to SB p109. Check they are all looking at the correct exercise.

a Pre-teach *stay up late*, *take a day off* and *unusual*. Focus students on the question prompts in the first column and check they understand the meaning of *When did you last … ?* (= When was the time in the past nearest to now that you … ?) Students do the exercise on their own. While students are working, check their questions for accuracy and help with any problems.

b Drill the questions and answers in the speech bubbles to remind students of the language they need to do the exercise.
Students work with their partner and take turns to ask and answer their questions. Encourage students to use short answers with *ago*, *last* and *in*, and to ask more follow-up questions if possible. While they are working, monitor and correct any mistakes you hear.
Ask students to share interesting answers with the class.

Get ready … Get it right!

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

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

b Ask a few students to tell the class about their partner's special meal.
Finally, find out if anyone didn't enjoy their meal and the reasons why they didn't.

WRITING

Ask students to write about the meal they told their partner about in **9a**.

FURTHER PRACTICE

Ph **Class Activity** 2A Richard Branson p152 (Instructions p133)
Extra Practice 2A SB p116
Workbook Lesson 2A p10

2B How we met

Student's Book p16–p17

Vocabulary relationships (1)
Grammar Past Continuous: positive and negative, questions

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

Listening and Speaking

1 **a** Focus students on the photos. Ask students where they think the people are.

b Check students understand *rent*. Students work on their own and match sentences 1–3 to photos A–C.

c CD1 ▸ 15 Play the recording (SB p154). Students listen and check their answers.

1C 2B 3A

HELP WITH GRAMMAR

Past Continuous: positive and negative

2 **a–c** Students do the exercises on their own or in pairs then check in GRAMMAR 2.2 ▸ SB p130. Check answers with the class.

- **a** **1** travelling **2** met **3** travelling **4** Yes, it did. **5** *met* is in the Past Simple; *was travelling* is in the Past Continuous.
- We use the Past Continuous to talk about an action that was in progress when another (shorter) action happened. The Past Continuous action might continue after this point.
- Focus students on the timeline in GRAMMAR 2.2 ▸ on SB p130, which shows the relationship between the longer action (*was travelling*) and the shorter action (*met*).
- **b** Positive: *was*; *were* Negative: *wasn't*; *weren't*
- Go through the spelling rules for verb+*ing* forms in GRAMMAR 2.2 ▸ on SB p131.
- Also highlight that we can use the Past Continuous to talk about an activity in progress at a point of time in the past: *I was working at 9.30*.

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

CD1 ▸ 16 PRONUNCIATION Play the recording (SB p154). Students listen and repeat the phrases. Check students copy the stress correctly.

EXTRA IDEA

- You can also ask students to turn to Audio Script CD1 ▸ 16, SB p154. They can then follow the sentence stress as they listen. Point out the pronunciation of *were* /wə/. Students do more work on the weak forms of *was* and *were* in **7**.

4 **a** Focus students on photo A and tell students that it shows Helen and Simon at the bus stop where they met. Pre-teach *offer*. Students do the exercise on their own. Don't check their answers yet.

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

c CD1 ▸ 17 Play the recording. Students listen and check their answers.

1 were waiting **2** was raining, offered **3** were sitting, gave **4** got **5** saw **6** was talking, didn't say **7** was waiting, stopped **8** offered, invited, was

Vocabulary Relationships (1)

5 **a** Students work on their own and tick the phrases they know, then check in VOCABULARY 2.2 ▸ SB p129.

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

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

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

Point out that we can say *break up* (*with someone*) or *split up* (*with someone*). Also point out that we say ***be*** *in love* (*with someone*), ***be*** *engaged* (*to someone*) and ***be*** *married* (*to someone*).

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

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

EXTRA IDEA

- If you have a low-level class who may not know many of the words in the box, pre-teach the words to the whole class, for example, by telling a short story about a relationship.

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

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

Listening and Speaking

6 **a** Focus students on photo B. Tell students they are going to listen to Ray talking about how he met his wife, Claire.

CD1 ▸ 18 Give students time to read sentences 1–5. Then play the recording (SB p154). Students listen and choose the correct answers. Play the recording again if necessary.

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

1 England
2 a museum shop
3 a park
4 airport
5 train

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

1 Because most of the people who came to the museum were tourists.
2 15 minutes.
3 Because he was shy.
4 They were waiting for Claire's flight.
5 He was waiting by the door to her flat.

EXTRA IDEA

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

HELP WITH LISTENING

Weak forms (1): *was* and *were*

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

7 **a** Tell students there are two different ways to pronounce *was* and *were*: the strong form and the weak form.
CD1 ▶ 19 Play the recording. Students listen and notice the difference between the strong and weak forms.

b Ask students to look at Audio Script CD1 ▶ 18, SB p154. Play the recording again. Students read, listen and answer the questions. Check answers with the class.
Use examples in the recording to highlight that *was* and *were* are usually weak in sentences and questions, and strong in short answers.

sentences: weak
questions: weak
short answers: strong

HELP WITH GRAMMAR

Past Continuous: questions

8 Students do the activity on their own or in pairs by referring back to questions 4 and 5 in **6b**.
Check answers with the class.

was, *were*;
verb+*ing*

9 Put students into pairs, student A and student B. Student As turn to SB p103 and student Bs turn to SB p109. Check they are all looking at the correct exercise.

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

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

Student A: 1 What was Colin doing in China?
2 How long ago did they meet? 3 Was Linda going out with anyone when she met Colin? 4 What were they doing when he asked her to marry him?
5 Where did they get married?
Student B: a What was Linda doing in China?
b Where were they flying to when they met?
c Where did they go on their first date? d Was Colin going out with anyone when he met Linda?
e How long ago did they get married?

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

Get ready … Get it right!

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

EXTRA IDEA

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

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

b Students decide which is the most romantic, the most unusual or the funniest story in their group.
Finally, ask students to share ideas with the class.

WRITING

Students write the story of the couple they talked about in **11a**. Alternatively, students write the story of the couple that they thought was the most romantic, the most unusual or the funniest.

FURTHER PRACTICE

Ph **Vocabulary Plus** 2 Weddings p198 (Instructions p193)
Ph **Class Activity** 2B Husbands and wives p153 (Instructions p134)
Extra Practice 2B SB p116
Workbook Lesson 2B p11

2C VOCABULARY AND SKILLS

Coincidences

Student's Book p18–p19

Vocabulary adjectives (1); connecting words (1)
Skills Reading: a magazine article; Listening: a story

QUICK REVIEW This activity reviews the Past Continuous. Students work on their own and write five times (for example, *8.30 a.m.*). Put students into pairs. Students take turns to ask what the other was doing yesterday at the times on their list. At the end of the activity, ask students to share interesting answers with the class.

Reading

1 **a** Check students understand *coincidence*. Ask students to share any interesting stories about coincidences with the class.

b Pre-teach the vocabulary. (This vocabulary is not in the Language Summary.)
Point out the irregular Past Simple forms of *sink* (*sank*) and *shoot* (*shot*).
Model and drill the words/phrases. Pay particular attention to the pronunciation of *survivor* /sə'vaɪvə/ and *drown* /draʊn/. Point out that *restaurant* is two syllables, not three.

c Students read the article and match coincidences 1–3 to pictures A–C. Students check answers in pairs.
Check answers with the class.

1 C
2 B
3 A

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

1 Roger Lausier nearly drowned. Alice Blaise saved him.
2 Roger Lausier saved Alice Blaise's husband.
3 The stories are all about people called Hugh Williams who survived after boats sank at sea.
4 Yes, they did. (They were uncle and nephew.)
5 They looked exactly the same; they were born in the same town on the same day; they both had wives called Margherita; Umberto became king on the same day the restaurant owner opened his restaurant; they died on the same day.

b Put students into pairs. Students discuss which coincidence they found most surprising and why. Ask students to share their ideas with the class.

EXTRA IDEA

- Students do a class survey to find out which coincidence the class found most surprising. Alternatively, do a class vote.

Vocabulary Adjectives (1)

3 **a** Check students understand definitions a–e and focus students on the example. Find *amazing* in the article and elicit the meaning. Point out that you can sometimes guess the meaning of a word by understanding the rest of the sentence or by recognising a similar word in your language or another language you know.
Students work in new pairs and try to match the adjectives to the definitions, then check in VOCABULARY 2.3 SB p129. Check answers with the class.
Highlight that *incredible/unbelievable* both mean *very difficult to believe*. Point out that *extraordinary* has a stronger meaning than *strange*, but that both mean *very unusual*.

b unexpected **c** unfortunate **d** incredible, unbelievable **e** strange, extraordinary

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

Listening and Speaking

4 **a** Focus students on the photo and the book cover. Ask students if they know who the man is (the actor Anthony Hopkins) and if any of them have heard of the book *The Girl from Petrovka*.
CD1 ▸ 20 Play the recording (SB p154). Students listen and answer the questions.
Check answers with the class.

1 On a seat near him while he was waiting for a train. **2** Because the book Anthony Hopkins found was George Feifer's personal copy that he lent to a friend two years earlier. / Because the book Anthony Hopkins found was the same book George Feifer lent to a friend two years earlier.

b Focus on sentences a–h. Students work in pairs and try to put the events in the order they hear them.
Play the recording again. Students listen and check their answers.

2 e **3** g **4** f **5** b **6** c **7** d **8** h

HELP WITH LISTENING
Weak forms (2): the schwa /ə/

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

5 **a** CD1 ▸ 21 Play the recording. Ask students to listen to the difference between the strong and the weak forms of the words. Play the recording again if necessary.

b Students look at Audio Script CD1 ▸ 20, SB p154. Play the recording again and ask students to notice the sentence stress and weak forms. Students listen and decide if weak forms are ever stressed (they aren't). Point out that it is important for students to recognise weak forms, as they are much more likely to hear these words in their unstressed weak form than the strong form that they might expect.
Note that only the weak forms *and*, *to*, *of*, *was*, *were* and *from* are marked in the Audio Script. Other weak forms, for example, *the*, are not marked so as not to overload students. Weak forms are focused on again in lesson 7C.

HELP WITH VOCABULARY
Connecting words (1)

6 **a–b** Students do the exercise on their own or in pairs, then check in VOCABULARY 2.4 ▸ SB p129. Check answers with the class.

- Highlight the example and point out that we use ***until*** to say something stops or starts at this time.
- We use ***because*** to give the reason for something.
- We use ***so*** to give the result of something.
- We can use ***while*** and ***when*** for things that happen at the same time.
- Focus students on the TIP. Point out that when a long and short action happen at the same time, we can't use *while* with the Past Simple: ~~*He was waiting for his train home while he saw a book on the seat near him*~~.
- Also highlight that we use *when* for things that happen one after another: *When I got home, I called my brother.*
- *When* and *while* can both go at the beginning or in the middle of a sentence.

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

1 because **2** While **3** when **4** because
5 While **6** so **7** until

8 **a** Go through the prompts with the class and check students understand them.
Students work in pairs and think of an interesting story that happened to them or someone they know. Students make notes based on the prompts. While students are working, monitor and help with any new vocabulary.

b Students work in groups and take turns to tell their stories using the notes they wrote in **8a**. Finally, ask students to decide which story was the most interesting.

WRITING

Students write one of the stories they heard in **8b**. Remind students to use past verb forms and connecting words. If students don't finish their stories in class, ask them to do so for homework. Ask students to share the stories in the following class.

FURTHER PRACTICE

Ph **Class Activity** 2C Androcles and the lion p154 (Instructions p134)
Ph **Extra Reading** 2 Flash mobs p216 (Instructions p209)
Extra Practice 2C SB p116
Workbook Lesson 2C p13

2D REAL WORLD Internet dating
Student's Book p20–p21

Real World finding things in common

QUICK REVIEW This activity reviews connecting words. Students work in pairs and try to remember as much as they can about Roger Lausier, Hugh Williams, King Umberto I and Anthony Hopkins. If students need help, tell them to look back at lesson 2C and make notes about each person. Students take turns to tell each other about each coincidence. Remind them to use *until, while, so, when* and *because*. At the end of the activity, ask students to tell the class about the coincidences.

1 Focus students on the photo of Jackie and her profile. Elicit that the profile is from an internet dating website. Remind students that Jackie was at the party in lesson 1D. Ask students if they remember what kind of restaurant Jackie works in (an Italian restaurant). Note that internet or online dating is now a very popular way of meeting a partner in the UK.
Students work in groups and discuss the questions. If possible, make sure there are both men and women in each group. Ask each group to share their ideas with the class.

2 **a** Check students understand *profile*, *share*, *special*, *ideal* and *match*.
Students read Jackie's profile and decide if the sentences are true or false.

b Students work in pairs and compare answers.
Check answers with the class.

2 F (She's generally happy with her life, but would like to share it with someone.) **3** F (She also likes staying at home and cooking dinner for friends.) **4** F (She loves tennis and does judo.) **5** T **6** T

WRITING

Students write their own profile, using Jackie's profile as a model. Remind them to describe themselves and describe the type of partner they are looking for. When they have finished, collect in the papers and then read out some of the profiles. Students guess who wrote them.

3 **a** Check students understand *date* and make sure students remember the meaning of *nervous*. Explain that Jackie has two dates with two different men.
VIDEO ▸ 2.1 CD1 ▸ 22 Focus students on photo A.
Play the video or audio recording (SB p154–p155).
Students watch or listen and put the things in the order they hear them. Check answers with the class.

2b **3**a **4**e **5**d

b VIDEO ▸ 2.2 CD1 ▸ 23 Focus students on photo B.
Play the video or audio recording (SB p155). Students watch or listen and put the things in the order they hear them. Check answers with the class.

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

c Focus on the lists in **3a** and **3b**. Play the first video or audio recording again. Students watch or listen and identify which things Jackie has in common with Damon.
Play the second video or audio recording again. Students watch or listen and this time identify which things Jackie has in common with Kevin. Students check answers in pairs. Check answers with the class.

in common with Damon: a holiday in Japan, cooking, feeling nervous, working in the evening
in common with Kevin: dogs, judo

d Discuss with the class who students think Jackie will want to see again and why. Take a class vote.

REAL WORLD Finding things in common

4 **a–d** Students do the exercises on their own or in pairs, then check in REAL WORLD 2.1 ▸ SB p131.
While students are working, draw the table from **4c** on the board so that you are ready to check their answers. Check answers with the class.

- **a 1** It's the same for me. **2** We use ***So*** in positive sentences and ***Nor*** in negative sentences.
- Highlight the word order: *So/Nor* + auxiliary + *I*. Also check students understand that we use these phrases when we agree or disagree with a statement and not when we are answering questions.
- **b** Person B is saying 'It's different for me.' Point out that after positive sentences we use a negative form of the verb and after negative sentences we use a positive form of the verb.
- **c** Elicit the answers from the class and fill in the gaps in the table on the board (see the table in REAL WORLD 2.1 ▸ SB p131). Ask students to identify the auxiliaries in each group and underline them on the board: *I'm a bit nervous. So am I.*, etc.
- Tell students that when we agree with positive and negative sentences in the Present Simple and Past Simple we use *do*, *does* and *did*: *I live in London. So do I.*; *I had a great time. So did I.*
- Highlight that we can say *Yes* or *No* before phrases with *so* or *nor*.
- Remind students that we can also use *Me too* to agree with positive sentences and *Me neither* to agree with negative sentences.
- Point out that there are two ways to pronounce *neither*: /ˈnaɪðə/ and /ˈniːðə/. Both are correct.
- Focus students on the TIP. Point out that we can say *Nor ...* or *Neither ...* to agree with negative sentences.

5 CD1 ▸ 24 PRONUNCIATION Play the recording. Students listen and repeat the responses in **4c**. Focus on stress, and check students stress the responses correctly, as in the examples.

6 Focus students on the examples and point out that students must write two responses to each sentence, to say it's the same or different for them for each sentence.
Students work on their own and write their responses. Early finishers can check answers in pairs. Check answers with the class.

2 Nor do I./Oh, I do. **3** So do I./Oh, I don't. **4** So did I./Oh, I didn't. **5** Nor am I./Oh, I am. **6** Nor did I./Oh, I did. **7** Nor do I./Oh, I do.

7 CD1 ▸ 25 Play the recording (SB p155). Students listen to the six sentences and say it's the same for them.
Play the recording again. Students listen again, this time saying it's different for them.

It's the same for you: **1** Nor am I. **2** So am I. **3** Nor do I. **4** So do I. **5** Nor did I. **6** So did I.
It's different for you: **1** Oh, I am. **2** Oh, I'm not. **3** Oh, I do. **4** Oh, I don't. **5** Oh, I did. **6** Oh, I didn't.

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

b Students work in pairs. If possible, put students with someone they haven't worked with so far in the lesson. Students take turns to say their sentences and say if it's the same or different for them.

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

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

FURTHER PRACTICE

Extra Practice 2D SB p116
Workbook Lesson 2D p14
Workbook Reading and Writing Portfolio 2 p66
Progress Test 2 p242

HELP WITH PRONUNCIATION

Past Simple: regular verbs

This *Help with Pronunciation* section reviews the pronunciation of *-ed* endings first introduced in **face2face** Second edition Elementary Unit 6.

1 **a** Focus students on the verbs. Students work in pairs and take turns to say the Past Simple of each verb.

b CD1 ▸ 26 Play the recording. Students listen and check. Check answers with the class.

Focus on the phonemes for the sound /ɪd/. Ask students which Past Simple forms end with the sound /ɪd/. Draw students' attention to the **TIP**. Remind them that when a verb ends in /t/ or /d/, then *-ed* is pronounced and the Past Simple form ends with /ɪd/. Use *decide* to highlight that we focus on the sound of the end of the verb (/d/ here), not the spelling of the verb.

wanted /ɪd/; offered; needed /ɪd/; decided /ɪd/; moved; started /ɪd/; stayed; visited /ɪd/; stopped; opened; closed; waited /ɪd/; continued; liked; travelled; developed; hated /ɪd/; learned; worked; loved

c Play the recording again. Students listen and repeat the Past Simple forms.

d Students do the exercise in pairs.

2 **a** CD2 ▸ 27 Play the recording. Students do the exercise on their own, then check answers in pairs. Check answers with the class.

2b 3a 4b 5b 6a

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

Finally ask students to say one sentence each. Check they pronounce the Past Simple form correctly, and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p21. See p34 for ideas on how to exploit this section.

Extra Practice 2

See p35 for ideas on how to exploit this section.

2A

1 **2** buy; bought (irregular) **3** decide; decided **4** sell; sold (irregular) **5** visit; visited **6** make; made (irregular) **7** have; had (irregular) **8** start; started

2 **a** **2** met **3** worked **4** left **5** did **6** became **7** ate
b **2** Who did Jan meet yesterday? **3** When did Jan and Tom work together? **4** Why did Tom leave his job? **5** When did Tom become manager of a KFC restaurant? **6** Where did Jan eat last night?

2B

3 fall in love with someone; get divorced; go on a date; get engaged to someone; go out with someone; ask someone out; break up with someone

4 **2** While he was getting out of his taxi, the taxi door hit my bike. **3** Josh took me to hospital in the taxi. **4** While we were waiting to see a doctor, Josh asked me out. **5** We went on our first date two weeks later. **6** Then one day, while we were walking in the park, he asked me to marry him. **7** We got married sixteen years ago!

2C

5 **2** amazing **3** unexpected **4** unfortunate **5** incredible **6** unbelievable **7** extraordinary

6 **2** When **3** because **4** When or While **5** so **6** until **7** so **8** when or while **9** because

2D

7 **3** Nor did I. **4** So did I. **5** Nor do I. **6** Oh, I did. **7** So am I. **8** Oh, I didn't. **9** So do I. **10** Oh, I'm not. **11** Oh, I did. **12** Nor am I. **13** Oh, I don't. **14** Oh, I do.

Progress Portfolio 2

- See p35 for ideas on how to exploit this section.

3A Getting qualified

Student's Book p22–p23

Vocabulary employment
Grammar *have to/had to*: positive and negative; questions and short answers

QUICK REVIEW This activity reviews language for finding things in common. Students work on their own and write sentences beginning with the prompts. Students take turns to say their sentences in pairs and say if it is the same or different for them. Ask students to share interesting answers with the class.

Vocabulary and Speaking Employment

1 **a** Focus students on the title of the section and check students understand that *employment* = paid work.
Students work in pairs and say which phrases they know, then check in VOCABULARY 3.1 SB p131.
Establish that we use *job* to talk about a particular work activity and that it is a countable noun: **A** *What's his job?* **B** *He's a doctor.*
We use *work* to talk about something you do as part of your job: *I've got a lot of work to do today.* Point out that it is an uncountable noun: *He's looking for work.* not ~~*He's looking for a work*~~. We can also use *work* as a verb: *I work in London.* not ~~*I job in London*~~.
You could point out that the word *coworker* is common in American English to talk about a *colleague*.
Model and drill the phrases. Pay particular attention to the pronunciation of *colleagues* /ˈkɒliːgz/ and *job security* /ˈdʒɒb sɪˌkjʊərəti/.
Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

b Focus students on the example phrases and the phrases in **1a**.
Students do the exercise on their own.

c Students compare their ideas in pairs and find out how many of the things are the same.
Ask each pair to tell the class about the things that are the same for both students.

Listening and Speaking

2 **a** Focus students on photos A–C. Ask if they can match the people in the photos to the jobs. Students check answers in pairs. Check answers with the class.

A Rick is an interpreter. **B** Lorna is a paramedic. **C** Bernie is a football referee.

b Students work in pairs and choose phrases from **1a** that they think are true for each job.
Ask students to share their ideas with the class.

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

b CD1 28 Play the recording (SB p155). Students listen and check their answers.

1B **2**C **3**A

HELP WITH GRAMMAR
have to/had to: positive and negative

4 **a–d** Check students understand *necessary*. Students do the exercises on their own or in pairs, then check in GRAMMAR 3.1 SB p132.
Check answers with the class.

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

HELP WITH LISTENING *have to* and *have*

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

5 **a** Give students time to read sentences 1–3.
CD1 29 Play the recording. Students listen and notice the difference in pronunciation between *have to* /hæftə/ and *have* /hæv/.
Highlight that the *v* in *have to* is pronounced /f/, while the same letter in *have* is pronounced /v/. Also point out that *to* in *have to* is pronounced with a schwa /ə/.

b CD1 30 Play the recording (SB p155). Students listen and write the sentences they hear.
Play the recording again if necessary. Check answers with the class.

1 They have to study for a long time.
2 We have a lot of training.
3 I have to work at home a lot.
4 You don't have to go to university.
5 I have to have a degree.
6 We don't have any exams.

6 CD1 ▸ 31 PRONUNCIATION Play the recording (SB p155). Students listen and repeat the sentences. Check students copy the pronunciation of *have to* and *have* correctly.

EXTRA IDEA

- Ask students to turn to Audio Script CD1 ▸ 31, SB p155. They can then notice the sentence stress and the pronunciation of *have to* and *have* as they listen and repeat.

7 Focus students on the photo of Bernie (the football referee) and tell students they are going to read about his training.
Point out that *referee* can be a noun and a verb. You could also check students understand *laws*, *rules*, *practical exam*, *deal with*, *backwards* and *decisions*. Note that students don't need to understand these words in order to do the exercise.
Students do the exercise on their own. Early finishers can check answers in pairs. Check answers with the class.

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

8 **a** Students read the text about Bernie again and answer questions 1–5.

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

1 No, they don't have to pay very much.
2 He/She has to learn 130 pages of rules.
3 Yes, he had to do practical and written exams.
4 He had to give a player a red card.
5 He has to practise running backwards.

EXTRA IDEA

- Students discuss what they think is the most surprising thing about a football referee's training.

HELP WITH GRAMMAR

have to/had to: questions and short answers

9 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 3.2 ▸ SB p132. Check answers with the class.

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

10 **a** Focus students on the photos of Rick and Lorna again and check they remember what their jobs are. Check that students realise that they have both finished their training and are now fully qualified.
Students do the exercise on their own, then check in pairs. Check answers with the class.

2 Why do interpreters have to work in pairs?
3 How many words does an interpreter have to translate in 30 minutes?
4 Do you have to go to university to become a paramedic?
5 What's the main thing a paramedic has to do?
6 What did Lorna have to do yesterday?

b 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 Summary in the Student's Book.
Model and drill the words and phrases. Pay particular attention to the pronunciation of *calm* /kɑːm/.

c CD1 ▸ 32 Play the recording (SB p155). Students listen and answer the questions in **10a**. Play the recording again if necessary.

d Students work in pairs and compare answers. Check answers with the class.

1 (He had to learn to) listen and speak at the same time. **2** (They have to work in pairs) because it's impossible for one person to interpret for more than half an hour. **3** (They have to translate) about 4,000 words in 30 minutes. **4** No, you don't have to (go to university to become a paramedic). **5** (The main thing a paramedic has to do is) stay calm in an emergency. **6** (She had to) help a man who fell off a roof.

e Students work in groups and discuss the question. Ask students to tell the class which job they would most like to do, giving reasons for their answers.

EXTRA IDEA

- Write a list of about 20 jobs on the board. Put students into groups. One student in the group chooses a job from the list. The other students ask him/her *yes/no* questions to find out what job it is, using *have to* and vocabulary from **1a**: *Do you have to get up early? Do you have your own office?* etc. The turn then passes to another student in the group.

Get ready … Get it right!

11 Put students into pairs, student A and student B. Student As turn to SB p106 and student Bs turn to SB p112. Check they are all looking at the correct exercise.

a Students work on their own and tick the things they have to do in the week and at the weekend in both of the *you* columns. Students should tick all the *in the week* questions first, then go on to *at the weekend*.

b Focus students on the examples. Point out that all the questions are in the Present Simple. Students do the exercise on their own. While students are working, check their questions for accuracy and help with any problems.

c Students work with their partner and take turns to ask and answer the questions about the things they have to do in the week and then about the things they have to do at the weekend. Point out that they must tick the things their partner has to do in the *your partner* column. At the end of the activity, students work out how many things they both have to do.

d Check students understand *stressful*. Students then decide whose life is the most stressful and why.
Finally, ask students to share their conclusions with the class, giving reasons for their answers.

WRITING

Students write a paragraph about their job or a job they would like to do.
Alternatively, students write a short profile about two friends or family members. They should write what they do and say what qualifications or training they had to have or do in order to get the job. Encourage students to add details about the jobs, using the vocabulary in **1a**. Also encourage them to say whether the people like/don't like their job and give reasons.

FURTHER PRACTICE

Ph **Vocabulary Plus** 3 Jobs p199 (Instructions p194)
Ph **Class Activity** 3A Guess the job p155 (Instructions p135)
Extra Practice 3A SB p117
Workbook Lesson 3A p15

3B Job-hunting

Student's Book p24–p25

Vocabulary looking for a job
Grammar Present Continuous and Present Simple; activity and state verbs

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

Vocabulary and Speaking

Looking for a job

1 **a** Students work in pairs and say which phrases they know, then check new words/phrases in VOCABULARY 3.2 SB p131.
Point out that the American English word for *a CV* is *a résumé*, and that we can say *fill in a form* or *fill out a form*.

Also establish that *unemployed* is an adjective, so we say: *He is unemployed*. not ~~*He is an unemployed*~~.
Tell students that in the UK, if you are unemployed, you get some money from the government each week to live on. This is called *unemployment benefit* and is often called *the dole* in informal English.
Check students understand the difference between *earn money* (by doing a job) and *win money* (by winning a competition, a lottery or a bet).
Model and drill the phrases. Pay particular attention to the pronunciation of *apply* /ə'plaɪ/, *earn* /ɜːn/ and *experience* /ɪk'spɪəriəns/.

EXTRA IDEA

- Do this as a Know, Might Know, Don't Know activity, p24.

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

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

Suggested order: **2** be unemployed **3** get unemployment benefit **4** look for a job **5** apply for a job **6** write a CV **7** fill in an application form **8** go for an interview **9** find a job **10** have some experience **11** earn a lot of money

Reading

2 **a** Focus students on photos 1 and 2 and the two letters. Ask students where the letters are from (a newspaper). Check students understand *engineering* and *frustrating*.

Students read and find out why each person is unemployed. Set a time limit of thirty seconds to encourage skim reading.

Check answers with the class. You can also use the situation in the second letter to check students understand *count* in the phrase *experience doesn't count*.

Bonnie is unemployed because she hasn't got any experience and companies always say they want people with experience.
Harry is unemployed because people think he's too old.

b Focus on the example. Students read the letters again, then tick the true sentences and correct the false ones.

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

b She's looking for her **first** job.
c She looks at the job adverts online **every day**.
d ✓ **e** ✓ **f** He lost his job **four** months ago.
g He **never gets an interview.** **h** ✓

HELP WITH GRAMMAR

Present Continuous and Present Simple; activity and state verbs

3 **a–e** Students do the exercises on their own or in pairs, then check in GRAMMAR 3.3 SB p132.

Check answers with the class.

- **a Present Continuous:** 1, 3, 5 and 6.
  Present Simple: 2, 4, 7 and 8.
- **b Present Continuous: a** I'm writing
  b she's looking; I'm applying
  Present Simple: a She goes; I never get
  b she needs; people think
- **c Activities:** work, write, eat, run, do; **States:** hate, know, remember, understand, believe, need
- We don't usually use state verbs in the Present Continuous (or other continuous verb forms). Focus students on the list of common state verbs in GRAMMAR 3.3 SB p132.
- **d Negatives:** Present Continuous: subject + *'m not/isn't/aren't* + verb+*ing* + … . Present Simple: subject + *don't/doesn't* + infinitive + … .
- **Questions:** Present Continuous: (question word +) *am/is/are* + subject + verb+*ing* + … .
  Present Simple: (question word +) *do/does* + subject + infinitive + … .
- Refer students to GRAMMAR 3.3 SB p132 for more examples of the form of the Present Continuous and Present Simple, including *yes/no* questions and short answers.
- Point out that we often use the Present Continuous with *now, at the moment, today* and the Present Simple with frequency words/phrases like *always, never, usually, every week, once a month*, etc.

4 CD1 33 PRONUNCIATION Play the recording (SB p155). Students listen and repeat the sentences. Check students copy the stress correctly.

You can also ask students to turn to Audio Script CD1 33, SB p155. They can then follow the stress as they listen and repeat.

5 **a** Check students understand *parts* (for cars) and that they remember *responsibility*. Focus students on the email. Ask who the email is from and who it is to (it's from Harry to a friend, Frank).

Focus students on the example. Students do the exercise on their own. Don't check answers yet.

Elicit where Harry is working now (he's working for a local engineering company).

b Students compare answers in pairs, explaining why they chose the Present Continuous or the Present Simple. Focus students on the example answer and elicit that *have got* is a state verb so it is in the Present Simple. Check answers with the class.

2 Do … remember (state verb) **3** makes (things they always do) **4** sell (things they always do) **5** 're doing (temporary/happening around now) **6** want (state verb) **7** 're trying (temporary/happening around now) **8** like (state verb) **9** have (routine) **10** 'm not working (happening at the moment of writing) **11** 'm writing (happening at the moment of writing) **12** work (daily routine) **13** don't work (daily routine) **14** 's ringing (happening at the moment of writing)

Speaking

6 Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p110. Check they are all looking at the correct exercise.

a Check students understand *products*.
Give students time to read their information about Bonnie's new job and deal with any problems.

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

Student A: 2 Is the company doing well at the moment? 3 What time does Bonnie start work? 4 What does she like about the job? 5 Where is she working today?
Student B: b How much does she earn every week? c What time does she finish work? d Is she doing any training at the moment? e What is she doing now?

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

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

7 Students work in groups and discuss the questions. If you have a multilingual class, put a mix of nationalities into each group. While students are working, monitor and help with any problems.
At the end of the activity, ask students to share interesting answers with the class.

Get ready … Get it right!

8 Focus students on the example and the pictures. Students work on their own and write *yes/no* questions with *you* from the prompts. While students are working, check their questions for accuracy and help with any problems. Check answers with the class.

2 Do you want to live in a different country? 3 Do you need to speak English every day? 4 Do you read a newspaper every day? 5 Are you reading a good book at the moment? 6 Do you get up before seven o'clock? 7 Are you studying for an exam at the moment? 8 Do you have an interesting job?

9 **a** Focus students on the speech bubbles and drill these examples with the class. Students move around the class, asking other students their questions, or ask as many people as they can sitting near them.
When they find a student who answers yes, they write the person's name next to the question and ask two follow-up questions. Students should try to find a different student who answers yes for each question. While they are working, monitor and help with any problems.

b Students work in groups and tell one another three things they have found out about the class. Finally, ask students to share interesting answers with the class.

WRITING

Students write up the results of the class survey from **9a**. Tell them to write one paragraph about the things people are doing at the moment and one paragraph about people's daily routines and things they always do.

FURTHER PRACTICE

Ph **Study Skills** 2 Your vocabulary notebook p232 (Instructions p228)
Extra Practice 3B SB p117
Workbook Lesson 3B p16

3C VOCABULARY AND SKILLS

What a job!

Student's Book p26–p27

Vocabulary word building: noun endings
Skills Listening: a radio interview; Reading: a magazine article

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

Speaking and Listening

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

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

WRITING

Students write a paragraph about a job they would like to do, and a paragraph about a job they would hate to do.
To help them start each paragraph you could write these phrases on the board: *I'd like to be a ... because they don't have to ...*; *I'd hate to be a ... because they have to ...*

2 **a** Focus students on pictures A–C. Check students understand *golf ball* and *fortune cookie*.
Tell students they are going to listen to a writer, Paul Owen, talking about his new book, *Is That a Real Job?*, which is about strange jobs.
CD1 ▸ 34 Play the recording (SB p155). Students listen and put the pictures in order. Check answers with the class.

1 C
2 B
3 A

b Give students time to read sentences 1–6, then play the recording again. Students listen and do the exercise on their own.
Students check answers in pairs. Check answers with the class. Ask the class which job they think is the most unusual. If you have a strong class, encourage students to say why.

1 F Paul doesn't think testing furniture is an interesting job.
2 ✓
3 F It makes 4.5 million fortune cookies a day.
4 F Fortune cookies started in Japan in the 19th century.
5 ✓
6 F In the UK, golfers lose about 20 million balls a year.

HELP WITH LISTENING

Linking (1): consonant-vowel

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

3 **a** CD1 ▸ 34 Play the beginning of the interview again. Ask students to listen and notice the consonant-vowel linking in the example sentences.
Use the examples of linking in these sentences to show that we usually link words that end in a consonant sound with words that start with a vowel sound.

b Ask students to turn to Audio Script CD1 ▸ 34, SB p155. Play the recording again. Students listen, read and notice the linking.
Note that it is the final sound that is important, not the spelling. For example, in Paul's first sentence in the recording, *people* ends in the consonant sound /l/, so links to the next word *in*: … *people in* … .

HELP WITH VOCABULARY

Word building: noun endings

4 **a–c** Students do the exercises on their own or in pairs, then check in VOCABULARY 3.3 ▸ SB p131.
While students are working, draw the table from **4a** on the board so that you are ready to check their answers. Check answers with the class.

- **a** Check the table with the class (see the table in VOCABULARY 3.3 ▸ SB p131).
- Note that there are no useful rules for which ending we use to make nouns from verbs.
- **b** We use *-or, -ant* and *-er* for people's jobs.
- Focus students on the **TIP**. Point out that we can also make jobs by adding *-ist* or *-ian* to nouns: *art* → *artist*; *music* → *musician*.

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

b Students compare their lists with another pair.

EXTRA IDEA

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

6 **a** Students do the exercise on their own. Remind students to look at the endings of the words to help them do the exercise.

b Students check answers in pairs. Check answers with the class and help students with any new vocabulary.
Model and drill the new words. Pay particular attention to the pronunciation of *examination* /ɪgˌzæmɪˈneɪʃən/, *discussion* /dɪˈskʌʃən/ and *politician* /polə'tɪʃən/. Highlight that all the endings are pronounced the same, /ʃən/, despite the different spellings, apart from the ending of *decision* which is pronounced differently /dɪˈsɪʒən/.
Establish that *a cook* is a person and *a cooker* is something in the kitchen you cook with.
Check students understand the difference between *discuss* (talk about a topic with someone and tell each other your ideas and opinions) and *argue* (to speak angrily to someone when you disagree with them). Point out the spelling of *argument* (it loses the *e* from *argue*).

Nouns: interviewer, examination, argument, discussion, information, visitor, guitarist, politician, examiner, employment; **Verbs:** decide, employ, discuss, argue, inform; **Both:** cook, visit

EXTRA IDEA

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

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

1 interview **2** collection **3** argue
4 decision **5** discuss **6** improve

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

Reading and Speaking

8 **a** Focus students on the photo and check students understand *traffic warden*.
Students work in pairs and discuss the questions. Ask students for their opinions and encourage them to give reasons.

b Pre-teach the vocabulary. Pay particular attention to the pronunciation of *uniform* /ˈjuːnɪfɔːm/ and *excuse* /ɪkˈskjuːs/. Point out the difference between the noun *excuse* /ɪkˈskjuːs/ and the verb *excuse* /ɪkˈskjuːz/.

c Focus students on the interview with William McBride and questions 1–6. Establish that these are the questions asked by the interviewer. Students read the interview and put questions 1–6 in the correct gaps a–f in the article. Check answers with the class.

a4 b6 c1 d5 e2 f3

EXTRA IDEA

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

  Nouns: employment, decision, information
  Verb: collect

9 **a** Focus students on sentences 1–6. Establish that students have to find and underline the part of the article that gives this information.
Students do the exercise on their own.

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

1 The department accepts about 60% of these excuses, so those people don't have to pay. **2** We also help the police when they are looking for stolen cars. In fact, we collect a lot of local information for the police – it's an important part of our job. **3** And now some wardens actually have video cameras as part of their uniforms. So, if anyone gets aggressive, it's on camera. **4** When I lost my job in the shipbuilding industry it was hard to find new employment and this was the only job I could get. **5** Someone even said he paid for a ticket, put it in the car, but his parrot ate it! **6** And not everyone hates us. Some people think we do a good job.

c Ask students if they still have the same opinion about traffic wardens and encourage them to give reasons.

10 Students work in groups and discuss the questions. If you have a multilingual class, put a mix of nationalities into each group. While students are working, monitor and help with any problems.
At the end of the activity, ask students to share interesting answers with the class.

FURTHER PRACTICE

Ph **Class Activity** 3C Which word? p157 (Instructions p135)
Ph **Extra Reading** 3 Famous first jobs p217 (Instructions p210)
Extra Practice 3C SB p117
Workbook Lesson 3C p18

3D REAL WORLD

I'm really sorry

Student's Book p28–p29

Real World apologies, reasons and promises

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

1 Focus students on pictures A–C. Students work in pairs and discuss who they think is doing each thing. Ask students to share interesting answers with the class.

2 **a** VIDEO 3 CD1 35 Play the video or audio recording (SB p156). Students watch or listen and fill in the gaps with the correct name from photos A–C. Check answers with the class.

a David **b** Carol **c** Matt **d** Carol **e** Amy **f** Jackie

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

c Play the video or audio recording again. Students watch or listen again and check their answers.

1 Carol **2** Amy **3** Carol **4** Amy
5 Carol **6** Carol **7** Amy

REAL WORLD

Apologies, reasons and promises

3 **a–e** Check students understand *apology* and *promise*. Drill these words with the class.
Students do the exercises on their own or in pairs, then check in REAL WORLD 3.1 ▸ SB p133. Check answers with the class.

- **a** Apologies: 1, 2 Reasons: 3, 4, 5 Promises: 6, 7
- **b** 1c 2b 3a
- Point out that there is often a pattern in this type of conversation: we apologise → we give a reason → we make a promise.
- **c** All these words/phrases are followed by the infinitive.
- **d** 1 worry 2 time 3 happened 4 right; that
- Point out that we often use *Oh, right.* when we are disappointed or angry.

EXTRA IDEA

- Ask students to look at Audio and Video Script VIDEO ▸ 3 CD1 ▸ 35, SB p156. Students work in pairs, underlining all the apologies, reasons and promises. Check answers with the class.

Apologies: I'm sorry, David, I couldn't finish it this morning.; I'm really sorry, but I can't come to the concert.; I'm sorry, Matt.; I'm sorry, but I can't prepare the tables for this evening.; I'm really sorry, but I can't say no to my mum.
Reasons: I had to help Henry.; I have to take some clients out for dinner.; I have to phone the restaurant.; So I have to go home and look after my little brother.
Promises: I'll finish it now and email it to you.; I'll be back before eight thirty, I promise.

4 CD1 ▸ 36 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Encourage students to copy the stress and intonation.

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

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

2 couldn't come **3** don't worry **4** had to
5 What happened **6** I'm sorry **7** can't come
8 have to **9** Another time **10** I'll call

c Put students in pairs and ask them to choose a role, Ed or Bob. Students practise the conversation, then change roles and practise the conversation again. Remind students to copy the stress and intonation. While they are working, monitor and help students with their pronunciation.

6 **a** Put students into new pairs.
Students choose situation 1 or 2 and plan what they want to say. Students then write the conversation. Make sure they use phrases from **3b** and **3d**. While they are working, monitor and help with any problems.

b Students practise their conversation until they can remember it. While they are working, monitor and correct any mistakes you hear.

c Put students into groups of four. Students take turns to role-play their conversations.
Finally, ask one or two pairs to role-play their conversation for the class.

EXTRA IDEA

- Organise the class so that students sit in pairs with their backs to each other. Students will then have to listen to the 'phone call' without being able to see their partner, as in a real phone call.

WRITING

Give students a list of things they were supposed to do last week, but which they couldn't do. Students write short emails apologising to people, explaining why they couldn't do each thing. Ask them to make promises if appropriate. You could use these ideas: *Monday: You had an appointment with a client, but you didn't go. Tuesday: It was your best friend's birthday, but you didn't send a birthday card. Wednesday: You promised to send a report to a colleague, but you didn't. Thursday: You promised to meet a friend for a drink, but you forgot. Friday: You had tickets for a concert, but you lost them.*

FURTHER PRACTICE

Ph **Class Activity** 3D What do you know? p158 (Instructions p135)
Extra Practice 3D SB p117
Workbook Lesson 3D p19
Workbook Reading and Writing Portfolio 3 p68
Progress Test 3 p243

HELP WITH PRONUNCIATION

Word stress (1)

1 **a** Focus students on the words and the stress patterns.
Students work in pairs and match the words to the correct stress pattern.

b CD1 ▸ 38 Play the recording. Students listen and check their answers. Check answers with the class. Elicit which stress pattern is more common for two-syllable nouns (stress pattern 1).

1 airline; language; college; colleague; yoga; concert; cleaner; reason; promise **2** degree; campaign; excuse; report; Japan

c Play the recording again. Students listen and repeat the words. Check that students stress the correct syllable in each word.

2 **a** Students work in pairs and mark the stress on each word. Encourage students to say the words out loud to help them decide which syllable is stressed. While they are working, move around the room and help students with any problems.

b CD1 ▸ 39 Play the recording. Students listen and check their answers. Check answers with the class.
Focus on the words ending in /ʃən/. Ask students where the stress is on these words (the syllable before /ʃən/).

discussion application government collection conversation interview promotion information musician engineering argument decision unexpected examination

c Play the recording again. Students listen and repeat the words. Check that students stress the correct syllable in each word.
Finally, ask students to say one or two of the words. Check they stress the correct syllable and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p29.
See p34 for ideas on how to exploit this section.

Extra Practice 3

See p35 for ideas on how to exploit this section.

3A

1 job security; friendly colleagues; holiday pay; opportunities for travel; my own office; sick pay; long holidays; a good salary; flexible working hours; lots of responsibility; a company car

2 **a** **2** don't have to **3** had to **4** have to **5** had to **6** don't have to **7** have to **8** didn't have to **9** had to **10** had to

b **3** Did Lorna have to get up early for work every day last week? Yes, she did. **4** Do referees have to learn all the rules? Yes, they do. **5** Did Rick have to go home early yesterday? Yes, he did. **6** Do we have to go to work tomorrow? No, we don't. **7** Do you have to fly to New York tomorrow morning? Yes, I do. **8** Did we have to pay for the food last night? No, we didn't. **9** Did Claire have to sell her house last year? Yes, she did. **10** Did you have to do on-the-job training last month? Yes, I did.

3B

3 **2** lost **3** 's **4** gets **5** wrote **6** applying for **7** went for **8** have

4 **2** I never finish **3** is cooking **4** he really likes **5** I don't think **6** I need

3C

5 **2** visitors **3** improvements **4** decision **5** argument **6** employment **7** cook **8** discussion

3D

6 **a** **2** I have to work late. **3** I'm sorry, but I can't come to the meeting. **4** I have to take my son to the doctor's. **5** I'll call you later. **6** I'm sorry, I couldn't finish the report yesterday. **7** I had to help a colleague.

b **2**R **3**A **4**R **5**P **6**A **7**R

Progress Portfolio 3

- See p35 for ideas on how to exploit this section.

4A Lookalikes

Student's Book p30–p31

Vocabulary types of film; past participles
Grammar Present Perfect for life experiences (1): positive and negative

QUICK REVIEW This activity reviews the Past Simple. Students work in pairs and tell each other about things they did last week. Tell them to find five things they both did. Encourage students to ask follow-up questions. Ask students to share interesting information with the class.

Vocabulary and Speaking Types of film

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

2 **a** Students work in pairs and say which types of film they know, then check in VOCABULARY 4.1 SB p134. Point out that we usually say *film* in UK English and *movie* in US English.
Model and drill the words/phrases. Pay particular attention to the pronunciation of *thriller* /ˈθrɪlə/, *horror* /ˈhɒrə/, *western* /ˈwestən/, *sci-fi* /ˈsaɪˈfaɪ/ and *musical* /ˈmjuːzɪkəl/.
Note that only the main stress in words/phrases is shown in the vocabulary boxes and the Language Summaries.

EXTRA IDEA

- Students work in pairs and think of an example for each type of film.

b Students work in groups and tell each other what types of film they like and don't like. Ask students to share interesting answers with the class.

3 **a** Students do the exercise on their own, then check their answers in pairs. Check answers with the class. Point out that when we are asking people about a film they have seen, we can also ask these questions in the Past Simple: *What was it like?* etc.

1b 2a
3d 4c

b Focus students on the example and point out the consonant-vowel linking.
CD1 40 PRONUNCIATION Play the recording. Students listen and repeat the questions. Encourage students to copy the stress and linking.

c Students do the exercise on their own.
Students can write the film titles in their own language if they don't know the English titles.

d Students work in pairs and ask each other the questions in **3a**, as shown in the speech bubbles.
While they are working, monitor and help with any problems.
Ask students to share interesting answers with the class.

Reading and Speaking

4 **a** Students work in pairs and discuss the questions. Elicit what students know about Johnny Depp and the names of any of his films.

Johnny Depp was born in Kentucky in 1963. He left school at 15 to become a rock musician. While he was visiting Los Angeles with his first wife, he was introduced to the actor Nicolas Cage, who told him to try acting, and later he got his first part in a film when he appeared in *A Nightmare on Elm Street* in 1984. He became very well-known through his role in the American TV series *21 Jump Street* in 1987. Finally, in 1990 after appearing in many smaller films, he got the lead role in director Tim Burton's film *Edward Scissorhands*. This role started a long collaboration with the director, and Depp has appeared in many of his films since then, including *Sleepy Hollow* (1999), *Charlie and the Chocolate Factory* (2005) and *Alice in Wonderland* (2010). One of his most famous roles is that of Jack Sparrow in *Pirates of the Caribbean*. Johnny Depp lives in France with his partner Vanessa Paradis and their two children.

b Focus students on the title of the lesson and on the photos. Elicit the meaning of *a lookalike* (a person who makes a living out of looking like a famous person).
Pre-teach the vocabulary. Model and drill the words. Pay particular attention to the pronunciation of *lookalike* /ˈlʊkəlaɪk/ and *character* /ˈkærɪktə/.
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.

5 Students cover the article. Focus them on the photos again and ask them to identify the real Johnny Depp. Elicit students' guesses, but don't check answers yet.

6 **a** Students read the article, check the answer to **5** (A Johnny Depp; B the lookalike Danny Lopez) and find out what Danny Lopez and Johnny Depp have in common.
Students work on their own or in pairs and answer the question. Check answers with the class.

They look alike. They are both actors and musicians. They were born on the same day, 9th June 1963.

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

1 When he was seven./At the age of seven.
2 In 1984, when he saw Johnny in the film *A Nightmare on Elm Street*. 3 At private parties and public events all over the world. 4 It makes kids happy. 5 They haven't met, but Johnny Depp knows about Danny Lopez.

HELP WITH GRAMMAR Present Perfect for life experiences (1): positive and negative

7 **a–d** Students do the exercises on their own or in pairs, then check in GRAMMAR 4.1 ▸ SB p135. Check answers with the class.

- **a** We use the **Present Perfect** for experiences that happened some time before now. We don't know or don't say when they happened.
- We use the **Past Simple** if we say exactly when something happened.
- **b** We make positive Present Perfect sentences with: *I/you/we/they* + *'ve* (= *have*) + past participle and *he/she/it* + *'s* (= *has*) + past participle.
- We make negative Present Perfect sentences with: *I/you/we/they* + *haven't* + past participle and *he/she/it* + *hasn't* + past participle.
- Focus students on the TIP. Point out that we often make negative sentences with the Present Perfect with *never*: *I've never met Johnny Depp.* = *I haven't met Johnny Depp*.
- **c** We make past participles of regular verbs by adding *-ed* or *-d*. There are no rules for irregular verbs. See the Irregular Verb List on SB p167.
- Point out that the rules for making past participles of regular verbs are the same as for the Past Simple (see GRAMMAR 2.1 ▸ SB p130).
- Note that question forms with the Present Perfect are dealt with in lesson 4B.

8 **a** Students do the exercise on their own. You can do the first one with the class as an example.

b Students compare answers with a partner and give the infinitive forms of the verbs. Check answers with the class.

Present Perfect: haven't heard (hear); has made (make); 's appeared (appear); 's worked (work); 's done (do); 's spent (spend); haven't met (meet)
Past Simple: started (start); realised (realise); looked (look); saw (see); were (be)

EXTRA IDEA

- Students say when the Past Simple examples happened: started (at the age of seven); realised (in 1984); looked (in 1984); saw (in 1984); were (9th June 1963).

9 **a** Students do the exercise on their own or in pairs, then check in the Irregular Verb List, SB p167. Check answers with the class. Highlight that the three forms of *read* are spelled the same, but the infinitive is pronounced /riːd/ and the Past Simple and past participle are pronounced /red/.
Also point out that *go* has two past participles, *been* and *gone*. When we use the Present Perfect to talk about experiences, we usually use *been*: *I've been to the USA*. (I'm back in my country now.). Compare this to: *He's gone to the USA*. (He's in the USA now.). There is more information about this in lesson 11A.

make, made, made; spend, spent, spent; hear, heard, heard; have, had, had; read /riːd/, read /red/, read /red/; win, won, won; wear, wore, worn; give, gave, given; do, did, done; see, saw, seen; take, took, taken; be, was/were, been; go, went, gone/been

b CD1 ▸ 41 PRONUNCIATION Play the recording. Students listen and repeat the words. Check students are pronouncing the different verb forms clearly.

10 Focus students on the photo and elicit who it looks like (the actress Marilyn Monroe).
Students read about Suzie Kennedy and fill in the gaps with the correct verb forms. Students check answers in pairs. Check answers with the class.

2 's made **3** appeared **4** 's also appeared
5 starred **6** made **7** has also worked
8 's worn **9** died **10** has never been

Get ready … Get it right!

11 Focus on the examples. Students work on their own and write three true sentences and three false sentences about their life experiences. While they are working, check their sentences for the correct use of the Present Perfect.

12 **a** Students work in pairs. They take turns to say their sentences and guess which of their partner's sentences are true or false. Encourage students to ask follow-up questions, as shown in the speech bubbles. While they are working, monitor and help with any problems.

b Finally, ask students to share interesting information about one of their partner's true experiences with the class.

WRITING

For homework, students research information online about one other celebrity lookalike and write a paragraph describing who he/she looks like and what kind of work he/she does. Encourage students to find pictures of the celebrity and the lookalike and display their work around the classroom.

FURTHER PRACTICE

Ph **Vocabulary Plus** 4 Describing films p200 (Instructions p194)
Ph **Class Activity** 4A Past participles bingo p159 (Instructions p136)
Extra Practice 4A SB p118
Workbook Lesson 4A p20

4B My music

Student's Book p32–p33

Vocabulary types of music
Grammar Present Perfect for life experiences (2): *yes/no* questions with *ever*

QUICK REVIEW This activity reviews the Present Perfect. Students work on their own and write four regular or irregular verbs. Give students a minute or two to think of the past participles of their verbs. Students then work in pairs and take turns to say their verbs. Their partner says the past participle and a sentence in the Present Perfect. Students can check any irregular verbs they don't know in the Irregular Verb List, SB p167.

Vocabulary and Speaking Types of music

1 **a** Focus students on the words in the box. Explain that students are going to hear a short recording of each type of music.
CD1 ▸ 42 Play the recording. Students listen and put the types of music in the order they hear them.
Check answers with the class. Point out that we say *classical music*, not ~~*classic music*~~.
Note that *r'n'b* is used in **face2face** to mean modern r'n'b music, for example as sung by Beyoncé or similar stars.
Model and drill the words. Pay particular attention to the pronunciation of *r'n'b* /ɑːrənˈbiː/, *folk* /fəʊk/ and *reggae* /ˈregeɪ/. Point out that *opera* /ˈɒprə/ has only two syllables, not three.

2 reggae **3** blues **4** pop music **5** rock music **6** jazz
7 dance music **8** hip hop **9** opera **10** rock'n'roll
11 classical music **12** traditional folk music

b Check students understand *composer* and *album*, and that they remember *band* and *download*. Give students time to read questions 1–4 and think of their answers.

c Students work in groups and compare answers. Students then decide if they like the same types of music as others in the group.
Ask students to share their answers with the class.

Listening and Speaking

2 **a** Focus students on photos 1–3 and ask them to match the photos to the events. Check answers with the class. Elicit which of the three events students would like to go to.

1 a club **2** a jazz concert **3** a music festival

b Tell students they are going to listen to two people, Alan and Lucy, talking about their musical experiences.
CD1 ▸ 43 Play the recording (SB p156). Students listen and answer the question. Check answers with the class.

Alan likes classical music and jazz. Lucy likes rock, hip hop and dance music.

3 **a** Pre-teach *hear of* a famous person (= know the person's name and what they do).
Students work in pairs and fill in the gaps with *Alan* or *Lucy*.

b CD1 ▸ 43 Play the recording again. Students listen and check. Check answers with the class.

1 Lucy **2** Alan **3** Alan **4** Alan **5** Lucy **6** Alan

R.E.M. is an American rock band formed in 1980. Three of the four original members of the band are still playing and touring today.
The Black-Eyed Peas is an American hip hop group formed in 1995. The group has sold over 27 million albums worldwide.
Miles Davis was one of the most important jazz artists in the world. He was especially known for playing the trumpet. He died in 1991.
Fatboy Slim (real name Norman Cook) is an English DJ, musician and record producer. He is credited with making electronic dance music one of the most popular types of music in the 1990s.

4 **a** Focus students on the beginning of the conversation (SB p32). Students work in new pairs and choose the correct verb forms.

b CD1 ▸ 43 Play the beginning of the recording again. Students listen and check their answers. Check answers with the class.

1 Have **2** been **3** have **4** 've been **5** went
6 did you see **7** saw **8** were

HELP WITH GRAMMAR Present Perfect for life experiences (2): *yes/no* questions with *ever*

5 **a–d** Students do the exercises on their own or in pairs, then check in GRAMMAR 4.2 ▸ SB p135.
While students are working, draw the table from **5b** on the board so that you are ready to check their answers. Check answers with the class.

- **a** We use the **Present Perfect** to ask about people's experiences. We don't ask when these experiences happened.
- We use the **Past Simple** to ask for more information about these experiences.
- **b** Check the table with the class (see the table in GRAMMAR 4.2 ▸ SB p135).
- Use the table to highlight the word order in *yes/no* questions with the Present Perfect: *Have/Has* + subject + (*ever*) + past participle + … .
- Focus students on the TIP. Point out that *ever* + Present Perfect means at any time in your life until now. We often use *ever* in questions.

- **c** First question: *Yes, I have./No, I haven't.*
  Second question: *Yes, he has./No, he hasn't.*
  Third question: *Yes, she has./No, she hasn't.*
  Fourth question: *Yes, they have./No, they haven't.*
- Focus students on the **TIP**. Point out that we can also say *Yes, once/twice/lots of times*, etc. or *No, never.* as short answers.
- You can also remind students that *go* has two past participles (*been* and *gone*) and highlight that we usually use *been* with the Present Perfect to ask about experiences: *Have you ever been to the USA?*.

6 Focus on the examples and point out the stressed words.
CD1 ▸ 44 **PRONUNCIATION** Play the recording (SB p156). Students listen and repeat. Encourage students to copy the stress. Use the recording to highlight that *have* is usually unstressed in questions, but is stressed in positive short answers.

7 **a** Tell students that they are going to read three more conversations between Alan and Lucy. Students do the exercise on their own or in pairs.

b **CD1 ▸ 45** Play the recording (SB p156). Students listen and check their answers.

3 was **4** did ... meet **5** was **6** took **7** Has ... been **8** has **9** went **10** was **11** did ... see **12** saw **13** became **14** Have ... learned/learnt **15** haven't **16** tried **17** Were **18** had

HELP WITH LISTENING

Linking (2): /w/ sounds

This *Help with Listening* introduces linking /w/ sounds, which we often use to link certain words together in natural spoken English.

8 **a** **CD1 ▸ 45** Focus students on the examples, then play conversation 1 from **7a** again. Students listen and notice the linking /w/ sounds.
Focus students on the introductory bullet point. Use the examples to show that when a word ends in a /uː/ sound (like *you*), an /əʊ/ sound (like *Mexico*) or an /aʊ/ sound like *how* and the next word starts with a vowel sound (like *ever* or *on*), we often link the words with a /w/ sound.

b Students look at Audio Script **CD1 ▸ 45**, SB p156. Play the whole recording again. Students read, listen and notice the extra /w/ sounds.

9 Students work in pairs and practise the three conversations in **7a**, copying the linking /w/ sounds. While they are working, monitor and help with any pronunciation problems.

10 **a** Check students understand *orchestra* /ˈɔːkɪstrə/ and *five-star hotel*.
Students work on their own and write six *Have you ever … ?* questions using three experiences from A and three from B. While they are working, check for accuracy and help with any problems.

b Students work in pairs and take turns to ask and answer their questions. Encourage students to ask follow-up questions if possible. While they are working, monitor and correct any mistakes you hear.
Ask students to share interesting or surprising answers with the class.

EXTRA IDEA

- Students work in pairs and ask *Have you ever … ?* questions to find five things they have both done, using the prompts in **10a** or their own ideas.

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 p111. Check they are all looking at the correct exercise.

a Pre-teach *reporter, lead singer* and *join a band*. Give students time to read the instructions and check they understand the situation.
Students work on their own. Student As make questions with *you* in the Present Perfect or Past Simple and student Bs make notes about their life as a rock singer. While students are working, check student As' questions for accuracy and help student Bs with any problems or vocabulary.

Student A: **3** What did you do before you joined the band? **4** How many countries have you visited with Crazy Head? **5** Which country did you enjoy the most? **6** Have you ever played in the USA? **7** When did you play there? **8** Have you ever worked with other musicians? **9** When did you work with them?

b Students work with their partner. Student As interview student Bs, asking follow-up questions if possible. While they are working, monitor and help with any problems.
Finally, ask student As to share interesting information about their partners with the class.

WRITING

Students work in the same pairs as in **11b** and write an article about the rock singer's life for the local newspaper. While they are writing, check their work and correct any mistakes you see.

FURTHER PRACTICE

Ph Class Activity 4B The music party p160 (Instructions p136)
Ph Extra Reading 4 Two festivals p218 (Instructions p210)
Extra Practice 4B SB p118
Workbook Lesson 4B p21

4C VOCABULARY AND SKILLS

TV or not TV?

Student's Book p34–p35

Vocabulary TV nouns and verbs; *-ed* and *-ing* adjectives
Skills Reading and Listening: a quiz; Reading: an online article

QUICK REVIEW This activity reviews the Present Perfect: *yes/no* questions with *ever*. Give students a minute or two on their own to think of four interesting places in the town/city they are in now. Students don't have to have been to these places. Check students remember *Have you ever been to … ?* and ask which verb form any follow-up questions should be in (Past Simple). Students then do the activity in pairs. At the end of the activity, ask students to share interesting information with the class.

Vocabulary and Speaking

TV nouns and verbs

1 **a** Focus students on the three groups and check students understand *TV equipment*.
Students work on their own or in pairs and put the words/phrases into the correct group.

b Students check in VOCABULARY 4.3 SB p134.
Check answers with the class. If possible, use real examples of TV programmes from the country you are teaching in to check meaning of the types of programme.
Establish that we say *the news is* not ~~*the news are*~~, and point out that we often use *on* to mean *on TV*: *What time is the football on?*.
Also point out that in UK English we say *chat show*, while in US English we say *talk show*. Point out the different spelling of *programme* in US English (*program*), but highlight that we usually say *show* in US English.
You can also tell students that *the remote control* is often just called *the remote*, and that another way to say *change channels* is *turn over*.
Model and drill the words/phrases. Pay particular attention to the pronunciation of *satellite* /ˈsætəlaɪt/ and *reality* /riˈæləti/. Also highlight the main stress in *soap opera* is on the first word, not the second, and that *documentary* /dɒkjʊˈmentri/ is four syllables, not five.

TV equipment: the remote control; a DVD player; a 3D TV
TV programmes: a chat show; a soap opera; a documentary; a reality TV programme; a game show; a current affairs programme; a sitcom; a drama; a cartoon
TV verbs: turn off; change channels; record; download

c Tell students to close their books. Students do the exercise on their own.

d Students work in pairs and compare their lists from **1c**. Students find out how many of their words/phrases are the same.

EXTRA IDEAS

- Students work in groups of three. Student A looks at VOCABULARY 4.3 SB p134 and says a definition (for example, *On this programme a presenter interviews people*). Students B and C try to give the answer (*a chat show*). The first student to answer gets a point. If no one can answer, A gets the point. The student with the most points at the end wins.
- You might want to add other vocabulary items to help students talk about TV technology, for example *a set-top box* is used in the UK for getting satellite TV.

2 Students work in groups and discuss the questions. Encourage students to use words/phrases from **1a**.
Ask students to share interesting answers with the class.

Reading and Listening

3 **a** Focus students on the quiz on the TV screen. Pre-teach *telly* (an informal word for television), *addict* and *miss* (= not see).
Students work on their own and do the quiz by putting a tick or a cross in the *you* column.

b Students do the activity in pairs and put a tick or a cross for each of their partner's answers in the *your partner* column.
When students have finished, they look at SB p114 to find out if they are telly addicts.
Ask students to tell the class their results to find out who is the biggest telly addict in the class.

4 Tell students they are going to listen to a woman, Mel, asking her flatmate, Tim, the quiz questions.
CD1 ▸ **46** Play the recording (SB p156–p157).
Students listen and put a tick or a cross in the *Tim* column on the quiz. Play the recording again if necessary.
Students check answers in pairs. Check answers with the class.

1 ✓ 2 ✗ 3 ✗ 4 ✗ 5 ✓ 6 ✓ 7 ✓ 8 ✓
Tim got five ticks, which means that he is quite addicted to TV.

HELP WITH LISTENING

Linking (3): /r/ and /j/ sounds

This *Help with Listening* section introduces two more linking sounds, /r/ and /j/, which we often use to link certain words together in natural spoken English.

5 **a** CD1 ▸ 46 Focus students on the examples, then play the beginning of the conversation again. Students listen and notice the linking /r/ and /j/ sounds.

Focus students on the introductory bullet points. Use the examples to illustrate the following rules.

- When a word ends in an /ɔː/ sound (like *for* or *you're*) and the next word starts with a vowel sound (like *a*), we often link the words with a /r/ sound. This is also true if a word ends in an /ə/ sound (like *better*), an /ɜː/ sound (like *were*) or an /eə/ sound (like *where* or *they're*).
- When a word ends in an /i/ sound (like *telly* or *very*) and the next word starts with a vowel sound (like *addicts* or *often*), we often link the words with a /j/ sound. This is also true if a word ends in an /iː/ sound (like *see* or *TV*) or an /aɪ/ sound (like *high* or *I*).

Note that there are many words in UK English which are spelled with a 'silent *r*' at the end of the word (for example, *doctor, brother, four, where*, etc.). This *r* is only pronounced to link these words to a word that begins with a vowel sound, as described above. In US English, however, the letter *r* is always pronounced at the end of words, whatever the next sound in the sentence is.

Note that we can also use the linking /r/ sound when there is no letter *r* in the first word, for example *law*‿/r/‿*and order*.

b Ask students to look at Audio Script CD1 ▸ 46, SB p156. Play the whole recording again. Students read, listen and notice the linking sounds /r/, /j/ and /w/.

EXTRA IDEA

- Ask students to look at the phonemic symbols on SB p167 and identify the symbols in the bullet points in the Help with Listening section. Students can then work in pairs and think of one or two other words that end in these sounds.

Reading and Speaking

6 **a** Tell students to cover the article. Check students understand *murder*. Students work in pairs and guess the answers to questions 1–5.

b Students read the article and find out if their guesses were correct. Students can check their answers with their partners from **6a**.

Check answers with the class.

1 6 hours and 47 minutes.
2 Men.
3 20,000.
4 40,000.
5 It's a week when people don't watch TV.

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

HELP WITH VOCABULARY

-ed and *-ing* adjectives

8 **a–c** Students do the exercises on their own or in pairs, then check in VOCABULARY 4.4 ▸ SB p135. Check answers with the class.

- **a** We use ***-ed*** adjectives to describe how people feel.
- We use ***-ing*** adjectives to describe the thing, situation, place or person that causes the feeling.
- **b** relaxed; tiring; bored; interested; surprising; frightened; annoying; worrying
  Elicit the *-ed* and *-ing* forms of the adjectives in bold and write them on the board. Point out changes in spelling (for example, *worried* → *worrying*).
- **c** Focus students on the pictures in VOCABULARY 4.4 ▸ SB p135 to check the meaning of new words.
- Point out that people can be *bored* or *boring* and *interested* or *interesting*: *Adela was **bored** because Mark was **boring**.*

9 Model and drill *exciting, excited* and highlight that the *-ed* ending of *excited* is pronounced /ɪd/.

CD1 ▸ 47 PRONUNCIATION Play the recording (SB p157). Students listen and repeat the words. Elicit which words have an /ɪd/ ending. You can point out that *excited* and *interested* have an /ɪd/ ending because it follows a /t/ sound, and that *worried* has an /ɪd/ ending because the adjective comes from a two-syllable verb ending in *-y* (*worry* → *worried*).

excited; interested; worried

10 **a** Students do the exercise on their own. Check answers with the class.

2 boring **3** frightening **4** tired **5** exciting
6 interested **7** annoying **8** worried **9** relaxing

b Students work in pairs and take turns to ask and answer the questions in **10a**. Encourage students to ask follow-up questions if possible.

c Finally, ask students to tell the class two interesting things they found out about their partner.

WRITING

Students write a description of their favourite TV programme. Encourage students to say when it's on TV, what it's about, who stars in it, etc.

FURTHER PRACTICE

Ph **Class Activity** 4C Entertainment crossword p162 (Instructions p137)
Extra Practice 4C SB p118
Workbook Lesson 4C p23

What do you think?

Student's Book p36–p37

Real World asking for opinions, agreeing and disagreeing

QUICK REVIEW This activity reviews *-ed* and *-ing* adjectives. Students work in pairs. Student As write sentences using the *-ed* adjectives listed and student Bs write sentences using the *-ing* adjectives listed. Students take turns to tell each other about the things on their list and give more information if possible. Ask students to share interesting information with the class.

1 Students work in groups and discuss the questions. Ask students to share their answers with the class.

2 **a** Pre-teach the vocabulary.
Model and drill the words/phrases. Pay particular attention to the pronunciation of *graduate* /ˈgrædʒuət/, *loan* /ləʊn/ and highlight the silent *b* in *debt* /det/. Point out the difference in pronunciation between the noun *graduate* /ˈgrædʒuət/ and the verb *graduate* /ˈgrædʒueɪt/.

b Focus students on the photo and the names of the people. Elicit what students can remember about each person (for example, Matt and Carol are married, Ben works with Matt, Jackie is a restaurant manager and a neighbour of Matt and Carol's, Amy is Carol's sister and works in Jackie's restaurant).

c VIDEO ▸ 4 CD1 ▸ 48 Play the video or audio recording (SB p157). Students watch or listen and answer the question. Check the answer with the class.

Three (Amy, Carol and Ben).

3 VIDEO ▸ 4 CD1 ▸ 48 Give students time to read sentences 1–6. Play the video or audio recording again. Students watch or listen again and decide if the sentences are true or false. Students check the answer in pairs. Check answers with the class.

2F 3T 4T 5F 6T

EXTRA IDEA

- Students work in pairs and correct the false sentences.

1 Matt did the vegetables. 2 Amy isn't sure she wants to go to university next year. 5 Students don't have to start paying back their student loans until they leave university and get a good job.

REAL WORLD

Asking for opinions, agreeing and disagreeing

4 **a–b** Check students understand *asking for opinions*, *agreeing* and *disagreeing*.

Focus students on the example, then ask them to do **4a** on their own or in pairs. Students check in REAL WORLD 4.1 ▸ SB p135. Check answers with the class.

- b2 c3 d3 e2 f1 g1 h3 i2 j1 k2 l3
- Point out that we often use *I'm not sure about that.* as a polite way of disagreeing. We can also say *Yes, absolutely.* and *No, absolutely not.*
- Highlight that we can also agree and disagree with *Do you think … ?* questions with *Yes, I do.* and *No, I don't.*

5 Ask students to look at Audio and Video Script VIDEO ▸ 4 CD1 ▸ 48, SB p157. Students work on their own and find all the phrases for asking for opinions, agreeing and disagreeing.
Note that if students ask about the phrases *That's true.* and *Exactly.* as ways of agreeing, acknowledge that this is the case, but explain that they are not target language in this section.
Students check answers in pairs. Check answers with the class.

Asking for opinions: What do you think, (Jackie)? What about you, (Ben)? Do you think (students should pay)? Do you agree (with that)?
Agreeing: I agree with (Amy). Maybe you're right. Yes, I think so. Yes, definitely.
Disagreeing: I'm not sure about that. I'm sorry, I don't agree. No, definitely not. No, I don't think so.

6 CD1 ▸ 49 PRONUNCIATION Play the recording. Students listen and repeat the phrases. Check students copy the stress and polite intonation correctly.

7 **a** Give students time to read sentences 1–6 and decide if they agree or disagree with them. Encourage students to think of reasons to support their opinions.

b Focus students on the speech bubbles to remind them of the language they need to do the exercise.
Students work in pairs and take turns to ask each other's opinion on the sentences in **7a**.
While students are working, monitor and help with any problems.
Ask students to share interesting opinions or interesting disagreements with the class.

8 **a** Focus students on the sentences. Students work on their own and choose three sentences they would like to discuss. Students make notes about why they agree or disagree with the sentences.

b Put students into groups. Students take turns to ask the group their opinion of the sentences they chose. Use the speech bubble to highlight that each question should start with *Do you think … ?*.

Encourage students to continue each conversation for at least one minute. While students are working, monitor and help with any problems.

c Finally, ask students to tell the class which sentences most people in their group agreed or disagreed with, giving reasons.

WRITING

Students write a short paragraph about the three sentences they chose, using the notes they made in **8a**. Encourage students to write a balanced argument, giving reasons why they agree or disagree with something.

FURTHER PRACTICE

Extra Practice 4D SB p118
Workbook Lesson 4D p24
Workbook Reading and Writing Portfolio 4 p70
Progress Test 4 p244

HELP WITH PRONUNCIATION The final *e*

1 **a** Focus students on the phonemes and the words. CD1 ▸ **50** Play the recording. Students listen and notice the vowel sounds. Elicit the answer from the class (the letter *e*).

b Play the recording again. Students listen and repeat the words. Check students pronounce each word correctly.

2 **a** Focus students on the words in the box and the letters in bold. Students do the exercise in pairs.

b CD1 ▸ **51** Students listen and check their answers. Check answers with the class.

a /æ/ actor; chat	**i** /ɪ/ bit; slim; written	**o** /ə/ hot; shot; stop
a /eɪ/ plane; date; game	**i** /aɪ/ bite; realise; write	**o** /əʊ/ bone; smoke; wrote

Play the recording again. Students listen and repeat the words. Check they are saying the vowel sounds correctly.

You might want to point out that not all verbs ending in *e* have a long vowel sound, for example *give* /gɪv/, *live* /lɪv/, *love* /lʌv/ and *have* /hæv/. However, as a general rule, adding *e* to the end of a word lengthens the vowel sound.

3 **a** CD1 ▸ **52** Play the recording (SB p157). Students listen and write the words.

b Students work in pairs and compare their spelling. Check answers with the class. Write the words on the board and highlight which words have a final *e*.

flat; postcode; swim; exercise; cost; decide; decision; place; phone

Finally, ask students to say words from the list on the board. Check they pronounce the vowel sounds correctly and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p37.

See p34 for ideas on how to exploit this section.

Extra Practice 4

See p35 for ideas on how to exploit this section.

4A

1 **2** adventure **3** science-fiction **4** thriller **5** drama **6** animated

2 **2** hasn't appeared **3** 've seen **4** haven't cooked **5** has worked **6** has studied **7** 've read **8** haven't met

4B

3

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

4 **2** been **3** have **4** went **5** Did **6** enjoy **7** did **8** was **9** rained **10** Has **11** been **12** has **13** was **14** was **15** Did **16** play **17** only played

4C

5 a chat show; a soap opera; turn on; a reality TV programme; remote control; a game show; download a programme; a 3D TV; a DVD player; turn off; change channels

6 **2** worrying **3** relaxed **4** excited **5** tired **6** annoying **7** boring; bored

4D

7 **2** definitely not **3** What do you think **4** I don't agree **5** maybe you're right **6** not sure about that **7** I agree with **8** What about **9** Do you agree **10** don't think so

Progress Portfolio 4

- See p35 for ideas on how to exploit this section.

5A A crowded planet

Student's Book p38–p39

Vocabulary the environment
Grammar *will* for prediction; *might*

QUICK REVIEW This activity reviews Present Perfect for life experiences. Give students a minute or two to think of some questions on their own. If necessary, write some verbs on the board as prompts, for example, *go*, *write*, *live*, *study*, *play*, *eat*, *buy*, *see*, etc. Students then do the activity in pairs. At the end of the activity, ask students to share any surprising or unusual answers with the class.

Vocabulary and Speaking

The environment

1 Students work in pairs and fill in the gaps in the diagram, then check in VOCABULARY 5.1 SB p136.
Check students understand that *green energy* is energy that is produced from renewable and clean sources, such as wind and solar energy. You could also teach students *fossil fuels* (= oil and gas, etc.) to illustrate the difference between renewable and non-renewable energy sources. Point out the difference between *global warming* and *climate change* by explaining that global warming causes climate change.
Model and drill the new words/phrases. Pay particular attention to the pronunciation of *pollution* /pəˈluːʃən/, *floods* /flʌdz/, *green energy* /griːn ˈenədʒi/, *the Earth* /ði ɜːθ/, *produce* /prəˈdjuːs/ and *cause* /kɔːz/.
Note that only the main stress in words/phrases is shown in the vocabulary boxes and the Language Summaries.

protect rainforests, wildlife, the planet, the Earth;
produce oil and gas, green energy;
cause floods, global warming, climate change;
the cost of living **is increasing**

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

b Put students into groups, if possible with students from different countries in each group. Students compare which sentences they ticked and discuss the sentences in **2a**. Ask groups to share interesting information with the class.

Listening and Speaking

3 **a** Focus students on the photos in the collage. Ask students to use words from **1** to describe each photo, for example *the world population is increasing*, *produce food*, *produce oil and gas*, *produce green energy*, *cutting down rainforests*.
Tell students they are going to listen to an interview with Dr Andrew Scott, an expert on the environment. Give students time to read the bullet points.

CD2 **1** Play the recording (SB p157). Students listen and tick the things he talks about. Check answers with the class.

Dr Scott talks about all the things except for the number of people over 65 and protecting wildlife.

b Check students remember *crowded*. Give students time to read sentences 1–6.
Play the recording again. Students listen and do the exercise. Students check answers in pairs. Check answers with the class.

1T **2**T **3**F India will have a bigger population than China. **4**F We might have 100 cities with populations of over 20 million. **5**T **6**T

c Check students understand *prediction* and *predict*. Focus students on sentences 1–6 in **3b**. Put students into pairs to discuss whether they agree with Dr Scott's predictions or not. Encourage them to give reasons for their opinion.
Ask the class what they all think and ask students to share interesting information with the class.

HELP WITH GRAMMAR

will for prediction; *might*

4 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 5.1 SB p137. Check answers with the class.

- **a 1** We use *will* to predict the future. **2** The infinitive. **3** *won't* (= *will not*) **4** *might*
- Point out that we use *be going to* to talk about personal plans. Students study this again in lesson 5B. Also highlight that *will* and *might* are the same for all subjects: *I/you/he/she/it/we/they will/won't …* and *I/you/he/she/it/we/they might/might not … .*
- Point out that we also use *will* for offers: *I'll help you with the shopping.* and promises: *I'll do it tomorrow.*
- **b 1** Will more people use green energy? Yes, they will./No, they won't. **2** Do you think more people will use green energy? Yes, I do./No, I don't.
- Use the interviewer's first question (*What will our world be like in 2030?*) and the first example in **4b** to highlight the word order in questions with *will*: question word + *will* + subject + infinitive + … .
- Point out that we can also use *might* in short answers: *(Yes,) I might. (Yes,) he might.*, etc.
- Use the second example in **4b** to highlight that we often use *Do you think … ?* to make questions with *will*, and that the short answers to these questions are *Yes, I do./No, I don't.* not ~~*Yes, I will./No, I won't.*~~

- Highlight that in *Do you think … ?* questions, the word order for the *will* clause stays the same as in positive statements: *Do you think more people will use green energy?* not ~~*Do you think will more people use green energy?*~~.
- Establish that we don't use *do* or *does* with *will* in questions and negatives. We say *Will more people use green energy?* not ~~*Do more people will use green energy?*~~.
- Point out that it is more natural to say *I don't think it will …* than *I think it won't … .*

5 **a** Focus students on the two possible answers to question 1. Make sure students realise they only need to write one sentence for each example. Students work on their own and write sentences that they think are true.

b Students work in pairs and compare sentences, giving reasons for their ideas if possible. Ask students to share interesting answers or disagreements with the class.

6 Put students into new pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p111. Check they are all looking at the correct exercise.

a Check students understand *share jobs*, *government* and *electric*. Drill these words with the class.
Students work on their own and write questions with *Do you think … will … ?* from their prompts. Students then write two more questions of their own. While students are working, check their questions for accuracy and help with any new vocabulary.

b Students work with their partner and take turns to ask and answer their questions. Encourage students to continue the conversations if possible, using the language for agreeing and disagreeing from lesson 4D. While they are working, monitor and help with any problems.
Finally, ask students to share interesting answers with the class.

HELP WITH LISTENING *'ll* and *won't*

This *Help with Listening* section helps students to hear the difference between *will/won't* and the Present Simple.

7 **a** CD2 ▸ 2 Play the recording. Students listen and notice the differences between the phrases. Play the recording again if necessary.

b Give students time to read sentences 1–6.
CD2 ▸ 3 Play the recording. Students listen and circle the words they hear. Play the recording again if necessary. Check answers with the class. Note that all these sentences are taken from CD2 ▸ 4, which students listen to in **8a**.

2 They'll 3 We 4 I'll 5 won't 6 want to

8 **a** Tell students they are going to listen to some people talking about life in the year 2030. Pre-teach *be old and grey* (= have grey hair).
CD2 ▸ 4 Play the recording (SB p157–p158). Students listen and do the matching exercise. Check answers with the class.

1c
2b
3a
4d

b Play the recording again, pausing if necessary after each person to allow time for students to write. Students make notes on what each person says.

c Students compare notes in pairs.

EXTRA IDEA

- Students look at Audio Script CD2 ▸ 4, SB p157–p158. Play the recording again. Students listen, read and find examples of *will*, *won't* and *might*. Check answers with the class.

1 I'll probably be married; My husband will go out to work; I'll stay at home all day; we'll have lots of horses 2 we won't be in England; we'll have a house; they'll have their own families 3 I'll probably be an engineer; I might be a teacher; I'll speak English fluently 4 I'll be 67; I'll be a bit fatter; I won't have much hair; I'll be old and grey; I'll probably look like my mother; I'll have a new husband

9 CD2 ▸ 5 PRONUNCIATION Play the recording (SB p158). Students listen and repeat the sentences. Check students pronounce the future forms correctly, particularly the contractions with *'ll*.
You can also ask students to turn to Audio Script CD2 ▸ 5, SB p158. They can then follow the sentence stress as they listen and practise.

Get ready … Get it right!

10 Focus students on the ideas. Check students remember *retired* (= no longer works) and *appearance*. Do one or two examples with the class first.
Students do the exercise on their own. While students are working, monitor and help with any problems. Check they are using the future forms correctly.

11 **a** Students compare sentences in groups and find any that are the same.

b Students tell the class two of their group's predictions.
Finally, ask students to share other interesting ideas with the class.

WRITING

For homework, students write ten predictions for 2050. How different do they think the world will be by then? Encourage them to use the ideas in **3a**, or any of the ideas mentioned in the lesson. Ask students to bring their work to the next lesson and read out some of their predictions. Find out how many of the class agree with the predictions, or if anybody had the same ideas.

FURTHER PRACTICE

Ph Class Activity 5A The crystal ball p163 (Instructions p137)
Extra Practice 5A SB p119
Workbook Lesson 5A p25

5B Never too old

Student's Book p40–p41

Vocabulary collocations (2)
Grammar *be going to*; plans, hopes and ambitions

QUICK REVIEW This activity reviews *will, won't* and *might*. Students work on their own and write five sentences about their life in three years' time. While they are working, monitor and help with vocabulary. Students work in pairs and take turns to say their sentences. If possible, ask students to work with people they did not work with last lesson. At the end of the activity, ask each pair to say whose life they think will change more.

Vocabulary Collocations (2)

1 **a** Check students understand *abroad* and *blog*. Students do the exercise on their own, then check in VOCABULARY 5.2 SB p136.
Check answers with the class. Point out that we *spend time doing something* or *spend time with someone*, but we ***have*** *a fantastic/great/good/bad time* not ~~*spend a fantastic/great/good/bad time*~~.

2 live **3** move **4** write **5** have **6** spend **7** learn **8** do

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

Reading, Listening and Speaking

2 Check students remember *retire* and *retired*. Students work in pairs and discuss the questions. Ask students to share interesting answers with the class.

3 **a** Focus students on photos A–C and ask them how old they think the people are. Establish that paragraphs 1–3 are these people's plans for when they retire. Students read the paragraphs and match them to the photos.

b CD2 ▸ **6** Play the recording. Students listen and check their answers. Check answers with the class.

1C **2**A **3**B

EXTRA IDEA

- Students close their books. Write on the board: *1 spend time in the garden, 2 spend six months travelling, 3 live abroad, 4 do a course in wildlife photography, 5 drive across the USA, 6 go to Africa.* Play the recording again. Students listen and say who is planning to do each thing on the list. Check answers with the class.

1 Heidi **2** Ryan and Meryl **3** Derek **4** Heidi **5** Ryan and Meryl **6** Heidi

HELP WITH GRAMMAR

be going to; plans, hopes and ambitions

4 **a–c** Check students understand *ambition* and focus them on the examples. Students do the exercises on their own or in pairs, then check in GRAMMAR 5.2 SB p137. Check answers with the class.

- **a 1** Yes, they do. **2** Prediction: I'm sure we'll have a fantastic time. Plan: We're going to drive across the USA. **3** The infinitive.
- Check that students understand we use ***be going to*** to talk about future plans (which we decided to do in the past) and ***will* + infinitive** for future predictions (things we think will happen in the future).
- **b** We make negatives with: subject + *'m not/aren't/isn't* + *going to* + infinitive + … .
- We make questions with: question word + *am/are/is* + subject + *going to* + infinitive + … .
- We make short answers with *Yes* + subject + *am/are/is* and *No* + subject + *'m not/aren't/isn't*. Point out that we don't usually use *going to* in short answers: *Yes, she is.* not ~~*Yes, she's going to*~~.
- Also highlight that with the verb *go*, we usually say *I'm going to Turkey*. not *I'm going to go to Turkey*. Point out that both forms are correct.

5 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 5.3 SB p137. Check answers with the class.

- **a** **b** infinitive with *to* **c** infinitive with *to* **d** verb+*ing* **e** verb+*ing* **f** infinitive with *to*
- Highlight that the phrases in **5a** are other ways to talk about future plans and ambitions.
- **b** **1** *I'm looking forward to …* **2** *I'm planning …* **3** *I'm hoping …*
- Point out that *to* in *I'm looking forward to …* is a preposition. We usually use verb+*ing* after a preposition: *I'm looking forward to spending more time in the garden.* Point out that we can also use *it* or a noun after *I'm looking forward to*: *I'm looking forward to it/my holiday.*
- Also establish that we can use *I want* and *I'd love to* to talk about future plans and ambitions: *I want to be famous. I'd love to travel around the world.*

6 **a** Check students understand *camper van*, *journey* /ˈdʒɜːni/ and *dive*.
Students do the exercise on their own before checking their answers in pairs. Students then match 1–3 to photos A–C. Check answers with the class.

b CD2 ▸ **7** Play the recording. Students listen and check their answers.

1 **b** drive **c** to visit **d** writing
2 **a** to buy **b** getting up **c** to spend **d** to learn
3 **a** buy **b** learning **c** going **d** to meet
1 C
2 A
3 B

7 Focus on the example.
CD2 ▸ **8** PRONUNCIATION Play the recording (SB p158). Students listen and repeat the phrases. Check students copy the stress and the pronunciation of *going to* correctly.

HELP WITH LISTENING *going to*

This *Help with Listening* section introduces students to the two different ways we say *going to* in natural spoken English.

8 **a** Focus students on sentences **a** and **b**. Point out that native speakers often say *going to* in two different ways.
CD2 ▸ **9** Play the recording. Students listen and notice the two different pronunciations of *going to*.

b Write the two pronunciations of *going to* in phonemic script on the board. Model and drill them so that students are clear which is **a** and which **b**.
CD2 ▸ **10** Give students time to read sentences a–f, then play the recording. Students listen and do the exercise on their own, then check in pairs. Check answers with the class.

You can also point out that *going to* is sometimes written *gonna* in very informal English, for example in comics or songs. Don't encourage students to use this written form, however.

b1 **c2** **d2** **e1** **f1**

9 **a** Focus students on the examples. Students do the exercise on their own.

b Students work in groups and tell each other their sentences. They then decide which are the most unusual plans, hopes and ambitions.
Ask students to share their ideas with the class.

Get ready … Get it right!

10 Focus students on the example questions. Students work on their own and write *yes/no* questions with *you* for the other prompts. While students are working, check their questions for accuracy and help with any problems.

3 Are you planning to move house this year? **4** Are you looking forward to doing something special? **5** Do you want to live abroad in the future? **6** Are you thinking of changing your job or course? **7** Are you going to take any exams this year? **8** Would you like to learn how to fly a plane? **9** Are you hoping to retire early? **10** Are you planning to go on holiday soon?

11 **a** Students move around the room and ask other students their questions, or ask as many people as they can sitting near them. When they find a student who answers yes, they write the person's name next to the question. Students then ask two follow-up questions to find out more information. Students should try to find a different person who answers yes for each question.

b Ask students to tell the class about two people's plans, hopes and ambitions.

WRITING

Students write a paragraph about their own plans, hopes and ambitions or about those of their family and friends.

FURTHER PRACTICE

Ph **Class Activity** 5B My personal future p164 (Instructions p137)
Extra Practice 5B SB p119
Workbook Lesson 5B p26

5C VOCABULARY AND SKILLS

Conservation works

Student's Book p42–p43

Vocabulary verbs and prepositions
Skills Reading: a magazine article; Listening: an interview

QUICK REVIEW This activity reviews *be going to* and other phrases to talk about plans, hopes and ambitions. Students work on their own and write four sentences about their plans, hopes and ambitions from the prompts. While they are working, move around the room and correct any mistakes you see. Students work in pairs and take turns to tell each other their ideas and to ask follow-up questions. Ask students to share interesting plans, hopes and ambitions with the class.

Reading and Speaking

1 Students discuss the questions in groups. Ask students to share their ideas with the class.

2 **a** Focus students on the photos and tell them they are going to read about mountain gorillas.
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 Summary.
Model and drill the words. Pay particular attention to the pronunciation of *species* /'spiːʃiːz/, *extinct* /ɪk'stɪŋkt/ and *DNA* /diː en 'eɪ/.

b Students read the article and answer the questions. Set a time limit of two or three minutes to encourage students to read the article for gist. Check answers with the class.

1 In the rainforests of Central Africa. **2** Because 20 years ago there were only 350 gorillas left in the wild. Now there are over 700 gorillas and the rainforests where they live are national parks. **3** Yes, she did because she saw a family of 22 gorillas.

c Students read the article again and do the exercise on their own.

d Students compare answers in pairs. Check answers with the class. Ask students to tell the class which facts they think are surprising. Note that all information in this article was true at the time of going to press.

a the amount of rainforest cut down every three minutes **b** the number of species of plants, insects and animals that become extinct every day **c** the number of gorillas that were left in the wild 20 years ago **d** the number of gorillas that there are now in the wild **e** the amount tourists spend every year on visiting national parks in Uganda and Rwanda **f** the amount tourists spend every year on food, transport and accommodation **g** the price of a seven-day 'gorilla tour' **h** the number of days a 'gorilla tour' takes **i** the number of gorillas Kathryn Miller saw **j** the amount of DNA we share with gorillas

The World Wide Fund for Nature (WWF) is the world's leading environmental organisation with groups in over 90 countries. It was set up in 1961 with the aim of stopping large numbers of species being hunted out of existence and habitats destroyed. Its work now includes not only the conservation of wildlife and habitats, but also addresses issues such as climate change and sustainable business and environmental education. For more information see www.wwf.org.

HELP WITH VOCABULARY
Verbs and prepositions

3 Check students understand *an amount of money*. Focus students on the example and point out that the verbs are in bold in the article. Students do the exercise on their own or in pairs. Check answers with the class.

- **2** on **3** to **4** for **5** on; to **6** for **7** of **8** with **9** to **10** about
- Point out that there are really no rules for which preposition follows each verb, and encourage students to learn these verb-preposition collocations by heart.

4 Put students into pairs, student A and student B. Student As turn to SB p103 and student Bs turn to SB p109. Check they are all looking at the correct exercise.

a Focus students on the example. Students do the exercise on their own and fill in the first gap with the correct form of the verb in brackets and the second gap with the correct preposition. Student As check their answers with another student A. Student Bs check their answers with another student B. Check answers with the class.

Student A: **b** flew; to **c** spending; on **d** talk; about **e** to go back; to **f** taking; of **g** spend; with **h** is looking; for
Student B: **2** go back; to **3** pay; for **4** spend; on **5** flown; to **6** hear; about **7** spend; with **8** go; on; to

b Students work with their partner and take turns to ask and answer the questions. Encourage students to ask follow-up questions if possible.
Ask students to share interesting or surprising answers with the class.

Listening and Speaking

5 **a** Focus students on the photo of elephants. Students work in pairs and try to guess the correct word in each sentence.

b Tell students they are going to listen to the first part of an interview with John Burton from the World Land Trust.
CD2 ▶ 11 Play the recording (SB p158). Students listen and check their answers to **5a**. Check answers with the class.

1 bigger 2 India 3 African; Asian 4 good

The World Land Trust is an international conservation organisation based in the UK. Since its foundation in 1989, the World Land Trust has been working to preserve the world's most biologically important and threatened lands, and has helped purchase and protect over 400,000 acres of habitats rich in wildlife in Central and South America, India, south-east Asia and the UK. For more information see www.worldlandtrust.org.

6 **a** Pre-teach the vocabulary.
Point out that a *corridor* in the context of the recording means a long narrow area of land, but is more commonly used to describe a long passage in a building.
Model and drill the words. Pay particular attention to the pronunciation of *village* /ˈvɪlɪdʒ/ and *corridor* /ˈkɒrɪdɔː/.

b Tell students they are going to listen to the whole interview with John Burton. Give students time to read sentences 1–6.
CD2 ▶ 12 Play the recording (SB p158). Students listen and decide if the sentences are true or false, then check answers in pairs. Check answers with the class. You could elicit from students why the people in the villages are happy to move (because the elephants sometimes destroy their homes, so it's safer for them and their families to live somewhere else).

2T 3F 4T 5T 6F

HELP WITH LISTENING Sentence stress (2)

This *Help with Listening* section helps students understand which types of word in sentences are stressed.

7 **a** Focus students on the beginning of the interview.
CD2 ▶ 12 Play the recording again. Students listen and notice the sentence stress.

b Check students understand *auxiliary* (*is/are*, etc.) and *adjectives* (= 'describing' words). Students look again at the beginning of the interview in **7a**.
Students do the exercise in pairs. Check answers with the class.
You can also use the text in **7a** to highlight that subject and object pronouns aren't usually stressed (*we're talking*, *I'd like to ask you*, etc.). You can also highlight that one-syllable prepositions (*on*, *to*, *of*, etc.) aren't usually stressed, but we sometimes stress two-syllable prepositions (*about*, *between*, etc.).

main verbs; adjectives; question words

EXTRA IDEA

- With a weaker class go through the text before playing the recording and identify the different parts of speech listed in the box in **7b**.

c Students look at Audio Script CD2 ▶ 12, SB p158. Play the recording again. Students listen and follow the sentence stress.

8 **a** Students work on their own and think of five ways they can help the environment and wild animals. While they are working, monitor and help with any problems.

EXTRA IDEA

- Have a list of ideas ready for students who may have problems thinking of enough ideas, for example: support a wildlife conservation organisation like the WLT; join internet campaigns against the destruction of forests and the environment; don't buy products or clothes made from wild animals; buy products from companies that are wildlife-friendly; visit zoos that support conservation work in other countries; join a local environmental group; buy food that is grown or produced locally as much as possible.

b Students compare their ideas with a partner, then decide which are the five best ideas from both lists.

c Put students into groups or work with the whole class. Students discuss their lists and make a final list of five ideas. Encourage students to use the phrases for asking for opinions, agreeing and disagreeing from lesson 4D in their discussion.
Find out which ideas were the most popular.

WRITING

Students write an article discussing the pros and cons of zoos. Have a class discussion first to elicit some ideas (zoos help with the conservation of species; zoos do not provide a natural habitat for animals, etc.).

FURTHER PRACTICE

Ph **Vocabulary Plus** 5 Prepositions p201 (Instructions p194)
Ph **Class Activity** 5C Preposition pelmanism p165 (Instructions p138)
Ph **Extra Reading** 5 Saving the tiger p219 (Instructions p211)
Extra Practice 5C SB p119
Workbook Lesson 5C p28

5D REAL WORLD

A charity event

Student's Book p44–p45

Real World offers, suggestions and requests

QUICK REVIEW This activity reviews *be going to*. Give students a minute or two to think of questions with *be going to* about next weekend. Students then do the activity in pairs and find four things they are both going to do. At the end of the activity, ask each pair to tell the class one or two things they are both going to do.

1 Check students understand *charity* and *raise money for something*. Students work in groups and discuss the questions. Ask students to share answers with the class. Point out that the article in lesson 5C mentioned the World Wide Fund for Nature (WWF) and one area of its work (the conservation of mountain gorillas). See the note on p65 for more information about what the WWF does.

2 **a** Focus on the photo and the WWF logo. Tell students they are going to listen to people planning a charity event for the WWF. Check students understand the words in the box and can pronounce *karaoke* /kæri'əʊki/ and *sponsored* /'spɒnsəd/.
VIDEO ▸ 5 CD2 ▸ 13 Play the video or audio recording (SB p158). Students watch or listen and do the exercise. Check the answer with the class (a quiz night).

b Check students understand *put an advert in the local paper* and *a karaoke machine*. Give students time to read the bullet points.
Play the video or audio recording again. Students watch or listen and do the exercise. Check answers with the class.

They are going to: organise tickets, make posters, get tables and chairs, get food and drink, have a band, write quiz questions.

EXTRA IDEA

- Students work in pairs and try to remember who is going to do each thing they ticked on the list in **2b** (except *have a band*). Play the video or audio recording again. Students watch or listen and check their answers. Check answers with the class.

organise tickets: Carol; make posters: Natalia; get tables and chairs: Liam; get food and drink: Carol; write quiz questions: Liam

REAL WORLD

Offers, suggestions and requests

3 **a–c** Students do the exercises on their own or in pairs, then check in REAL WORLD 5.1 ▸ SB p137. Check answers with the class.

- **a** **a** making offers **b** responding to offers **c** making suggestions **d** making requests
- **b** All the verb forms in bold are followed by the infinitive.
- After *Do you want me ... ?* we use the infinitive + *to*: *Do you want me* ***to do*** *that?*
- Teach students that *give someone a hand* is an informal way of saying *help someone*.
- Establish that *Could you … ?* is often more polite than *Can you … ?*.
- Highlight that the *'d* in *Yes, that'd be great.* is the contracted form of *would*.
- Point out that *Yes, if you don't mind.* = if it isn't a problem for you.

4 Students look at Audio and Video Script VIDEO ▸ 5 CD2 ▸ 13, SB p158. Students read the conversation and find all the offers, suggestions, requests and responses. Students check answers in pairs. Check answers with the class.

See the table in **3a**.

5 CD2 ▸ 14 PRONUNCIATION Focus on the example, then play the recording. Students listen and repeat the sentences.
Highlight that *shall* is usually pronounced /ʃəl/. Point out the importance of polite intonation with this language, and check students copy the stress and polite intonation correctly.

6 **a** Check students understand *reception*. Students do the exercise on their own.

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

2 good idea **3** why don't **4** Do you want me **5** don't mind **6** I'll **8** shall I **9** that'd be **10** Can I **11** don't worry **12** Let's

c Students work in pairs and practise the conversations with their partner. Students change roles after a few minutes and practise the conversations again. While they are working, monitor and correct students' intonation.

7 **a** Tell students they are going to organise a charity event. Students work in groups of four and choose a chairperson to run the meeting. Students must decide on the type of event and when and where it will be. Focus students on the speech bubbles before they begin.

b Students continue working in their groups and make a list of things they need to do, using ideas from **2b** and their own. Make sure all students in the group make lists, as they will need these for **8**.

c The groups discuss who is going to do the things on the list. Encourage students to use phrases from **3a** in their conversations. Make sure they all write who is going to do each thing on their lists. While they are working, monitor and help with any problems.

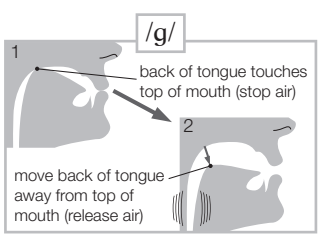
8 Use the speech bubble to elicit the verb form we use to talk about plans (*be going to*).
Rearrange the class so that each student is working with people from different groups. Students tell one another about the events they have planned and who is going to do what, using their lists from **7b** as prompts. Students then decide which they think will be the best event. Alternatively, each group can take turns to tell the class about their plans.
Finally, ask students to say which event they think will be the best, giving reasons for their answers.

FURTHER PRACTICE

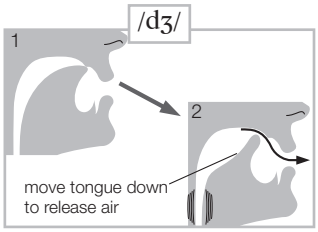
Ph **Study Skills** 3 Reviewing vocabulary p233 (Instructions p228)
Extra Practice 5C SB p119
Workbook Lesson 5C p29
Workbook Reading and Writing Portfolio 5 p72
Progress Test 5 p245

HELP WITH PRONUNCIATION The letter *g*

1 Focus students on the phonemes /g/ and /dʒ/ and the words.
CD2 ▶ **15** Play the recording. Students listen and notice two ways we say the letter *g*.
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 word.



Point out that when we make the /g/ sound, we stop the air with the back of the tongue against the top of the mouth. We then move the tongue to release the air. Also point out that /g/ is a voiced sound.



Highlight that when we make the /dʒ/ sound, we first stop the air with the tongue behind the teeth. We then move the tongue down to release the air. Also point out that /dʒ/ is a voiced sound.

2 **a** Focus students on the words. Students do the exercise in pairs.
b CD2 ▶ **16** Play the recording. Students listen and check their answers. Check answers with the class.
Play the recording again. Students listen and repeat the words. Then elicit how we usually say the letter *g* before *e* and *y* (/dʒ/) and before other letters (/g/).

1 green, gig, angry, degree, hungry, August, guitarist, graduate **2** agency, intelligent, dangerous, Argentina, Egypt, generous, orange

3 **a** Focus students on the words and establish that we usually say the ending *-age* as /ɪdʒ/.
CD2 ▶ **17** Play the recording. Students listen and repeat the words.
b Give students time to read sentences 1–5. Put students in pairs and tell them to take turns to say the sentences. While they are working, monitor and check their pronunciation.
Finally, ask each student to say a sentence. Check they pronounce the letter *g* correctly and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p45.
See p34 for ideas on how to exploit this section.

Extra Practice 5

See p35 for ideas on how to exploit this section.

5A
1 **2** environment **3** green energy **4** pollution **5** increasing **6** warming; climate **7** wildlife; rainforests **8** cost of living
2 **2** I might buy a flat. **3** Ella won't be home before seven. **4** He'll retire before he's sixty. **5** My parents might move to Italy. **6** I think Kim will become a famous actress. **7** Do you think most people will live in cities? **8** Will your cousin be at the wedding?

5B
3 take photos; live abroad; write a blog; spend time; learn how to do something; do a course; move house
4 **2** move **3** We're going to **4** going to live **5** are you going **6** They're not/They aren't going to come **7** Are your parents going to go
5 **2** to travel **3** to fly **4** going **5** meeting **6** learning **7** to travel **8** to write

5C
6 **2** to **3** about **4** on; to **5** with **6** on **7** for **8** about **9** of **10** to

5D
7 **2** Why don't we **3** a good idea **4** Can you **5** I'll **6** Shall we **7** Let's **8** Shall I **9** be great **10** to do **11** mind

Progress Portfolio 5

- See p35 for ideas on how to exploit this section.

6A Teenagers

Student's Book p46–p47

Vocabulary adjectives (2): character
Grammar making comparisons: comparatives, *a lot, much, a bit, (not) as … as*

QUICK REVIEW This activity reviews offers, suggestions and requests. Students work in groups to organise a party at their school. Students make a list of things to do and decide who does what, using phrases for making offers, suggestions and requests from lesson 5D. Ask groups to tell the class what they have decided to do and who is going to do it.

Vocabulary Adjectives (2): character

1 **a** Students work in pairs and say which words they know, then check new words in VOCABULARY 6.1 SB p138.
Check answers with the class. Establish that *bright*, *intelligent* and *clever* all have the same meaning.
Model and drill the words, focusing on word stress. Pay particular attention to the pronunciation of *ambitious* /æmˈbɪʃəs/, *bright* /braɪt/, *honest* /ˈɒnɪst/, *mature* /məˈtʃʊə/, *patient* /ˈpeɪʃənt/, and *reliable* /rɪˈlaɪəbl/.
Note that the opposites of many of these words are taught in lesson 6C.
Note that only the main stress in words/phrases is shown in the vocabulary boxes and the Language Summaries.

EXTRA IDEAS

- Do this as a Know, Might Know, Don't Know activity, p24.
- Put students into groups of three. One student reads out definitions from VOCABULARY 6.1 SB p138, beginning with *These people … .* The other two students try to say the correct adjective. The student who says it first gets a point. The student with the most points after a certain time limit wins.

b Students work on their own and divide the adjectives in **1a** into two groups: *positive* and *negative*. Students then work in pairs and compare their groups with their partner. Check answers with the class.

bright P; confident P; considerate P; easy-going P; helpful P; honest P; mature P; moody N; organised P; patient P; polite P; reliable P; rude N; selfish N; sensible P; talented P; tidy P

2 **a** Students do the exercise on their own. Make sure students write the adjectives in random order.

b Students work in pairs and swap lists. Students take turns to guess which four adjectives describe their partner.

Speaking and Reading

3 Check students understand *teenager* and *middle-aged*, and drill these words with the class. Make sure students stress the first syllable in *teenager*, not the second.
Students discuss the questions in pairs, giving reasons for their answers. Ask students to share their ideas with the class.

EXTRA IDEA

Students work on their own or in pairs and write one sentence for each of the following: one good thing about being a baby, a child, a teenager, a young adult, an adult, middle-aged, an old person, and one bad thing about being each age. While they are working, monitor and help with any problems. Ask students to read out some of their sentences and see if the class agrees.

4 **a** Focus students on the headline of the article and elicit who they think 'the enemy' is. Students read only the first three-line paragraph to check their answer (teenagers).

b Students read the whole article and answer the questions. Check answers with the class.

Milly is easier to live with because she's much more considerate and a bit more mature than Debbie and she's also less selfish and less moody.

c Students read the article again and do the exercise on their own. Students check answers in pairs. Check answers with the class.

2F Debbie is doing **well** at school. 3 ✓ 4 ✓
5F Milly is **sixteen** years old. 6 ✓

HELP WITH GRAMMAR
Making comparisons

5 **a–e** Students do the exercises on their own or in pairs, then check in GRAMMAR 6.1 SB p139. Check answers with the class.

- **a 1** We use *-er* to make comparatives of most adjectives of one syllable (*older*). **2** If a one-syllable adjective ends in consonant + vowel + consonant (*big*), we double the final consonant and add *-er* (*bigger*). **3** If a two-syllable adjective ends in *-y* (*easy*), the *-y* changes to *-i* and we add *-er* (*easier*). **4, 5** We use *more* to make comparatives of two-syllable adjectives not ending in *-y* (*more selfish*) and adjectives with three syllables or more (*more organised*). **6** The adjectives *good* and *bad* are irregular: *good* → *better* and *bad* → *worse*. You can also teach *far* → *further/farther*.

- Focus students on the **TIP**. Point out that the opposite of *more* is ***less*** (*Milly's less moody than Debbie.*).
- Point out that we can also use *more* with nouns: *He's got more money than her.*
- **b** *Debbie's more selfish* ***than*** *Milly.*
- Use the example to highlight that when we compare two things in the same sentence we put *than* after the comparative.
- **c** ***a lot*** and ***much*** mean a big difference; ***a bit*** means a small difference. Point out that these phrases go before the comparative in a sentence.
- **d 1** *Debbie isn't as happy as Milly.* means the girls are different. **2** *Milly's as confident as Debbie.* means the girls are the same. **3** We use the adjective with ***(not) as … as***, not the comparative form. We say: *She isn't as* ***happy*** *as her sister.* not ~~*She isn't as* ***happier*** *as her sister*~~.
- Use the examples to highlight that we can use *(not) as* + adjective + *as* to compare two people or things that are different, and *as* + adjective + *as* to compare two people or things that are the same.
- Also point out that we don't use *than* with *(not) as … as*: *She's as confident* ***as*** *her sister.* not ~~*She's as confident* ***than*** *her sister*~~.

EXTRA IDEA

- Students work in pairs. Students take turns to say an adjective and his/her partner says the comparative.

6 Focus on the examples and point out that comparatives are always stressed.
CD2 ▸ 18 **PRONUNCIATION** Play the recording (SB p158). Students listen and repeat the sentences. Use the recording to highlight that *than* /ðən/ and *as* /əz/ are unstressed and pronounced in their weak forms.
You can also ask students to turn to Audio Script **CD2 ▸ 18**, SB p158. They can then follow the stress as they listen and repeat.

7 **a** Focus students on the photo and tell them they are going to read about a different family. Pre-teach *report* (as in *school report*). Students do the exercise on their own.

b Students compare answers in pairs. Check answers with the class. You could ask students to decide who is easier to live with, Bobby or Carl (Bobby).

2 easier **3** more helpful **4** selfish
5 patient **6** polite **7** younger
8 easy-going **9** more confident
10 brighter **11** better **12** good
13 more interested

c Students discuss the question in pairs or groups. Encourage them to give reasons for their answer. Ask groups to share their ideas with the class.

8 **a** Focus students on the examples. Students do the exercise on their own. Encourage students to use *a lot, much, a bit* and *(not) as … as* where appropriate, and to use adjectives from **1a**. While they are working, check their sentences for accuracy and help with any problems.

b Students work in pairs and take turns to tell each other their sentences and give more information if possible. Ask students to share interesting information about their partners, their partners' friends or members of their families with the class.

EXTRA IDEA

- Students swap their sentences from **8a** with their partner. They then change sentences with comparatives into sentences with *not as … as*, and vice versa. For example, if one student has written *Juan's a bit taller than me*, his/her partner writes (*Carlos*) *isn't as tall as Juan*. Students check their partners' sentences for accuracy.

Get ready … Get it right!

9 Tell students to think about their lives now and their lives when they were a teenager (or five years ago, if they are teenagers now). Students make notes on how their personality, appearance and day-to-day life have changed.

10 **a** Focus students on the speech bubbles and highlight the endings of the sentences (… *when I was a teenager*; … *as it was then*).
Put students into groups. Students take turns to tell each other about the differences between now and then, using their notes from **9**. Encourage students to give reasons for the changes and ask follow-up questions if possible. While they are working, monitor and correct any mistakes you hear.

b Ask students to tell the class two things about other people in their group.

WRITING

For homework, students write a paragraph comparing their life now to when they were a teenager (or five years ago).

FURTHER PRACTICE

Ph **Vocabulary Plus** 6 Physical appearance p202 (Instructions p194)
Extra Practice 6A SB p120
Workbook Lesson 6A p30

6B Roles people play

Student's Book p48–p49

Vocabulary relationships (2)
Grammar superlatives

QUICK REVIEW This activity reviews character adjectives. Students write six character adjectives on their own, then think of one person they know for each adjective. Put students into pairs. Students take turns to tell their partner about the people, using the character adjectives. Ask a few students to tell the class about people they know.

Vocabulary and Speaking

Relationships (2)

1 **a** Check students remember *relationship* and elicit examples of family relationships (for example, *mother*) and other relationships (for example, *friend*).
Students do the exercise on their own or in pairs, then check new words in VOCABULARY 6.2 SB p138.
Check answers with the class. Establish that we use *parents* to talk about our mother and father only, and *a relative* to talk about any person in our family. You can also teach *relation*, which has the same meaning.
Point out that we use *cousin* for boys/men and girls/women, and check students understand the difference between *employer* and *employee*.
Highlight that we always use hyphens (-) with *ex-*, *great-* and *-in-law*. We don't use hyphens with *step* or *grand*.
You can also teach *partner*, which is commonly used to talk about someone's wife, husband, boyfriend or girlfriend, particularly if two people are in a serious relationship.
Note that we say a *flatmate* in UK English and a *roommate* in US English.
Model and drill the new words. Pay particular attention to the pronunciation of *aunt* /ɑːnt/, *niece* /niːs/, *nephew* /'nefjuː/, *cousin* /'kʌzən/, *neighbour* /'neɪbə/, *colleague* /'kɒliːg/ and *sister-in-law* /'sɪstə(r)ɪnlɔː/.

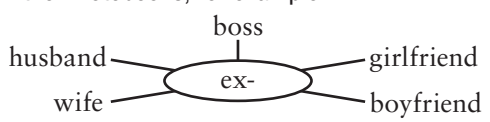
1 **Family relationships:** aunt; niece; nephew; cousin; stepfather; grandmother; twin brother; relative; great-grandfather; sister-in-law
2 **Other relationships:** boss; flatmate; close friend; ex-girlfriend; neighbour; colleague; employer; employee

b Check students understand the prefixes *ex-* (a relationship you had in the past), *step-* (a relationship because someone in your family married again), *grand-* (two generations apart), *great-* (two/three generations apart) and the suffix *-in-law* (by marriage). Point out that we use *great-* with *uncle/aunt* (*great-uncle* and *great-aunt* = two generations apart) and with *grandfather/grandmother* (*great-grandfather/great-grandmother* = three generations apart).
Students do the exercise on their own or in pairs. Check answers with the class.

Possible answers ex-wife, ex-husband, ex-boyfriend, ex-boss; stepmother, stepsister, stepbrother, stepson, stepdaughter; grandfather, granddaughter, grandson, grandchildren; great-grandmother, great-uncle, great-aunt; mother-in-law, father-in-law, brother-in-law, son-in-law, daughter-in-law, in-laws

EXTRA IDEA

- Encourage students to store these words in word maps in their notebooks, for example:



2 **a** Pre-teach *role*. Focus students on the example. Students work on their own and make a list of the different roles they play.

b Students work in pairs and discuss the questions, as shown in the speech bubbles. Ask students to share interesting answers with the class.

Listening and Speaking

3 **a** Focus students on the picture on SB p48, and establish what the event is (a wedding).
Focus students on the speech bubble in **3a** and point out that we say *He/She looks …* when we make a guess based on someone's appearance or facial expression.
Students work in pairs and take turns to describe a person in the picture. Their partner guesses who it is.

b Students do the activity in the same pairs. Don't check answers yet.

4 **a** Ask students to find Dom and Charlie in the picture. Tell students they are going to listen to these two men talking about the people at the wedding.
CD2 ▸ 19 Play the recording (SB p159). Students listen and check their answers to **3b**. Check answers with the class.

2 Patrick 3 Rupert 4 Harriet 5 Naomi 6 Eric

b Check students understand *haircut*, then give students time to read the text. Play the recording again. Students listen and fill in the gaps, then check answers in pairs. Check answers with the class.

2 husband 3 met 4 haircut 5 aunt 6 house
7 bar 8 relative 9 90 10 wife

EXTRA IDEA

- With a strong class, ask students to work in pairs and try to fill in the gaps in the text in **4b** before they listen. Students can then listen and check their answers.

HELP WITH GRAMMAR Superlatives

5 **a–d** Students do the exercise on their own or in pairs, then check in GRAMMAR 6.2 ▸ SB p139. Check answers with the class.

- **a** **1** We use *-est* to make superlatives of one-syllable adjectives (*richest*). **2** If a one-syllable adjective ends in consonant + vowel + consonant (*big*), we double the final consonant and add *-est* (*biggest*). **3** If a two-syllable adjective ends in *-y* (*happy*), the *-y* changes to *-i* and we add *-est* (*happiest*). **4, 5** We use *most* to make comparatives of two-syllable adjectives not ending in *-y* (*most boring*) and adjectives with three syllables or more (*most popular*). **6** The adjectives *good* and *bad* are irregular: *good* → *best* and *bad* → *worst*. You can also teach *far* → *furthest/farthest*.
- Focus students on the TIP. Point out that the opposite of *most* is *least*: *He's my* ***least*** *favourite relative.*
- Check students understand that we use superlative adjectives to compare three or more people, places or things.
- **b** *She's* ***the*** *happiest person I know.*
- Use the example to point out that we often use *the* with superlatives.
- **c** We don't use *the* in *He's* ***Jake's*** *best friend.* because of the **possessive *'s***: ~~*He's Jake's the best friend*~~.
- We don't use *the* in *She's* ***our*** *richest relative.* because of the **possessive adjective** *our*: ~~*She's our the richest relative*~~.
- Tell students that *the* + superlative is the most common form.

6 CD2 ▸ 20 PRONUNCIATION Play the recording (SB p159). Students listen and repeat the sentences. Point out that the *-est* ending of superlatives is pronounced /ɪst/. You can also ask students to turn to Audio Script CD2 ▸ 20, SB p159. They can then follow the sentence stress as they listen and repeat.

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

b Students work in pairs and check each other's answers and spelling. Refer students to GRAMMAR 6.1 ▸ and GRAMMAR 6.2 ▸ SB p139, to check any spelling rules. Check answers with the class.

1 more intelligent, most intelligent **2** busier, busiest **3** fatter, fattest **4** more popular, most popular **5** better, best **6** more helpful, most helpful **7** worse, worst **8** more selfish, most selfish **9** taller, tallest **10** thinner, thinnest **11** lazier, laziest **12** further/farther, furthest/farthest

8 Focus students on the picture and check students remember who Dom is (Jake's twin brother). Point out that Dom said all the sentences in this exercise. Students do the exercise on their own, then check their answers in pairs. Check answers with the class. Elicit why we don't need *the* in sentences 4, 6 and 8.

1 the youngest **2** the happiest **3** the most organised **4** best **5** the most helpful **6** worst **7** the most important **8** most expensive

Get ready … Get it right!

9 Focus students on the family tree and check students understand what it is. Point out the superlatives under the names.
Students work on their own and draw their own family tree, then write one or two superlatives to describe each person. While students are working, monitor and help with any new vocabulary.

10 **a** Put students into pairs. Students take turns to tell each other about their family tree, using the superlatives. Encourage students to ask questions in order to find out more information about each person.

b Ask students to decide which person or people in their partner's family they would most like to meet and to share this information with the class, giving reasons for their choices.

EXTRA IDEAS

- Draw your own family tree on the board as in the example in **9**. Use this as a model to talk about the people using superlatives before students do the same for their family.
- In the previous lesson, ask students to bring in photos of their family. They can use these photos while discussing their family tree in **10a**.

WRITING

- Ask students to write about their family using comparatives and superlatives. Tell students to include a family tree and pictures if possible. Make a wall display of all the students' families.
- Alternatively, students write a profile about their favourite relative. Ask them to write about his/her relationship to them, his/her age, where he/she lives, what he/she does. Ask them to give reasons why he/she is their favourite relative.

FURTHER PRACTICE

Ph **Class Activity** 6B Where's Emma staying? p166 (Instructions p138)
Extra Practice 6B SB p120
Workbook Lesson 6B p31

6C VOCABULARY AND SKILLS

Family Business

Student's Book p50–p51

Vocabulary adjectives and prefixes (*un-, in-, im-, dis-*)
Skills Reading: an article; Listening: a radio drama

QUICK REVIEW This activity reviews superlatives.
Elicit some possible topic areas we use when we talk about our lives (family, education, job, free time activities, home, etc.) and write them on the board. Students work in groups and swap information about themselves based on the topics on the board or their own ideas. Students make superlative sentences about the group, as shown in the example. Ask each group to share three of their sentences with the class.

Speaking and Reading

1 Check students remember *soap opera*. You can point out that *soap operas* are often just called *soaps* in informal English.
Students discuss the questions in groups. Ask students to share their ideas and opinions with the class.

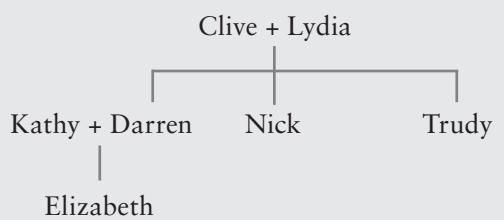
2 Tell students they are going to read an article in a TV guide about a soap opera.
Students read the first paragraph of the article and complete sentences 1–4. Check answers with the class.

1 popular radio drama/soap opera
2 The Full Moon
3 The Angel
4 money and relationships between the family members

3 **a** Students read the rest of the article and answer questions 1–8. Students check answers in pairs. Check answers with the class.

1 No, it isn't. **2** No, they don't. **3** Three.
4 No, she hasn't. **5** Darren. **6** He left a year ago.
7 Kathy and Darren. **8** It's in the same street as The Full Moon.

b Students do the exercise in pairs.
Check answers with the class on the board.



HELP WITH VOCABULARY
Adjectives and prefixes (*un-*, *in-*, *im-*, *dis-*)

4 **a–c** Students do the exercises on their own or in pairs, then check in VOCABULARY 6.3 ▸ SB p138.

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

- **a–b** Check the table with the class (see the table in VOCABULARY 6.3 ▸ SB p138).

un-	unreliable, unemployed, unhelpful, unselfish, unhappy, unintelligent, unambitious, unfriendly, unattractive, unsure, unhealthy
in-	inconsiderate, incorrect
im-	immature, impolite, impossible
dis-	dishonest, disorganised

- Check students understand all these prefixes are used to make the opposites of adjectives.
- There are few rules to help students to decide which prefix goes with each adjective. However, you can point out that adjectives beginning with *c* usually take the prefix *in-* (*correct* → *incorrect*), and adjectives beginning with *p* usually take the prefix *im-* (*patient* → *impatient*).
- Point out that we can't use prefixes with all adjectives. We say *not (very) bright* not ~~*unbright*~~.
- Also point out that we can use *un-* to make opposites of some verbs (*pack* → *unpack*; *lock* → *unlock*, etc.).

5 **a** Focus on the examples and point out that the prefixes are not usually stressed. Be careful not to overstress the prefixes during the lesson when contrasting the opposite pairs.
CD2 ▸ 21 PRONUNCIATION Play the recording (SB p159). Students listen and repeat the words. Encourage students to copy the word stress and not to stress the prefixes.

b Put students into pairs. Students take turns to say an adjective from **4a** or **4b**. Their partner says the opposite.

Listening and Speaking

6 **a** Ask students how much they remember about the soap opera *Family Business*. If necessary, give students a minute or two to read the article on SB p50 again to remind themselves of the plot and characters.
Tell students they are going to listen to the beginning of this week's episode. Give students time to read questions 1–3. Check students remember *characters*.
CD2 ▸ 22 Play the recording (SB p159). Students listen and answer the questions. Check answers with the class. Ask students how Lydia is feeling at the end of the recording (very angry).

1 They're at The Full Moon restaurant. 2 Clive, Lydia, Darren and Trudy. 3 Lydia's meeting at the bank; the problems at The Full Moon; Trudy's new job at The Angel.

b Give students time to read sentences 1–7. Play the recording again. Students listen and do the exercise on their own. Students check answers in pairs. Check answers with the class.

1F Lydia couldn't borrow any money from the bank this afternoon. 2 ✓ 3F The Full Moon has only got six customers. 4 ✓ 5 ✓ 6F She's going to work at The Angel. 7 ✓

7 Students cover the article on SB p50. Put students into pairs to talk about what they remember about the people and places. While students are working, monitor and help with any vocabulary they might need. Ask students to share information with the class.

8 Tell students they are going to listen to the end of the episode. Check students understand *a lighter*. Give students time to read questions 1–7.
CD2 ▸ 23 Play the recording (SB p159). Students listen and answer the questions, then check answers in pairs. Check answers with the class.

1 Elizabeth's ill. 2 No, he doesn't. 3 £174. 4 She went for a walk. 5 Nick (Lydia and Clive's other son, who has been away for a year). 6 To see Elizabeth, his daughter. 7 There's a fire at The Angel.

HELP WITH LISTENING Missing words

This *Help with Listening* section shows students how we sometimes miss out words in spoken English if the meaning is clear.

9 **a** Give students a few moments to read the sentences you expect to hear and the sentences you sometimes hear. Point out that the sentences you sometimes hear are from the radio drama.
CD2 ▸ 24 Play the recording. Students listen and notice the missing words (*I'm, Are, Have you*).

b Students look at Audio Script CD2 ▸ 23, SB p159. Play the recording again. Students read, listen and notice the missing words. Elicit what types of words we sometimes miss out.

the verb *be*, subject pronouns, auxiliaries, some main verbs: [Are] You OK?; [I] Had things to do.; [Have you] Seen my cigarettes?; [I went] Out., etc.

10 **a** Tell students they are going to think about what will happen in the next episode of *Family Business*. Focus students on the ideas in the list. Check students understand *be arrested* (point out that we can also say *get arrested*) and *borrow* (money). Students work in groups of four and talk about what will happen. Make sure they include at least four characters. Tell students to use the ideas in the list or their own ideas. Use the speech bubbles to show students the language they need: *I think/I don't think ... will/might … .*

EXTRA IDEA

- If you think your students need more help, write the following prompt questions on the board: *Who started the fire? Where did Darren and Lydia go? Who are Elizabeth's real parents? What will Eve King do now? What will happen to The Full Moon restaurant?* etc. Elicit possible answers from the class (for example, maybe Darren, Lydia or Trudy started the fire).

b Students tell the class what they think will happen in the next episode.
Finally, students decide which ideas are the best, giving reasons for their choices.

EXTRA IDEA

- Students work in the same groups and write the beginning of the next episode. How much you ask them to write will depend on how creative your students are, but be careful to set attainable objectives. While students are working, monitor and correct any mistakes you see in their script.
  Students practise their version of the story in their groups until they can remember it. If they have more than four characters, encourage the stronger students to take two roles. While they are working, monitor and help students with natural delivery and expression. When they feel confident, ask students to role-play the beginning of the next episode for the class.

FURTHER PRACTICE

Ph **Class Activity** 6C Word formation snap p168 (Instructions p138)
Ph **Extra Reading** 6 Birth order p220 (Instructions p211)
Extra Practice 6C SB p120
Workbook Lesson 6C p33

6D REAL WORLD

Call me back

Student's Book p52–p53

Real World taking phone messages; leaving phone messages

QUICK REVIEW This activity reviews adjectives, prefixes and past verb forms. Remind students of the radio drama *Family Business* from the previous lesson. Students work in pairs and take turns to describe the characters (using character adjectives with *un-, in-, im-, dis-*) and say what happened in the last episode. If your students are having trouble remembering, they can look at the pictures of the characters on SB p50 or skim-read Audio Scripts CD2 **22** and **23** on SB p159 and then continue their discussion in pairs. Check answers briefly with the class.

1 Check students understand *text* (as in *send a text message*) and point out that *text* can be a verb, an adjective and a noun. Students discuss the questions in pairs then share interesting answers with the class.

REAL WORLD Taking phone messages

2 **a** Establish that sentences 1–6 are common phrases that students will hear when they phone people in English-speaking countries.
Students do the exercise on their own, then check their answers in pairs.

b CD2 **25** Play the recording. Students listen and check their answers. Check answers with the class.

- **1** afraid **2** message **3** called **4** line **5** meeting **6** leave
- Point out that we use *I'm afraid* to make unwelcome news sound more polite.
- Check students understand *Hold the line* (= wait) and *I'll put you through* (= I'll connect you).

EXTRA IDEA

- Write these three headings on the board: ***a** asking someone to wait, **b** saying someone isn't available, **c** offering to take a message*. Students match the sentences in **2a** to the headings, then check answers in pairs. Check answers with the class (**a** 4 **b** 1, 5 **c** 2, 3, 6).

3 CD2 **25** PRONUNCIATION Play the recording again. Students listen and repeat the sentences. Encourage students to copy the polite intonation.

4 **a** Focus students on the photos and tell students that David wants to talk to his friend Matt. Give students time to read sentences 1–3.
VIDEO **6.1** CD2 **26** Play the video or audio recording (SB p159–p160). Students watch or listen and do the exercise. Check answers with the class.

1 F Matt isn't in a meeting at the recording studio. **2** T **3** F David is in a meeting when Matt calls him back.

b Give students time to read questions 1–5. Play the video or audio recording again. Students watch or listen and answer the questions. Students check answers in pairs. Check answers with the class.

1 Yes, he does. **2** She's having a day off. **3** He wants to talk to him about their golf weekend. **4** At home. **5** Yes, he is.

REAL WORLD Leaving phone messages

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

- **a** asking to speak to someone **b** leaving a message **c** saying where people can contact you.
- Focus students on the TIP. Point out that when we tell people who we are on the phone, we say: *It's David.* not ~~*I'm David*~~.
- Establish that *Could …* is often more polite than *Can … .*
- Point out that the verbs *phone, call* and *ring* all have the same meaning and are interchangeable.
- Check students understand *call someone back* (= return someone's call).

6 CD2 **27** PRONUNCIATION Play the recording. Students listen and repeat the sentences. Encourage students to copy the stress and polite intonation in these sentences.

7 Tell students that Matt has finally contacted David. Give students time to read questions 1–5.
VIDEO **6.2** CD2 **28** Play the video or audio recording (SB p160). Students watch or listen and answer the questions. Check answers with the class.

1 He's outside his house. **2** He was playing golf. **3** Two hours. **4** 8.30. **5** In David's car.

8 **a** Tell students that it's now Friday evening, the night before David and Matt are going on their golf weekend. Students do the exercise on their own.

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

1 it's **2** there **3** I'm **4** shall **5** called **6** can **7** back **8** get **9** on **10** call

c Students practise the conversation in **8a**. Ask pairs to role-play the conversation for the class.

9 **a** Focus on the two situations. Check students remember *flatmate* and *receptionist*. Students work in new pairs and write a phone conversation for one of the situations. Tell students to use sentences for taking and leaving a message from **2a** and **5**.
While students are working, check their phone conversations for accuracy and help with any problems.

b Students practise their conversation until they can remember it. While they are working, monitor and help students with polite intonation.

c Put pairs together in groups of four. Ask students to role-play the conversations for the other pair.

FURTHER PRACTICE

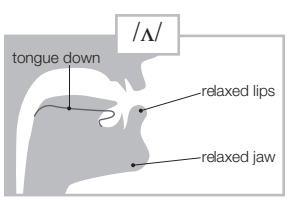
Ph **Class Activity** 6D Noughts and crosses p169 (Instructions p139)
Extra Practice 6D SB p120
Workbook Lesson 6D p34
Workbook Reading and Writing Portfolio 6 p74
Progress Test 6 p246

HELP WITH PRONUNCIATION The letter *u*

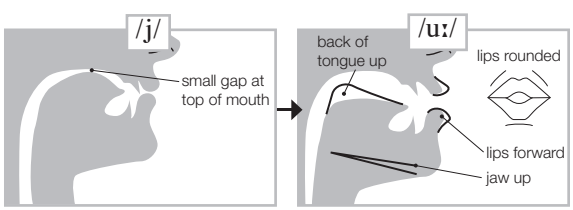
1 Focus students on the phonemes /ʌ/ and /juː/ and the words.

CD2 ▶ **29** Play the recording. Students listen and notice two ways we say the letter *u*.

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



Point out that /ʌ/ is a short sound. When we make the /ʌ/ sound, the tongue is down and the lips and the jaw are relaxed.



Highlight that /juː/ is a long sound. We make the sound out of two sounds. First we make the sound /j/. The back of the tongue is up, but there is a small gap at the top of the mouth. Then we make the sound /uː/. The back of the tongue is up, the lips are rounded and forward and the jaw is up.

2 **a** Focus students on sounds 1 and 2 in **1**. Students do the exercise in pairs.

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.

1 husband; discuss; unemployed; funny; unselfish; drums
2 uniform; computer; opportunity; costume; produce; argue; musician

3 **a** Students do the exercise in pairs.

b CD2 ▶ **31** Students listen and check their answers. Check answers with the class.

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

2 costume **3** drums **4** usually **5** argued **6** husband **7** under **8** USA

Finally, ask students to say one or two of the words. Check they pronounce the /ʌ/ and /juː/ sounds correctly and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p53. See p34 for ideas on how to exploit this section.

Extra Practice 6

See p35 for ideas on how to exploit this section.

6A

1 **a** bright; polite; confident; rude; patient; mature; ambitious; tidy; helpful; aggressive; easy-going; honest; selfish
b rude; aggressive; selfish

2 **a** brighter; more polite; more confident; ruder; more patient; more mature; more ambitious; tidier; more helpful; more aggressive; more easy-going; more honest; more selfish
b **2** as **3** as **4** than **5** as **6** than **7** than

3 **2** wasn't as bad as the last exam **3** is more popular than tennis **4** is worse at English than Maria / isn't as good as Maria at English **5** not as busy as him / not as busy as he is **6** as tall as Sam / the same height as Sam

6B

4 **2** great-grandfather **3** sister **4** brother-in-law **5** colleague **6** employee **7** flatmate **8** neighbour **9** employer

5 **2** best **3** worst **4** the most boring **5** The most interesting **6** the most popular **7** The biggest **8** The funniest

6C

6 **2** inconsiderate **3** disorganised **4** unemployed **5** unhealthy **6** immature **7** incorrect **8** dishonest

6D

7 **2** sorry **3** take **4** can **5** back **6** get **7** speak **8** afraid **9** Would **10** leave **11** called **12** ring

Progress Portfolio 6

- See p35 for ideas on how to exploit this section.

7A 50 places to go

Student's Book p54–p55

Vocabulary travel
Grammar Present Continuous for future arrangements

QUICK REVIEW This activity reviews comparatives and superlatives. Give students a minute or two to think of three places they have been to. Students work in pairs and take turns to compare the places. Encourage students to ask follow-up questions using the Past Simple. Ask students to tell the class about their three places.

Vocabulary and Speaking Travel

1 **a** Students do the exercise on their own, then check in VOCABULARY 7.1 ▸ SB p140.
Check answers with the class, using the pictures in the Language Summary to clarify meaning if necessary.
Point out that *travel* is a verb or an uncountable noun: *He travelled over 100 miles to be there. Air travel is much cheaper these days*. When we want to use a countable noun, we usually use *journey* or *trip*: *How was your journey/trip?* not ~~*How was your travel?*~~
Also point out that we usually use *go on* with *journey, trip* and *tour*: *I went on a tour of London*.
Highlight that when we say goodbye to people we often say *Have a good journey/trip*.
Note that only the main stress in words/phrases is shown in vocabulary sections and the Language Summaries.

b Check students understand *a package tour* (= a holiday where some things are included in the price, for example, travel, hotel, food, etc.). Establish that *package tour* and *package holiday* have the same meaning.
Students do the exercise on their own. Check answers with the class.

1 journey **2** trip **3** travel
4 tour **5** journey **6** tour

c Students work in pairs and take turns to ask and answer the questions. Encourage students to ask follow-up questions if possible. Ask students to share interesting answers with the class.

Reading and Speaking

2 Focus students on the travel blog. Students read the blog and answer questions 1–4. Check answers with the class.

1 The best 50 places in the world to visit.
2 Visit all the places. **3** Fifteen. **4** Yes, he did.

3 **a** Focus students on photos A–C. Students work in groups and match the photos to the places. Check answers with the class.

Students then discuss which place in the list they would most like to visit and why. Ask students to share their answers with the class and find out which is the most popular place to visit.

A The Great Barrier Reef, Australia **B** The Grand Canyon, USA **C** The South Island, New Zealand

EXTRA IDEA

- Students discuss which place they would least like to visit and why.

b Tell students that the places in **3a** were the top five holiday destinations that people chose for the TV programme *50 places to go before you die*. Students work in the same groups and guess which order they were in.

c Students check their guesses on SB p114. Check answers with the class. Ask students what they think of the people's choices.

1 The Grand Canyon, USA **2** The Great Barrier Reef, Australia **3** Disney World, Florida, USA
4 The South Island, New Zealand **5** Cape Town, South Africa

Pair and Group Work section (SB p114)

a Students read the list, tick the places they have been to, and choose three places they would like to visit.

b Students do the activity in the same groups. Ask students to share interesting answers with the class.

EXTRA IDEA

- Students work in groups and decide what they think are the top five places to visit in the world. This could be done as a Pyramid Discussion, p25.

Listening and Speaking

4 **a** Tell students they are going to listen to two colleagues, Josh and Esmay, talk about holidays.
CD2 ▸ **33** Play the recording (SB p160). Students listen and answer the question. Check answers with the class.

Josh is going to Mexico.
Esmay is going to New Zealand.

b Give students time to read sentences 1–6. Play the recording again. Students do the exercise, then check answers in pairs. Check answers with the class.

1 ✓ **2** ✓ **3** ✓ **4**F They're going on a cycling tour for a week. **5** ✓ **6**F Josh isn't having a skiing holiday this winter.

HELP WITH GRAMMAR

Present Continuous for future arrangements

5 **a–c** Check students remember *book a flight/holiday*. Students do the exercises on their own or in pairs, then check in GRAMMAR 7.1 ▸ SB p141. Check answers with the class.

- **a** **a** The sentences talk about the future. **b** They talk about definite arrangements. **c** Yes, she does. **d** Yes, she has.
- Establish that we usually use a future time phrase with the Present Continuous for future arrangements: *We're leaving **on Saturday***.
- Also point out that we often use the Present Continuous to ask about people's arrangements: *What are you doing this evening?*.
- Many students think that we only use the Present Continuous for arrangements in the 'near future'. However, the important thing is how certain we are about it, not how near to the present it is. For example, we would say *We're getting married in May next year.* if we've decided.
- **b** We make positive sentences in the Present Continuous with: subject + *be* + verb+*ing*.
- We make negatives in the Present Continuous with subject + *'m not/aren't/isn't* + verb+*ing* + ...
- We make questions in the Present Continuous with question word + *am/are/is* + subject + verb+*ing* + ...
- If students are having problems remembering the form of the Present Continuous, direct them to GRAMMAR 3.3 ▸ SB p132.

6 CD2 ▸ 34 PRONUNCIATION Play the recording (SB p160). Students listen and repeat the sentences. Check students copy the stress correctly.

7 **a** Focus students on the map and itinerary for Esmay and Ronnie's cycling tour and give them a minute or two to study it. Check students understand *the coast, hot pools* and *camp*. Highlight the pronunciation of *Christchurch* /ˈkraɪstʃɜːtʃ/, *Canterbury* /ˈkæntəbri/, *Kaikoura* /kaɪˈkuːrə/ and *Blenheim* /ˈblenɪm/.

Focus students on the example sentence and highlight the verb form.

Students do the exercise on their own or in pairs, using the information in the itinerary. Check answers with the class.

Suggested answers They're meeting at the Plaza Hotel in the morning. Then they're cycling along the coast. They're having a picnic lunch on the Canterbury Plains. In the afternoon they're going to the hot pools in Hanmer Springs. Then they're visiting the National Park. They're camping overnight by the river.

b Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p110. Check they are all looking at the correct exercise.

Pair and Group Work section

(SB p104 and p110)

a Tell students that they are going to find out about the next two days of the tour. Check students understand *whales, dolphins, winery, Chardonnay, forest* and *barbecue*.

Students read the information about one day on the itinerary, then make questions about the other day. Students should write these questions in their notebooks, not on the itinerary. While they are working, check their questions for accuracy and help with any problems.

Where are they travelling to? What are they doing in the morning? Where are they having lunch? What are they doing in the afternoon? Where are they staying at night?

b Students work with their partner. Student A asks student B questions about Day 2 and completes the itinerary. Remind students of the question *How do you spell that?* before they begin.

c Students change roles to talk about Day 3.

d Students decide in their pairs which of the first three days is the best. Encourage students to give reasons for their choice. Ask students to share their ideas with the class and find out which is the most popular day on the tour and why.

EXTRA IDEA

- Students look at the map on SB p55 and mark the route of the cycling tour.

Get ready … Get it right!

8 Focus students on the possible plans and the example question. Students work on their own and write *yes/no* questions with *you* from the prompts. While students are working, check their questions and help with any problems.

2 Are you meeting some friends after class? **3** Are you doing something interesting next week? **4** Are you going out with friends tomorrow evening? **5** Are you taking an exam next month? **6** Are you having dinner at home this evening? **7** Are you travelling abroad in the next two months? **8** Are you going to another town or city next weekend?

9 **a** Students move around the room asking other students their questions, or asking as many people as they can sitting near them. When they find a student who answers yes, they write the person's name next to the question. Encourage students to ask follow-up questions to find out more information, as shown in the speech bubbles. Students should try to find a different student who answers yes for each question. While they are working, monitor and help with any problems.

b Ask students to tell the class two things they found out about other students.

WRITING

Students write the information they found out about other students in **9a**, for example *Khan is going to Bodrum next month with a friend from university. They are staying in a five-star hotel.*

FURTHER PRACTICE

Ph **Vocabulary Plus** 7 Holidays p203 (Instructions p195)
Ph **Class Activity** 7A Kanga Tours p171 (Instructions p139)
Extra Practice 7A SB p121
Workbook Lesson 7A p35

7B What are you taking?

Student's Book p56–p57

Vocabulary things we take on holiday; quantity phrases
Grammar quantifiers; possessive pronouns

QUICK REVIEW This activity reviews Present Continuous for future arrangements. Students work on their own and write five things they are doing next week. Students then work in pairs and tell each other their sentences. Encourage students to ask follow-up questions. Students should make a note if their partner is doing the same thing as them. Ask students to tell the class things that they and their partner are both doing.

Speaking and Vocabulary

Things we take on holiday

1 Students work in pairs and discuss the questions. Ask students to share interesting answers with the class.

2 **a** Focus students on the picture and remind students who Esmay and Ronnie are and where they are going (New Zealand). Ask students what Esmay and Ronnie are doing now (they're packing).
Students do the exercise on their own or in pairs. They can check new words in VOCABULARY 7.2 SB p140. Check answers with the class.
Point out that we can say *sun cream*, *sun lotion*, *suntan lotion* or *sunscreen*.
Also point out that we can say *shaving gel*, *foam* or *cream*. These all do the same thing, but have a different consistency. Point out that we can use the words *gel* and *cream* for many beauty products, for example *hair gel*, *face cream*.
Highlight that in the UK we often use the phrase *swimming costume* to refer to any item of clothing we wear for swimming: *Have you all got your swimming costumes?*.
Model and drill the words. Pay particular attention to the pronunciation of *towel* /taʊəl/, *soap* /səʊp/, *chewing gum* /ˈtʃuːɪŋ gʌm/ and *repellent* /rɪˈpelənt/. Highlight the difference between the pronunciation of *soap* and *soup* /suːp/, which students often confuse.

Point out that in compound nouns (*chewing gum*, *make-up*, etc.) the main stress is usually on the first word, not the second. Also point out that the stress on *perfume* is on the first syllable, not the second.

sun cream 9; shorts 7; soap 18; sandals 10; chewing gum 6; shaving gel 19; a swimming costume 13; swimming trunks 8; a sun hat 4; toothpaste 16; a toothbrush 17; walking boots 1; perfume 14; a T-shirt 12; a razor 20; sunglasses 21; insect repellent 3; shampoo 15; tea 2; make-up 5

EXTRA IDEA

- Students work in pairs and write definitions for the words in **2a**. Students work in groups of four and each pair takes turns to say a definition. The other team guesses the word.

b Focus students on the picture again. Students do the exercise on their own. Check answers with the class.

books, shoes, a camera, suitcases

3 **a** Focus students on the examples and check that students remember the difference between countable nouns (they can be plural: *towels*) and uncountable nouns (they don't have a plural form: ~~*sun creams*~~).
Students do the exercise in pairs. Check answers with the class.

Countable: a swimming costume, a sun hat, a toothbrush, a T-shirt, a razor
Uncountable: soap, chewing gum, shaving gel, toothpaste, perfume, insect repellent, shampoo, tea, make-up
Plural: sandals, swimming trunks, walking boots, sunglasses

b Students do the exercise on their own or in pairs. Check answers with the class. Point out that the words that are always plural are actually 'one thing'. You can also point out that the word *clothes* /kləʊðz/ is always plural. If we want to use the singular, we can say *an item of clothing*.

Always plural: swimming trunks, sunglasses
Usually plural: walking boots

4 **a** Focus students on the picture again. Students do the exercise on their own or in pairs. Check answers with the class.

1 T-shirts **2** books **3** books **4** make-up **5** toothpaste **6** toothpaste

b Elicit the answers from the class.

Large quantity: lots of, a lot of
Small quantity: a few, not many, a bit of, not much

HELP WITH GRAMMAR Quantifiers

5 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 7.2 ▸ SB p141. Check answers with the class.

- **a** We usually use ***some*** in positive sentences.
- We usually use ***any*** in questions.
- We usually use ***any*** in negative sentences.
- Establish that we only use *some* and *any* with uncountable nouns and plural countable nouns. With singular nouns we use the article *a*: *Is there a café near here?*.
- Point out that we often use *some* in questions with *Would you like ... ?*: *Would you like some tea?*.
- Also highlight that we can use *no* to mean *not any*: *There's no coffee*.
- **b** **2**C **3**C **4**U **5**U **6**B **7**B
- Check students remember which of the phrases 1–7 we use with a large quantity and which we use with a small quantity (see **4b**).
- Also point out that we don't often use *much* or *many* in positive sentences: *I've got **lots** of free time*. not ~~*I've got **much** free time*~~.
- Point out that we can say ***a bit of*** or ***a little***. *A little* is more common in written English.
- Highlight that we use ***How much ... ?*** to ask about uncountable nouns and ***How many ... ?*** to ask about countable nouns.

6 CD2 ▸ **35** PRONUNCIATION Play the recording. Students listen and repeat the sentences. Focus students on the stress and linking.

7 **a** Students do the exercise on their own, then check in VOCABULARY 7.3 ▸ SB p140. Check answers with the class. If students are having trouble understanding the meaning of the quantity phrases, point out the items in the picture.

Also point out that we can say *a packet of chewing gum*. You can also teach *jar* (*a jar of jam*) and *tub* (*a tub of margarine*).

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

b CD2 ▸ **36** PRONUNCIATION Play the recording. Students listen and repeat the phrases. Encourage students to copy the stress and linking as in the example.

EXTRA IDEA

- Students work in pairs and think of other things for the quantity phrases in **7a**. Elicit possible answers: a piece of cake, cheese, bread, toast; a bottle of sun cream, shampoo, tomato ketchup, beer, wine; a packet of crisps, cigarettes, biscuits, sweets; a tube of sun cream, hand cream; a bar of chocolate; a pair of socks, trousers, shoes, glasses.

8 **a** Students work on their own and make a list of ten things they always take on holiday. You may want students to do this activity with their books closed, so they don't just copy the words from the box in **2a**. While they are working, monitor and help with vocabulary.

b Students compare lists in pairs and find out how many things are the same. Ask students to share interesting answers with the class.

EXTRA IDEA

- Students write a list of things they always, usually, sometimes, never take on holiday. Ask them to say why they do/don't take these things. While they are working, monitor and check their work, helping with any problems.

Listening and Speaking

9 **a** Tell students that they are going to listen to Esmay and Ronnie talking while they are packing. Focus students on the picture again.
CD2 ▸ **37** Play the recording (SB p160). Students listen and do the exercise, then compare answers in pairs. Play the recording again if necessary. Check answers with the class.
You can ask students if they think Esmay and Ronnie are typical of men and women packing to go on holiday.

sun cream, sandals, a swimming costume, a sun hat, walking boots, a T-shirt, insect repellent, tea, make-up

b Students look at Audio Script CD2 ▸ **37**, SB p160. Play the recording again. Students read, listen and underline the quantifiers. Students check their answers in pairs.
Check answers with the class by playing the recording again and asking students to call out *Stop!* when they hear a quantifier.

HELP WITH GRAMMAR

Possessive pronouns

10 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 7.3 SB p141. Check answers with the class.

- **b** mine, yours, his, hers, ours, theirs
- Highlight that we use possessive pronouns in place of 'possessive adjective + noun': *That's **my suitcase**.* → *That's **mine**.*
- Point out that we also use possessive pronouns in place of name + possessive *'s* + noun: *Those are **Esmay's T-shirts**.* → *Those are **hers**.*
- Establish that we don't use apostrophes with possessive pronouns: *Those are **hers**.* not ~~*Those are her's*~~.
- Also point out that we can't use a noun after a possessive pronoun: ~~*That's mine suitcase*~~.

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

1 A your B mine **2** A her B hers **3** A their B ours **4** A yours B mine; his

b Check students remember the meaning of *Whose* (we use this to ask about possession).
Students work in pairs and ask each other about things in the picture and in the classroom, as shown in the speech bubbles.

Get ready … Get it right!

12 Put students into two groups, group A and group B. Students in group A turn to SB p107 and students in group B turn to SB p113. Check they are all looking at the correct exercise.

a Focus students on the picture (a shop at the airport). Students work in pairs with someone from the same group. Students take turns to describe their picture using quantifiers, as shown in the examples. While they are working, monitor and check they are using the quantifiers correctly.

b Put one student from group A with a student from group B. Students are not allowed to look at each other's picture. Students take turns to tell each other about their pictures, as shown in the example. Check students understand that there are ten differences between the pictures.

c Students return to their original partner and check if they have found all the differences. Finally, check answers with the class. Note that there are various ways to express the answers.

Possible answers:

1 A There are lots of bottles of water. B There are a few bottles of water.
2 A There's some shampoo. B There isn't much shampoo.
3 A There's a lot of shaving gel. B There isn't much shaving gel.
4 A There aren't any razors. B There are a lot of razors.
5 A There's some perfume. B There isn't any perfume.
6 A There are some bottles of insect repellent. B There are lots of bottles of insect repellent.
7 A There's a lot of chewing gum. B There isn't any chewing gum.
8 A There are lots of bars of chocolate. B There are a few bars of chocolate.
9 A There are a few books. B There are a lot of books.
10 A There are lots of pairs of sunglasses. B There aren't many pairs of sunglasses.

FURTHER PRACTICE

Ph **Class Activity** 7B Holiday habits p172 (Instructions p140)
Ph **Extra Reading** 7 The Grand Canyon honeymoon p221 (Instructions p212)
Extra Practice 7B SB p121
Workbook Lesson 7B p36

7C VOCABULARY AND SKILLS

Wish you were here

Student's Book p58–p59

Vocabulary phrases with *go*
Skills Reading and Listening: a travel magazine article

QUICK REVIEW This activity reviews quantity phrases. Check students remember *cupboard* and *wallet*. Students do the activity in pairs and find out if they have similar things. Ask students to share interesting answers with the class.

Reading and Listening

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

2 **a** Students work in pairs and try to put the words into the three groups.
Note that the aim is to highlight which words you need to pre-teach to help students understand the texts that follow. The vocabulary is not in the Language Summaries in the Student's Book.
Check the answers by eliciting the words for each group and writing them on the board. Teach any words/phrases that are new to students.
Point out that a hostel is like a hotel, but it is cheaper and the accommodation is more basic.
Model and drill the words/phrases. Pay particular attention to the pronunciation of *massage* /ˈmæsɑːʒ/, *castle* /ˈkɑːsəl/ and *sauna* /ˈsɔːnə/.

activities: rafting; snowboarding; a massage; a sauna
natural world: a volcano; a waterfall; a hot spring
buildings/rooms: a hostel; a prison cell; a castle; (a sauna)

b Focus students on the photos. Students cover the main body of the article and read the first paragraph. Students then work in pairs or on their own and decide which texts the words in **2a** are in.
Elicit students' ideas and write them on the board. When students have finished **4**, you can focus their attention on the words on the board and see if they guessed correctly. (Hostel Celica: a botanic garden, rafting, a hostel, a prison cell, a massage, a castle; Magic Mountain hotel: a volcano, a waterfall, a hot spring, snowboarding; Both: a sauna.)

3 Put students into two groups. Group A read about Hostel Celica and Group B read about the Magic Mountain hotel. Check they are looking at the correct text and tell them to cover the text they are not reading. Students read their text and answer questions 1–5. Don't check answers yet.

4 **a** Put one student from group A with a student from group B. Students take turns to ask and answer the questions in **3**.

b CD2 ▸ 38 Focus students on the texts, then play the recording. Students read, listen and check their partner's answers.

Hostel Celica: 1 It's an old prison. 2 You can go to the old castle and listen to a concert; go on a boat trip on the river and visit the botanic gardens; go sightseeing; go on a day trip to Bled; go rafting down the Sava river; go swimming at the Atlantis Water Park. 3 Twenty. 4 Around €30 5 In May to September when it's warm, or in winter when you can go skiing.
The Magic Mountain hotel: 1 It looks like a volcano sitting under a waterfall. 2 You can go for a walk in the forest; go on a trip to Lake Pirihueico and go fishing, swimming and sailing; go to the Chosuenco volcano for skiing and snowboarding; relax in the hot springs; visit the Huilo Huilo waterfall. 3 Thirteen. 4 About $180 5 July and August for skiing; September to November and March to April for other outdoor activities.

5 Students work in the same pairs and discuss the questions. Ask pairs to say which hotel they think is better for a holiday. Encourage students to give reasons for their answers.

HELP WITH LISTENING
Weak forms: review

This *Help with Listening* section reviews weak forms and the schwa /ə/, and also helps students to hear the difference between the strong and weak forms of the same words.

6 **a** Focus students on the bullet point at the top of the section, and use this to remind students that many small words have weak forms which include a schwa sound.
CD2 ▸ 39 Play the recording. Students listen and notice the strong and weak forms of the words. Remind students that these words are usually pronounced in their weak forms in natural spoken English.

b Focus students on the text about Hostel Celica. Point out the weak forms in pink.
CD2 ▸ 38 Play the recording about Hostel Celica again. Students read, listen and notice the weak forms of the words in **6a**.

HELP WITH VOCABULARY
Phrases with *go*

7 **a–b** Students do the exercise on their own, then check in VOCABULARY 7.4 ▸ SB p140.

- We use ***go*** (without a preposition) + activity (verb+*ing*) (*You can go fishing, swimming and sailing.*).
- We use ***go to*** + place (*Go to the Chosuenco volcano.*).
- We use ***go with*** + person (*I went with an excellent guide.*).
- We use ***go for*** + activity (noun) (*I went for a walk in the forest.*).
- We use ***go on*** + travel words (*a trip, holiday*, etc.) (*I went on a trip to Lake Pirihueico.*).
- Also teach students that we use *go on* with *a tour* and *a journey*.
- Point out that we often use ***go for a*** + noun or ***go*** + verb+*ing* to mean the same thing: *go for a swim* = *go swimming*, etc.
- You can also teach the phrase *go home* not ~~*go to home*~~.

8 **a** Focus students on the whole article again. Students do the exercise on their own. Check answers with the class.

Hostel Celica: go to the old castle; go on a boat trip; go sightseeing; go on a day trip; go rafting; go to the Atlantis Water Park; go swimming; I went there for a swim
The Magic Mountain hotel: go for a sauna; go skiing

EXTRA IDEA

- Tell students to close their books. Write the phrases with *go* in brackets from the key in **7a–b** and from the key in **8a** on the board in random order. Students work in pairs and try to match the phrases to the correct place, the Hostel Celica or the Magic Mountain hotel. They then open their books and check their answers.

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

go: sightseeing, camping, snowboarding
go to: an exhibition, the beach
go with: some friends, my father-in-law
go for: a drink, a run, a walk
go on: a business trip, holiday, a journey

EXTRA IDEAS

- Students work in pairs and take turns to test each other on the collocations from the lesson. One student says the noun, for example *holiday*, and his/her partner says the whole collocation, for example *go on holiday*.
- Encourage students to store this vocabulary in tables or word maps in their notebooks and to add new phrases when they meet them.

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

2 went **3** go for **4** going on **5** been (gone)
6 went on **7** go on; go with **8** went to
9 go for **10** been (gone)

b Students work in pairs and take turns to ask and answer the questions in **9a**. Encourage students to ask follow-up questions where possible.

c Finally, ask students to tell the class two interesting answers about their partner.

WRITING

- Ask students to imagine that they are on holiday in the Hostel Celica or the Magic Mountain Hotel. For homework students write a postcard or an email to a friend telling him/her about the hostel/hotel and their holiday. You can display the postcards/emails around the room for other students to read.
- Alternatively, students choose a place, restaurant or hotel that they have been to and really liked. Students write a review for a travel magazine, first describing the place, restaurant or hotel, then saying when and why they went there and what they did while they were there. Students use the texts about the Hostel Celica and the Magic Mountain hotel as a model.

FURTHER PRACTICE

Ph **Class Activity** 7C Ski Canada p173 (Instructions p140)
Extra Practice 7C SB p121
Workbook Lesson 7C p38

7D REAL WORLD It doesn't work

Student's Book p60–p61

Real World complaints and requests

QUICK REVIEW This activity reviews phrases with *go*. Elicit some examples of free time activities with *go* and write them on the board. Students work on their own and write four activities with *go* that they often do and four that they never do. Students work in pairs, swap papers and guess which activities their partner never does. Ask students to share interesting answers with the class.

1 Focus students on the title of the lesson and on the photo. Elicit where it is (in a hotel) and what students think is happening (the people have a problem). Check students understand *doesn't work*, *complain about something* and *make a complaint*.

Students work in pairs and discuss the questions. Ask students to share interesting answers with the class.

2 a Tell students that all of the sentences 1–6 are problems people may have in a hotel. Focus students on the example.
Students do the exercise on their own, then check answers in pairs. Check answers with the class.
Check students understand *broken*, *lift* (US: *elevator*), *air conditioning* and *light*.

The incorrect words/phrases are:
2 TV **3** chair
4 bed **5** window
6 room number

b Students work in pairs and think of one more word/phrase for each sentence in **2a** in the context of a hotel. Check answers with the class.

Possible answers: **1** TV, air conditioning, heating **2** coffee, room, water **3** road, air conditioning, person next door **4** coffee, tea, sandwich **5** heating, TV, shower **6** remote control, phone, air conditioning

3 **a** Focus students on the photo and ask what the younger woman's job is (a receptionist). Tell students they are going to listen to three guests making complaints to the receptionist.
VIDEO ▸ 7 CD2 ▸ 40 Play the video or audio recording (SB p160–p161). Students watch or listen and write down what problems the guests have. Students check answers in pairs. Check answers with the class.

1 The remote control doesn't work. He also needs more towels. **2** His room's too noisy because of the lift. **3** The shower isn't hot enough.

b Play the video or audio recording again, pausing if necessary after each conversation to allow time for students to write. Students watch or listen and write down the receptionist's solutions to each guest's problems. Students check answers in pairs.
Check answers with the class. Point out that *to look at* a machine means to try to find out what the problem is and, if possible, repair it.

1 She'll get someone to look at it this morning. She'll ask room service to get him some more. **2** She'll tell the manager Mr Cole would like to see him. **3** She'll send someone up to look at the shower.

REAL WORLD Complaints and requests

4 **a–c** Students do the exercises on their own or in pairs, then check in REAL WORLD 7.1 ▸ SB p141. Check answers with the class.

- **a** 2R 3R 4C 5R 6R 7C 8R
- **b** **1** *I wonder if I/you could* + infinitive **2** *Could I/you* + infinitive **3** *Would you mind* + verb+*ing*
- Use the examples in **4a** to point out that we often precede complaints with a 'softening' phrase, such as *I'm sorry, but ...* or *I'm afraid ...* .
- Point out that *Would you mind ... ?* means *Is it a problem for you to ... ?*. Therefore we often answer these questions with *No, not at all.* or *Of course not.*, meaning we are happy to help the person. Tell students not to respond to these questions with *Yes*.
- Note that native speakers also respond to *Would you mind ... ?* questions as they do to other requests, with phrases like *Sure* and *Of course*. However, the meaning is usually clear from the context and intonation, although even native speakers have to clarify this on occasion.
- Point out that when we want to refuse a request, it is polite to give a reason: **A** *Could you help me?* **B** *Well, actually, I'm a bit busy at the moment.*

EXTRA IDEA

- Students identify which two phrases in **4b** are more polite (*I wonder if I/you could ... ?* and *Would you mind ... ?*).

HELP WITH LISTENING Intonation (1)

This *Help with Listening* section introduces students to polite intonation patterns for making complaints and requests.

5 **a** Focus students on the bullet point. Point out the importance of using polite intonation when making complaints and requests. Many students have problems with this, and it is worth stressing that flat intonation patterns sound rude and impatient to native English speakers.
Tell students they are going to hear two sentences said twice. The first person sounds rude. The second person sounds polite.
CD2 ▸ 41 Play the recording. Students listen and notice the intonation.

b CD2 ▸ 42 Play the recording (SB p161). Students listen and do the exercise. Check answers with the class. Point out that in the polite versions the speakers' voices always start at a higher pitch and move up and down more.

2b 3b 4a 5b 6a

6 CD2 ▸ 43 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Encourage students to copy the stress and polite intonation.

7 **a** Focus students on the conversations.
Students do the activity on their own, then check answers in pairs. Check answers with the class.

2 Could you **3** I'm sorry
4 something wrong **5** Would you mind
6 straight away **7** I'm sorry
8 a problem **9** hot enough
10 if you could **11** I'll get
12 could I **13** room service

b Put students into pairs to practise the conversations. Tell them to take turns to be the receptionist. While they are working, monitor and check they are using polite intonation.

8 **a** Students do the activity in pairs, using phrases from **2a** and **4a**. While students are working, monitor and check their conversations for accuracy.

b Students practise their conversation until they can remember it.

c Students work with another pair and take turns to role-play the conversations. Ask students to tell the class what problems the guests in each conversation had.

9 Put students into pairs, student A and student B. Student As turn to SB p106 and student Bs turn to SB p112. Check they are all looking at the correct exercise.

a Give students time to read the information about their roles. Students plan what they want to say in the conversations where they are the guest.

b Check students understand the sentences in the box that they can use when they are the receptionist.

c Students work in pairs and role-play the conversations. While they are working, monitor and correct mistakes of grammar and intonation where necessary.
Finally, ask a few pairs to role-play their conversations for the class.

WRITING

Ask students to think of a complaint they would like to make to the manager of a hotel, restaurant or shop. Students write an email to the manager.

FURTHER PRACTICE

Ph Study Skills 4 Spelling rules p234 (Instructions p229)
Extra Practice 7D SB p121
Workbook Lesson 7D p39
Workbook Reading and Writing Portfolio 7 p76
Progress Test 7 p248

HELP WITH PRONUNCIATION

Strong and weak forms

1 Focus students on the words and the strong and weak forms. Students work in pairs and say the strong and weak form of each word.
CD2 ▸ 44 Play the recording. Students listen and check their pronunciation.
Play the recording again. Students listen and repeat the words. Check they pronounce the strong and weak forms correctly.

2 **a** Focus students on the conversation and the words in blue. Students work in pairs and identify whether we usually say the strong or weak form of the words.

b **CD2 ▸ 45** Play the recording. Students listen and check their answers, then answer the question. Check answers with the class.

2W 3S 4W 5S 6W 7S 8W 9S 10W 11W
We use strong forms in short answers.
We use weak forms in positive sentences and questions.

c Students work in pairs and practise the conversation. They can then change roles and practise the conversation again.
Finally, ask pairs of students to say a question and its response from the conversation. Make sure they use the correct strong or weak form and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p61.
See p34 for ideas on how to exploit this section.

Extra Practice 7

See p35 for ideas on how to exploit this section.

7A
1 2 travel 3 trips 4 tour 5 tour
2 **a** 2 aren't staying 3 is meeting 4 're staying 5 's working 6 isn't going 7 are arriving 8 'm having 9 're working
b 2 What's Pam doing on Monday? 3 Why are they coming early? 4 How are we getting to the theatre this evening? 5 What time is he leaving for the airport?

7B
3 2 sandals 3 insect repellent 4 sun cream 5 make-up 6 shaving gel 7 sunglasses 8 razor 9 toothbrush
4 1 some 2 a bit of 3 many 4 a lot of 5 lots of 6 a few 7 much 8 lots of
5 2 shorts 3 biscuits 4 toothpaste 5 perfume 6 paper
6 2 hers 3 his 4 ours 5 yours 6 theirs

7C
7 2 going on 3 go for 4 went with 5 went 6 go to

7D
8 2 helping 3 ✓ 4 check 5 send 6 ✓

Progress Portfolio 7

- See p35 for ideas on how to exploit this section.

8A Home sweet home

Student's Book p62–p63

Vocabulary describing your home
Grammar Present Perfect with *for* and *since*; questions with *How long … ?*

QUICK REVIEW This activity reviews irregular verbs. Elicit one or two irregular verbs and their Past Simple and past participle form. Students work on their own and write down eight more examples. Put students into pairs. Students take turns to say an infinitive from their list. Their partner says the other two parts of the verb.

Vocabulary and Speaking

Describing your home

1 Students work in pairs. Students read the sentences and say which words/phrases in bold they know, then check the new words/phrases in VOCABULARY 8.1 SB p142. Answer any questions students have about the meaning of the new words.
Point out that we say *ground floor* in UK English but *first floor* in US English, etc.
Model and drill the words/phrases. Pay particular attention to the pronunciation of *spacious* /ˈspeɪʃəs/, *unusual* /ʌnˈjuːʒʊəl/, *typical* /ˈtɪpɪkəl/ and *view* /vjuː/. Also point out the difference in pronouncing *close* in *close to* /kləʊs/ and *close* (the opposite of *open*) /kləʊz/.

2 **a** Do one or two examples with the class to show that students should choose only one of the words in bold in each sentence.
Students work on their own and choose five sentences from **1** that describe their home.

b Students work in groups and take turns to tell each other about their homes and to say if they like living there. Students give reasons for their answers.
Ask students to share interesting information about their homes with the class.

Reading, Listening and Speaking

3 **a** Focus students on the photos and tell them to cover the texts. Use the photos to check students understand *lighthouse*, *coast*, *sunset* and *motorhome*. Ask students what they think is the best thing about each home.

b Tell students they are going to listen to the two owners, Angus and Meg, talking about their homes. CD2 ▸ 46 Play the recording. Students read, listen and find out what Angus and Meg think is the best thing about their homes. Point out that Meg says the date as *two thousand eight* not *two thousand and eight*. This is the American way of saying dates. Check answers with the class.

Angus: the view (because you can see for miles in every direction and the sunsets are fantastic)
Meg: when they need to find work they just drive to a new town

c Check students understand *do something for a living*. Students read the texts again and answer questions 1–6. Students check answers in pairs. Check answers with the class.

1 On the west coast of Scotland.
2 He's a writer.
3 Because he has to walk up and down stairs a lot.
4 In Houston, Texas.
5 Meg.
6 Because it's quite spacious and it's got central heating and air conditioning.

EXTRA IDEA

- Put students into two groups, group A and group B. Students A read about Angus and answer questions 1–3, and students B read about Meg and answer questions 4–6. Put students into pairs with somebody from the other group. Students take turns to tell each other about their text.

HELP WITH GRAMMAR

Present Perfect with *for* and *since*

4 **a–e** Students do the exercises on their own or in pairs, then check in GRAMMAR 8.1 ▸ SB p143. Check answers with the class.

- **a** **a** No, he doesn't. **b** Yes, he does. **c** Phrase 1: Past Simple; Phrase 2: Present Perfect
- **b** We use the **Past Simple** to talk about something that started and finished in the past.
  We use the **Present Perfect** to talk about something that started in the past and continues in the present.
- **c** We make positive sentences in the Present Perfect with subject + *have/has* + past participle.
- We make negative sentences in the Present Perfect with subject + *haven't/hasn't* + past participle.
- **d** We use ***for*** with a period of time (how long).
- We use ***since*** with a point in time (when something started).
- Point out that we can also use *for* with the Past Simple: *I lived in Germany for two years.* (but I don't live there now).
- Establish that we don't use *ago* with the Present Perfect and we don't use *since* with the Past Simple.
- If necessary, focus students on the time lines in GRAMMAR 8.1 ▸ SB p143 to clarify the meaning of the verb forms and *for* and *since*.

5 Focus students on the examples. Students work on their own and fill in the gaps with *for* and *since*. Students check answers in pairs.
Check answers with the class. Check students understand that *for ages* means *for a long time*.

3 for **4** for **5** since **6** for **7** since
8 since **9** since **10** for

EXTRA IDEAS

- Write the phrases in **5** and other phrases that can be used with *for* and *since* on cards. Give two or three cards to each student. Students move around the room showing one another their cards. Students say if they should use *for* or *since* with the card. If a student gets an answer wrong, he/she must take the card. The aim is for students to get rid of all their cards.
- Students work in pairs and test each other on the phrases. The first student says a phrase and their partner completes the phrase with *for* or *since*, for example: **A** *an hour* **B** *for an hour.*

6 **a** Students choose the correct verb form and then complete each sentence with something that makes the sentence true for them. Early finishers can write one or two more sentences about themselves using *for* or *since*.
Students do the exercise on their own. Check answers to the verb forms with the class.

1 've lived **2** lived **3** 've been **4** 've had
5 've been **6** started

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

EXTRA IDEA

- Students move around the room saying their sentences from **6a** to one another. Students try to find one student who has lived in their home, etc., for the same length of time as they have.

HELP WITH GRAMMAR

Questions with *How long … ?*

7 **a–d** Students do the exercises on their own or in pairs, then check in GRAMMAR 8.2 SB p144. Check answers with the class.

- **a** **1** eight years **2** six years
- **b** **1** Present Perfect: question 2 **2** Past Simple: question 1 **3** now: question 2 **4** before now: question 1 **5** We can answer Past Simple and Present Perfect questions with *for* (*for two years*, etc.), but we can't answer Past Simple questions with *since*: **A** *How long did you live there?* **B** *For ten years*. not ~~*Since 2004*~~.
- **c** We make questions in the **Past Simple** with *How long* + *did* + subject + infinitive + … . We use these questions to ask about something that started and finished in the past.
- We make questions in the **Present Perfect** with *How long* + *has* or *have* + subject + past participle + … . We use the questions to ask about something that started in the past and is still happening now.
- Highlight that we often answer *How long … ?* questions with short phrases, not complete sentences: **A** *How long have you lived here?* **B** *Since January./For five months.*
- Point out that we can make questions in the Past Simple with *How long ago … ?*: **A** *How long ago did you see him?* **B** *About three months ago.*

8 **a** Students do the exercise on their own. Check answers with the class.

2 have … known
3 did … meet
5 has … lived
6 did … live
8 has … been
9 did … see

EXTRA IDEA

- Play recording CD2 ▸ 47 and ask students to listen and check their answers.

b Focus students on the examples and point out that *have* in *How long … ?* questions is pronounced in its weak form /əv/.
CD2 ▸ 47 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Check students copy the stress and weak forms of *have* and *has* /əz/ correctly.

9 **a** Give students a few moments to choose a man or boy they're friends with and to decide how they can answer the questions in **8a** about him.

b Students work in pairs and take turns to ask and answer the questions in **8a** about their friend. Ask students to share interesting answers with the class.

c Give students a moment to think of a woman or girl they're friends with. Put students into new pairs. Students take turns to ask the questions in **8a** about their friend. Make sure they make the appropriate changes from *he* to *she* and *his* to *her* in their questions.

Get ready … Get it right!

10 Put students into two groups, group A and group B. Students in group A turn to SB p106 and students in group B turn to SB p112. Check they are all looking at the correct exercise.

a Focus students on the examples and elicit what verb forms the questions in each column are in (column 1: Present Simple; column 2: Present Perfect; column 3: Past Simple).
Put students into pairs with someone from the same group. Students work in their pairs and write questions from the prompts. While students are working, check their questions for accuracy and help with any problems.

b Put one student from group A with a student from group B. Students take turns to ask and answer their questions. Students should ask questions from all three columns if possible.

c Finally, ask students to share three interesting things they found out about their partner with the class. Alternatively, put students into groups and ask them to tell the other students about their partner.

WRITING

Students write a paragraph about their house/flat and how long they have lived there.

FURTHER PRACTICE

Ph **Vocabulary Plus** 8 In the kitchen p204 (Instructions p195)
Ph **Class Activity** 8A Rose Avenue p174 (Instructions p140)
Extra Practice 8A SB p122
Workbook Lesson 8A p40

8B Meet the parents

Student's Book p64–p65

Vocabulary going to dinner
Grammar *should*, *shouldn't*, *must*, *mustn't*; infinitive of purpose

QUICK REVIEW This activity reviews the Present Perfect with *for* and *since*. Put students into groups. Students take turns to ask and answer questions with *How long have you … ?* to find out who has done these things the longest. Ask each group to share their answers with the class.

Vocabulary and Speaking

Going to dinner

1 **a** Focus students on the heading of this section and tell students that the vocabulary is connected with invitations to dinner.
Students work in pairs and say which words they know, then check new words/phrases in VOCABULARY 8.2 SB p142.
Check students understand the difference between *in time* (before the start of an activity) and *on time* (at the correct time).
Model and drill the words. Pay particular attention to the pronunciation of *guest* /gest/ and *bow* /baʊ/.
Note that only the main stress in words/phrases is shown in the vocabulary sections and the Language Summaries.

b Students discuss the questions with their partner. Ask students to share interesting answers with the class.

WRITING

Students use the questions in **1b** to write a short paragraph describing the last time they had dinner at someone's house.

2 Ask students to imagine they are invited to dinner at someone's house in the UK. Check students understand *rude* and *earn* /ɜːn/.
Put students into new pairs. Give students time to read sentences 1–8 and to decide if they are true or false. Put students into groups to compare their answers. Don't tell them the correct answers yet.

Listening

3 **a** Focus students on the photo. Elicit who the people are and where Isabel is from (Argentina). Tell students that Louise is from the UK and she is giving Isabel advice on what to do when she is invited to someone's house for dinner.
CD2 ▸ **48** Play the recording (SB p161). Students listen and do the exercise. Students check answers in pairs. Check answers with the class.

true: sentences 1, 3, 6, 8

b Give students time to read questions 1–5. Check students understand *topics*.
Play the recording again. Students listen and answer the questions. Students check answers in pairs. Check answers with the class.

1 Her new boyfriend Sam and his parents.
2 Flowers, a bottle of wine or some chocolates.
3 The hostess.
4 Sit and talk for an hour or two.
5 Places you've been to, work, family, the weather (but not how much people earn).

HELP WITH GRAMMAR

should, shouldn't, must, mustn't

4 **a–d** Students do the exercises on their own or in pairs, then check in GRAMMAR 8.3 ▸ SB p144. Check answers with the class.

- **a** We use ***should*** and ***shouldn't*** to give advice.
- We use ***must*** and ***mustn't*** to give very strong advice.
- We also use *must* to say something is necessary: *You must pay this bill by 30th May.*
- We also use *mustn't* to say something is prohibited: *You mustn't go in there – it's dangerous.*
- **b** After *should, shouldn't, must* and *mustn't* we use the infinitive: *You shouldn't **arrive** late. You must **ask** the hostess if you can smoke.* not ~~*You shouldn't to arrive late*~~. ~~*You must to ask the hostess if you can smoke*~~.
- Point out that we often use *I (don't) think …* with *should*: *I (don't) think you should go to work.*
- **c** **1** What time should I arrive? **2** Should I take something to eat? Yes, you should. No, you shouldn't.
- We often use *Do you think I should … ?* to ask for advice: *Do you think I should take some food?*
- Point out that *advice* is uncountable: *Can you give me some advice?* not ~~*Can you give me an advice?*~~. Point out that we also say: *a piece of advice.*

HELP WITH LISTENING

/t/ at the end of words

This *Help with Listening* section shows students that you often don't say the /t/ sound at the end of words when the next word starts with a consonant sound.

5 **a** Give students time to read sentences 1a–3b. CD2 ▸ 49 Play the recording. Students listen and decide when they hear the *t*s printed in bold.

We hear the /t/ sound in 1a, 2a and 3b.

b Focus students on the sentences in **5a**. Students work out the rules on their own. Check answers with the class.

Point out that this disappearing /t/ sound can make it hard for students to understand words they know, like *must* or *don't*.

We usually say /t/ before a vowel sound.
We don't usually say /t/ before a consonant sound.

c Students look at Audio Script CD2 ▸ 48, SB p161. Play the recording again. Students read, listen and notice when the /t/ sound is pronounced and linked to the vowel sound at the beginning of the next word. Students should also notice when we don't say the /t/ sound at the end of words.

6 Focus on the example and highlight the stress and linking.

CD2 ▸ 49 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Encourage students to copy the stress and linking correctly.

7 **a** Tell students that a friend of yours is going to have dinner at someone's house in the students' country. Students work on their own or in pairs and write some advice for your friend. While students are working, check their sentences for accuracy and help with any problems.

b Students work in groups and compare advice. If students are from different countries, they decide how many of the sentences are the same for both countries. If students are from the same country, they can decide if they agree with their partner's advice.

Ask students to share unusual or surprising advice with the class.

EXTRA IDEAS

- If you are teaching in a monocultural context, ask each student to write six pieces of advice. Three of the sentences should be true and three should be false. Students swap sentences and find the false pieces of advice.
- Alternatively, write a selection of typical problems on cards, for example: *I want to give up smoking. I need to find a job quickly. I don't get on with my boss. My flatmate is very noisy. I can't sleep at night.* Students move around the room telling one another their problem and asking for advice.

Listening and Speaking

8 Focus students on the photo. Elicit who the people are (*Sam and his parents, Isabel*) and where they are having dinner (*at Sam's parents' house*). Check students understand *sights* and *wheel*, and tell students that *Bath* is an old town in England which is famous for its Roman baths.

CD2 ▸ 50 Play the recording (SB p161). Students listen and make notes on the advice that Sam's parents give Isabel. Check answers with the class.

Note that the London Eye is a big wheel on the south bank of the River Thames. You pay to go on the wheel and can look over the city from a height of about 150 metres.

She should go to Cambridge to see the university.
Sam should take her to London to see the sights.
She must go on the London Eye.

9 Give students time to read sentences 1–5. Play the recording again, pausing if necessary to allow time for students to write. Students listen and do the exercise. Students check answers in pairs. Check answers with the class.

1 English **2** friends **3** university **4** London **5** shopping

EXTRA IDEA

- If you have a strong class, ask students to try to fill in the gaps before you play the recording again. They then use the recording to check their answers.

HELP WITH GRAMMAR
Infinitive of purpose

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

- **a** Both sentences have the same meaning.
- **b** To say why we do something, we often use the **infinitive with *to***.
- Point out that we don't say: ~~*I came here for to study English*~~. or *I ~~came here for study~~ English*.
- Focus students on the **TIP** and highlight that we can also use *for* + noun to say why we do something: *I went to the shops **for some milk***.

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

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

1 to study **2** to visit **3** to see **4** to see **5** to do

12 **a** Students work on their own and write six places they have been to. They can write the names of countries, regions, towns or cities.

b Use the speech bubbles to show that we often use the infinitive of purpose to answer questions with *Why … ?*.
Students work in pairs and swap lists. Students take turns to ask and answer about their partner's places. Encourage them to ask follow-up questions if possible.

Ask students to tell the class one or two places they've been to and why they went there.

Get ready … Get it right!

13 Tell students that some friends are coming to visit their city or country. Students make notes on six places the friends should go and why they should go there, as shown in the examples for Spain. Monitor and check students are making notes, not writing complete sentences.

14 Put students into groups and choose the appropriate instructions for your class. Focus students on the speech bubbles to remind them of the language they need to use.
Students do the activity in their groups. Students then choose the six best places to go from all the groups' suggestions.
Finally, ask each group to tell the class the six places they have chosen and why they chose these places.

WRITING

Students use the notes they made in **13** to write about the six places, giving reasons why people should visit them and what you can do there.

FURTHER PRACTICE

Ph **Class Activity** 8B What should I do? p175 (Instructions p141)
Extra Practice 8B SB p122
Workbook Lesson 8B p41

8C VOCABULARY AND SKILLS

Cultural differences
Student's Book p66–p67

Vocabulary common verbs; verb patterns
Skills Reading: a magazine article; Listening: an interview

QUICK REVIEW This activity reviews *should*, *shouldn't*, *must* and *mustn't*. Students work on their own and write sentences giving advice to people who want to learn English. Students then compare ideas in pairs. At the end of the activity, ask students to tell the class what they think is the best piece of advice.

Vocabulary Common verbs

1 **a** Establish the context of the lesson by asking students for ways their culture is different from that of the UK or another English-speaking country.

Students work in pairs and say which verbs in bold in sentences 1–8 they know, then check new verbs in **VOCABULARY 8.3** SB p142. Check any problem verbs with the class.
Point out that the opposite of *take off* is *put on*, for example *Why don't you put on a jumper if you're cold?*.
Model and drill the new words. Pay particular attention to the pronunciation of *admire* /əd'maɪə/.

b Students do the exercise in pairs. Don't check answers with the class yet.

Reading and Speaking

2 **a** Check students understand *empty* and *valuable*. Focus students on the article. Students read the article and check their answers to **1b**. Check answers with the class.

1T 2F People in Europe **expect** a lot of eye contact. 3T 4T 5F **It's very rude** to interrupt Japanese people while they are talking. 6T 7T 8F **Don't** admire beautiful things in an Arab person's home because your host will feel he should give it to you as a present.

b Students read the article again and choose three things that they think are surprising.

c Students work in pairs and compare ideas. Ask students to share answers with the class and find out which students think is the most surprising fact in the article.

EXTRA IDEA

- Alternatively, put students into four groups. Ask each group to read a different section of the article: *Body language*, *Face-to-face communication*, *Eating out* and *In the home*. Students in each group discuss one thing they find surprising. Ask each group to say which fact in their section they found most surprising and why.

HELP WITH VOCABULARY Verb patterns

3 **a** Focus students on the verbs in bold in the first paragraph of the article and elicit which verb forms follow *love* (verb+*ing*), *plan* (infinitive with *to*) and *should* (infinitive).

b–c Students do the exercise on their own or in pairs, then check in VOCABULARY 8.4 SB p142.

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

- **b** Focus students on the table on the board. Elicit which verbs in blue in the article go in each column and complete the table.
- + **verb+*ing*:** *enjoy*, *like*, *start*, *finish*, *avoid*, *prefer*; + **infinitive with *to*:** *need*, *try*, *remember*, *forget*, *decide*; + **infinitive:** *can*, *must*, *might*, *will*
- Point out that some verbs have more than one verb pattern, but the meaning is the same, for example, *love*, *like*, *start* and *prefer*.
- Point out that *like/love* + verb+*ing* is more common in the UK (*I like watching TV*). In the USA, *like/love* + infinitive with *to* is more common (*I like to watch TV*).
- Note that some verbs, for example *need*, *try* and *remember*, change their meaning depending on the verb pattern that follows. However, at this level we suggest you just focus on the verb patterns in the table as these are the most common, and leave the analysis of these different meanings for later on in students' language development.

EXTRA IDEA

- Ask students to think of other verbs they know to add to the table and add students' correct suggestions to the table on the board. Students copy the table into their notebooks.

Suggested answers: verb+*ing*: *hate, would you mind*; infinitive with *to*: *would love, would hate, would prefer, want, ask*; infinitive: *shall, could, have to, let's*.

4 Put students into pairs, student A and student B. Student As turn to SB p102 and student Bs turn to SB p108. Check they are all looking at the correct exercise.

a Focus students on the example. Students work on their own and fill in the gaps with the correct form of the verb in brackets. Student As check their answers with another student A. Student Bs check their answers with another student B. Check answers with the class.

Student A: 2 study 3 coming 4 to do 5 visiting 6 live 7 to buy 8 watching
Student B: b to study c learn d to learn e studying f to do g see h doing

b Students work with their partner and take turns to ask and answer the questions. Encourage students to ask follow-up questions.

c Ask students to tell the class two things they found out about their partner.

Listening and Speaking

5 Check students understand *present*, and point out that we say *give someone a present*, not ~~*present someone*~~.

Give students a minute to read the questions and think of their answers. Students work in pairs and discuss the questions. Ask students to share interesting answers with the class.

EXTRA IDEA

- Before students work in pairs, tell the class your answers to these questions. This can act as a model when they do the activity.

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

Check students know which part of speech these words are (for example, *greedy* is an adjective, *death* is a noun, etc.).

Point out that *knives* is the plural of *knife*.

Model and drill the new words. Pay particular attention to the pronunciation of *knives* /naɪvz/, *death* /deθ/ and *funeral* /ˈfjuːnərəl/.

b Tell students they are going to listen to an interview with the travel writer who wrote the article (Neil Palmer). Give students time to read the list of topics.
CD2 ▸ 51 Play the recording (SB p161–p162). Students listen and put the topics in order. Check answers with the class.

1 accepting and refusing presents
2 opening presents
3 things you shouldn't give to people
4 giving flowers

7 Give students time to read sentences 1–6.
CD2 ▸ 51 Play the recording again (SB p161–p162). Students listen and do the exercise. Students check answers in pairs. Check answers with the class. Ask students which facts from the interview they found surprising or unusual.

1 shouldn't
2 both hands
3 shouldn't
4 bad
5 Chinese
6 white

HELP WITH LISTENING Linking: review (1)

This *Help with Listening* section reviews the different ways we link words by adding the sounds /j/, /w/ and /r/, and consonant-vowel linking.

8 **a** Give students a few moments to read the sentences in **8a**. Point out the extra linking sounds /j/, /w/ and /r/.
Focus students on the example *But_it* and ask students why we link the words shown (the first word ends in a consonant and the second word starts with a vowel sound).
Students work in pairs and mark the consonant-vowel linking.

b Students look at Audio Script CD2 ▸ 51, SB p161 and check their answers.

c CD2 ▸ 51 Play the recording again. Students read the Audio Script, listen and notice the extra linking sounds /j/, /w/ and /r/ and the consonant-vowel linking.

9 **a** Give students a few moments to read the topics and check they understand them.
Focus on the two examples and highlight the use of *should* and *must* to give advice. Students work on their own or in pairs with a student from the same country and write their top ten tips. While students are working, check their sentences for accuracy and help with any new vocabulary.

b Put students into groups. Students compare tips and find out if any of them are the same.
Finally, ask students to share interesting or unusual tips with the class.

EXTRA IDEA

- If you have a multilingual class, ask students to give mini-presentations to the class on how to behave in their countries. Students can prepare their presentations on their own or in pairs with someone from the same country. Allow extra preparation time for this in class, or students can prepare their presentations for homework and give their talks in the following class.

FURTHER PRACTICE

Ph **Class Activity** 8C Find someone who … p176 (Instructions p141)
Extra Practice 8C SB p122
Workbook Lesson 8C p43

8D REAL WORLD What's it like?

Student's Book p68–p69

Real World questions with *What … like?*
Vocabulary adjectives (3)

QUICK REVIEW This activity reviews verb patterns. Students work on their own and think of six sentences – one for each verb pattern in the list. Students work in pairs and take turns to tell their partner their idea. Encourage students to ask follow-up questions if possible. Ask students to share interesting ideas with the class.

1 Establish that the vocabulary in the box is used to describe towns and cities, or the people, food and weather in these towns/cities.

Students work in pairs and write the words in the table, then check in VOCABULARY 8.5 ▸ SB p143. Check answers with the class. Check students understand the new words in the Language Summary. Point out that some of the words can go in more than one group.
Also establish that the word '*touristic*' does not exist in English. We say a place is *touristy*, not ~~*touristic*~~. Point out that we also use *hot* with food to mean *spicy*.

Model and drill the words. Pay particular attention to the pronunciation of *industrial* /ɪn'dʌstrɪəl/, *tasty* /'teɪsti/, *polluted* /pə'luːtɪd/, *delicious* /dɪ'lɪʃəs/, *relaxed* /rɪ'lækst/, *spicy* /'spaɪsi/, *reserved* /ri'zɜːvd/ and *sociable* /'səʊʃəbl/. Point out that *relaxed* and *reserved* are two syllables, not three.

towns/cities: cosmopolitan, polluted, modern, touristy, traditional
people: helpful, relaxed, reserved, (healthy), sociable, traditional
food: delicious, spicy, healthy, bland, traditional
weather: windy, dry, freezing, changeable

EXTRA IDEAS

- Students work in pairs. One student reads out the definitions in VOCABULARY 8.5 SB p143 and his/her partner says the word. Students swap after seven words.
- Elicit more examples to put into the table as revision of adjectives that students have learned in previous units.

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

b Students compare adjectives in pairs and find out if they agree with one another's choices. Ask students to share their ideas with the class. You can ask the class to decide what are the best two words in each category to describe the town or city you are in.

3 **a** Focus students on the shamrocks. Ask which country has the shamrock as its national emblem (Ireland). Check students know where Ireland is. Point out that it is an independent country with its own culture and customs.
Students work in pairs and try to answer questions 1–7. Don't give students any help and don't check students' answers yet.

b Focus students on the photo of Natalia and Liam. Tell students they are going to listen to them talking at a party. Check students understand *accent* and *stew*.
VIDEO 8 CD2 52 Play the video or audio recording (SB p162). Students watch or listen and check their answers to **3a**. Students check answers in pairs. Point out that Liam says *March seventeenth* not *March the seventeenth*. This is how Irish people say dates.
Play the recording again if necessary. Check answers with the class. Find out which pair had the most correct answers.

1 Dublin.
2 English and Irish Gaelic.
3 Irish folk music.
4 Guinness and whiskey.
5 Lamb, potatoes, carrots and onions, all cooked together.
6 March 17th.
7 They wear green and have a party.

c Play the video or audio recording again. Students look at the table in **1** and tick the adjectives they hear. Check answers with the class.

Dublin: cosmopolitan, modern, touristy
the people: welcoming, helpful, relaxed, sociable
the food: tasty, delicious, healthy
the weather: wet, windy, freezing

EXTRA IDEA

- Students turn to Audio and Video Script VIDEO 8 CD2 52, SB p162. Play the audio recording again. Students listen, read and underline all the adjectives they hear.

REAL WORLD Questions with *What … like?*

4 **a–c** Students do the exercises on their own or in pairs, then check in REAL WORLD 8.1 SB p144. Check answers with the class.

- **a** 1b 2a Question 1 means 'describe Dublin'.
- We use questions with *What ... like?* to ask what you know about a place.
- We use questions with *Do you like ... ?* to ask how you feel about a place.
- **b** 1 What's the city like? 2 What are the people like? 3 What's the food like? 4 What's the weather like?
- Focus students on the TIP. Point out that we don't use *like* in answers to *What … like?* questions: A *What are the people like?* B *They're very welcoming*. not ~~*They're like very welcoming*~~.

5 CD2 53 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Encourage students to copy the stress and intonation correctly. Point out the main stress is on *city, people*, etc., not on *like*.

6 Check students remember *the cost of living* and *public transport*. Also check they understand *nightlife*. Students do the exercise on their own.

7 **a** Put students into groups of four. Students take turns to ask and answer questions with *What … like?* about one another's places, as shown in the speech bubbles. While students are working, monitor and help with any problems.

b Students do the activity on their own.

c Students work in the same groups as in **7a**. Students compare lists, giving reasons for their order.

d Finally, ask students to tell the class which place was the most popular in their group, giving reasons for their answers.

WRITING

Students write a paragraph about the town or city they chose in **6** using the adjectives from **1** and the other adjectives they noted down.

FURTHER PRACTICE

Ph **Extra Reading** 8 Life in Greenland p222 (Instructions p212)
Extra Practice 8D SB p122
Workbook Lesson 8D p44
Workbook Reading and Writing Portfolio 8 p78
Progress Test 8 p249

HELP WITH PRONUNCIATION

Extra linking sounds

1 Focus students on the phrases and point out the extra linking sounds /w/, /j/ and /r/.
CD2 ▸ **54** Play the recording. Students listen and notice the extra linking sounds.
Play the recording again. Students listen and repeat the phrases.

2 **a** Focus students on the conversations.
CD2 ▸ **55** Play the recording. Students listen and notice the extra linking sounds. Students listen again and repeat the conversations.

b Put students into pairs to practise the conversations. Tell students to copy the linking. While they are working, move around the room and help students with any problems.
When they have finished, students swap roles and practise the conversations again.
Finally, ask pairs of students to role-play conversations to the class. Check they are linking the words correctly and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p69.
See p34 for ideas on how to exploit this section.

Extra Practice 8

See p35 for ideas on how to exploit this section.

8A

1 **2** top **3** typical **4** small **5** central heating **6** garden **7** close to

2 **2** has **3** lived **4** Since **5** did **6** live **7** was **8** for **9** moved **10** have **11** known **12** Since **13** did **14** meet **15** met **16** was

3 **2** guests **3** invite **4** shake hands; kiss; cheek **5** greet; bow **6** refuse; invitation

8B

4 **2** should **3** must **4** should **5** mustn't **6** shouldn't **7** must

5 **3** ~~for~~ to study **4** ✓ **5** to find **6** ✓ **7** to see **8** ✓

8C

6 **2** visiting **3** to ride **4** travelling **5** to begin **6** travelling **7** meet **8** to learn **9** do **10** to take

8D

7a

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

b **1** modern; polluted **2** sociable; reserved; relaxed **3** spicy; tasty; delicious **4** dry; windy; changeable

8 **1** What's Mumbai like? d **2** What are the people like? c **3** What's the food like? a **4** What's the weather like? b

Progress Portfolio 8

- See p35 for ideas on how to exploit this section.

9A Problems, problems

Student's Book p70–p71

Vocabulary everyday problems
Grammar first conditional; future time clauses with *when*, *as soon as*, *before*, *after*, *until*

QUICK REVIEW This activity reviews questions with *What … like?* and adjectives to describe places, people, food and weather. Put students into pairs. Students tell each other about towns or cities they have been to and find one place that their partner hasn't been to. Students then take turns to ask about these towns or cities using *What … like?* questions and the topic prompts. At the end of the activity, ask a few students to tell the class about the places they talked about.

Vocabulary and Speaking

Everyday problems

1 **a** Focus students on the title of the lesson and tell students that the collocations in this exercise are typical everyday problems.
Students do the exercise on their own or in pairs, then check new words/phrases in VOCABULARY 9.1 SB p145. Check answers with the class and deal with any problems with the new vocabulary.
Check students understand the difference between *miss* and *lose*: *we miss a plane/a train*, etc., not ~~*lose a plane/a train*~~, etc. Elicit other things you can *run out of* (coffee, tea, sugar, milk, energy, patience, etc.).
Point out that *get* in *get lost* means *become*, and that in US English we can say *I forgot my wallet at home*.
Also point out that all these verbs are irregular except *miss*. Teach students the Past Simple and past participle of each verb, or ask them to find this information in the Irregular Verb List on SB p167.
Model and drill the words and phrases. Point out that the stress on *oversleep* is on the final syllable.

EXTRA IDEA

- Begin the lesson by telling students a short story of why you were late for work today, incorporating the new collocations in **1a** (you *overslept this morning, lost your keys, got stuck in traffic,* etc.). Students then re-tell the story in pairs before doing **1a**.

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

2 **a** Students do the exercise on their own. Encourage students to think about things they did in the past as well as things they do now.

b Use the speech bubbles to remind students of ways of agreeing (*Yes, so do I.*, *Yes, so did I.*, *Me too.*, etc.) and disagreeing (*Oh, I don't.*, *Oh, I didn't.*, etc.).
Students work in groups and tell other students which phrases they ticked. Ask students to tell the class which phrases they all ticked.

Listening

3 **a** Focus students on photos A–C and ask students what problems from **1a** they think these people have.

b CD3 **1** Play the recording (SB p162). Students listen and match the conversations to the photos and check their ideas from **3a**. Check answers with the class.

1B 2C 3A
A They've got stuck in traffic. **B** Hannah has overslept. **C** They've lost their keys.

EXTRA IDEA

- Ask a question about each person/couple, for example: *Where are Peter and Wendy going? Why did Hannah oversleep? Where are Jim and Michelle going?* Play the recording again to check students' answers.

Peter and Wendy: They're going to the airport.
Hannah: She had a late night.
Jim and Michelle: They're going to the cinema.

c Students work in pairs and try to match sentences 1–6 to the people in photos A–C.

d Play the recording again. Students listen and check. Check answers with the class.

1 Hannah (B) 2 Michelle (C) 3 Keira (B)
4 Peter (A) 5 Wendy (A) 6 Jim (C)

HELP WITH GRAMMAR First conditional

4 **a** Focus students on the examples and check that they understand which is the *if* clause in each sentence and which is the main clause. Ask students to identify the *if* clause and the main clause in one or two of the sentences in **3c** to check.

b–c Students do exercise **4b** on their own or in pairs, then check in GRAMMAR 9.1 SB p146. Check answers with the class.

- 1 The sentences talk about the future. 2 The *if* clause talks about things that are possible. 3 The verb in the *if* clause is in the Present Simple. 4 The verb form in the main clause is: *will* + infinitive. 5 No, it isn't.
- We use the first conditional to talk about the result of a possible event or situation in the future.
- The ***if* clause** talks about things that are possible, but not certain: *If I'm late again, I'll lose my job* (maybe I'll be late again).

- The **main clause** says what we think the result will be in this situation (I'm sure I'll lose my job).
- You can write: *If* + Present Simple … , *will/won't* + infinitive … on the board for students to copy.
- Point out that the *if* clause can be first or second in the sentence.
- When we start with the *if* clause we use a comma (,) after this clause. When we start with the main clause we don't use a comma: *You'll be OK if you get a taxi.*
- Establish that we don't use *will/won't* in the *if* clause: ~~*If I'll be late again, I'll lose my job*~~.

5 CD3 ▸ 2 **PRONUNCIATION** Play the recording (SB p162). Students listen and repeat. Highlight the contraction *I'll* and encourage students to copy the stress correctly.
You can also ask students to turn to Audio Script CD3 ▸ 2 on SB p162. They can then follow the stress as they listen and repeat.

6 Focus students on the example and check students understand *hurry*. Students do the exercise on their own or in pairs. Tell students to use contractions (*I'll*, etc.) if possible. Check answers with the class.

1 B 'll call; 's/is **2** A misses; 'll get B isn't/'s not; 'll start **3** A don't pass; won't get B don't get; 'll go

Listening and Speaking

7 **a** Focus students on Jim in photo C. Tell students that he's now at the office and is going on a business trip tomorrow. Give students a few moments to read sentences a–e.
Students work on their own and put the things on his *To do* list in the order that he is going to do them. Point out that the first thing he is going to do is finish the report. Students check their answers in pairs.

b CD3 ▸ 3 Play the recording (SB p162). Students listen and check their answers. Check answers with the class.

2 go to bank **3** call Oliver about plane tickets **4** phone hotel – check reservations **5** pack for trip

HELP WITH GRAMMAR Future time clauses with *when*, *as soon as*, *before*, *after*, *until*

8 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 9.2 ▸ SB p146.
Check answers with the class.

- **a** **1** The sentences talk about the future. **2** Present Simple **3** *will* + infinitive
- Point out that the form of the sentences in **7a** is similar to that of first conditional sentences: *When/As soon as*, etc. + Present Simple …, *will/won't* + infinitive … .
- Highlight that we use the Present Simple after *when, as soon as, before, after* and *until* to refer to the future: *I'll call Oliver when I get home.* not ~~*I'll call Oliver when I'll get home*~~.
- Also point out that, as in first conditional sentences, the future time clause with *when, as soon as,* etc., can come first or second in the sentence.
- **b** We use ***when*** to say we are certain something will happen.
- We use ***if*** to say something is possible, but it isn't certain.
- We use ***as soon as*** to say something will happen immediately after something else.
- We use ***until*** to say something starts or stops at this time.

9 **a** Do the first sentence with the class to show the two different tasks students must do. Students finish the exercise on their own, then check in pairs. Check answers with the class.

1 until; 'm **2** 'll do; as soon as **3** When; get **4** 'll phone; after **5** before; go **6** 'll study; if

b Students work on their own and tick the sentences in **9a** that are true for them. Students then work in pairs and compare sentences. Ask pairs to share any sentences that are true for both students with the class.

EXTRA IDEA

- Students write three true and three false sentences with *if*, *when*, *as soon as*, *before*, *after* and *until*. Tell students to use a different word in each sentence. Students then work in pairs and take turns to say their sentences. Their partner guesses which sentences are true and which are false.

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 p111. Check they are all looking at the correct exercise.

a Tell students that they are going on a long journey: student As are going to cycle from London to Rome, and student Bs are going to drive from Los Angeles to Mexico City. Check students understand *steal*.
Students work on their own and write questions with *you* from the prompts about their partner's journey. Focus students on the examples before they begin. While they are working, check their questions for accuracy and help with any problems.

Student A:
2 What will you do if you get bored with driving? 3 What will you do if you get lost? 4 Where will you stay when you arrive in Mexico City? 5 What will you do as soon as you get there? 6 Where will you go after you finish your journey?
Student B:
b Where will you sleep if you can't find a hotel? c What will you do if you run out of money? d Where will you stay when you arrive in Rome? e What will you do as soon as you get there? f Where will you go after you finish your journey?

b Students continue working on their own and read about their own journey. Students decide what they will do in the situations given. Encourage students to make brief notes at this stage and be prepared to help them with ideas if necessary.

c Students work with their partner. Student As ask the questions they prepared in **a**. Student Bs respond with the ideas they prepared in **b**. While they are working, monitor and correct any mistakes you hear.

d Students swap roles so that student Bs ask the questions they prepared in **a** and student As respond with the ideas they prepared in **b**. Again monitor and help where necessary.
Finally, ask students to share any interesting or surprising answers with the class. You can also ask them which trip they would prefer to go on.

FURTHER PRACTICE

Ph **Class Activity** 9A Volunteers p177 (Instructions p141)
Extra Practice 9A SB p123
Workbook Lesson 9A p45

9B Sleepless nights

Student's Book p72–p73

Vocabulary adjectives (4): feelings
Grammar *too*, *too much*, *too many*, *(not) enough*

QUICK REVIEW This activity reviews phrases for everyday problems. Students work in pairs and write as many everyday problems as they can remember from lesson 9A. Students tell each other about the last time they had some of these problems. Ask students to share some of their problems with the class.

Vocabulary Adjectives (4): feelings

1 **a** Check students understand *feelings*. Students work in pairs and say which words/phrases they know, then check new words/phrases in VOCABULARY 9.2 SB p145.
Check answers with the class. Note that *embarrassed* and *nervous* are false friends in certain European languages.
Point out that many of the adjectives end in *-ed* as they describe how people feel in certain situations (see VOCABULARY 4.4 SB p135). Ask students which of these adjectives also have an *-ing* form to describe things, situations, places and people (*boring*, *exciting*, *depressing*, *pleasing*, *embarrassing*, *tiring*, *upsetting*, *calming* and *annoying*). Point out that we say something is *stressful* not ~~*stressing*~~.
Model and drill the words. Pay particular attention to the pronunciation of *embarrassed* /ɪm'bærəst/, *guilty* /'gɪlti/, *nervous* /'nɜːvəs/ and *calm* /kɑːm/.

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

positive feelings: excited, pleased, confident, calm
negative feelings: stressed, depressed, embarrassed, tired, guilty, upset, lonely, nervous, fed up, annoyed

2 **a** Students work on their own and choose six adjectives from **1a**. Students write when they feel like this on a piece of paper. While students are working, monitor and check they are not writing the adjectives.

b Students work in pairs. They swap papers and take turns to ask questions to guess the adjectives, as shown in the speech bubbles. Ask students to share interesting answers with the class.

EXTRA IDEA

- Put students into pairs. Students take turns to mime feelings from **1a**. Their partners try to guess which feeling it is.

Listening and Speaking

3 Find out which students in your class have children. Put students into groups. If possible, organise the groups so that each group includes people who have children and people who don't.
Students work in their groups and discuss the questions. Ask students to make notes if you want them to do the extra writing idea at the end of the lesson.
Ask students to share their ideas with the class. Find out what students think is the best age to have children.

4 **a** Focus students on the photo. Elicit how the class think Anna and Martin feel.

b CD3 ▸ 4 Give students time to read 1–8 in the table, then play the recording (SB p162–p163). Students listen and tick the things each person talks about. Students check answers in pairs. Check answers with the class.

Anna: 2, 3, 4, 7, 8; **Martin:** 2, 4, 5, 6, 7

EXTRA IDEA

- Put students into two groups A and B. Focus students on the example *feeling depressed* and elicit more information about Anna: *She was depressed for a few weeks after Tom was born.* Tell students in group A to look at the five things they ticked for Anna and students in group B to look at the five things they ticked for Martin. Students work on their own and write more information about each thing. Put students into pairs with a student from the other group. Students take turns to tell each other more information about Anna and Martin.

5 **a** Students work in pairs and decide who said sentences 1–7.

b CD3 ▸ 4 Play the recording again. Students listen and check their answers. Check answers with the class.

1 Martin **2** Anna **3** Anna **4** Martin **5** Anna
6 Martin **7** Martin

EXTRA IDEA

- If your class are finding the recording difficult, ask them to look at Audio Script CD3 ▸ 4, SB p162–p163. Play the recording again. Students listen, read and check their answers.

HELP WITH GRAMMAR

too, too much, too many, (not) enough

6 **a–e** Students do the exercises on their own or in pairs, then check in GRAMMAR 9.3 ▸ SB p146. Check answers with the class.

- **a** *too* + adjective; *too much* + uncountable noun; *too many* + countable noun
- **b** *not* + adjective + *enough*; *not* + verb + *enough* + noun
- **c** *enough* + noun; adjective + *enough*
- **d** We use the infinitive with *to* after the phrases in sentences 3–5 in **5a**: *He's not old enough* ***to talk****.*
- While checking the answers to **a–d**, ask students to tell you which sentence in **5a** corresponds to each structure.
- Also check students understand which phrases mean more than we want (*too, too much, too many*), less than we want (*not enough*) and the correct number or amount (*enough*).
- Point out that we don't use *too* to mean *very very*: *It was really beautiful.* not ~~*It was* ***too*** *beautiful*~~.
- Also point out that we can use *enough*, *too much* and *too many* at the end of a sentence or clause:
  I think one child is ***enough****.*
  Baby clothes cost ***too much****.*
  My daughter loves these sweets, but she shouldn't eat ***too many****.*

7 CD3 ▸ 5 PRONUNCIATION Play the recording (SB p163). Students listen and repeat. Highlight the pronunciation of *enough* /ɪˈnʌf/ and check students copy the stress correctly.
Also point out that *too* is always stressed, whereas *to* is often pronounced in its weak form: *I've got too* /tuː/ *much work to* /tə/ *do.*
You can also ask students to turn to Audio Script CD3 ▸ 5 on SB p163. They can then follow the stress as they listen and repeat.

8 **a** Check students remember *mature* and *earn*. Students do the exercise on their own. Encourage students to focus on word order and to identify which words in the sentences are countable nouns, uncountable nouns and adjectives.
Students check answers in pairs. Check answers with the class.

2 too much **3** enough
4 too much **5** enough
6 too **7** too much **8** too many

b Students read sentences 1–8 in **8a** again and tick the ones they agree with. While they are working, copy the language for asking for opinions, agreeing and disagreeing in REAL WORLD 4.1 ▸ SB p135 on the board.

c Students compare answers in groups, giving reasons for their opinions. Encourage students to use the language on the board while they are discussing the questions. Each group notes down the sentences they all agree with and the ones they all disagree with.
Ask students to share their opinions with the class and encourage a class discussion on points that students do not agree on.

Get ready … Get it right!

9 Ask students to think about problems in their life. Students do not need to be too serious about this; encourage a light-hearted approach if appropriate. If you think your students may not feel comfortable sharing this information, tell them they can make up some problems if they wish or use the extra idea at the end of this section.
Focus students on the prompts in the box and point out the use of *too much* and *not enough*, in the examples.
Students work on their own and write six sentences about their problems. While students are working, check their sentences for accuracy and help with any problems.

10 **a** Use the speech bubbles to remind students of the language they need to give advice (*You should …* and *Why don't you … ?*). You can also remind students of *You must …* to give very strong advice.
Students work in groups and take turns to tell one another their problems and give advice. While they are working, monitor and correct any mistakes you hear.

b Students decide on the best advice they were given. Finally, ask students to share this advice with the class.

EXTRA IDEA

- Instead of asking students to write sentences about their own problems, they can write about the problems of their family, friends and other people they know. This might be preferable for a shy group of students.

WRITING

Students use the notes they made in **3** and the ideas in the table in **4b** to write a paragraph about the best age to have children, students' reasons for their opinions, and how parents' lives change when they have their first baby.

FURTHER PRACTICE

Extra Practice 9B SB p123
Workbook Lesson 9B p46

9C VOCABULARY AND SKILLS

Noisy neighbours

Student's Book p74–p75

Vocabulary phrasal verbs
Skills Reading: a letter to a newspaper; Listening: a news report

QUICK REVIEW This activity reviews adjectives to describe feelings. Students work in pairs and write as many of these adjectives as they can think of. Set a time limit of two minutes. Students choose four adjectives from their list and tell each other about the last time they felt like this. Ask them to share some of their ideas with the class.

Speaking and Reading

1 Focus on the title of this lesson and check students remember *neighbour* /ˈneɪbə/ (someone who lives in the same street or building as you). You can also point out the US English spelling *neighbor*.
Students work in pairs and discuss the questions.

2 **a** Focus students on the letter and elicit what type of text this is (a letter to a newspaper) and who wrote it (Mrs Yvonne Chapman). Teach students that *nightmare* in the headline means *extremely bad*. Also pre-teach *solve a problem* and *fall asleep*.
Students read the letter and answer questions 1–4, then check answers in pairs. Check answers with the class.

1 Her neighbours are very noisy and have all-night parties during the week.
2 She has complained.
3 She doesn't get enough sleep, she falls asleep as soon as she gets home and she has given up her evening classes because she's too tired to go.
4 She feels very depressed and fed up.

b Students work in pairs and discuss what advice they can give Yvonne, using *I (don't) think she should … .* Ask students to share interesting answers with the class.

3 Focus students on the verbs in bold in the letter and tell students that these are called phrasal verbs. Check students understand *tolerate*. Students read the letter again and match the phrasal verbs to their meanings. Students compare answers in pairs. Check answers with the class.

c go away **d** go on **e** sit down **f** put up with **g** give up **h** turn up **i** go back **j** take off

EXTRA IDEA

- Write these questions on the board: *1 Who moved in next door? 2 What goes on all night? 3 Who turns up at the flat next door? 4 Who tells Yvonne to go away? 5 What has Yvonne had to give up? 6 What does she take off when she gets home? 7 Where does she sit down when she gets home? 8 What can't she put up with any longer? 9 Who does she get on well with? 10 Where doesn't she want to go back to?* Tell students to close their books. Students work in pairs and try to answer the questions from memory. Students open their books and check answers.

1 A new couple. **2** Parties. **3** Her neighbours' friends. **4** Her neighbours. **5** Evening classes. **6** Her coat. **7** In front of the TV. **8** The noise. **9** Her other neighbours. **10** Her parents' house.

HELP WITH VOCABULARY

Phrasal verbs

4 **a** Tell students that phrasal verbs act like other verbs, but have two or three parts: a verb and one or two particles. Focus students on the examples in the table. Students write the phrasal verbs *go away* and *go on* in the table (verb: *go, go*; particle(s): *away, on*). Check answers with the class.

Note that it is also possible to divide particles into adverbs and prepositions, but we feel this information is rarely helpful to students and can confuse them unnecessarily.

b Give students a minute or two to read the information. Use the examples to check students understand *literal* and *non-literal*.

Note that this is a simplification of the rules of meaning for phrasal verbs. However, at this level it is important to show students that sometimes you can guess the meaning of a phrasal verb from its verb and particle(s) and sometimes you can't.

c–d Students do **4c** on their own or in pairs, then check in VOCABULARY 9.3 ▸ SB p145. Check answers with the class.

- **c literal:** *sit down*, *go back*, *take off*; **non-literal:** *put up with*, *give up*, *turn up*.
- Point out that many phrasal verbs have more than one meaning. For example, you can also *go on a trip*. However, encourage students to learn one meaning at a time and to treat phrasal verbs the same as other words or phrases.
- Establish that phrasal verbs are often less formal than their one-word Latinate synonyms. For example, we use *put up with* in everyday conversation but *tolerate* in more formal contexts.
- Point out that *turn up* is often followed by *at* + a place or time.
- Also tell students that *go on* and *give up* are often followed by verb+*ing* (*go on studying, give up smoking*, etc.).
- At this level we don't feel it is helpful for students to explore the grammar of phrasal verbs (which verbs are separable, which need an object, etc.), as students have many more problems with meaning than with form. The grammar of phrasal verbs is dealt with in the Intermediate level of **face2face**.
- You could point out that we often use *well* with *get on with*: *I get on well with all my other neighbours*. and that *get on with* (UK) = *get along with* (US).

5 CD3 ▸ 6 PRONUNCIATION Play the recording (SB p163). Students listen and repeat the sentences. Encourage students to copy the stress and linking.

Point out that the main stress in phrasal verbs usually falls on the particle.

You can also ask students to turn to Audio Script CD3 ▸ 6 on SB p163. Students can then follow the stress and the different forms of linking as they listen and repeat.

6 Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p110. Check they are all looking at the correct exercise.

a Students do the exercise on their own. Student As then check their answers with another student A and student Bs check their answers with another student B. Check answers with the class.

Student A:
2 went away **3** take off **4** given up
5 go on **6** turned up

Student B:
2 given up **3** sit down **4** put up with
5 get on … with **6** go on

b Students work with their partner and take turns to ask and answer their questions. Encourage students to ask follow-up questions if possible.

Ask students to tell the class one thing they found out about their partner.

EXTRA IDEA

- Write these phrasal verbs from units 1–9 of the course on the board: *go out with, ask out, go on (a date), break up with, fill in (a form), turn on, turn off, turn over, go on (a trip), run out of.* Ask students to work in pairs and choose five of the verbs and write a gapped sentence for them, for example, *I _____ _____ the TV before I went to bed.* If students can't remember the meanings, encourage them to find the phrasal verbs in the Language Summaries. Students swap papers with another pair and try to fill in the gaps (*turned off*).

Listening

7 **a** Tell students they are going to listen to five people talking about their neighbours. Give students time to look at pictures A–E. Check students understand *drums*, *drive someone crazy*, *a kid*, *be someone's fault* and *park a car.*

CD3 ▶ 7 Play the recording (SB p163). Students listen and put the pictures in order. Check answers with the class.

1B 2D 3E 4A 5C

b Check students understand *mile* (5 miles = 8 kilometres). Give students time to read questions 1–5. Play the recording again. Students listen and answer the questions. Students check answers in pairs. Check answers with the class.

1 They look after her cats. 2 Moving house. 3 About four miles away. 4 There aren't enough places for them to play. 5 Because she's got two children under the age of two.

c Students do the activity in pairs. Ask students to share their ideas with the class.

HELP WITH LISTENING Fillers

This *Help with Listening* section introduces students to words/phrases that we often use to give us time to think when we are speaking (*well*, etc.).

8 **a** Focus students on sentences 1–3. Students do the exercise on their own.

Check answers with the class. Point out that these 'fillers' have no meaning, but we use them when we are hesitating and thinking of what to say next. By raising students' awareness of the types of filler we use in natural spoken English, they are less likely to confuse fillers such as *like, kind of* or *you know* with other meanings of these words (*I like football.*; *What is Dublin like?*; *What kind of car have you got?*; *Do you know Robert?,* etc.).

You can ask students what fillers people use in their languages and what fillers they often use themselves.

1 kind of; er 2 er; you see; like 3 you know; um

b Students look at Audio Script CD3 ▶ 7, SB p163. Play the recording again. Students read, listen and underline all the fillers. Check answers with the class.

Speaking

9 **a** Check students understand *neighbourhood* (the area where you live) and the difference between *pollution* (harmful substances from cars, factories, etc., in the air or water) and *rubbish* (paper, empty cans, crisp packets, etc., on the ground).

Focus students on the prompt box and the examples and check they remember the difference between *too much, too many* and *(not) enough* from the previous lesson.

Students work on their own and write eight sentences about problems in their neighbourhood. While they are working, check their sentences for accuracy and help with any problems.

b Students compare ideas in groups and find out how many are the same. Students then decide which are the three biggest problems. Ask each group to tell the class what they think the three biggest problems are. Students can then choose the biggest problem from the groups' suggestions.

10 **a** Check students understand *improve*. If your students are all from the same place, ask them to work on their own and make a list of five things they would like to do to improve their town or city. If you have a multinational class, ask students to make a list of five things they would like to do to improve the town or city they are studying in now.

While students are working, monitor and help with any new language students may need.

b Students work in pairs and share their ideas, as shown in the speech bubbles. Students then choose the five best things from their lists, giving reasons for their choices.

c Students work in groups of four or as a whole class and compare their new lists. Students should again agree on a final list of five things.

Finally, students try to agree on the most important idea of all.

WRITING

Students write a letter to the local newspaper complaining about the bad things in their neighbourhood, town or city and what they think should be done to improve the situation.

FURTHER PRACTICE

Ph **Vocabulary Plus** 9 Phrasal verbs p205 (Instructions p195)
Ph **Study Skills** 5 Words with different meanings p236 (Instructions p229)
Ph **Class Activity** 9C The new building p179 (Instructions p142)
Ph **Extra Reading** 9 Are you a good neighbour? p223 (Instructions p213)
Extra Practice 9C SB p123
Workbook Lesson 9C p48

9D REAL WORLD

Invitations

Student's Book p76–p77

Real World invitations and making arrangements

QUICK REVIEW This activity reviews phrasal verbs. Students write a list of six phrasal verbs. Students work in pairs and compare verbs. Students then take turns to give an example sentence for each phrasal verb. While students are working, monitor and help with any problems.

1 **a** Students do the exercise on their own. Encourage students to think of friends from different times in their life, for example, one from school and one from work.

b Students work in pairs and tell their partner about the last time they saw their two friends. Ask students to share interesting stories with the class.

2 Focus students on the photos. Give students time to read questions 1–3.
VIDEO ▸ 9 CD3 ▸ 8 Play the video or audio recording (SB p163). Students watch or listen and answer the questions. Check answers with the class.

1 On Saturday.
2 Juliet can but Ben can't.
3 To go for a drink after work in The Red Lion pub (at 6.30 on Wednesday).

3 **a** Students read the paragraph, then work in pairs and try to find six mistakes. Don't check answers yet.

b VIDEO ▸ 9 CD3 ▸ 8 Play the video or audio recording again. Students watch or listen and check their answers. Check answers with the class and elicit which pairs found all six mistakes.

1 Carol last saw Juliet nearly **two** years ago. 2 Juliet might bring her **boyfriend**. 3 Ben's going to London to see his **brother**. 4 Matt and Ben arrange to meet on **Wednesday**. 5 They're going to meet in a **pub**. 6 They're going to meet at **6**.30.

REAL WORLD

Invitations and making arrangements

4 **a–c** Students do the exercises on their own or in pairs, then check in REAL WORLD 9.1 ▸ SB p146. Check answers with the class.

- **a** 2b 3c 4d 5c 6b 7c 8a 9a 10d 11d 12d
- **b** 1 We use the Present Continuous to ask about people's arrangements (*What **are you doing** on Wednesday?*).
  2 After *Would you like … ?* we use the infinitive with *to* (*Would you like **to come**?*).
  3 After *Where/What time shall I/we ... ?*, *Why don't we ... ?* and *Let's ...* we use the infinitive (*What time shall I **come round**? Why don't we **go** for a drink? Let's **meet** at the Red Lion.*).

- Point out that we can answer *Would you like … ?* questions with *Yes, I'd love to.* or *Yes, I'd love to come.* but not ~~*Yes, I'd love*~~.
- Focus students on the TIP. Point out that we can answer questions 1 and 9 with *Nothing special.* (= I have no plans).
- For more information on using the Present Continuous for future arrangements, you can refer students back to lesson 7A and GRAMMAR 7.1 ▸ SB p141.
- You could point out that we say *on Saturday* or *next Saturday* when talking about the future and that *come round* (UK) = *come over* (US).

EXTRA IDEA

- Students look at Audio and Video Script VIDEO ▸ 9 CD3 ▸ 8, SB p163. Students read the conversation and underline all the phrases for inviting people and making arrangements from **4a**. Play the recording again and ask students to call out *Stop!* when they hear one of the phrases.

HELP WITH LISTENING Intonation (2)

This *Help with Listening* section further develops students' awareness of intonation and reminds them of the importance of appropriate intonation patterns in social situations.

5 CD3 ▸ 9 Go through the example with the class. Play the first pair of sentences on the recording. Elicit that person **a** sounds more interested.
Play the rest of the recording (SB p163). Students listen and do the rest of the exercise. Check answers with the class.

2b 3a 4b 5b 6a

6 CD3 ▸ 10 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Encourage students to copy the stress and polite intonation correctly.

EXTRA IDEA

- Students work in pairs and take turns to say the sentences in **4a**. Students choose to say each one in a bored or interested way. Their partner guesses which it is.

7 **a** Focus students on the diary. Explain that Kevin is another of Matt's friends, and that this is his diary for next week. Students say what arrangements he has.

On Monday he's going to the cinema with Bill.
On Tuesday he's meeting Fran at 1 p.m.
On Thursday he's playing tennis with Eve at 6.30.
On Saturday he's going to a party at Ali's house.

b Tell students that Matt phones Kevin to invite him to dinner. Elicit the first two lines of the conversation and write them on the board (Kevin: *Hello?* Matt: *Hello, Kevin. It's Matt.*).

Students work in pairs and write the rest of the conversation, using sentences from **4a**, the notes in Kevin's diary, and their own ideas.

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

c Students work in the same pairs and practise the conversation several times until they can remember it without looking at their notes. While they are working, monitor and correct any mistakes you hear. Also help students with intonation where necessary.

d Tell students to work with another pair. Students take turns to role-play their conversation. You can also ask a few pairs to act out their conversations for the class.

Find out from students if Kevin is coming to dinner. If he isn't, elicit why not.

8 **a** Focus students on the diary in **7a** or draw it on the board. Highlight that the diary entries are written in note form.

Ask students to draw a similar diary page for next week in their notebooks and fill in four arrangements they have. If students don't have any arrangements, they can invent them. Make sure students write their arrangements in note form, as in the examples, not as complete sentences.

b Students think of three more things they would like to do. These should be things they can invite a friend to do with them. They can write them in their notebooks under the diary, but make sure students don't write them in their diaries at this stage.

c Students work in groups or move around the class and invite one another to do the three things they would like to do from **8b**.

If a student says *yes* to an invitation, they should arrange when and where to meet. Encourage students to give reasons why they can't meet on a particular day by expressing the arrangements already in their diaries in the Present Continuous (*I'm sorry, I'm meeting a friend that day. How about Wednesday?,* etc.).

When students have decided a time and place to meet, they both write the arrangement in their diaries. While students are working, monitor and correct any mistakes you hear.

d Students work in pairs and take turns to tell each other about all their arrangements for next week. Check which verb form they should be using (Present Continuous). Students find out who is busier.

Ask students to share some of their arrangements with the class.

WRITING

Students write about their arrangements for next week. Tell them to write full sentences about each arrangement, for example: *On Monday I'm meeting Jeanine for a drink after class. Then on Wednesday I'm … ,* etc.

FURTHER PRACTICE

Ph **Class Activity** 9D Get rich quick! p181 (Instructions p142)
Extra Practice 9D SB p123
Workbook Lesson 9D p49
Workbook Reading and Writing Portfolio 9 p80
Progress Test 9 p250

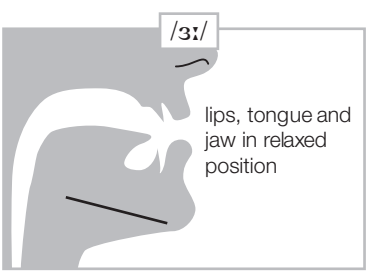
HELP WITH PRONUNCIATION

Long vowel sounds: /ɜː/, /ɑː/ and /ɔː/

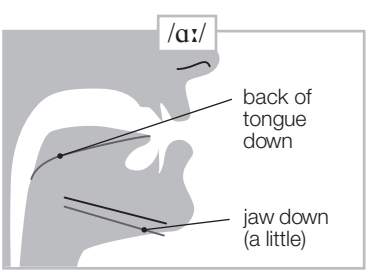
1 Focus students on the phonemes /ɜː/, /ɑː/ and /ɔː/ and the words.

CD3 ▶ **11** Play the recording. Students listen to the sounds and the words.

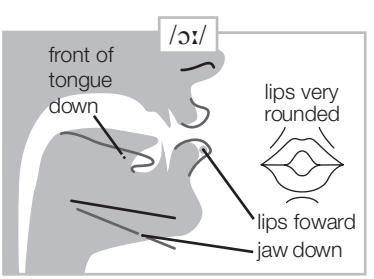
Play the recording again. Students listen and repeat the sounds and the words. If students are having problems producing the sounds, help them with the mouth position for each sound. Highlight that all these sounds are long sounds.



To make the /ɜː/ sound, the lips, tongue and jaw are all in a relaxed position.



Highlight that when we make the /ɑː/ sound, the back of the tongue is down and the jaw is down a little.



Point out that when we make the /ɔː/ sound, the lips are very rounded and forward. The front of the tongue is down and the jaw is down.

2 **a** Focus students on the words in the box and the letters in bold. Put students into pairs. Students match the words to the correct sounds 1–3 in **1**. Encourage students to say the words out loud to help them decide which is the correct sound for the letters in bold.

b CD3 ▸ 12 Play the recording. Students listen and check. Check answers with the class.
Play the recording again. Students listen and repeat the words.

1 /ɜː/ Thursday; perfume; purple; birthday; emergency; services; shirt
2 /ɑː/ art; cartoon; car park; drama; dance; bar; garden; large; guitar
3 /ɔː/ walk; before; war; sauna; abroad; fourth; floor; bored; always

3 Students work in pairs and take turns to say the sentences. Students check each other's pronunciation.
Finally, ask students to say sentences for the class. Check they pronounce the /ɜː/, /ɑː/ and /ɔː/ sounds correctly and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p77.
See p34 for ideas on how to exploit this section.

Extra Practice 9

See p35 for ideas on how to exploit this section.

9A
1 **2** train **3** bus **4** your wallet **5** your keys **6** an accident **7** traffic **8** in traffic
2 **1** 'll text **2** won't; 's **3** doesn't; 'll call **4** will; miss **5** 'll be; don't **6** tell; 'll **7** don't; 'll have to **8** will; move
3 **2** When I finish this report, I'll email it to you. **3** He'll call you back before he leaves the office. **4** I won't tell him until you get here. **5** Will you phone me as soon as you get home? **6** After we do the shopping, we'll go to the park.

9B
4 **2** excited **3** depressed **4** upset **5** confident **6** fed up **7** annoyed **8** pleased **9** embarrassed **10** calm **11** stressed **12** guilty
5 **3** too many **4** ✓ **5** too much **6** hot enough **7** ✓ **8** too tired **9** ✓ **10** ✓

9C
6 **2** with **3** with **4** up **5** in **6** away **7** up **8** on **9** off; down

9D
7 **2** special **3** you like to **4** I'd love to **5** shall I **6** How about **8** I can't **9** how about **10** that'd be **11** shall we **12** Let's meet

Progress Portfolio 9

- See p35 for ideas on how to exploit this section.

10A The collectors

Student's Book p78–p79

Vocabulary verbs often used in the passive
Grammar Present Simple passive; Past Simple passive

QUICK REVIEW This activity reviews invitations and making arrangements. Students work on their own and decide on a date and time for their party next week. Students move around the room asking as many students as possible to their party. If one student accepts another student's invitation, they should discuss the time and place of the party. If students can't come to a party, they should refuse the invitation and say what they are doing at that time. If necessary, review the language from lesson 9D before they begin. At the end of the activity, ask who has the most guests.

Speaking and Reading

1 Point out the eBay logo on SB p79. Students work in pairs and discuss the questions. Ask students to share any interesting answers and experiences of things they've bought and sold on websites like eBay with the class.

2 **a** Check students know who John Lennon is (a former member of The Beatles). Also check students understand *valuable*. Students read the article (not the labels about the items of memorabilia in the photos) and answer questions 1–4. Check answers with the class.

1 Things that were owned or signed by famous musicians, film stars and sportsmen and women. **2** The Beatles'. **3** £140,000 **4** No, they don't.

b Students read the labels on the memorabilia and do the exercise on their own. Don't check answers with the class yet.

EXTRA IDEA

- If you have a low-level class, review how to say the numbers in the box before students do **2b**.

c Students work in pairs and compare their answers.

d CD3 ▸ **13** Play the recording. Students listen and check their answers. Check answers with the class. Ask the class which piece of information they found the most interesting or surprising, and which item of memorabilia they would most like to own.

1 £250,000 **2** £650,000 **3** £631,871 **4** £2,600,000 **5** £154,492 **6** £15,000

3 **a** Ask students to cover the article and items of memorabilia. Students work in new pairs and try to answer questions 1–5.

b Students read the article and the labels again and check their answers.

1 George Michael. **2** £810,000. **3** 2009. **4** Sean Connery. **5** JK Rowling.

HELP WITH GRAMMAR Present Simple passive; Past Simple passive

4 **a** Focus students on the active and passive sentences in the Student's Book or write them on the board. Elicit the answers to questions 1–4 from the class.

If you wrote the sentences on the board, you can also show students visually that the object of the active sentence becomes the subject of the passive sentence, as in GRAMMAR 10.1 ▸ SB p148.

Use the answer to question 3 to point out that we usually put the main topic at the beginning of the sentence.

- **a 1** this glove
  2 this glove
  3 In the **active** sentence the focus is on Michael Jackson. In the **passive** sentence the focus is on the glove.
  4 We use *by* in the passive sentence.

b–e Students do the exercises on their own or in pairs, then check in GRAMMAR 10.1 ▸ SB p148. Check answers with the class.

- **b** We often use the passive when we don't know who did the action.
- **c** To make the Present Simple passive we use: subject + *am*, *is* or *are* + past participle.
- To make the Past Simple passive we use: subject + *was* or *were* + past participle.
- If you have a strong class, point out that we make all passive verb forms with: subject + *be* + past participle.
- We change the form of *be* to make the appropriate verb form: *It's been sold.* (Present Perfect passive), *It will be sold.* (future passive), etc.
- **d** We make questions in the passive with: (question word +) *be* + subject + past participle + … .

EXTRA IDEA

- Write these dates from the article on the board: *1 2000, 2 1983, 3 2009, 4 1964, 5 1933.* Students use the passive to say what happened in each year.

1 John Lennon's piano was sold.
2 The glove was worn by Michael Jackson.
3 Michael Jackson's glove was sold in New York.
4 The Aston Martin was driven by Sean Connery.
5 The poster was designed for the film *King Kong*.

5 CD3 ▸ 14 **PRONUNCIATION** Play the recording (SB p163). Students listen and repeat the sentences. Encourage students to copy the stress correctly.
You can also ask students to turn to Audio Script CD3 ▸ 14 on SB p163. They can then follow the stress as they listen and practise.

6 **a** Do an example with the class first. Students do the exercise on their own, then decide if the verbs are in the Present Simple passive or Past Simple passive.

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

Present Simple passive: are bought and sold; is collected
Past Simple passive: were owned or signed; was sold; was bought; were bought; was worn; was sold; was sold; was driven; was sold; was designed; was sold; were signed; was sold

7 **a** Check students understand *list* (include on a list of items for sale) and *submarine*, and that they remember *chewing gum*. Check students know who Britney Spears is (a famous pop singer).
Point out that students have to choose whether the verb is in the active or passive form and whether it is in the present or the past. Students work on their own and fill in the gaps.

b Students check answers in pairs. Check answers with the class. Students then discuss what they think is the most surprising information about eBay. Ask students to share their ideas with the class.

2 was called **3** changed **4** wasn't visited **5** is used **6** spend **7** are listed **8** make **9** buy **10** sell **11** paid **12** was chewed **13** bought **14** tried

Vocabulary and Speaking

Verbs often used in the passive

8 **a** Students work on their own and tick the verbs they know, then check in VOCABULARY 10.1 ▸ SB p147.
Point out the difference between *manufacture* (= make something, usually in large numbers, in a factory) and *make* (= produce or create something, often by hand).
Model and drill the verbs. Pay particular attention to the pronunciation of *manufacture* /mænjʊˈfæktʃə/.
Note that only the main stress in words/phrases is shown in vocabulary sections and the Language Summaries.

b Students work in pairs and think of two nouns that can be used with each verb.
Check answers with the class and write correct collocations on the board.

Suggested answers: write books, plays; manufacture TVs, furniture; publish newspapers, books; invent machines, games; paint pictures, walls; grow rice, cotton; direct films, plays; build houses, factories; make phones, shoes

EXTRA IDEA

- Students write the past participles of the verbs in the box in **8a**, then check answers in pairs. Check answers with the class and remind students they can check irregular verbs in the Irregular Verb List on SB p167. Point out that the *-ed* ending in *invented, painted* and *directed* is pronounced as an extra /ɪd/ sound, as the verbs end in a /t/ sound.

written, manufactured, published, invented, painted, grown, directed, built, made

9 **a** Do an example with the class on the board to show that students should fill in the first gap with the correct form of one of the verbs in **8a** and the second gap with their own ideas, for example, *My favourite book was written by Margaret Atwood.*
Students do the exercise on their own. While they are working, monitor and check their sentences for accuracy.

b Students compare sentences in pairs and find out if any are the same. Ask students to share interesting sentences with the class.

Get ready … Get it right!

10 Put students into two groups, group A and group B. Students in group A turn to SB p103 and students in group B turn to SB p109. Check students are all looking at the correct exercise.

a Put students into pairs with someone from the same group. Focus students on the examples. Students work with their partner and write questions in the Present Simple passive or Past Simple passive from the prompts. While students are working, check their questions for accuracy and help with any problems.

Group A:
2 Where is cotton grown? **3** When was the Taj Mahal built? **4** Who was the film *Titanic* directed by? **5** Where are Volvo cars manufactured? **6** When was the first Harry Potter book published?
Group B:
2 When was *Hamlet* written? **3** Where was the first passenger jet plane built? **4** Who was television invented by? **5** Where are Hyundai cars manufactured? **6** Who were the Star Wars films directed by?

b Put a pair from group A with a pair from group B. Students are not allowed to look at each other's questions.
Students take turns to ask and answer the questions they wrote in **a**. Make sure that students say all three possible answers when they ask their questions. Also highlight that the correct answer is in bold.

Tell students to tick the questions that the other pair gets right. If students don't know the answer, encourage them to have a guess. While they are working, monitor and correct any mistakes that you hear.

c Students work out which pair got the most correct answers. Finally, ask students to tell the class which pair in each group got the most correct answers.

EXTRA IDEA

- Students work in pairs and write their own general knowledge questions in the passive, using the verbs in **8a**. Students then work with another pair and take turns to ask and answer the questions. You could set this as a homework task and students can ask their questions in the next lesson.

WRITING

Students write two paragraphs about the best and the worst thing they have ever bought. Ask them to say where they bought each item (for example on a website like eBay) and to describe them. Tell students to say if they bought the items for themselves or as a present for somebody else.

FURTHER PRACTICE

Ph **Class Activity** 10A Auction house p183 (Instructions p143)
Extra Practice 10A SB p124
Workbook Lesson 10A p50

10B Shopping trends

Student's Book p80–p81

Vocabulary words with *some-*, *any-*, *no-* and *every-* (*somebody*, *anything*, etc.)
Grammar *used to*

QUICK REVIEW This activity reviews the Past Simple passive. Give students time to think of their examples on their own and to make their lists. Students work in pairs to tell each other about the buildings, paintings and books they have chosen. Encourage students to ask questions about the things they are interested in and tell each other if they have visited the famous buildings, seen the paintings or read the books. Ask students to tell the class about some of the things they chose.

Speaking and Listening

1 Students work in groups and discuss the questions about shopping. If possible, have a mix of men and women in each group. Ask students to share their ideas with the class.

2 **a** Focus students on the photos and ask when they think the old photo was taken (in the 1940s or 1950s). Tell students they are going to listen to an interview with Michael Brett about his radio programme called *Shopping Now and Then*. Check students understand *skincare products* (moisturiser, special cleansing liquid, bath oils, etc.) and establish that Selfridges is a famous department store in Oxford Street in London. Give students time to read topics a–e.

CD3 **15** Play the recording (SB p163–p164). Students listen and do the exercise. Check answers with the class.

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

b Give students time to read sentences 1–5. If students ask about *used to* at this stage, tell them you will look at this in more detail after the listening. Play the recording again. Students listen and fill in the gaps in the sentences. Students check answers in pairs. Check answers with the class.

1 1909 **2** men **3** food
4 clothes **5** 50

c Check students understand *shopping trends* by referring back to the shopping trends discussed in the listening. Students work in pairs or groups and discuss how shopping trends have changed in their countries and what they think will happen in the future.

HELP WITH GRAMMAR *used to*

3 **a–e** Students do the exercises on their own or in pairs, then check in GRAMMAR 10.2 SB p148. Check answers with the class.

- **a** We use *used to* to talk about **past** habits and repeated actions.
- We can use *used to* with state verbs (*be, like, have, want*, etc.).
- After *used to* we use the **infinitive** (*used to be*, etc.).
- Point out that we make positive sentences with: subject + *used to* + infinitive.
- Also highlight that we can only use *used to* to talk about the past. When we want to talk about habits and repeated actions in the present, we use *usually* + Present Simple: *I usually get up early*.
- Elicit common state verbs from the class and write them on the board. Alternatively, direct students to the list of common state verbs in GRAMMAR 3.3 SB p132.
- **b** Because it was an action that only happened once.
- Use this example to highlight that we can only use *used to* for something that happened a number of times in the past, not just once.
- **c** We make the negative of *used to* with subject + *didn't use to* + infinitive.
- Point out that we can also make negative sentences with *never*: *Most married men never used to do the food shopping.*
- **d** **1** Did women use to do all the shopping? Yes, they did. No, they didn't. **2** What did single men use to do?
- Use the examples to highlight that we make questions with *used to* with question word + *did* + subject + *use to* + infinitive + … .
- Highlight the spelling of *use to* in negatives and questions: *Did you* ***use to*** *know him?* not ~~*Did you used to know him?*~~.
- Point out that we can also use the Past Simple to talk about past habits, routines and states: *I lived in Rome when I was young.*

EXTRA IDEAS

- CD3 15 Students answer the questions in **3d**. Play the recording again for students to listen and check.

1 Yes, they often did. **2** Their mothers did their clothes shopping or some shops used to have a 'shopping girlfriend' service.

- Ask further questions with *used to* about the interview, for example: *1 What did Selfridges use to have? 2 What didn't most married men use to do in the 1970s? 3 What did the shopping girlfriends use to do? 4 What didn't you use to see 50 years ago?* Play the recording again for students to listen and check.

1 A special room for men to use when their wives were shopping. **2** The food shopping. **3** They used to help men choose clothes. **4** Skincare products for men.

HELP WITH LISTENING *used to*

This *Help with Listening* section introduces students to the way we say *used to* in sentences and questions.

4 **a** CD3 16 Focus students on the examples, then play the recording. Students listen and notice the pronunciation of *used to* and *use to*. Ask students if the different forms are pronounced the same or differently (the same). Point out that *to* in *used to* is usually pronounced as the weak form /tə/.

b CD3 17 Point out that students will hear each sentence twice. Play the recording (SB p164). Students listen and write the sentences. Check answers with the class.
Alternatively, students look at Audio Script CD3 17, SB p164 and check their answers.

1 They used to sell postcards.
2 We didn't use to buy things online.
3 I used to go to the supermarket every week.
4 I never used to do the food shopping.
5 She didn't use to spend a lot of money on clothes.

EXTRA IDEA

- Students look at Audio Script CD3 15, SB p163–p164. Play the recording of the radio interview again. Students read, listen and notice how we say the different forms of *used to*.

5 **a** Tell students they are going to read about shopping in the UK in the 1930s.
Use the example to show students that they have to fill in the gaps with the correct form of *used to* and a verb from the box. Students do the exercise on their own.

b Students compare answers in pairs. Check answers with the class. Check the spelling of *used to* in each answer.

2 didn't use to sell
3 used to drink
4 didn't use to give
5 didn't use to be
6 used to buy
7 didn't use to have
8 used to take

6 Focus students on the example and highlight that *used to* is always stressed.
CD3 18 PRONUNCIATION Play the recording. Students listen and repeat the sentences. Check that students copy the stress correctly.

7 **a** Ask students to think about where they were living ten years ago and what their (or their family's) shopping habits were at that time.
Students then do the exercise on their own. While students are working, check their sentences for accuracy and help with any new vocabulary.

EXTRA IDEAS

- If you have a strong class, encourage students to continue the sentences to describe their shopping habits now, for example, *I used to go shopping at lunchtime, but now/these days I go shopping after work.*
- If you have a low-level class, write the following prompts on the board to give students ideas for their sentences in **7a**: *who used to do the shopping, things you always/never used to buy, how often/when you used to go shopping, your favourite shops, how you used to pay for things, types of food you used to buy.*

b Students compare sentences in groups and find out if any are the same. Ask students to share interesting sentences with the class.

HELP WITH VOCABULARY Words with *some-*, *any-*, *no-* and *every-* (*somebody*, *anything*, etc.)

8 **a–d** Students do the exercises on their own or in pairs, then check in VOCABULARY 10.2 SB p147. Check answers with the class.

- **a people:** *somebody, nobody*; **places:** *everywhere*; **things:** *anything*
- **b people:** *anybody, everybody*; **places:** *somewhere, anywhere, nowhere*; **things:** *something, nothing, everything*
- Check that students understand that words beginning with *some-* and *any-* mean one person/place/thing; words beginning with *every-* mean all the people/places/things; words beginning with *no-* mean not one person/place/thing.
- Focus students on the TIP. Point out that we also say ***someone, anyone, no one*** and ***everyone*** for people. Highlight that *no one* is two words.
- **c** We usually use *somebody, someone, somewhere* and *something* in positive sentences. We usually use *anybody, anyone, anywhere* and *anything* in negative sentences and questions.
- Establish that *nobody, no one, nowhere* and *nothing* are negative words but we use them with a positive verb: *Nobody **likes** it.* not ~~*Nobody doesn't like it*~~.
- Point out that *everybody, everyone, everywhere* and *everything* have a plural meaning, but we use these words with a singular verb: *Everybody **is** watching TV.* not ~~*Everybody are watching TV*~~.

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

1 Nobody **2** everywhere **3** Everything **4** anything **5** anywhere **6** Everyone

b Students work on their own and tick the sentences that were true about their country 50 years ago.

c Students work in pairs and compare sentences. If possible, ask students to compare their answers with someone from a different country.
Ask students to share interesting answers with the class.

Get ready … Get it right!

10 Check students understand *poster* and *get into trouble*.
Ask students to think back to when they were ten years old. Students work on their own and tick the examples that were true for them at that age. Point out that if there are two options, for example *playing video games* and *reading*, students can choose one or both options. Students then think of three more things they used to do when they were ten. While students are working, monitor and help with any new vocabulary.

11 Students work in groups and talk about their ideas from **10**. Encourage students to ask follow-up questions if possible. While they are working, monitor and correct any mistakes you hear. Finally, ask each student to tell the class one or two interesting or unusual things they used to do when they were ten.

EXTRA IDEA

- Students make a list of six things they used to do when they were ten. They can use the prompts in **10** or their own ideas. Students then move around the room and ask questions with *Did you use to … ?* to find students who used to do the same things as them.

WRITING

- Students write about how their countries have changed in the last 50 years. Students can write about topics such as shopping, food, clothes, education, music, family life, etc.
- Alternatively, students choose one of the students from their group in **11**. Students write a short profile about what he/she used to do and what he/she does now. Tell students to check what they have written with the student they wrote about.

FURTHER PRACTICE

Ph **Class Activity** 10B www.irememberyou.com p185 (Instructions p144)
Extra Practice 10B SB p124
Workbook Lesson 10B p51

VOCABULARY 10C AND SKILLS

Fashion victims

Student's Book p82–p83

Vocabulary articles: *a, an, the*, no article
Skills Reading: an article; Reading and Listening: a profile

QUICK REVIEW This activity reviews *used to*. Students work in pairs and find five things they both used to do five or ten years ago but don't do now. If necessary, write these prompts on the board before they begin: *I used to …* *So did I./Oh, I didn't. Did you use to … ? Yes, I did./No, I didn't.* Ask each pair to tell the class one or two things they both used to do five or ten years ago.

Speaking and Reading

1 Tell students they are going to talk about fashion. Check students understand *designer label*. Note that we usually use this phrase to refer to expensive clothes or other products from a fashion house named after a particular designer (Gucci, Versace, Yves St Laurent, Calvin Klein, Dolce and Gabbana, Givenchy, Paul Smith, etc.), not clothes made by multinational companies like Nike, Adidas, etc.
Students work in groups and discuss the questions. Ask students to share interesting answers with the class.

2 Check students understand *sack someone, tax, hire, shoot* and *gunman*, and that they remember *get on with* and *murder*.
Focus students on the family tree and elicit the name of the family (Gucci). Students read the article and fill in gaps a–f in the family tree. Students check answers in pairs. Check answers with the class.

a 1953 **b** 1990 **c** Vasco **d** Paolo **e** Reggiani **f** 1995

3 Students read the article again and do the exercise. Students check answers in pairs. Check answers with the class.

1 F Guccio Gucci designed leather bags and suitcases.
2 F Rodolfo didn't get on with Paolo. **3** ✓ **4** ✓
5 F Maurizio wasn't a very good businessman.
6 F Patrizia hired a gunman to shoot Maurizio.

EXTRA IDEA

- Write these years on the board: *1 1881 2 1921 3 1991 4 1994 5 1995.* Students work in pairs and try to remember what happened in each year. Students read the article again to check their answers.

1 Guccio Gucci was born. **2** Guccio Gucci started his business. **3** The Gucci company lost $60 million. **4** Maurizio Gucci and Patrizia Reggiani got divorced. **5** A gunman shot and killed Maurizio Gucci./Maurizio Gucci was killed.

HELP WITH VOCABULARY

Articles: *a*, *an*, *the*, no article

4 **a–b** Students do the exercise on their own or in pairs, then check in VOCABULARY 10.3 SB p147. Check answers with the class.

- **b**6 a small shop **c**7 The shop **d**3 the world **e**2 the most famous **f**1 clothes **g**4 Italy
- If necessary, go through the rules one by one with the class, checking students understand them.
- Point out that we also use *the* with countries that are a collection of states: *the UK, the USA, the Czech Republic*, etc.
- Also highlight that there are many fixed phrases with *the* that students have already met, for example *go to the cinema/shops, in the morning/afternoon/evening, at the weekend, the news, the weather,* etc. Encourage students to record and learn these phrases as one 'chunk' when they meet them.
- Students from some countries often use *the* when they use *like, love, hate,* etc., to talk about things in general: ~~*I love the chocolate*~~. If your students are having problems with this, ask them to compare *I like children.* (in general, all children) with *I like the children.* (particular children, for example, the children that live next door).

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

a10 a very good businessman **b**12 a gunman **c**13 the gunman **d**8 the head **e**11 the worst **f**14 products **g**9 America

Reading, Listening and Speaking

6 **a** Ask students what they know about the fashion designer Gianni Versace.
Check students understand *win an award* and *sign copies of a book*, and that they remember *raise money for charity*. Students do the exercise on their own, then check in pairs. Check answers with the class.

2 a **3** – **4** – **5** a **6** the **7** – **8** a **9** a **10** – **11** the **12** the **13** the **14** – **15** the

b CD3 19 Play the recording. Students read and listen to check their answers, then find the extra information. Check answers with the class.

1 … in 1984. In September 1988 he opened the first Versace shop in Madrid, Spain.
2 … was killed. But nine days later, a man was found dead on Miami beach. The police believe he was Versace's murderer.

7 **a** Check students understand *in a sale* and *fashion victim* (someone who wears fashionable clothes even if sometimes the clothes make them look silly). Tell students they are going to find out if they are fashion victims.
Students work on their own and do the questionnaire.

b Put students into pairs. Students take turns to ask and answer questions 1–6 in the questionnaire and find out how many of their answers are the same.

c Students check their answers to the questionnaire on SB p114 to find out if they are fashion victims.

d Students discuss their results of the questionnaire and tell each other if they agree with them.
Encourage students to give reasons for their opinions.
Finally, ask students to tell the class their scores and how they feel about the description of them on SB p114.

WRITING

Students write an email to a magazine saying what they like and don't like about today's fashion in their country. Alternatively, for homework students write about how what they wear now is different from ten years ago. Collect in their papers at the next class and read them out. Students guess who wrote each one.

FURTHER PRACTICE

Ph **Class Activity** 10C Articles snakes and ladders p187 (Instructions p144)
Ph **Extra Reading** 10 Let's go shopping! p224 (Instructions p213)
Extra Practice 10C SB p124
Workbook Lesson 10C p53

10D REAL WORLD

It suits you

Student's Book p84–p85

Real World what sales assistants say; what customers say
Vocabulary clothes shopping

QUICK REVIEW This activity reviews clothes vocabulary. Students work in pairs and make a list of all the clothes they know. Set a time limit of two minutes. Students then discuss which students in the class are wearing the things on their list. Find out which pair has the most words and write them on the board. Ask if other pairs have any different words and add them to the list.

1 Check students understand *attitudes* (opinions or feelings). Students work in groups and discuss the questions. If possible, have a mix of men and women in each group. Ask students to share interesting answers with the class.

2 Students work in pairs and say which words/phrases they know, then check new words/phrases in VOCABULARY 10.4 SB p147.
Point out that we *try something on* to see if it's the right size or looks good on us.
Highlight that *it doesn't fit* can mean that it is too big or too small and that *it suits you* means *it looks good on you*.
Tell students that in the UK *a fitting room* is sometimes called *a changing room*.
Check students remember that if something is *in the sale*, it's cheaper than usual.
Model and drill the words/phrases. Pay particular attention to the pronunciation of *medium* /ˈmiːdiəm/, *large* /lɑːdʒ/, *receipt* /rɪˈsiːt/ and *suits* /suːts/.
Point out the different syllable stress between the noun *refund* /ˈriːfʌnd/ and the verb *refund* /rɪˈfʌnd/.

REAL WORLD What sales assistants say

3 **a** Give students time to read the sentences. Make it clear that these are all things that sales assistants say, not complete conversations.
Students work on their own or in pairs and try to choose the correct words.

b CD3 ▸ 20 Play the recording. Students listen and check their answers. Check answers with the class.

a Would
b fitting room
c size
d sale
e try it on
f bring it back
g refunds
h pay
i receipt
j receipt

4 Focus students on the photos and elicit who is with Jackie (Damon, the man she met on a date in lesson 2D).
VIDEO ▸ 10 CD3 ▸ 21 Play the video or audio recording (SB p164). Students watch or listen and answer the questions. Students check answers in pairs. Check answers with the class.

1 They are going to Damon's sister's wedding.
2 Jackie buys a dress. Damon buys a shirt.
3 Jackie spends £160. Damon spends £17.50.
4 Jackie enjoys shopping but Damon hates it.

5 VIDEO 10 CD3 21 Play the video or audio recording again. Students watch or listen again and choose the correct words/phrases. Check answers with the class.

1 white 2 smaller 3 wants 4 can 5 28 6 is
7 medium 8 doesn't want 9 can't 10 home

REAL WORLD What customers say

6 **a–b** Establish that these are all typical things that customers say when they are shopping.
Students do the exercise on their own, then check in REAL WORLD 10.2 SB p148. Check answers with the class.

- 2 Excuse 3 try 4 size 5 back; refund 6 take 7 medium 8 cash
- Highlight that we can say *pay by cash*, *pay with cash* or *pay cash*. We can say *pay by cheque/credit card/debit card*, but not ~~*pay with cheque/credit card/debit card*~~.
- Point out that we say *I'm just looking.* when we don't want the sales assistant to help us.

7 CD3 22 PRONUNCIATION Play the recording. Students listen and repeat the sentences in **6a**. Encourage students to copy the stress and polite intonation correctly.

8 **a** Students work in pairs and write a conversation in the shop from the prompts. While students are working, check their sentences and help with any problems.

Possible answers:
C Have you got this shirt in a large, please?
SA I'll have a look for you. Yes, here's a large.
C Can I try it on, please?
SA Sure. The fitting room's over there.
SA Is it any good?
C Yes, I'll take it.
SA That's £20.50, please. How would you like to pay?
C By credit card, please.
SA Your pin number, please. Would you like your receipt in the bag?
C Yes, please. Thanks very much. Bye.
SA Goodbye.

b Students practise the conversation in pairs until they can remember it without looking at their notebooks. While they are working, monitor and help students with polite intonation.

c Students work with another pair and take turns to role-play their conversation.

EXTRA IDEA

- Ask a few pairs to role-play the conversation for the class. Alternatively, if you have a strong class, you can ask a customer from one pair to role-play the conversation with a sales assistant from another pair.

9 Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p110. Check they are all looking at the correct exercise.

a Check students understand *trainers* and *brand*. Give students time to read the information about their roles and to decide what they want to say. Students can make notes, but should not write the complete conversation. While they are preparing, move around the room and help weaker students with any problems.

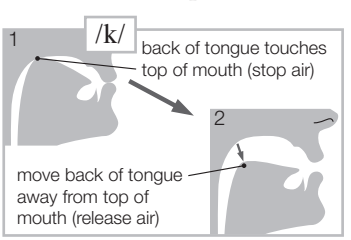
b Students work with their partners and role-play the conversations. Student As should start conversation 1 and student Bs should start conversation 2. Tell sales assistants to start the conversation with *Would you like any help?* as shown in the speech bubbles.
While they are working, monitor and correct any mistakes you hear. Also encourage students to use polite intonation throughout the conversations.
Finally, you can ask a few pairs of students to role-play the conversations for the class.

FURTHER PRACTICE

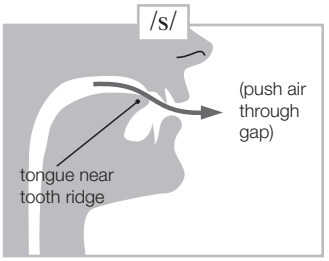
Ph **Vocabulary Plus** 10 Clothes p206 (Instructions p196)
Extra Practice 10D SB p124
Workbook Lesson 10D p54
Workbook Reading and Writing Portfolio 10 p82
Progress Test 10 p251

HELP WITH PRONUNCIATION
The letter *c*

1 **a** Focus students on the phonemes /k/ and /s/ and the words.
CD3 23 Play the recording. Students listen to the sounds and the words and notice two ways we say the letter *c*.
Play the recording again. Students listen again and repeat the sounds and 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 /k/ sound, we stop the air with the back of the tongue against the top of the mouth. We then move the tongue to release the air. If we hold a piece of paper in front of the mouth when we release the air, the paper moves.



Point out that when we make the /s/ sound, the lips are relaxed, the tongue is near the back of the teeth, and there is some contact between the tongue and the teeth at the sides of the mouth. Also highlight that /s/ is an unvoiced sound (there is no vibration in the throat).

b Focus students on the words in **1a** and the general rules. Students do the exercise on their own, then check in pairs. Check answers with the class.

Point out these rules are generally true, but not always. Students should always check pronunciation in a good dictionary.

c = /s/ before *e*, *i* and *y*.
c = /k/ before *a*, *o*, *u* and most consonants.

2 **a** Focus students on the conversation and point out each letter *c* in bold. Students do the exercise in pairs. Encourage students to say the conversation out loud to decide on the correct pronunciation for each letter *c* in bold.

b CD3 ▸ **24** Play the recording. Students listen and check. Check answers with the class.

Play the recording again. Students listen and repeat the conversation. Check they pronounce each letter *c* correctly.

c Put students in pairs to practise the conversation. While they are working, move around the room and check students are using the correct pronunciation. When they have finished, tell students to change roles and practise the conversation again.

Finally, ask students to say one line from the conversation. Check they pronounce each letter *c* correctly and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p85.

See p34 for ideas on how to exploit this section.

Extra Practice 10

See p35 for ideas on how to exploit this section.

10A

1 **2** This magazine is published every three months. **3** The meetings are organised by my boss. **4** Are the employees paid on Friday? **5** A sales report is written every month. **6** Is tea grown in the UK? **7** Porsche cars are manufactured in Germany.

2 **2** This book was written by my mum. **3** We weren't invited to the party. **4** The letters were posted last Monday. **5** I wasn't told about the accident. **6** Were you asked to apply for the job? **7** When was the Eiffel Tower built? **8** The 2010 football World Cup was won by Spain.

10B

3 **3** ✓ I didn't use to have much money. **4** ✓ I didn't use to go out very often. **5** ✓ I used to get quite depressed. **6** ✗ **7** ✗

4 **3** I used to visit my grandparents on Sundays. **4** I didn't use to have long hair when I was younger. **5** I went to the park yesterday. **6** I used to speak English at home when I was a child. **7** I didn't do my homework last night. **8** I didn't use to like vegetables, but I do now.

5 **2** someone **3** anywhere **4** everywhere **5** No one **6** anything **7** somewhere **8** Everybody **9** something **10** anybody

10C

6 **2** The **3** – **4** the **5** a **6** a **7** a **8** – **9** – **10** the

10D

7 **2** try this on **3** fitting room **4** doesn't fit **5** size **6** medium **7** in the sale **8** take it **9** cash **10** receipt **11** bring it back **12** refunds

Progress Portfolio 10

- See p35 for ideas on how to exploit this section.

11A Guess what?

Student's Book p86–p87

Vocabulary collocations (3)
Grammar Present Perfect for giving news with *just*, *yet* and *already*

QUICK REVIEW This activity reviews conversations in a shop. Put students into pairs and tell them that they are in a clothes shop. Make one student a sales assistant and the other student a customer. Ask students to look at REAL WORLD 10.1 and REAL WORLD 10.2 on SB p148 to remind themselves of the language they can use. Also tell the customers to decide on two or three things they want to buy. Students work in pairs and role-play their conversation. They then swap roles. Encourage students to continue each conversation for two minutes.

Vocabulary Collocations (3)

1 **a** Focus students on the verbs in A and the words/phrases in B. Focus students on the example and check they understand that one verb goes with each word/phrase in each set of three. Students do the exercise on their own, then check in VOCABULARY 11.1 SB p149. Check answers with the class.
Check students understand *a bank account, have an operation* and *transfer money*. Point out that we can say *give someone a call* or *give someone a ring*.
Model and drill the complete phrases (*have a car accident*, *book a holiday*, etc.).

book a holiday
get paid
give someone a call
get a message
check your bank account
transfer money to someone's account
have an operation
lose your job

b Students write four sentences about themselves or people they know, using the collocations in **1a**. Tell students these sentences can be in the Present Simple, Present Perfect or Past Simple. If necessary, give some examples of your own before students begin: *I've never had a car accident., I always book a holiday online., I gave my friend a call last night.*, etc.

c Students work in pairs and take turns to tell each other their sentences. Encourage students to ask follow-up questions where possible, as shown in the speech bubbles. Ask students to share any interesting sentences with the class.

EXTRA IDEA

- Students work in pairs and take turns to test each other on the collocations. One student says the word/phrase, for example *a car accident*, and his/her partner says the whole collocation, for example *have a car accident*.

Reading and Speaking

2 Focus students on the photo of Liz. Highlight her messages A–C around the edge of the photo. Students read the messages and answer questions 1–3. Check answers with the class.

1 He's had a car accident.
2 He wants to know when he's going to get paid for some work he did last month.
3 Carrie.

HELP WITH GRAMMAR Present Perfect for giving news with *just*, *yet* and *already*

3 **a** Focus students on sentences 1–3 in bold in Liz's messages. Ask students which verbs are in the Present Perfect and which verb is in the Past Simple. If necessary, remind students that we make the Present Perfect with subject + *have/has* + past participle.

Present Perfect: 1 He's had a car accident; 3 Carrie's lost her job.
Past Simple: 2 He did some work for us last month.

b–e Students do the exercises on their own or in pairs, then check in GRAMMAR 11.1 SB p150. Check answers with the class.

- **b** We use the **Present Perfect** for giving news about things that happened in the past and are connected to the present. We don't know or don't say when they happened.
- We use the **Past Simple** if we say when something happened.
- **c** We use ***just*** to say something happened very recently.
- We use ***yet*** to say something hasn't happened, but we think it will happen in the future.
- We use ***already*** to say something happened before now (often sooner than expected).
- **d** 1 **a** We usually use ***just*** and ***already*** in positive sentences. **b** We usually use ***yet*** in negative sentences and questions.
  2 **a** ***Just*** and ***already*** usually go between the auxiliary and the past participle. **b** ***Yet*** usually goes at the end of the sentence or clause.
- Point out that in American English we often use the Past Simple with *just*, *yet* and *already*: *Did you do it yet?* (US) = *Have you done it yet?* (UK)
- Remind students that the verb *go* has two past participles: *been* and *gone*. We often use *been* to mean 'go and come back' and *gone* to mean 'go, but not come back yet'.

- Also highlight that we often use the Present Perfect with *this morning, this afternoon*, etc., when it is still that time of day.
- For examples of all these grammar rules, see **GRAMMAR 11.1** ▸ SB p150.

EXTRA IDEA

- Put students into three groups A, B and C. Ask each group to look at the relevant message A, B or C on SB p86. Students write two questions about their message using the Present Perfect with *just*, *yet* and *already*, for example: A *What has Alicia just heard?* B *What has George Webster just done?* C *Who has just talked to Carrie?* Put students into pairs with a student from a different group. Students take turns to ask and answer their questions.

4 Focus on the examples and highlight that *just*, *yet* and *already* are always stressed.
CD3 ▸ **25** **PRONUNCIATION** Play the recording (SB p164). Students listen and repeat the sentences. Check students copy the stress correctly.
You can also ask students to turn to Audio Script **CD3** ▸ **25** on SB p164. They can then follow the stress as they listen and repeat.

5 **a** Students do the exercise on their own. Don't check answers yet.

b Students work in pairs and compare sentences. Then focus students again on Liz's messages. Students match sentences 1–6 in **5a** with messages A–C. Check answers with the class.

1 I haven't been to visit him yet. **2** She's just started writing her CV. **3** He's already called the office three times. **4** Has she phoned her husband yet? **5** I've already talked to his parents. **6** I've just transferred the money.
1A **2**C **3**B **4**C **5**A **6**B

6 **a** Focus students on the photo of Carrie on SB p87 and ask students what has just happened to her (she's just lost her job). Tell students they are going to listen to Liz talking to Carrie.
CD3 ▸ **26** Play the recording (SB p164). Students listen and decide if Carrie has got any good news. Check the answer with the class.

Yes, she has. Someone might have a job for her in Brighton.

b Focus students on the things on Carrie's 'to do' list with the class and check they understand them. Play the recording again. Students tick the things she has already done.

c Students compare answers in pairs and decide what she hasn't done yet. Check answers with the class.

Carrie has checked her bank account, emailed customers and looked for a holiday online.
She hasn't told Brian the news, phoned Phil Taylor back or booked a holiday.

d Ask students to turn to Audio Script **CD3** ▸ **26**, SB p164. Play the recording again. Students listen and underline all the examples of *just*, *yet* and *already*. Students check answers in pairs.

HELP WITH LISTENING
Present Perfect or Past Simple

This *Help with Listening* section helps students hear the difference between the Present Perfect and the Past Simple.

7 **a** Focus students on the sentences and point out the Present Perfect forms in blue and the Past Simple forms in pink.
CD3 ▸ **27** Play the recording. Students listen and notice the difference between the two forms.

b **CD3** ▸ **28** Focus on the example. Play the first sentence on the recording (SB p164) *She's said goodbye to everyone* (Present Perfect). Then play the second sentence *She said goodbye to everyone* (Past Simple). Check students can hear the difference between *She's said* and *She said*.
Play the rest of the recording. Students listen and do the exercise on their own, then check in pairs. Check answers with the class.

2 PS **3** PP **4** PS **5** PP **6** PP

8 **a** Focus students on the example to highlight that they have to put the words in order and put the verb in the correct form of the Present Perfect.
Students do the exercise on their own, then check their answers in pairs. Check answers with the class.

2 I haven't booked a holiday yet. **3** I've already been on holiday this year. **4** I haven't decided what to do next weekend yet. **5** I've just found a new job. **6** I've already looked at the DVD-ROM for this lesson.

b Students work on their own and tick the sentences in **8a** that are true for them.

c Students then compare sentences in pairs. Encourage students to ask follow-up questions where possible. Ask students to share interesting information with the class.

WRITING

Students write about things they have or haven't done this week, using the Present Perfect with *just, already* and *yet* (for example, *I've just been to the bank., I've already been out with my friends twice this week., I haven't paid my rent yet.*).

Get ready … Get it right!

9 Put students into pairs, student A and student B. Student As turn to SB p102 and student Bs turn to SB p108. Check they are all looking at the correct exercise.

a Tell students that Carrie got the job she talked about on the phone and is now moving house with her husband, Brian. Check students understand *cancel the phone*, *freezer* and *hire a van*.
Tell student As they are Carrie and student Bs that they are Brian. Students look at their own list (the top list on each page) and choose three things that they have already/just done and three things that they haven't done yet. Students then think of a different reason why they haven't done these three things.

b Students work on their own and make Present Perfect questions with *yet* about their partner's list. Focus students on the examples before they start.

c Focus students on the speech bubbles to illustrate the language they need to do the tasks. Students work in pairs and take turns to ask their questions from **b**. While students are working, monitor and correct any mistakes you hear. Finally, ask students to tell the class some of the reasons why their partners haven't done the things on their list yet.

EXTRA IDEA

- Begin the next class with a Grammar Auction (p25) based on correct and incorrect sentences with the Present Perfect.

FURTHER PRACTICE

Ph **Vocabulary Plus** 11 Phrases with *get* p207 (instructions p196)
Extra Practice 11A SB p125
Workbook Lesson 11A p55

11B Murder mystery

Student's Book p88–p89

Vocabulary crime
Grammar relative clauses with *who, which, that* and *where*

QUICK REVIEW This activity reviews Present Perfect for giving news with *just*, *already* and *yet*. Give students a minute or two to think of four pieces of news about themselves and people they know, as in the example. Students work in groups and take turns to tell each other their news. Encourage students to ask each other questions about their news, as in the example. Ask students to share their most interesting news with the class.

Speaking and Vocabulary Crime

1 Check students understand *crime*, *novel* and *author*. Students work in pairs and discuss the questions. Ask any students who like crime dramas or novels to tell the class about their favourites.

2 Tell students that all the words in the box are connected with crime. Students work in the same pairs and say which words they know, then check in VOCABULARY 11.2 SB p149.

Point out that *rob*, *steal* and *burgle* all mean the same thing, but we use them with different objects in a sentence: *rob a bank*, *steal money*, *burgle houses*, etc. Also point out that we can say *I was burgled* to mean *my house/flat was burgled*.
Teach students the Past Simple and past participle of the irregular verbs *steal* (*stole*, *stolen*), *break into* (*broke into*, *broken into*) and *shoot* (*shot*, *shot*). Point out that the other verbs in the box are regular.
Highlight that we often use 'crime verbs' in the passive: *My car was stolen*. *A man was arrested*., etc. Establish that we often use the verb *commit* with the word *crime*: *Have you ever committed a crime?* not ~~*Have you ever done a crime?*~~.
Model and drill the words. Pay particular attention to the pronunciation of *burgle* /ˈbɜːgəl/ and *murder* /ˈmɜːdə/, and point out that the stress on *suspect* is on the first syllable when it is a noun and the second syllable when it is a verb.

3 Check students understand that *a criminal* is a person who commits a crime. Students do the exercise on their own or in pairs and then check in VOCABULARY 11.3 ▸ SB p149.
Model and drill the words. Highlight the difference in pronunciation between *burgle*, *burglar* /ˈbɜːglə/ and *burglary* /ˈbɜːgləri/; *murder* and *murderer* /ˈmɜːdərə/. Also teach students that the plural of *thief* is *thieves* /θiːvz/.

verb	criminal	crime
rob	robber	robbery
steal	thief	theft
burgle	burglar	burglary
murder	murderer	murder

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

1 robbed; stole; robbery **2** broken into; stolen
3 murdered; arrested; suspects; murder
4 burgled; stolen

Listening and Speaking

5 **a** Tell students that there has been a murder in a village in England called Yately. Check students understand *garden centre* (a large shop that sells flowers, trees and other products for people's gardens). Give students time to read the names and descriptions of the people involved.
CD3 ▸ 29 Play the recording (SB p164–p165). Students listen and match the people's names to their descriptions. Students check their answers in pairs. Check answers with the class.

Alice: the owner of the flower shop
Barry Clark: Jack's business partner
Ellen: Jack's wife
Jack Miller: the murder victim
Adam: Ellen and Jack's son

b Focus students on pictures A–C. Students work in pairs and decide who the people are in each picture. Check answers with the class.

(from left to right) **A** Alice **B** Jack Miller, Barry Clark **C** Ellen, Adam, Jack Miller

6 Give students time to read questions 1–8 and check they understand all the vocabulary.
CD3 ▸ 29 Play the recording again. Students listen and answer the questions. Students check answers in pairs. Check answers with the class.
Note: do **not** ask students to look at Audio Script CD3 ▸ 29 in the back of the book at this stage, as students might read the following Audio Script CD3 ▸ 30 and find out who killed Jack Miller.

1 Last night.
2 In the Garden Centre.
3 Two weeks ago.
4 He was shot.
5 Money (Barry said Jack was stealing from him.)
6 Jack.
7 He robbed the local post office.
8 Two weeks ago.

HELP WITH GRAMMAR Relative clauses with *who*, *which*, *that* and *where*

7 **a–c** Students do the exercises on their own or in pairs, then check in GRAMMAR 11.2 ▸ SB p150. Check answers with the class.

- **b** To introduce relative clauses we use: **a** ***who*** or ***that*** for people. **b** ***which*** or ***that*** for things. **c** ***where*** for places.
- Point out that it is more common to use *who* for people (but *that* is also correct) and *that* for things (but *which* is also correct).
- Also highlight that we don't use *what* in relative clauses: *He's the man that I told you about*. not ~~*He's the man what I told you about*~~. You can teach students that we often use *what* to mean *the thing that*: *Is this what you're looking for? = Is this the thing that you're looking for?*

8 Tell students that sentences 1–6 are all about the Yately murder mystery. Remind students that in some sentences more than one answer is possible. Focus students on the example and point out that the answer to question 1 could be *who* or *that*.
Students do the exercise on their own, then check answers in pairs. Check answers with the class.

2 where
3 who/that
4 who/that
5 that/which
6 where

9 **a** Students work in groups and make a list of suspects. Each group should then decide who they think murdered Jack, giving reasons for their answers. Encourage students to give reasons (*I think it was … because …*).

b Students compare their ideas with the class. Don't tell them the answer at this stage.

EXTRA IDEA

- Write a list of suspects on one side of the board. Elicit who each student or group thinks is the murderer and write their names next to the suspects. At the end of the class you can check who was right.

Get ready … Get it right!

10 Tell students they are now going to get more information about the murder. Put students into two groups, group A and group B. Students in group A turn to SB p107 and students in group B turn to SB p113. Check they are all looking at the correct exercise.

a Students work on their own and choose the correct words in each of their sentences.

b Put students into pairs with someone from the same group to check their answers. While students are working, monitor and correct any mistakes.

A: **1** that **2** who **3** where **4** who/that **5** that **6** that/which
B: **a** who **b** that/which **c** where **d** that; that/which **e** where **f** which/that

c Give students two or three minutes to read the sentences again and memorise the information. Students then turn back to SB p89.

11 **a** Focus students on the picture. Put one student from group A with a student from group B. Students take turns to point to things they recognise in the picture and tell their partner what they know about them. Students should use relative clauses, as shown in the speech bubbles. If students can't remember, they can turn back to SB p107 or SB p113 to look at the information again.
While they are working, monitor and correct any mistakes you hear.

b Students work in pairs or groups and decide who they think the murderer is now. Students also decide how and why he/she murdered Jack Miller. Ask students to share their ideas with the class, but don't tell them the answer yet.

12 **a** Tell students they are going to listen to a news report about the murder trial. Check students understand *find someone guilty of a crime*.
CD3 ▸ **30** Play the recording (SB p165). Students listen and find out who the murderer is. Check the answer with the class (*Alice White*).

b Write the three questions on the board so students can refer to them while they are listening and reading in the back of the Student's Book.
Students look at Audio Script CD3 ▸ **30**, SB p165. Play the recording again. Students read, listen and answer the questions. Students check their answers in pairs. Check answers with the class. Finally, point out that we can just see that the top button on Alice White's coat is missing in picture A on SB p88.

How the murder happened:
Alice White broke into Barry Clark's house and stole his gun. She went to the Garden Centre, shot Jack Miller, then went back to Barry Clark's house and put the gun back.
How the police caught the murderer:
The police found a button near the body. Mary Barnes saw a picture of it in the paper and told the police that it was from Alice White's coat.
Why the murderer did it:
Alice White murdered Jack Miller because her flower shop was losing business to the Garden Centre. She wanted the police to think Barry Clark killed Jack Miller; then the Garden Centre would have to close.

WRITING

Students imagine they are Mary, the new person in the village. They write a letter to a friend telling him/her about the murder, using the language and information from the lesson.

FURTHER PRACTICE

Ph **Class Activity** 11B Crime crossword p188 (Instructions p145)
Extra Practice 11B SB p125
Workbook Lesson 11B p56

VOCABULARY 11C AND SKILLS

In the news

Student's Book p90–p91

Vocabulary guessing meaning from context
Skills Listening: the news; Reading: an online article

QUICK REVIEW This activity reviews relative clauses with *who*, *which*, *that* and *where*. Students work on their own and write four definitions using relative clauses, as in the example. If students need help with vocabulary, they can look through the Language Summaries for suitable words. Put students into pairs. Students take turns to say a definition or guess the answer. Ask students to share interesting definitions with the class.

Listening and Speaking

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

2 **a** Focus on headlines A–D. Check students understand *headline* and all the words in the headlines. You may need to teach *illegal*, *damage*, *protests*, *spending cuts*, *aid* and *delayed*.
Ask students which they think is the most interesting story, giving reasons for their answers. Alternatively, you can ask students to discuss this in pairs before sharing their opinions with the class.

b CD3 ▸ 31 Play the recording (SB p165). Students listen and put the headlines in order. Check answers with the class.

1 B
2 D
3 A
4 C

3 Students work in pairs and decide which news stories the words/phrases appear in. Students can check new words/phrases with you or look them up in a dictionary. Note that the aim is to highlight which words/phrases students need to understand in order to be able to do the exercises that follow. The vocabulary is not in the Language Summaries in the Student's Book.
Also check students understand *relief effort* (= work done by aid agencies to bring help to victims of disasters). Check answers with the class.

A: a track; a fan
B: a demonstration; a protester; march
C: the back seat; a classic car
D: the army; a disaster; medical supplies

4 **a** Students work in the same pairs and try to match two pieces of information from 1–8 to each headline A–D. Students discuss how the information is connected to the news stories.

b CD3 ▸ 31 Play the recording again. Students listen and check their answers. Check answers with the class.

1 D (the number of people who are now homeless)
2 B (the number of protesters)
3 C (the car in which the wallet was found)
4 A (the number of tracks which were illegally downloaded in the UK last year)
5 C (this was found in the lost wallet)
6 D (these were destroyed by last week's floods)
7 A (the amount that illegal downloading costs the British music industry each year)
8 B (the number of arrests made by the police)

HELP WITH LISTENING

Sentence stress: review

This *Help with Listening* section reviews sentence stress and reminds students that they can often understand the general idea of a story by listening to the stressed words.

5 **a** Students look at Audio Script CD3 ▸ 31, SB p165. Tell students to focus on the stress marks.
CD3 ▸ 31 Play the first three news stories on the recording again. Students read, listen and follow the stressed words.

b Students look at the fourth news story (about the lost wallet). Students work in pairs and decide which words are stressed. Encourage students to mark the stress over the correct syllable in each word.
While they are working, copy the paragraph onto the board ready for checking.

c Play the fourth news story again. Students listen and check their answers.
Check answers with the class by playing the recording again, pausing after each sentence and eliciting the stressed words from the students.
Mark the stress on the board.

And in the USA, a man who lost his wallet fifty-five years ago received a surprise today when his wallet was returned to him. Mr Goodlove, who is seventy-five and lives in San Diego, lost his wallet behind the back seat of his 1946 Hudson car. It was found by two men from Idaho who collect classic cars. The wallet contained Mr Goodlove's military ID, his driving licence, several receipts – and a ten-dollar bill.

EXTRA IDEAS

- Ask students to look at the whole Audio Script again and decide what kind of words are stressed and unstressed. Check answers with the class.

  'Content words', such as nouns, names of people and places, main verbs, adjectives, negative auxiliaries, adverbs and numbers are usually stressed. 'Grammar words', such as positive auxiliaries, prepositions, articles, the verb be, connecting words and relative pronouns (*who*, *which*, *that*) are usually unstressed. Note that these are general rules, and in some situations we do stress grammar words, for example, if we are contradicting someone or emphasising something.

- Students work in pairs and practise reading the news reports to each other, stressing the most important words.

Reading, Vocabulary and Speaking

6 **a** Ask students to cover the newspaper article. Focus students on pictures A–D on SB p91.
Students work in new pairs to predict the story and try to put the pictures in the order that the events happened.

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

1B 2C 3A 4D

c Check students understand *flat-screen TV* and *roommate*. Students read the article again and do the exercise on their own.

d Students compare answers with their partner from **6a**. Check answers with the class.

2 ✓ 3F A friend of Kait's contacted her because he thought she was online. 4 ✓ 5F The two men were friends of friends of one of Kait's roommates. 6 ✓ 7F The burglars were arrested the day after Kait took their photos.

HELP WITH VOCABULARY
Guessing meaning from context

7 **a–c** Go through the introductory bullet point with the class and point out that guessing meaning from context is a valuable skill when reading texts in English. Also point out that we sometimes have to guess the meaning of unknown words from context in our own languages.
Students do the exercises on their own or in pairs, then check in **VOCABULARY 11.4** SB p149. Check answers with the class. Encourage students to tell the class how they decided on their answers.

- **a nouns:** *goods*; *property*
  verbs: *contacted*; *logged onto*; *realised*; *recognised*
  adjectives: *remote*; *smart*
- **b** 1b 2a 3a 4b 5b 6b 7a 8b
- Point out that *goods* is a plural noun and *property* is an uncountable noun.
- Also highlight that sometimes we can't guess the meaning of a word from the context, and that we don't always have to understand every single word to understand a story.
- Model and drill the words. Pay particular attention to the pronunciation of *remote* /rɪ'məʊt/.

8 **a** Students work in pairs and think of three stories they can remember from the week's news. Students make notes about each story. While students are working, monitor and help with any new vocabulary.

b Students work with another pair and take turns to tell the other pair about their stories. Students then decide which story is the most interesting. While they are working, monitor and help with any problems.

c Finally, ask each group to tell the class about the most interesting story.

EXTRA IDEA

- For homework, ask students to find an interesting news report in English, for example from an English-language newspaper or the internet. Students read the report and find five words or phrases that they don't know. Students try to guess these words from their contexts, and then check their ideas in a dictionary. At the beginning of the next class, put students into groups of three or four. Students take turns to tell their partners about the news story they read. They can then teach one another some of the words they have learned. You can display all the articles around the room for students to read during breaks.

FURTHER PRACTICE

Ph **Class Activity** 11C The **face2face** newsroom p189 (Instructions p145)
Ph **Extra Reading** 11 Famous art thefts p225 (Instructions p213)
Extra Practice 11C SB 125
Workbook Lesson 11C p58

Did you?

Student's Book p92–p93

QUICK REVIEW This activity reviews crime vocabulary. Students work in pairs and write a list of all the crime words they can remember. Set a time limit of two minutes. Students compare lists with another pair and decide which words are verbs, criminals or crimes. Encourage students to look back at VOCABULARY 11.3 ▸ SB p149 to check their answers.

1 **a** Focus students on the photos. Students work in pairs and talk about where the people are and what they remember about them. Check answers with the class.

Suggested answers: **A** Juliet and Carol are in the street. Juliet is a hotel receptionist. Carol works in an office and is married to Matt. **B** Ben and Matt are at the recording studio. Ben works with Matt. Matt is married to Carol. **C** Jackie and Amy are at the restaurant. Jackie is the restaurant manager. Amy is a waitress at the restaurant and is Carol's sister. **D** David and Liam are at the office. Liam works with David and Carol. David is Carol's boss. They are organising a charity event.

b Check students understand *twins*.
VIDEO ▸ 11 CD3 ▸ 32 Play the video or audio recording (SB p165). Students watch or listen and match the conversations A–D to the things the people talk about. Students check answers in pairs. Check answers with the class.

A2 B4 C1 D3

2 **a** Point out that the four questions in the box are called 'echo /'ekəʊ/ questions'.
Students fill in the speech bubbles with the questions. They then match them to conversations A–D.

b VIDEO ▸ 11 CD3 ▸ 32 Play the video or audio recording again. Students watch or listen and check their answers.

1 Doesn't he? D
2 Are you? C
3 Didn't you? B
4 Has she? A

REAL WORLD Echo questions

3 **a–d** Check students remember the difference between a main verb and an auxiliary verb.
Students do the exercises on their own or in pairs, then check in REAL WORLD 11.1 ▸ SB p150. Check answers with the class.

- **a** We use echo questions when we are interested or surprised.
- Point out that these questions are an invitation for the other person to tell us more information about the topic.
- **b** We usually use the auxiliary in echo questions.
- We only use subject pronouns in echo questions.
- If the sentence is positive, the echo question is positive.
- If the sentence is negative, the echo question is negative.
- **c** **2** Does he? **3** Did they? **4** Don't you? **5** Have they? **6** Is it?
- Use sentences 1–3 to highlight that when we respond to a positive sentence in the Present Simple or Past Simple, we use *do, does* or *did* in the echo question.
- Use sentence 4 to highlight that when we respond to a negative sentence in the Present Simple or Past Simple we use *don't/doesn't* or *didn't* in the echo question.
- Use sentence 5 to highlight that when we respond to a sentence in the Present Perfect, we use *have/haven't* or *has/hasn't* in the echo question.
- Use sentence 6 to highlight that when we respond to a sentence with the verb *be*, we use *am*, *is/isn't* or *are/aren't* in the echo question.
- Also point out that we say *Aren't I?* not ~~*Amn't I?*~~.

HELP WITH LISTENING Intonation (3)

This *Help with Listening* section reminds students that we know if people are interested or surprised by how much their voices move up and down.

4 Tell students that they are going to listen to six short conversations. Students listen to the echo question in each conversation and decide if the person is interested or not interested.
Focus students on 1–6 and check students understand what I and NI stand for. Draw students' attention to the example and point out that the person sounds interested in conversation 1.
CD3 ▸ 33 Play the recording (SB p165). Students listen and do the exercise.
Play the recording again, pausing after each echo question to check students' answers. Highlight that in each interested echo question the person's voice movement is much greater than in the uninterested echo questions.

2 NI **3** I **4** I
5 NI **6** I

5 Focus students on the example and point out that the auxiliary in echo questions is always stressed.
CD3 ▸ 34 **PRONUNCIATION** Play the recording (SB p166). Students listen and repeat the echo questions. Check students copy the stress and intonation correctly.
Stress the importance of an interested intonation pattern in echo questions to show the other person that you are interested in or surprised by what they said and want them to tell you more information about it.

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

2 Hasn't he? **3** Have you? **4** Aren't they?
5 Did you? **6** Doesn't he? **7** Do you? **8** Does she?

b Students work in pairs and take turns to say the sentences and echo questions. While they are working, monitor and check that students are saying the echo questions with the correct intonation.

7 **a** Students work on their own and write six interesting sentences about themselves or people they know. While students are working, monitor and help with any problems or new vocabulary.

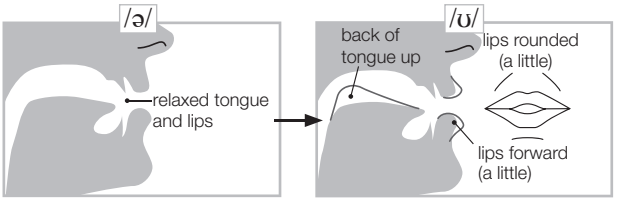
b Put students into new pairs. Students take turns to say their sentences. Their partner responds with the appropriate echo question. Encourage students to continue the conversation with follow-up questions where possible.
While students are working, monitor and correct students' intonation and grammar where necessary. Finally, ask students to share some of the interesting things they have found out about their partners with the class.

FURTHER PRACTICE

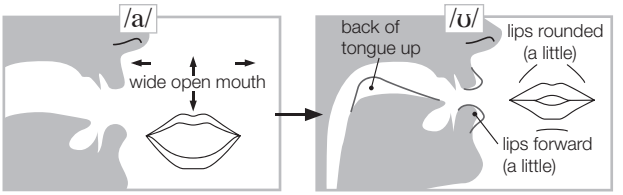
Ph **Class Activity** 11D Echo questions dominoes p190 (Instructions p146)
Extra Practice 11D SB p125
Workbook Lesson 11D p59
Workbook Reading and Writing Portfolio 11 p84
Progress Test 11 p252

HELP WITH PRONUNCIATION
/əʊ/, /aʊ/ and /ɔɪ/

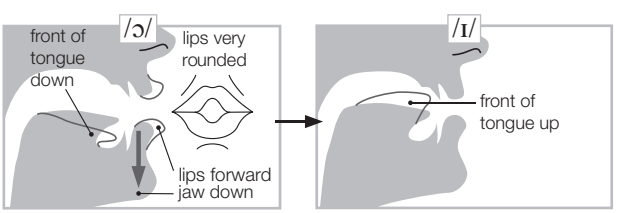
1 **a** Focus students on the phonemes /əʊ/, /aʊ/ and /ɔɪ/ and the words.
CD3 ▸ 35 Play the recording. Students listen and notice the sounds and the words.
Play the recording again. Students listen again and repeat the sounds and words. If students are having problems producing the sounds, help them with the mouth position for each sound. Point out that the three sounds are all long sounds.



The sound /əʊ/ moves from /ə/ to /ʊ/. We start with the tongue and lips relaxed, then we move the back of the tongue up, and round and move the lips forward a little.



The sound /aʊ/ moves from /a/ to /ʊ/. We start with a wide open mouth, then we move the back of the tongue up, and round and move the lips forward a little.



The sound /ɔɪ/ moves from /ɔ/ to /ɪ/. We start with the front of the tongue down, the lips forward and very rounded and the jaw down. Then we move the front of the tongue up slightly.

b Focus students on the words in **1a** again. Students work on their own or in pairs and answer the questions. Check answers with the class.

We can say *ow* as /əʊ/ and /aʊ/.
We can spell the sound /ɔɪ/ as *oy* or *oi*.

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 /əʊ/, /aʊ/ or /ɔɪ/.

b **CD3 ▸ 36** 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 sounds correctly.

1 /əʊ/: window; throw; show
2 /aʊ/: towel; town; shower; crowded
3 /ɔɪ/: avoid; destroy; annoying; toy; noisy; toilet; disappointing; employer

3 Students work in pairs and complete the words with the correct letter. Check answers with the class.
Students then take turns to say the sentences.
Finally, ask students to say sentences. Check they pronounce the /əʊ/, /aʊ/ and /ɔɪ/ sounds correctly and praise good pronunciation.

1 disappointing; annoying **2** enjoy; crowded; noisy **3** employer; avoids; town; snowing **4** boy; pointed; window; cow **5** throw; toys; towel; toilet

continue2learn

Focus students on the continue2learn section on SB p93.
See p34 for ideas on how to exploit this section.

Extra Practice 11

See p35 for ideas on how to exploit this section.

11A

1 **2** get **3** have **4** check **5** give **6** book **7** lose **8** get **9** transfer

2 **2** My sister has already found a new flat.
3 Have you booked your train tickets yet?
4 Alice has just gone to the supermarket.
5 We haven't told anyone we're engaged yet.
6 I've already read this book three times. / I've read this book three times already.

11B

3 **2** victim **3** shot **4** arrested **5** murder **6** burgled **7** burglars **8** broke into **9** stole **10** thief **11** robbed **12** robbery

4 **2** where **3** that **4** where **5** that **6** which **7** where **8** who

11C

5 **2**a **3**b **4**b **5**a **6**b **7**a **8**a

11D

6 **2** Haven't they? **3** Do you? **4** Did you? **5** Is he? **6** Have they? **7** Didn't you? **8** Has he? **9** Doesn't she? **10** Wasn't he? **11** Was she? **12** Did they?

Progress Portfolio 11

- See p35 for ideas on how to exploit this section.

12A Working abroad

Student's Book p94–p95

Vocabulary money
Grammar reported speech

QUICK REVIEW This activity reviews echo questions. Give students time to think of a famous person they know some information about. Students imagine they are that famous person and write four sentences about their life. Put students into pairs. Students take turns to tell each other their sentences and ask echo questions and follow-up questions. Focus students on the example before they begin. Students guess who their partner is.

Vocabulary Money

1 **a** Students work in pairs and say which phrases in bold they know, then check the new phrases in VOCABULARY 12.1 ▸ SB p151.

Check answers with the class. Use the picture of Chris and Mark in the Language Summary to clarify the difference between *lend* and *borrow*.

Check students understand the difference between *earn money* (from doing work) and *win money* (from a competition) and teach the phrase *It's a waste of money*.

Highlight the prepositions in the following phrases: *lend money* ***to*** *someone*, *borrow money* ***from*** *someone*, *waste money* ***on*** *something* and *get money* ***out of*** *the bank*.

You can also point out that we can *owe someone money* or *owe money* ***to*** *someone*.

Check students know the Past Simple and past participle of the irregular verbs *lend*, *spend*, *cost*, *get*, *win* and *lose* or ask them to check them in the Irregular Verb List, SB p167.

Model and drill the phrases as listed in the Language Summary. Pay particular attention to the pronunciation of *owe* /əʊ/ and *earn* /ɜːn/.

b Give students a minute to work on their own and choose six sentences from **1a**. Tell students to make the sentences true for them.

c Students then compare sentences in their pairs and find out if any are the same. Ask students to tell the class one or two sentences that are true for them and their partners.

WRITING

Students write six sentences about themselves using the phrases in **1a**. Three should be true and three should be false. Students work in pairs, swap sentences and guess which of their partner's sentences are false.

Listening and Speaking

2 **a** Focus students on the top photo and establish who the people are (Ian and his uncle, Mike).

CD3 ▸ **37** Play the recording (SB p166). Students listen and answer the two questions. Check answers with the class.

He's going to Canada. He's going to do voluntary work with some environmental lawyers.

b Give students time to read sentences 1–5. Play the recording again. Students listen and fill in the gaps in the sentences. Students check their answers in pairs. Check answers with the class.

1 restaurant 2 work 3 work 4 summer 5 £100

3 **a** Focus students on the bottom photo and elicit who the people are (Mike and his wife, Angela). Establish that they are talking later that day and that Mike is telling his wife about his conversation with Ian. Give students time to read sentences a–e.

CD3 ▸ **38** Play the recording (SB p166). Students listen and put the sentences in the order they hear them. Students check answers in pairs. Check answers with the class.

1c 2a 3b 4e 5d

b Students work on their own and match the sentences in **2b** and **3a**. Check answers with the class.

1c 2a 3b 4e 5d

HELP WITH GRAMMAR Reported speech

4 **a–d** Tell students that we use reported speech when we want to tell someone what another person said.

Check students know what an object is by writing *I saw him yesterday.* on the board and eliciting the subject (*I*) and the object (*him*).

Students do the exercises on their own or in pairs, then check in GRAMMAR 12.1 ▸ SB p152. Check answers with the class.

- **a** Present Continuous → Past Continuous; *'ll/will* → *'d/would*; *can* → *could*; *am/are/is going to* → *was/were going to*
- Use the answers to highlight that we usually change the verb forms in reported speech and it usually goes 'one verb form back'. Point out that this is logical as the conversation that the person is reporting is now in the past.
- Note that while this isn't always the case, students at this level are less likely to be confused if you encourage them to follow the basic patterns shown in the table.

- **b** *say* **never** has an object; *tell* **always** has an object
- Point out that we can't say ~~*he said me that…*~~ or ~~*he told that…*~~ .
- Also focus students on the **TIP** and point out that we don't have to use *that* in reported speech: *He said (that) he wanted to work abroad*.
- **c** **1** Ian said that **he** didn't see **his** uncle very often.
  2 Angela said that **she** didn't see **her** nephew very often.
- Use the answers to highlight that we often have to change pronouns and possessive adjectives in reported speech. Point out that it is logical to do this and students do not need to learn any special rules to make these changes.

5 Focus on the example and point out that *that* is usually pronounced in its weak form in reported speech.

CD3 ▸ 39 **PRONUNCIATION** Play the recording. Students listen and repeat the sentences.

Encourage students to copy the stress and weak form of *that* correctly.

6 **a** Tell students they are going to listen to the end of Mike and Angela's conversation.

Spend a minute or two recapping the situation by asking what they know about Ian's conversation with Mike earlier in the day. Give students time to read questions 1–4.

CD3 ▸ 40 Play the recording (SB p166). Students listen and answer the questions.

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

1 £600
2 £190
3 He transferred £600 into Ian's bank account.
4 She thinks it's a waste of money.

b Focus students on sentences 1–6 and point out the names of the people who said each sentence. Use the example to show students that they report what the person said using the verb in brackets. Remind students to change the pronouns and possessive adjectives as well as the verb forms.

Students do the exercise on their own before checking answers in pairs.

c Play the recording again. Students listen and check. Check answers with the class.

2 He told me (that) he didn't earn very much.
3 I said (that) it was going to take him months to save enough money.
4 He said (that) he was working seven days a week.
5 I told him (that) we'd/we would pay for his flight.
6 He said (that) he could pay us back next year.

HELP WITH LISTENING

/h/ at the beginning of words

This *Help with Listening* section helps students understand that sometimes we don't say /h/ at the beginning of words.

7 **a** Check students know what the /h/ sound is by eliciting some words that begin with /h/, for example *hotel*, *healthy*, *happy*, *him*, *her*, etc. Tell students that sometimes we don't say /h/ at the beginning of these words in natural spoken English.

Give students time to read the sentence in the *You expect to hear* and *You often hear* columns.

CD3 ▸ 41 Play the recording. Students listen and notice when we don't say /h/.

b Focus students on the rules. Point out that we usually say /h/ after a vowel sound, but we don't usually say /h/ after a consonant sound.

c Students look at Audio Script **CD3 ▸ 40**, SB p166. Play the recording of Mike and Angela's conversation again. Students read, listen and notice when /h/ is pronounced at the beginning of words (shown in bold in the Audio Script) and when /h/ isn't pronounced at the beginning of words (shown in square brackets in the Audio Script).

Get ready … Get it right!

8 Focus students on the prompts. Students use these to write 6–8 sentences about their life. While they are working, monitor and check their sentences for accuracy.

9 **a** Students work in pairs and take turns to tell each other their sentences. Tell students they must remember what their partner tells them. Students can write one word only to remind them of each piece of information they hear. Encourage students to ask follow-up questions if possible.

b Put students in pairs with a new partner. Students take turns to tell each other what their first partner said. While they are working, monitor and correct any mistakes in reported speech that you hear. If necessary, write the following prompts on the board: *(Marco) told me that … ; (Kumiko) said that … ; He/She also said that … .*

EXTRA IDEA

- With a low-level class, give students time to prepare how they are going to report their first partner's sentences before moving on to **9b**.

c Finally, ask students to tell the class two pieces of information that they found out about the other students.

WRITING

Students write five questions with *you* about another student's life at the moment and about his/her future plans and arrangements. Students work in pairs and take turns to ask their questions, making notes on the answers. Students then work on their own and write a paragraph about their partners' answers, using reported speech.

FURTHER PRACTICE

Ph **Vocabulary Plus** 12 Money p208 (Instructions p196)
Ph **Class Activity** 12A Gap year travellers p191 (Instructions p146)
Extra Practice 12A SB p126
Workbook Lesson 12A p60

12B Taking risks

Student's Book p96–p97

Vocabulary collocations (4): *take* and *get*
Grammar second conditional

QUICK REVIEW This activity reviews reported speech. Give students time to write four sentences about things other students, their friends or family have told them. While they are working, monitor and help with any problems. Put students into pairs. Students swap information about what other people have told them, using reported speech.
If necessary, demonstrate this activity yourself first with the class by writing some things your own family and friends have told you on the board in direct speech, then eliciting the sentences in reported speech.

Vocabulary and Speaking

Collocations (4): *take* and *get*

1 **a** Focus students on the example.
Students do the exercise on their own, then check in VOCABULARY 12.2 SB p151.

2 take; get **3** get **4** get **5** take **6** take **7** get **8** take **9** get **10** take **11** get **12** take

b Students work in pairs and ask and answer the questions in **1a**. Encourage students to ask follow-up questions if possible. Ask students to share interesting answers with the class.

Reading and Speaking

2 Check students understand *unusual*. Students work in groups and discuss the questions. Ask students to share interesting answers with the class.

EXTRA IDEA

- Before students work in groups, tell them about something exciting or unusual you have done, answering the questions in **2**. Students then work in pairs and tell each other what they remember of your story, using questions 1–3 as prompts. Students then discuss their own experiences in groups.

3 **a** Ask students if they ever play games like Monopoly or Trivial Pursuit with their friends and family. Focus students on the cards 1–7 and tell them that these cards come from a game called *Risk-taker*.
Students work on their own or in pairs to try to match the words to the cards. Students compare answers in pairs. Check answers with the class.
You can also use the picture on card 3 to teach *hypnotist* /ˈhɪpnətɪst/.
Model and drill the words/phrases. Pay particular attention to the pronunciation of *hypnotise* /ˈhɪpnətaɪz/, *cheat* /tʃiːt/, *bungee* /ˈbʌndʒiː/ and *tattoo* /tæˈtuː/.

a snake 2;
hypnotise someone 3;
a cheat 7;
a bungee jump 1;
sing in public 6;
a tattoo 4

b Ask students if they think they are risk-takers or not. Students read the cards and choose the correct answers for them.

4 **a** Students choose a partner, or you can put students in pairs yourself. Don't let students talk to each other yet. Students look back at the cards and guess which answers their partner chose.

b Students work with their partner and check their guesses, as shown in the speech bubbles. Students are not allowed to look at each other's answers. Ask students if anyone guessed all seven of their partner's answers correctly.

c Students look at SB p114 to find out if they are risk-takers or not. Ask students to share their scores with the class to find out who is the biggest risk-taker. You may want to answer the questions yourself before the class as students will probably ask you what your score was!

HELP WITH GRAMMAR

Second conditional

5 **a–c** Focus students on the examples and check they understand that these sentences are called second conditionals. Check students understand *imaginary*. Students do the exercises on their own or in pairs, then check in GRAMMAR 12.2 ▸ SB p152. Check answers with the class.

- **a** We use the second conditional to talk about **imaginary** situations.
- The second conditional talks about **the present or the future**.
- In the *if* clause we use the **Past Simple**.
- In the main clause we use ***'d, would* or *wouldn't* + infinitive**.
- Point out that second conditionals often talk about the opposite of what is true or real: *If I had enough money, I'd buy that jacket.* (I haven't got enough money now).
- You can also focus students on the *First conditional or second conditional?* section in GRAMMAR 12.2 ▸ SB p152 to reinforce the difference in meaning between these two structures.
- Highlight that we make second conditional sentences with *If* + subject + Past Simple + … , subject + *'d, would* or *wouldn't* + infinitive + … .
- Point out that the *if* clause can be first or second in the sentence. We only use a comma when the *if* clause is first: *If I had enough time, I'd help you. I'd help you if I had enough time.*
- Point out that we don't use *would* in the *if* … clause: *If I won the lottery, I'd leave my job.* not ~~*If I would win the lottery, I'd leave my job*~~.
- Also establish that we can say *If I/he/she/it was …* or *If I/he/she/it were …* in the second conditional.
- **b** **1** What **would** you **do if** you won a bungee jump? **2** **If** someone asked you to hold a snake, **would** you **do** it?
- Use the first example to highlight that we often make questions in the second conditional with *What would you do … ?*. Point out that this phrase can come at the beginning or the end of the question.
- Highlight that we can answer *What would you do … ?* questions with *I'd (do it). I think I'd (do it). I don't think I'd (do it). I wouldn't (do it).* We don't usually repeat the *if* clause in the answer.
- We can also make *yes/no* questions in the second conditional: **A** *If someone asked you to hold a snake, would you do it?* **B** *Yes, I would. / No, I wouldn't. / I might.*

6 CD3 ▸ 42 PRONUNCIATION Play the recording (SB p166). Students listen and repeat. Check students copy the stress and contractions correctly.

You can also ask students to turn to Audio Script CD3 ▸ 42 on SB p166. They can then follow the stress as they listen and repeat.

7 Students work in pairs and make five sentences, using one phrase from each section (A, B and C). Check answers with the class.

1 If I didn't have to get up early, I'd go out this evening, but I start work at 7.30 tomorrow.
2 If he worked a bit harder, he wouldn't do so badly at school, but he spends all his time watching TV.
3 If she didn't take so long to get ready, she wouldn't be late for class, but she always spends ages in the shower.
4 If he didn't have two jobs, he wouldn't be so tired, but he really needs the money.
5 If my parents lived nearer, I'd see them more often, but they live 300 kilometres away.

EXTRA IDEA

- Before the class, write out the parts of sentences in sections A–C onto cards. Give one card to each student. If you have more than 15 students, make duplicate cards or put students into pairs to share a card. Students find their two partners and end up in sentence groups. Each group says their complete sentence out loud and the rest of the class decides if it is correct or not.

8 **a** Focus students on the example and elicit possible endings for the sentence.

Students do the rest of the exercise on their own, filling in the gaps in each sentence with the correct verb form and then completing the sentences for them. While students are working, monitor and check their sentences for accuracy.

2 had; 'd like **3** could; 'd be **4** wasn't/weren't; 'd be **5** had; 'd buy **6** could; 'd change

b Students compare sentences in pairs, as shown in the speech bubbles. Ask students to share their most interesting sentences with the class.

Get ready … Get it right!

9 Put students into pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p111. Check they are all looking at the correct exercise.

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

Student A: **1** won **2** could **3** was/were **4** could **5** were
Student B: **a** could **b** were **c** could **d** knew **e** needed

b Use the speech bubbles to highlight that students should answer the questions with *(I think) I'd …* and not to repeat the *if* clause. You can also teach *I don't know/I'm not sure what I'd do*.
Students work with their partners and take turns to ask and answer their questions. While they are working, monitor and help with any problems.
Finally, ask students to tell the class one or two of their partner's answers.

EXTRA IDEA

- Students choose one question from the questions in **a**. Instead of working in pairs in **b**, students move round the room asking one another their question.

WRITING

Students write another three or four cards for the Risk-taker game, using the same format as the existing cards. If students are having trouble with ideas, brainstorm some ideas and write them on the board, for example, *hold a tarantula*, *be in a reality TV programme*, *dye my hair green*, *win a flying lesson*, etc. When students have finished, you could collect the cards in and use them as an alternative Quick review in the next lesson.

FURTHER PRACTICE

Ph **Class Activity** 12B Would you or wouldn't you? p192 (Instructions p147)
Ph **Extra Reading** 12 What would you do? p226 (Instructions p214)
Extra Practice 12B SB p126
Workbook Lesson 12B p61

VOCABULARY 12C AND SKILLS

Graffiti

Student's Book p98–p100

Vocabulary connecting words (2); *first*, *next*, *then*, etc.
Skills Listening: a radio interview; Reading: an online fact file

QUICK REVIEW This activity reviews the second conditional. Give students time to read the rubric and think of answers for themselves. Write the following prompt on the board: *If I was/were a/an … , I'd be (a/an) …* . Students compare their ideas in pairs and find out if any are the same. Encourage students to give reasons for their choices. Ask students to share any surprising or funny answers with the class.

Speaking and Listening

1 Focus students on the lesson title and the photos on SB p98. Point out that *graffiti* is an uncountable noun. We say *a piece of graffiti* for a single picture.
Students work in groups and discuss the questions. Ask students to share interesting answers with the class. Elicit the meaning of *bloodshed*.

EXTRA IDEA

- Find out how many students in the class think graffiti is a good thing and how many don't. Elicit students' reasons.

2 Focus students on the list of people, things and places in the box. Point out that *Banksy* is the name of the graffiti artist who created the graffiti in pictures A–D on SB p99 and ask students if they have heard of him.
Tell students they are going to hear part of a radio interview about the history of graffiti.
CD3 ▸ **43** Play the recording (SB p166). Students listen and put the items in the list in the order they hear them. Students check answers in pairs. Check answers with the class.

Pompeii 2
the messages in graffiti 3
Mao Zedong 4
Banksy 5

3 **a** Give students time to read the prompts 1–3. Point out that the three things in each set of prompts are connected.
CD3 ▸ **43** Play the recording again. Students listen and do the exercise on their own.
b Students compare answers with a partner. Check answers with the class.

Suggested answers:
1 1,600 examples of graffiti were done 2,000 years ago in Pompeii.
2 Mao Zedong wrote 4,000 characters complaining about his teacher and Chinese society.
3 97% of the people of Bristol who answered a question about keeping or cleaning off a piece of Banksy's work said they wanted to keep it.

HELP WITH LISTENING Linking: review (2)

This *Help with Listening* section reviews all the types of linking that students have met in **face2face** Pre-intermediate.

4 **a** Students look at the example sentence. Elicit the different types of linking that they can find. Point out the consonant-vowel links, when one word ends in a consonant sound and the next begins with a vowel sound (*crime of*, etc.). Also highlight the extra linking sounds /j/, /w/ and /r/ that we use when one word ends in a vowel sound and the next also begins with a vowel sound (*graffiti*$_{\smile/j/\smile}$*on*, *go*$_{\smile/w/\smile}$*in*, *more*$_{\smile/r/\smile}$*and*).

b Students look at Audio Script **CD3** ▸ **43**, SB p166. Play the recording again. Students read, listen and notice the linking.

Reading and Speaking

5 **a** Focus students on pictures A–D and elicit who the graffiti is by (Banksy).
Students work in pairs and discuss whether they like Banksy's work or not. Ask students to give reasons for their opinions.

b Focus students on the words in the box. Students work on their own or in pairs and try to match each thing to pictures A, D, E, F, G. Teach the words/phrases as necessary when you check answers with the class.
Note that the aim is to highlight which words you need to pre-teach to help students understand the text and exercises that follow. The vocabulary is not in the Language Summaries in the Student's Book.

spray paint G; a CCTV camera D;
a primitive cave painting A;
a penguin E; a stencil F

c Students read the article about Banksy and put his pictures A–C in the order they appear in the article. Point out the shopping trolley in the primitive cave painting so students don't miss it. Students check answers in pairs. Check answers with the class.

1 B (the Mona Lisa) **2** A (the primitive cave painting) **3** C (the Princess Diana £10 note)

d Students read the article again and do the exercise on their own.

e Students compare answers in pairs. Ask students to tell the class what they think is the most interesting thing about Banksy.

Suggested answers: **1** Because they were quicker. **2** London Zoo: We're bored with fish. Bristol Zoo: I want out. This place is too cold ... **3** He put it next to the real Mona Lisa in the Louvre, but it was quickly removed. **4** Three days. **5** A million pounds' worth/100,000. **6** £200 each. **7** Because he has always tried to keep his identity a secret.

HELP WITH VOCABULARY
Connecting words (2): *first*, *next*, *then*, etc.

6 **a–b** Check students understand the phrase *the order of events* (the order things happen).
Students do the exercise on their own, then check in **VOCABULARY 12.3** ▸ SB p151. Check answers with the class.

- **a** **1** when, while **2** first, next, then, after, after that, finally
- Point out that we usually use ***while*** with continuous verb forms: ***While it was hanging*** *on the wall ... , hundreds of people stopped ... .*
- Also highlight that ***after*** can be followed by a noun or 'subject + verb': ***After the Louvre,*** *Banksy put his primitive cave painting in the British Museum. He became popular* ***after he started*** *using stencils.*
- Contrast *after* with ***after that***, which is always followed by 'subject + verb': ***After that Banksy's graffiti*** *appeared … .*

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

1 First **2** Then
3 after that **4** Next
5 Then **6** When
7 First **8** then
9 After that **10** while
11 When **12** Finally

8 Students work in groups and discuss the questions. Ask students to share interesting answers with the class.
Finally, find out if students' attitudes to graffiti have changed in the course of the lesson and if so, why.

EXTRA IDEA

- Students work in pairs. Give students paper and ask them to draw or write some graffiti. Make sure students don't write anything too politically or socially sensitive. Students then work in groups and show other students their graffiti. Tell them to explain why they drew or wrote it. When they have finished, collect in their work and put it on the wall. Ask students to tell the class which piece they liked the most and why.

FURTHER PRACTICE

Extra Practice 12C SB p126
Workbook Lesson 12C p63
Workbook Reading and Writing Portfolio 12 p86
Progress Test 12 p253

HELP WITH PRONUNCIATION

Word stress (2)

1 **a** Focus students on the example words. Highlight that they are all three-syllable words and point out the stress patterns. If necessary, say each example word to help students hear the three different stress patterns.

Students work in pairs and match the words in the box to stress patterns 1–3. Encourage students to say the words out loud to help them decide which is the correct stress pattern.

b CD3 ▸ 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 that students stress the correct syllable in each word.

You may want to point out that the most common stress pattern for three-syllable words is on the first syllable, but there are also many three-syllable words with the stress on the second syllable. Highlight that three-syllable words with the stress on the last syllable is the least common stress pattern.

1 organised; teenager; company; burglary; salary
2 polluted; delicious; embarrassed; excited; employment; adventure
3 employee; incorrect; oversleep; volunteer; immature; unemployed

2 **a** Focus students on the example words. Highlight that they are all four-syllable words and point out the stress patterns. If necessary, say each example word to help students hear the two different stress patterns.

Students work in the same pairs and match the words in the box to stress patterns A and B. Encourage students to say the words out loud to help them decide which is the correct stress pattern.

b CD3 ▸ 45 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 that students stress the correct syllable in each word.

A: unfortunate; considerate; incredible; environment; experience; security
B: invitation; manufacture; documentary; disappointed; operation; population; unambitious; unattractive

3 Students work in new pairs and take turns to say the sentences.

Finally, ask students to say a sentence. Check they stress the correct syllable in each word and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p100.

See p34 for ideas on how to exploit this section.

Extra Practice 12

See p35 for ideas on how to exploit this section.

12A

1 **a** **1** borrow **2** waste **3** earn **4** lose **5** lend **6** save **7** pay back hidden phrase: owe money
b **2** lend **3** pay **4** owe **5** earn **6** get **7** borrowed **8** saving

2 **2** I said (that) I wanted to study English again next year. **3** He told me (that) his English was getting much better. **4** He said (that) he'd need English for his work. **5** They said (that) they could understand a lot of English songs. **6** She said (that) she was going to see an English film tonight. **7** I said (that) I wouldn't go to the doctor. **8** You told me (that) you weren't going to work on Monday. **9** They told us (that) they couldn't go to the party.

3 **2** take **3** get **4** takes; get **5** gets **6** get **7** take **8** gets; takes **9** taking **10** get

12B

4 **2** retired **3** was/were **4** spoke **5** had **6** wasn't/weren't **7** did

5 **2** 'd buy **3** wouldn't **4** didn't **5** had **6** 'd lend **7** could **8** was

6 **2** Would you change your job if you could? **3** What would you do if you won a lot of money? **4** If you could go on holiday now, where would you go? **5** If you found £100 in the street, would you keep it? **6** Would you stop working if you married a millionaire?

12C

7 **2** Next **3** Then **4** While **5** finally

Progress Portfolio 12

- See p35 for ideas on how to exploit this section.

End of Course Review

Student's Book p100–p101

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 p100 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 30 seconds.

Students take turns to throw the dice and move around the board.

If a student thinks another student's answer to a question on a Grammar or Vocabulary square is wrong, he/she can check in the Language Summaries in the Student's Book or ask you to adjudicate.

While students are working, monitor and help with any problems.

The first student to get to FINISH is the winner. Students can continue playing until three students have finished if you wish.

If one group finishes early, ask them to look at all the squares they didn't land on and answer the questions.

1 **1** Who went to Italy? Where did Tom go? **2** Who wants a new car? What does Anne want?

3 **1** play cards; go to museums; do judo; go cycling **2** go running; go to concerts; do yoga; play basketball

4 **1** I **went** to Poland in 2009. **2** That was a very **exciting** film.

5 **1** See VOCABULARY 4.1 SB p134. **2** See VOCABULARY 4.2 SB p134.

7 **1** go to Rome; go with my boss; go on holiday **2** go on a tour; go for a walk; go to the beach

8 **1** I haven't told him yet. **2** She's just lost her job.

10 **1** She's not **old enough** to talk. **2** We've got too **many** chairs.

11 **1** a piece of chewing gum; a bottle of perfume; a pair of shorts **2** a tube of toothpaste; a packet of tea; a bar of soap

13 **1** He doesn't have to get up early. **2** I didn't have to have a degree.

15 **1** See VOCABULARY 6.1 SB p138. **2** See VOCABULARY 9.2 SB p145.

17 **1** You lend somebody something. You borrow something from somebody. **2** You steal money and things. You rob people and banks. You burgle houses and flats.

20 **1** can go; plan to go; prefer going; decide to go **2** forget to go; enjoy going; start going; will go

21 **1** more boring, most boring; richer, richest; better, best; more ambitious, most ambitious **2** more polite, most polite; tidier, tidiest; worse, worst; more popular, most popular

23 **1** actor (job), actress (job); collection, collector (job); improvement; discussion **2** assistant (job); decision; cleaner (job); argument

25 **1** If I **miss** the train, I'll phone you. **2** He'll do it when he **gets** home.

27 **1** See VOCABULARY 7.2 SB p140. **2** See VOCABULARY 9.3 SB p145.

29 **1** See VOCABULARY 4.3 SB p134. **2** See VOCABULARY 6.2 SB p138.

31 **1** wrote, written; made, made; won, won; saw, seen **2** bought, bought; found, found; gave, given; took, taken

33 **1** impatient; unselfish; immature; disorganised **2** unhelpful; impolite; dishonest; unreliable

35 **1** for an hour; since yesterday; since nine o'clock; for ages **2** since last Friday; for a long time; for a week; since 2011

37 **1** take exams; get headaches; get stressed; take notes **2** take risks; get nervous; get lost; take sugar

38 **1** *Hamlet* was written by Shakespeare. **2** BMWs are manufactured in Germany.

Class Activities

Instructions

There are 35 Class Activities worksheets (p148–p192). These worksheets give extra communicative speaking practice of the key language taught in the Student's Book. Each activity matches a lesson in the Student's Book, for example, *1A Ask me!* matches lesson 1A and *1C An active life?* matches lesson 1C, etc. There are three activities for each unit in units 1–11 and two activities for unit 12.

The Class Activities can be used as extra practice when you have finished the relevant lesson or as review activities in the next class or later in the course.

Many of the activities involve students working in pairs or groups. When you have an odd number of students, you can:

- ask two lower-level students to share a role card or set of information.
- give two role cards or two sets of information to a stronger student.
- vary the size of the groups.

1A Ask me! p148

Language

Question words and question forms

Activity type, when to use and time

'Find someone who' activity. Use any time after lesson 1A. 15–20 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Give each student a copy of the worksheet. Students complete sentences 1–10 about themselves.
- Write *I eat rice every day.* on the board. Point at the word *rice* and elicit the question *What do you eat every day?* Students write questions for the other nine sentences, using the question words at the top of the worksheet. There is one question word for each question. Check and drill the questions with the class before continuing.
- Students move around the room asking their questions. If students aren't able to leave their seats, they should ask as many students as they can sitting near them. When students find someone whose answer is the same as the one they have written for themselves, they should write the student's name in the second column. Students should try to find a different student for each question. Encourage them to ask follow-up questions to find out more information about their new classmates. Demonstrate this stage of the activity with the whole class before students begin.
- When students have finished, they can work in pairs and tell their partners what they have in common with their classmates. Finish the activity by asking students to share interesting information with the class.

2 When's your birthday? **3 How often** do you go shopping for clothes? **4 Who** do you usually spend your free time with? **5 Where** did you go on holiday last year? **6 How** did you go there? **7 How old** were you when you started learning English? **8 How many** cups of coffee did you drink yesterday? **9 How much** did your English dictionary cost? **10 Why** are you learning English?

1B Stress dominoes p149

Language

Word stress; work vocabulary

Activity type, when to use and time

Dominoes. Use any time after lesson 1B. 15–20 minutes.

Preparation

Photocopy one set of dominoes for each pair of students. Cut into sets and shuffle each set.

Procedure

- Put students into pairs. Give one set of dominoes to each pair. Students share out the dominoes equally. They are not allowed to look at each other's dominoes. Note that most of the vocabulary in this activity is from lesson 1B with a couple of words from 1A.
- One student puts a domino on the table. His/Her partner puts another domino at either end of the first domino so that the word and the stress pattern match. Students continue taking turns to put dominoes at either end of the domino chain.
- If a student thinks the word and the stress pattern don't match, he/she can challenge his/her partner. If the match is incorrect, the student must take back the domino and the turn passes to his/her partner. If students can't agree, they should ask you to adjudicate.
- When a student can't put down a domino, the turn automatically passes to his/her partner. The game continues until one student has put down all his/her dominoes, or until neither student can make a correct match. The student who finishes first, or who has fewer dominoes remaining, is the winner.

●• airline; office; children; fashion
•● hotel; degree; campaign
●•• hospital; company; government; teenager; agency; recipe
•●• disabled; commuter
••● volunteer; unemployed
●••• advertising
••●• multinational; engineering

1C An active life? p150–p151

Language
Free time activities with *do*, *play*, *go*, *go to*; frequency adverbs and expressions

Activity type, when to use and time
Information gap/whole-class mingle. Use any time after lesson 1C. 20–30 minutes.

Preparation
Photocopy one worksheet for each student and one set of activity cards for every twelve students. Cut into separate cards.

Procedure
- Give each student a copy of the worksheet. Focus students on pictures 1–12. Students work on their own or in pairs and write the verb and the name of the activity in the *Verb + activity* columns. Elicit the first one as an example. Check answers with the class (see answer key).
- Students work in pairs and prepare *yes/no* questions with *you* for each picture to find out if people do these activities, then a question with *How often … ?* . Elicit the questions for the first picture: *Do you do judo? How often do you do judo?* Check and drill the questions if necessary.
- Give each student an activity card. If you have fewer than twelve students, give two cards to some students. If you have more than twelve students, photocopy an extra set and give out duplicate cards. Students are not allowed to look at each other's activity cards.
- Students find the activity from their card on their worksheet, then write their name in the *Name* column and how often they do this activity in the *How often* column.
- Students then move around the room asking their questions with *Do you … ?* to find out who does which activity. When they find the person who does each activity, they write his/her name in the *Name* column. They then ask their question with *How often … ?* and fill in the *How often* column. Demonstrate this stage of the activity with the whole class before they begin.
- Students continue moving round the room asking each other questions until they have filled in all the spaces on the worksheet.
- Finally, students can compare their answers in pairs and decide who they think leads the most active life. Ask students to share their ideas with the class.

1 do judo **2** play volleyball
3 go to the theatre **4** go running
5 play basketball **6** go to concerts
7 go mountain biking **8** go skateboarding
9 go to art galleries **10** do yoga
11 go to the gym **12** play chess

2A Richard Branson p152

Language
Past Simple: *Wh-* questions

Activity type, when to use and time
Information gap. Use any time after lesson 2A. 20–30 minutes.

Preparation
Photocopy one A or B information card for each pair.

Procedure
- Ask if students have heard of Richard Branson or any Virgin companies. If so, elicit what students know about them.
- Pre-teach *successful, success, hot air balloon* and *staff.*
- Put students into two groups, A and B. Give a copy of the appropriate worksheet to each student. Give students time to read the text, but they should not write anything at this stage.
- Focus students on the first gap on each worksheet and elicit the questions students need to ask to complete the sentence (see answer key). Students work in pairs with another student from the same group and write the rest of the questions. While they are working, monitor and check their questions for accuracy.
- Put one student from group A with a student from group B. Students are not allowed to look at each other's worksheets. Students take turns to ask their questions and fill in the gaps on their worksheet. Tell student As to ask the first question.
- When students have finished, they can check answers by comparing worksheets.
- Finally, ask students what they think of Richard Branson and whether they would like to work for him.

Student A:
1 Where was Richard Branson born?
2 When did he start publishing a students' magazine?
3 When did he start Virgin Records?
4 How much did he sell the Virgin Music Group for?
5 When did he start Virgin Atlantic Airways?
6 How much did the Virgin Group make in 1983?
7 Where did he sail in 1986? **8** What did he buy in 2003?

Student B:
a When was Richard Branson born?
b Where did he open his first record shop?
c How many copies did the company's first album/ *Tubular Bells* sell?
d When did he sell the Virgin Music Group?
e When did he start a train company?
f How much did the Virgin Group make in 2002?
g How did he cross the Atlantic in 1987?
h Why did he buy an island near Australia?

2B Husbands and wives p153

Language
Past Continuous and Past Simple

Activity type, when to use and time
Alibi role play. Use any time after lesson 2B. 30–40 minutes.

Preparation
Photocopy one worksheet for each pair of students.

Procedure
- Divide the class into two equal groups, A and B. If possible, put all the men in the class in group A and all the women in group B. If there is an odd number of students, have more students in group B.
- Divide each group into pairs. Give a copy of the appropriate worksheet to each student. If there are any extra students in group B, ask them to be one of the wife's parents and work in a group of three. Note that you need an equal number of pairs/threes in each group. Establish that the time now is about 11 p.m.
- Give students time to read their worksheets and deal with any problems. Students work in their pairs and prepare their questions or answers based on the prompts. While they are working, monitor and check group B's questions for accuracy. Check that all student Bs are writing the questions, as they will be interviewing their husbands separately. Also make sure student Bs write four *What were you doing at … ?* questions for the note at the bottom of their worksheet.
- Match up a pair from group A with a pair from group B. Rearrange the class so that each student B can interview their husband separately.
- Student Bs interview their husbands and make brief notes of their answers. Encourage them to ask their *What were you doing at … ?* questions at appropriate times in the interview.
- When they have finished, students go back to their original A–A and B–B pairs. Student Bs compare their answers and decide if their husbands' stories match. Student As discuss the questions they were asked and whether they answered every question correctly.
- Finally, ask student Bs to tell the class if they believe their husbands or not, giving reasons for their answers.

2C Androcles and the lion p154

Language
Connecting words; Past Continuous and Past Simple

Activity type, when to use and time
Picture ordering and story writing. Use any time after lesson 2C. 25–40 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets. If you want students to finish the writing for homework, make enough copies so that each student can have both worksheets.

Procedure
- Ask students if they have heard of Aesop's /iːsɒps/ Fables. (Aesop was a storyteller who lived in Greece in the sixth century BC. His stories contain moral lessons, and are often studied in schools.) Ask students if they know the story of Androcles and the lion.
- Pre-teach *slave*, *lion*, *roar* /rɔː/, *thorn*, *paw* /pɔː/, *pull something out*, *cave*, *a Roman guard* /gɑːd/ and *emperor* /ˈemprə/. Drill these words with the class. Also check students know the Colosseum /kɒləˈsiːjəm/ in Rome and what it was originally used for (people went there to watch gladiatorial contests, often of slaves and gladiators fighting wild animals). With low-level classes, read out the story before handing out the worksheets (see answer key).
- Put students into pairs, student A and student B. Give a copy of the student A worksheet to one student in each pair and a copy of the student B worksheet to his/her partner. Students are not allowed to look at each other's worksheets.
- Tell students that the story begins with picture C. Students work in pairs and take turns to describe the pictures to each other and decide on the correct order of the pictures. If you have a low-level class, students can look at both worksheets and work out the correct order of the pictures together, giving reasons for their ideas. Check the order of pictures with the class (see answer key).
- Students work in pairs and write the story using the Past Simple and Past Continuous. Encourage students to use the connecting words *because*, *so*, *until*, *when* and *while* in their stories. You can elicit the beginning of the story (picture C) from the students and write it on the board to start students off. While students are working, monitor and help with any problems.
- When students have finished, ask them to swap stories with other pairs and read one another's versions of the fable. Alternatively, you can display the stories around the room for other students to read.
- If your students don't have time to finish the story in class, distribute extra copies of the worksheets so that each student has a copy of both worksheets. Students can then finish the story for homework.

Androcles and the lion
In the old days in Rome, there was a slave called Androcles. One night he escaped from his master's house while his master was sleeping. He ran away into the forest. The next day, while he was walking through the forest, he came face to face with a lion. But the lion didn't attack him; it just roared and roared. Androcles saw that it had a thorn in its paw. He walked slowly toward the lion and pulled out the thorn.
Androcles made his home in a nearby cave. The lion stayed with him and brought him food to eat and, as time passed, they became good friends.
One day, two Roman soldiers were walking through the forest. They saw Androcles asleep on the ground. They took him back to the city to see the Emperor. The Emperor was very angry.
'You have to fight for your freedom in the Colosseum!' he shouted.

The next day Androcles stood in the middle of the Colosseum ready to fight for his life. Suddenly a lion started running towards him. However, the lion didn't kill Androcles – it started licking him! It was the lion from the forest.
The Emperor called Androcles to see him, and the slave told the Emperor about his time in the forest and the thorn in the lion's paw. The Emperor liked the story very much and he gave Androcles his freedom. The next day, Androcles set the lion free and he waved goodbye as it ran into the forest to live in peace.
The correct order of the pictures is C, G, B, H, D, J, A, F, E, I.

3A Guess the job p155–p156

Language
have to/had to; Past Simple and Present Simple: *Wh-* questions

Activity type, when to use and time
Information gap. Use any time after lesson 3A. 15–25 minutes.

Preparation
Photocopy one worksheet for each student. Photocopy one set of role cards for every ten students and cut into separate role cards.

Procedure
- Pre-teach *uniform* and check students know where Miami is (in Florida, USA).
- Give each student a copy of the worksheet. Focus students on sentence 1 and point out that the gap at the beginning of the sentence corresponds to a classmate's name. Students work on their own and write *yes/no* questions with *have to/had to* for sentences 2–10. Check the questions with the class (see answer key) and drill them if necessary.
- Give each student a role card. If you have more than ten students, these can be duplicated without affecting the outcome of the activity. If you have fewer than ten students, do not give two cards to each student. Give students time to read their role cards and to find where to write their own name on the worksheet. Students are not allowed to look at each other's cards.
- Students move around the room and ask one another their questions with *have to/had to*. When someone answers yes, they write the person's name in the space at the beginning of the sentence, then ask the follow-up questions in the second column. Point out that these questions are in either the Present Simple (with *do you*) or the Past Simple (with *did you*), not *have to/had to* questions. Students must not tell one another what their jobs are at this stage.
- When students have information for all the items, they work in pairs and decide which job each student has, based on the information they have found out. Students write their ideas in the *Job* column.
- Ask students to share their ideas with the class, giving reasons for their answers. Each student says if the class has guessed his/her job correctly.

2 Do you have to run for three hours every day?
3 Do you have to wear a uniform?
4 Do you sometimes have to work all night?
5 Do you have to do lots of TV and radio interviews?
6 Do you have to know every street in the city?
7 Did you have to write 50 reports last night?
8 Do you have to answer the phone all day?
9 Did you have to study for five years?
10 Do you have to work every weekend?

3C Which word? p157

Language
Noun endings

Activity type, when to use and time
Personalised information gap. Use any time after lesson 3C. 10–15 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure
- Put students into two groups, A and B. Give a copy of the appropriate worksheet to each student.
- Students work with a partner from the same group and choose the correct words in italics. Refer students to VOCABULARY 3.3 SB p131 if they are having problems. While they are working, monitor and check students' answers. If necessary, check the answers with both groups before continuing (see answer key).
- Put one student from group A with a student from group B. Students take turns to ask their partner the questions on their worksheet. Encourage students to ask follow-up questions to find out more information.
- When students have finished, ask them to share interesting answers with the class.

Student A: **1** commute **2** cook **3** decisions **4** advertisement **5** interview **6** musician **7** examinations **8** actor **9** arguments **10** collect
Student B: **1** decisions **2** painter **3** argue **4** art **5** advertisements **6** visitor **7** discussions **8** interview **9** singer **10** assistants

3D What do you know? p158

Language
Review of lessons 1A–3D

Activity type, when to use and time
Board game. Use any time after lesson 3D. 20–30 minutes.

Preparation
Photocopy one board for each group of three or four students. You also need a dice for each group and a counter for each student (or students can make their own counters).

Procedure

- Put students into groups of three or four. Give each group a copy of the board, a dice and counters. Ask a student in each group to be the timekeeper.
- Students take turns to throw the dice and move around the board. When a student lands on a *Talk* square, he/she must talk about the topic for 30 seconds. If he/she does this successfully, he/she can stay on the square. If he/she stops talking before 30 seconds are up, he/she must move back to his/her previous square.
- When a student lands on one of the other squares, he/she must answer the question correctly to stay on the square. If a student can't answer the question correctly, he/she must move back to his/her previous square.
- If students think another student's answer is wrong, they can check in the Language Summaries or ask you to adjudicate. If the answer is wrong, the student must move back to his/her previous square.
- If a student lands on a square which has already been answered, he/she must answer the question again to check that he/she has been listening!
- The game ends when one student reaches the *FINISH* square. If one group finishes early, they can go through the squares in number order and discuss the answers.

1 ate; drank; had; sold; bought **3** So am I.; Nor/Neither do I. **5** play: football, tennis, volleyball, cards, chess, etc.; go to: concerts, art galleries, the gym, museums, etc. **9** ask someone out, go out with someone, get engaged, get married **11** collector/collection; improvement; examination/exam/examiner; advertising/advertisement/advert/ad **12** 's having; want **13** for, in, for/to **15** always, normally, often, sometimes, occasionally, never **19** How **does he get** to work? **What's/What is he** doing now? **21** do: yoga, exercise, sport, gymnastics, etc.; go: cycling, running, skateboarding, jogging, etc. **23** Where does Gary work? Who lives in Paris? **25** cleaner/cleaning; decision; visitor/visit; argument **29** So do I.; Nor/Neither did I. **30** When **did he** work in the USA? What **were** you doing when I phoned? **32** with; in; for **33** saw; felt; made; left; came

4A Past participles bingo p159

Language

Past participles of irregular verbs

Activity type, when to use and time

Bingo game. Use any time after lesson 4A. 15–20 minutes.

Preparation

Photocopy one worksheet for every four students in the class. Cut into four separate bingo cards.

Procedure

- Give each student a bingo card. Allow students a few minutes to check that they know the past participles for all the infinitives on their cards. Students can check any past participles they don't know in the Irregular Verb List on SB p167. Students are not allowed to write the past participles on their cards.
- Explain that you are going to say some past participles. When students hear a past participle that matches the infinitive on their cards, they cross out the infinitive. The first student to cross out all the infinitives shouts *Bingo!*.
- Read out the past participles in this order: *met*, *heard*, *had*, *read* /red/, *worn*, *flown*, *made*, *given*, *won*, *seen*, *taken*, *bought*, *done*, *thought*, *driven*, *slept*, *lost*, *spent*, *written*, *been* (card D is completed), *sold* (card B is completed), *eaten* (cards A and C are completed).
- When students have finished, they can work in pairs and test each other on the Past Simple and past participles of the verbs on their cards.
- If you want to play the game again, distribute new cards and read out the infinitives in random order.

4B The music party p160–p161

Language

Present Perfect for life experiences; Past Simple

Activity type, when to use and time

Information gap. Use any time after lesson 4B. 20–30 minutes.

Preparation

Photocopy one role card for each student.

Procedure

- Pre-teach *have a number 1 single/album*, *go on tour*, *win an award*, *an awards ceremony*, *headline* and *the cover of a magazine*. Also ask if students have heard of Glastonbury Festival (a big music festival that takes place in England).
- Tell students they are at a big party where all the guests are musicians or singers. Give each student a role card and allow them time to read the information. If you have more than eight students, you can distribute extra role cards without affecting the outcome of the activity. If you have fewer than eight students, you can still do the activity, but some students won't find matches for all the points on their role cards.
- Students work on their own and write *Have you ever … ?* questions for the sentences in bold in the first column on their role cards. For example, the first question for role card 1 is: *Have you ever had a number 1 album in Argentina?* Do one or two examples with the class first. Each student must write four questions.
- Focus students on the follow-up questions in the third column and elicit what verb form these questions are usually in (Past Simple). Students fill in the gaps in these questions with either *did* or *was*.
- Tell students that they are now at the party and they must find one other person who has also done each of the things in bold on their role cards. Students move around the room and ask one another their *Have you ever … ?* questions. When they find someone who answers yes to one of their questions, they write his/her name in the second column on their role card. They then ask the appropriate follow-up question in the third column.

- Encourage students to start each conversation by using appropriate 'getting to know you' language (*How are you? Are you enjoying the party? My name's … , Nice to meet you, I don't think we've met,* etc.). You can play background music to help students get into the party mood.
- The activity continues until all the students have found at least one person who has done the things on their role card.
- Students work in pairs and take turns to tell each other what they have found out about the others. Ask each student to share with the class one or two of the things he/she has in common with other students.

4C Entertainment crossword p162

Language
Film; TV; music

Activity type, when to use and time
Paired crossword. Use any time after lesson 4C. 15–20 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure
- Divide the class into two groups, A and B. Give a copy of the student A crossword to each student in group A and a copy of the student B crossword to each student in group B.
- Students work in pairs with a partner from the same group and check they know the meanings of all the words/phrases on their worksheet. With a low-level class, also ask them to prepare clues for each of their words/phrases. Students can check any words they don't know in VOCABULARY 4.1, VOCABULARY 4.2 and VOCABULARY 4.3 SB p134.
- Put students into pairs so that a student from group A is working with a student from group B. Students are not allowed to look at each other's worksheets. Check that students understand how to refer to words in a crossword, for example, *1 down* and *7 across*. They should tell their partner if the answer is two words.
- Students then take turns to give their clues for the words on their crossword. These clues can be a sentence (*People win things on this type of TV programme*) or visual (students can mime, sing, or draw a picture). Students are not allowed to use the words themselves or to give letters as clues.
- When students have finished, they check their crosswords and their spelling with their partner.

5A The crystal ball p163

Language
will for prediction; *might*

Activity type, when to use and time
Role play. Use any time after lesson 5A. 15–20 minutes.

Preparation
Photocopy one worksheet for each student.

Procedure
- Introduce the topic by explaining how some people believe they can see the future by looking at tea leaves, tarot cards and crystal balls. Ask students if they believe in this or if they know anyone who has ever visited a fortune-teller.
- Give each student a copy of the worksheet and point out the six categories. Explain that students are going to predict one another's future. Elicit possible topics that fortune-tellers could talk about for each category.
- Put students into pairs, but tell them not to talk to their partner yet. Students work on their own and write two sentences with *will*, *won't* or *might* about their partner's future for each category. Encourage students to take a light-hearted approach to this. While they are working, monitor and check students' sentences for accuracy.
- Students work with their partner and take turns to tell each other's fortune. The 'fortune-teller' can gaze into an imaginary crystal ball and 'see' the future appear before their eyes. Encourage students to ask their partner questions about his/her predictions with *do you think … : When do you think I will meet this person? Where do you think we will meet?* etc.
- At the end of the activity, ask students to share some of their partner's predictions with the class. Students can also say whether they think any of the predictions will come true or not.

5B My personal future p164

Language
be going to: plans, hopes and ambitions

Activity type, when to use and time
Personalised guessing game. Use any time after lesson 5B. 20–30 minutes.

Preparation
Photocopy one worksheet for each student.

Procedure
- Give a copy of the worksheet to each student. Tell students to read the prompts and then write the ten things, people, places and films in the circles. Students should write short phrases or single words, for example, *a new car*, *Australia*, etc., not complete sentences. They can write their answers in any circle, but not in the same order as the prompts. Demonstrate this before they begin by drawing some circles on the board and writing in your own ideas in random order.
- Students work in pairs and swap worksheets with their partner. Students then take turns to guess why their partners have written the things in the circles. For example, if a student has written *a new car*, his/her partner might ask: *Are you going to buy a new car this year?* or *Are you thinking of buying a new car one day?* Students should ask one or two follow-up questions for each point, for example, *What kind of car are you going to buy?* or *What kind of car are you thinking of buying?*

- When students have finished, each student can tell the class two or three things that they have found out about their partner's future.

5C Preposition pelmanism p165

Language
Verbs and prepositions

Activity type, when to use and time
Pelmanism. Use any time after lesson 5C. 10–20 minutes.

Preparation
Photocopy one worksheet for each group of three students. Cut into sets of large and small cards and shuffle each set.

Procedure
- Put the class into groups of three. Give each group a set of cards and ask them to spread them out face-down in front of them, with the smaller cards on one side and the larger cards on the other.
- Students take turns to turn over one large card and one small card. If a student thinks that the verb and preposition match and the cards make a complete sentence, he/she keeps the cards and has another turn. If the cards don't match, the student puts both cards back on the table face-down in exactly the same place.
- The activity continues until all the cards are matched up. The student with the most cards is the winner. If groups finish early, students can take turns in testing each other on the verb-preposition collocations in bold.

6B Where's Emma staying? p166–p167

Language
Superlatives; family relationships; character adjectives

Activity type, when to use and time
Information gap puzzle. Use any time after lesson 6B. 20–25 minutes.

Preparation
Photocopy one student A worksheet and one student B worksheet for each pair of students. Cut the worksheets in half.

Procedure
- Explain that a family are on holiday in a hotel, but one member of the family, Emma, has forgotten which room she is staying in.
- Put students into pairs. Give a copy of the top half of the Student A worksheet to one student in each pair and a copy of the top half of the Student B worksheet to his/her partner. Students are not allowed to look at their partner's worksheet.
- Students work on their own and write the superlatives of the adjectives in brackets in gaps a–j. For each gap, students must decide whether to use *the* with the superlatives or not. Check answers to these gaps only with the whole class (see answer key).
- Note that the answers are the same on both worksheets. Point out that we do not use *the* in sentences 3, 4, 7 and 10 because the superlative follows a possessive *'s* (*Emma's*).
- Students work with their partners and take turns to ask each other questions to complete sentences 1–10. Check students know what questions they should ask for each gap in their sentences before they begin. If necessary, write the following questions on the board for sentence 1: *Who's the most talented person in Emma's family? What's his relationship to Emma? Which room is he in?*. Tell student As to ask the first set of questions.
- When students have filled in all the gaps in their sentences, hand out a copy of the Hotel Room Plan to each student. Students work together in pairs and complete the Hotel Room Plan to find out which room Emma is in (506). Check answers with the class.

b the moodiest **c** most considerate **d** noisiest
e the most helpful **f** the brightest **g** rudest
h the most ambitious **i** the most organised
j most patient

6C Word formation snap p168

Language
Prefixes and opposites of adjectives: *un-, in-, im-, dis-*

Activity type, when to use and time
'Snap' card game. Use any time after lesson 6C. 10–20 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate sets and shuffle each set.

Procedure
- Pre-teach the following adjectives and their opposites: *satisfied/dissatisfied*, *accurate/inaccurate*, *active/inactive*, *connected/disconnected*.
- Put students into pairs. Give a set of prefix cards to student A in each pair and a set of adjective cards to student B. It is helpful if student A sits on the left of student B. Students need a pen and paper to keep score.
- Both students put down a card on the table in front of them at the same time. If the cards make an 'opposite adjective' match, the first student to say *Snap!* gets a point. (Note: students don't pick up any cards at this point.) If the cards don't match, students continue putting down cards at the same time until someone says *Snap!*.
- Students continue putting down cards until all their cards are finished. Students then pick up their own cards only (not their partner's) 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 6.3 SB p138 or ask you to adjudicate.
- If possible, demonstrate the activity with a strong student before students begin.

- When students have finished, they can make pairs of sentences using both the positive and negative adjectives, for example, *I'm quite patient, but my brother is really impatient.*

6D Noughts and crosses p169–p170

Language
Review of lessons 4A–6D

Activity type, when to use and time
Noughts and crosses board game. Use after lesson 6D. 20–30 minutes.

Preparation
Photocopy one board 1/Team A question sheet for half the number of students in your class and one board 2/Team B question sheet for the other half. Cut each worksheet into separate boards and question sheets.

Procedure
- Ask students if they know the game noughts /nɔːts/ and crosses. If not, draw a noughts and crosses grid on the board. Explain that the aim of the game is to win squares by answering questions. The first team to get a line of three, horizontally, vertically or diagonally, is the winner.
- Put students into groups of four or six. Divide each group into two teams: team A and team B. Give each group a copy of the board 1 worksheet.
- Give each student in each team A a copy of the Team A question sheet and each student in each team B a copy of the Team B question sheet. Students are not allowed to look at the other team's question sheet. Students toss a coin to decide who starts.
- The teams take turns to choose a square on board 1. For example, if team A chooses *vocabulary*, team B reads the first question in the *vocabulary* section of their question sheet. If team A answers correctly, they win the square and draw a cross or a circle on it. If the answer is incorrect, the square remains available (team A does not get the square). Point out that the answers to the questions are in brackets on the question sheets.
- The first team to get a line of three squares on board 1 wins the first game. Students can then play again on board 2. If students run out of questions in a particular category, they can ask any question from the other categories instead.
- Groups that finish early can play again or ask each other the unanswered questions on their worksheet.

7A Kanga Tours p171

Language
Present Continuous for future arrangements

Activity type, when to use and time
Information gap/whole-class mingle. Use any time after lesson 7A. 20–30 minutes.

Preparation
Photocopy one worksheet for each student. Cut into two halves: itinerary and role cards. Cut into separate cards. You need an itinerary for each student and one set of role cards for every six students in the class.

Procedure
- Set the context by telling students that they are going on a six-day package tour of Australia. Point out that everything on their tour has been arranged for them.
- Pre-teach *barbeque* /ˈbɑːbəkjuː/, *harbour*, *penguin* /ˈpeŋgwɪn/ and *scuba diving*. Model and drill these words with the class. If necessary, check the pronunciation of the Australian place names in the activity: *Sydney*, *Melbourne*, *Bondi* /ˈbɒndaɪ/ *Beach*, *Uluru* /ʊləˈruː/, *Cairns* /keənz/ and *the Great Barrier Reef*. Also check students know that Uluru is also called Ayers Rock. If possible, bring in colour photos of some of these places to show the students.
- Tell students that they have just received the itinerary for their package tour, but the travel agent has sent only one part of the itinerary to each student. They will have to share their information to find out what they are doing each day and where they are staying.
- Give one role card to each student. If you have more than six students in the class, you can give duplicate cards without affecting the outcome of the activity. If you have fewer than six students, give two cards to the stronger students.
- Allow students time to read their card and decide how they are going to tell other students about their day's itinerary, using the Present Continuous. If necessary, write: *Morning – go on a boat trip* on the board and elicit the full sentence: *In the morning we're going on a boat trip.*
- Give a copy of the blank Kanga Tours itinerary to each student. Explain that students need to ask questions and exchange information in order to complete their itinerary. If necessary, elicit the questions *Where are we going on Day 1?* and *What are we doing in the morning/afternoon/evening?* and *Where are we staying at night?* before they begin.
- Students move around the room and swap the information on their role cards only (not the information on other students' role cards). Students should speak to a different person for each day of their itinerary.
- Students work in pairs and compare their completed Kanga Tours itineraries. They can then decide which is the best day of the holiday.
- As a follow-up activity, students can imagine they are at one of the places on the holiday and write a postcard to their friends.

7B Holiday habits p172

Language
Quantifiers

Activity type, when to use and time
Personalised information gap. Use any time after lesson 7B. 15–25 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure
- Pre-teach *cash* and point out that it is an uncountable noun. Also check students remember *souvenirs* /suːvəˈnɪəz/ and *sightseeing* /ˈsaɪtsiːɪŋ/.
- Put students into pairs. If possible, put students with someone they don't know very well. Give a copy of the student A worksheet to one student and a copy of the student B worksheet to his/her partner. Ask students to write their partner's name at the top of their worksheets. Students are not allowed to look at each other's worksheets.
- Students work on their own and try to make correct sentences about their partners' habits when they go on holiday. To do this they must choose the positive or negative form of the verb in each sentence and fill in the gaps with an appropriate quantity word/phrase from the box. Students are not allowed to talk to their partner during this stage of the activity.
- Students work with their partner and take turns to say their sentences. They can begin each sentence with *I think …* or *I don't think …* . For example, for the first sentence on student A's worksheet, he/she can say: *I think you take a lot of clothes with you.* or *I don't think you take many clothes with you.*
- Students tick the sentences that they got right and put a cross next to those that they got wrong. The student who got the most sentences right is the winner.
- Finally, students tell the class about some of their partner's unusual or interesting holiday habits. As a follow-up activity, students can continue working in pairs and discuss how many holiday habits they have in common.

7C Ski Canada p173

Language
Phrases with *go*; comparatives and superlatives

Activity type, when to use and time
Information gap. Use any time after lesson 7C. 20–30 minutes.

Preparation
Photocopy one worksheet for every four students. Cut into four separate worksheets.

Procedure
- Pre-teach *snowmobiling*, *sauna*, *Jacuzzi*, *ice skating*, *snowboarding* and *dog sledding*.
- Tell students they are going on a skiing/mountain holiday in Canada for one week over New Year and that they must decide where to stay. They have four hotels in or near the same village to choose from.
- Put the class into four groups, A, B, C and D. Give a copy of The Chateau worksheet to every student in group A, a copy of The Mountain View Hotel worksheet to every student in group B, a copy of The Rockies Hotel worksheet to every student in group C and a copy of The Maple Leaf Hotel worksheet to every student in group D. Students work together in pairs with a student from the same group and decide what the best five things about the hotel are.
- Reorganise the class into groups of four, with one student from each of the four groups. If you have extra students, have some groups of five. Students take turns to tell the group about their hotel. Encourage students to compare the hotels and give reasons why one hotel is better than another, using comparatives and superlatives. The group must then decide on one hotel.
- Finally, each group tells the class which hotel they have decided to go to and their reasons for choosing this hotel.

8A Rose Avenue p174

Language
Present Perfect with *for* and *since*; questions with *How long … ?*

Activity type, when to use and time
Information gap puzzle. Use any time after lesson 8A. 15–30 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure
- Put students into two groups, A and B. Give a copy of the appropriate worksheet to each student.
- Focus students on the diagram of Rose Avenue. Explain that they have information about the people who live there.
- Students work with someone from the same group and make questions with *How long … ?* and the Present Perfect to find out the information they need. Elicit the first question from both worksheets and write them on the board before students begin (*1 How long has Jack lived in Rose Avenue? / a How long has the person on his right had her sports car?*). While students are working, monitor and check their questions for accuracy.
- Put a student from group A with a student from group B. Students are not allowed to look at each other's worksheets. They take turns to ask their questions and complete their worksheets. Encourage students to use short answers (*Since 2003. For ten years.*, etc.).
- When students have completed both worksheets, they work in their pairs and decide who lives in which house. They then write the people's names on the correct houses on Rose Avenue. Check answers with the class.

1 Katrina and Paul **2** Tony **4** Fiona
5 Marian and Ross **6** Anne

8B ▸ What should I do? p175

Language
should, *shouldn't*, *must*, *mustn't*

Activity type, when to use and time
Role play. Use any time after lesson 8B. 15–30 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into separate worksheets.

Procedure
- Pre-teach *counsellor* and *client*. Point out that professional people like counsellors, lawyers and accountants refer to customers as clients.
- Set the scene by asking students what people can be addicted to (chocolate, work, caffeine, etc.). Teach the words *chocoholic* and *workaholic*.
- Put students into pairs. Give a copy of the student A worksheet to one student in each pair and a copy of the student B worksheet to his/her partner. Each worksheet has one role card for a counsellor and one for a client.
- Focus students on the first role play, where student A is a client (the chocoholic) and student B is the counsellor. Students work on their own and prepare their roles, using the information on the role cards.
- Students work with their partner and role-play the situation. Encourage the client to respond to advice appropriately, for example, *Yes, I'll try that.*; *It might be difficult but I'll try.*; *I'm sorry, but I can't do that because …* , etc.
- When students have finished, focus them on the second role play, where student B is the client (the workaholic) and student A is the counsellor. Again give students time to prepare their roles on their own, using the information on the role cards.
- Students work in their pairs again and role-play the second situation.
- At the end of the activity, ask the clients if the counsellors' advice was useful. What was the best piece of advice they got?
- If you have limited time, only do one role play. You can let each pair choose which role play to do.

8C ▸ Find someone who … p176

Language
Verb patterns

Activity type, when to use and time
'Find someone who' activity. Use any time after lesson 8C. 15–25 minutes.

Preparation
Photocopy one worksheet for each student.

Procedure
- Pre-teach *dolphin* and *desert island*.
- Give a copy of the worksheet to each student. Students work on their own and fill in the gaps in the first column using the correct form of the verb in brackets. They can check in pairs or in VOCABULARY 8.4 ▸ SB p142. Check answers with the class.
- Explain that students are going to try to find someone in the class who answers yes to each question. Elicit the questions the students will need to ask, for example, *1 Would you like to swim with dolphins? 2 Have you ever forgotten to pay for something?,* etc. With a low-level class you may need to go through each sentence and elicit the question for each one. Drill these questions if necessary.
- Students move around the room and ask questions. If students are not able to leave their seats, they should ask as many students as they can sitting near them. When they find a student who answers yes to a question, they write the student's name in the second column on the worksheet. Students should ask one or two follow-up questions based on the prompts in the third column. Encourage students to talk to as many different people as possible. Students only need to find one person who answers yes to each item.
- When students have finished, they can work in pairs and tell their partners what they have found out about their classmates. Finish the activity by asking each student to tell the class one or two interesting things they have found out.

Verb patterns: **1** to swim **2** to pay **3** to stop **4** learning/to learn **5** eating/to eat **6** to buy **7** own **8** enjoy **9** to write **10** to buy
Questions: **1** Would you like to swim with dolphins? **2** Have you ever forgotten to pay for something? **3** Have you tried to stop smoking? **4** Are you going to start learning/to learn something new soon? **5** Do you prefer eating/to eat hamburgers to food from your country? **6** Have you decided to buy a new mobile phone? **7** Do you think you will own a business one day? **8** Do you think you might enjoy living on a desert island? **9** Are you planning to write a book one day? **10** Do you need to buy a birthday present for someone soon?

9A ▸ Volunteers p177–p178

Language
First conditional

Activity type, when to use and time
Information exchange. Use any time after lesson 9A. 25–35 minutes.

Preparation
Photocopy one information table for each student. Photocopy one set of role cards for every four students. Cut into four separate cards.

Procedure
- Pre-teach *rainforest*, *volcano*, *electricity*, *shark*, *injured* and *tour guide*.

- Ask students if they would like to do volunteer work, and if so, what kind of work they would like to do.
- Tell students they are going to choose a volunteer project to do. Introduce the four projects on the cards and explain that each project is protecting an animal in a different country.
- Put the students into four groups, A, B, C and D. Give a copy of the appropriate role card to each student. (If you have a small class, you could use two or three projects instead of all four.)
- Give a copy of the information table to each student. Students work together in pairs with a student from the same group and complete their project information.
- Reorganise the class into groups of four with one student from each of the four groups. If you have extra students, make some groups of five.
- Students complete the information tables by asking questions about the projects using the first conditional and questions with *will*. For example, *If we go to South Africa, which animal will we help? Where will we stay?*, etc. When answering the questions, students make first conditional sentences using the information they have on their cards. For example, *If we stay for four weeks, we'll pay £500. If we stay for five weeks, we'll pay £550. If we stay in a local house, it will be free. If we stay in a hotel, we'll have to pay £50 a week. If we stay with a local family, we'll learn a lot about the country.*, etc. With a low-level class you can elicit some example questions and sentences and write them on the board.
- When the group has completed the information table, they decide which project they want to do and give reasons for their choices. Students must all decide on the same project and 'after the project' activity.
- Finally, each group tells the class which project they chose and their reasons for choosing it. Ask which 'after the project' activity the group chose and why.

9C The new building p179–p180

Language
too, *too much*, *too many*, *(not) enough*; first conditional

Activity type, when to use and time
Debate. Use any time after lesson 9C. 30–45 minutes.

Preparation
Photocopy one set of six role cards for each group of six students. Cut into separate role cards.

Procedure
- Tell the class that they all live in a small town. They are going to have a meeting to decide what to do with a new building in the town centre.
- Pre-teach *government*, *concert hall* and *options* and check students remember *screen*.
- Divide the class into six groups. Try to choose confident students to be the chairpeople. You can have fewer students in some of the groups if necessary.
- Give each student a copy of the appropriate role card. Give students time to read the introduction on their cards and check they have understood it.
- Students work in their groups and decide on reasons why their option for the new building is the best and think of reasons why the other options are bad ideas. Encourage students to use *too*, *too much*, *too many* and (*not*) *enough* in their arguments. Chairpeople work together and plan their introductions and questions.
- While students are working, write the language for asking for opinions, agreeing and disagreeing from REAL WORLD 4.1 SB p135 on the board.
- Rearrange the class so that students are sitting in groups of six, with one student from each group. You can have fewer students in some groups without affecting the outcome of the activity. Focus students on the language on the board and remind them to use this language during the meeting.
- Ask the chairpeople to start their meetings. Allow the discussions to proceed uninterrupted if possible, but try to ensure that all students have an opportunity to speak. Encourage students to give reasons using the first conditional, for example, *If we have a concert hall, there will be too much noise at night*. While they are talking, you can make notes of mistakes to discuss at the end of the activity. Allow about 10 or 15 minutes for this stage of the activity.
- At the end of the meeting, students vote to decide what the building will be. Ask each group to share their conclusions with the class.

9D Get rich quick! p181–p182

Language
Review of lessons 7A–9D

Activity type, when to use and time
Board game. Use after lesson 9D. 20–30 minutes.

Preparation
Photocopy one board, one set of Vocabulary cards and one set of Grammar cards for each group of three or four students. Cut the Vocabulary cards and Grammar cards into two separate sets. Shuffle each set. Each group needs a dice. Each student needs a counter and a pen and paper to keep a record of their winnings.

Procedure
- Check students know how to say numbers like 10,000 and 3,500, etc.
- Put the class into groups of three or four. Give each group a copy of the board, a dice and counters. Ask a student in each group to be the timekeeper.
- Give each group a set of Vocabulary cards and a set of Grammar cards. Students should put these face-down on the table in front of them in two separate piles.
- The aim of the game is to win the most money. Tell students that they all start with £10,000 in the bank. Students record their winnings and adjust their total each time they win or lose some money.

- Students take turns to throw the dice and move around the board. When a student lands on a *Talk about* square, he/she must talk about the topic for 30 seconds to win the amount of money shown. If he/she doesn't talk for 30 seconds, he/she loses the money shown.
- When a student lands on a square that says *Vocabulary card* or *Grammar card*, he/she turns over the top card on the appropriate pile and reads out the question to the group. He/She must then answer the question. If he/she answers the question correctly, he/she wins the amount of money on the square. If he/she does not answer the question correctly, he/she loses the amount of money on the square. He/She then puts the card back on the bottom of the appropriate pile.
- If a student thinks another student's answer is wrong, they can check in the Language Summaries or ask you to adjudicate. Students always stay on the square they landed on, whether they win or lose money.
- The game finishes when one student reaches the *FINISH* square and wins £5,000. The winner of the game is the person who has the most money at this point, not the person who finishes first.
- If one group finishes early, students can discuss the answers to the questions on the rest of the Vocabulary cards and Grammar cards in their group.

V1 journey; tour **V2** tube; pair; piece/packet **V3** for; on; with **V4** up; on **V5** air conditioning; central heating; ground floor **V6** reading/to read; to call **V7** answers will vary **V8** get stuck in traffic; forget someone's birthday; have an accident **V9** **countable**: suitcase; towel; razor **uncountable**: tea; soap; shampoo **V10** answers will vary **V11** in; up with **V12** answers will vary **V13** away; up **V14** miss a train; lose your keys; run out of money **V15** **countable**: T-shirt; camera; swimsuit **uncountable**: perfume; make-up; shaving gel **V16** go; watching **G1** few; much **G2** for an hour; since Saturday; since last night; for ages **G3** 've/have lived; moved **G4** sending; have **G5** as soon as; when **G6** **I'm** going to Germany next week. What **are you** doing this weekend? **G7** knew, known; swam, swum; bought, bought; thought, thought **G8** I'm not **warm enough**. The second sentence is correct. **G9** too; too; enough **G10** 'll/will miss; don't leave **G11** little; many **G12** What do you think I should do? What time should I get there? **G13** I came here **to** study. I went home to **see** my grandmother. **G14** They're friendly. **G15** How long were you there? How long have you been here? **G16** for ten weeks; since ten o'clock; since I was ten; for ten years

10A Auction house p183–p184

Language
Past Simple passive

Activity type, when to use and time
To buy and sell/auction memorabilia. Use any time after lesson 10A. 20–30 minutes.

Preparation
Photocopy one set of cards for every eight students. Cut into eight separate cards. Make cuts between the pictures on each card to make tearing them off easier. Do not cut off the pictures. You may want to make paper money and photocopy it to use during the activity.

Procedure
- Pre-teach *award*, *champagne* /ʃæm'peɪn/, *helmet* and *signed by*. Also check that students remember *memorabilia* from lesson 10A. Drill these words with the class.
- Give one card to each student. If you have more than eight students, you can give duplicate cards without affecting the outcome of the activity. Tell students that the three pictures on the cards are valuable items they can sell. Point out that they collect the things written on the left-hand side of their cards. Students should not look at one another's cards.
- Students study the prompts in the middle of the cards. Students then work on their own and write sentences in the Past Simple passive from the prompts.
  Do an example on the board before they begin: *This dress / own / Madonna.* → *This dress was owned by Madonna.*
- Ask students to decide how much they think they want to sell each item for. Each student begins with £10,000 to spend.
- Elicit the following conversation and write it on the board. Seller: *This dress was owned by Madonna. I'll sell it to you for £5,000.* Buyer: *Sorry, that's too expensive. I'll give you £3,000.* Seller: *How about £4,000?* Buyer: *OK, it's a deal.* Remind students they don't have to sell their items to the first person they meet.
- Students move around the room and try to buy and sell items to each other. When students have agreed a price, the buyer and the seller complete the information on their cards and the seller gives the buyer the item by tearing off the picture on their card.
- When students buy something, they deduct the price from their £10,000 on the left-hand side of their card. When they sell something, they can spend the money on something else. The activity continues until most students have sold all their items.
- Students work in pairs or groups and tell each other what they have bought.
- Finally, ask students if they spent all their money and whether they are happy with their purchases.

Card 1
This medal was given to Pelé.
This dress was owned by Madonna.
This diamond earring was worn by David Beckham.
Card 2
This letter was written by Elvis.
These football boots were worn by David Beckham.
This *Mission Impossible* poster was signed by Tom Cruise.

Card 3
This letter was written by Madonna.
This shirt was worn by Tom Cruise.
This champagne glass was used by Julia Roberts.
Card 4
This guitar was used by David Bowie.
This football shirt was signed by David Beckham.
This helmet was worn by Michael Schumacher.
Card 5
This award for best female singer was won by Madonna.
This football was signed by David Beckham.
This necklace was worn by Julia Roberts.
Card 6
This *Taxi Driver* film script was signed by Robert De Niro.
This guitar was played by Madonna.
This hat was worn by Jennifer Lopez.
Card 7
This tennis racket was used by Roger Federer.
These sunglasses were worn by Tom Cruise.
This gold album was given to Enrique Iglesias.
Card 8
This motorbike was ridden by Arnold Schwarzenegger.
This award was given to Tom Cruise.
This dress was worn by Marilyn Monroe.

10B www.irememberyou.com
p185–p186

Language
used to

Activity type, when to use and time
Information gap mingle. Use any time after lesson 10B. 20–30 minutes.

Preparation
Photocopy one set of role cards for every twelve students. Cut into separate cards. Photocopy one classroom plan for each student.

Procedure
- Introduce the topic. Ask older students if they keep in touch with their classmates from school. Why?/Why not? Ask younger students if they think they will stay friends and keep in touch with everyone in their class. Would they like to meet their old classmates 20 years after leaving school? Why?/Why not?
- Tell students they have been invited to a class reunion. Ask if school reunions are common in their countries.
- Pre-teach *cheat*, *surgeon* /ˈsɜːdʒən/, *pocket money*, *fashion designer*, *geography* /ˈdʒɪɒgrəfi/ and *rat*. Drill these words with the class.
- Give each student a role card and tell them this has information about what they used to be like at school and what they do now. Tell students not to look at each other's cards. If you have more than 12 students, you can give out duplicate role cards without affecting the outcome of the activity. If you have fewer than 12 students, do not give out the extra role cards.
- Give each student a classroom plan. Tell students to find their desk and write their name on it. Tell students to find out who all their ex-classmates are, using the information on the desks on the classroom plan. Students should begin by asking a question with *Did you use to … ?* for the prompts on each desk. For example for desk 1 students ask, *Did you use to be really good at tennis?* If the answer is yes, students write that person's name on their worksheet. They then ask, *What else did you use to do?* and write this information in the THEN section on the worksheet. Finally students ask *What do you do now?* and write this information in the NOW section. If necessary, write the three questions on the board for students to refer to during the activity.
- Students then move around the room and complete the classroom plan. Encourage students to tell one another more information about their past and present lives if possible.
- Students work in pairs and check that the information on their classroom plans is the same. Finally, ask students who they think has changed the most.
- As a follow-up activity, students can write a short article about the reunion for the school magazine.

10C Articles snakes and ladders
p187

Language
Articles: *a*, *an*, *the*, no article

Activity type, when to use and time
Board game. Use any time after lesson 10C. 15–25 minutes.

Preparation
Photocopy one worksheet for each group of three students. You also need a dice for each group and a counter for each student.

Procedure
- Put the class into groups of three. Give each group a copy of the snakes and ladders board, a dice and three counters.
- Students take turns to throw the dice and move around the board. When they land on a square, they must say the sentence correctly, filling in the gaps with either *a*, *an*, *the* or no article. If students get the sentence wrong, they must move back to their previous square.
- If a student thinks another student's answer is wrong, students can check in VOCABULARY 10.3 SB p147 or ask you to adjudicate.
- If students land on the bottom of a ladder, they must answer the question correctly before they are allowed to go up it. They do not have to answer the question at the top of the ladder. If they land on the head of a snake, they must always go down the snake to its tail. They don't have to answer the question on the tail.
- The first student to reach the *FINISH* square is the winner. If one group finishes early, they can go through the squares in order and discuss the answers.

1 the; the **2** a; – **3** the; the **4** the; the **5** a; – **6** The; the **7** –; the **8** the; the **9** –; the **10** an; the **11** the; the **13** a; The **14** –; the **15** a; – **16** the; the **17** –; the **18** an; a **19** the; the **20** –; a **22** a; The **23** the; the **24** –; the **26** the; – **27** the; the **28** the; – **29** a; – **30** a; The **31** a; the **33** –; a

11B Crime crossword p188

Language
Relative clauses with *who*, *which*, *that* and *where*; crime

Activity type, when to use and time
Paired crossword. Use any time after lesson 11B.
15–20 minutes.

Preparation
Photocopy one worksheet for each pair of students.
Cut into two separate worksheets.

Procedure
- Divide the class into two groups, group A and group B. Give a copy of the appropriate crossword to each student.
- Students work in pairs with a partner from the same group and check they know the meanings of all the words on their worksheet. Students can check any words they don't know in VOCABULARY 11.2 and VOCABULARY 11.3 SB p149.
- In their pairs, students prepare clues for all the words on their half of the crossword. Clues should include a relative clause with *who*, *which*, *that* and *where* if possible. For example, *A person who steals from houses. A place where they put criminals,* etc. While students are working, monitor and check their clues for accuracy.
- Put students into pairs so that one student from group A is working with a student from group B. Students are not allowed to look at each other's worksheets. Check that students understand how to refer to words in a crossword, for example, *1 down* and *2 across*. Students then take turns to say their clues for the words on their crossword. Students should not use the words themselves or give letters as clues.
- When students have finished, they compare their completed crosswords and check their spelling.
- As a follow-up, ask students to make sentences using the vocabulary from the crossword.

11C The face2face newsroom p189

Language
Present Perfect for giving news with *just*, *yet* and *already*; Past Simple

Activity type, when to use and time
Produce a news broadcast. Use any time after lesson 11C.
30–45 minutes.

Preparation
Photocopy one worksheet for every four students.
Cut into four separate worksheets.

Procedure
- Tell students that they are going to present a short news broadcast to the class.
- Divide the class into groups of four. Give a copy of the appropriate worksheet to each student. If you have more than sixteen students, ask two groups to present the same stories. If you have extra students, copy out an extra news story from the box below and give one to each student. Then ask them to join one of the groups.
- Give students time to read the information on their cards. Students work in their groups and decide who is the presenter and who is covering each story. Students then prepare what they are going to say, using the prompts on the worksheet and their own ideas. Remind the presenter and reporters to introduce the news using the Present Perfect, for example, *A lion has just escaped from the zoo*. Allow students about 15–20 minutes for the preparation stage.
- Write the following phrases on the board for the presenters to copy: *Welcome to face2face news. I'm … and the time is 6 p.m. Here are tonight's headlines. Now over to our reporter … , live from London. Thank you for watching.* Encourage presenters to use these phrases during the broadcast.
- When students have finished their part of the news broadcast, they can help their classmates with their stories. While students are working, monitor and help with any problems. If a group finishes early, ask them to prepare a short weather forecast to present at the end of the news.
- If you have time, students can rehearse the news in their groups before presenting to the class. If you have a strong class, encourage them to memorise their part of the news.
- Each group takes turns to present their news programme to the class. Allow students to complete the programme uninterrupted if possible. If you have access to video cameras, you can video their broadcasts and use them for error correction in the next class.
- When all the groups have finished their broadcasts, students can vote on which they think is the best.

Extra news story 1: 90-year-old man becomes oldest space tourist (Who? When? How long is he in space? Why did he want to go? What do his family think?, etc.)
Extra news story 2: famous footballer releases rock album (Who? What's the name of the album? What instrument does he play? What do his teammates think?, etc.)
Extra news story 3: teacher finds gold coins in garden (Who? Where? How many gold coins did he/she find? How much are they worth? What does he/she want to do with the money?, etc.)

11D Echo questions dominoes p190

Language
Echo questions

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. Make sure students do not look at each other's dominoes.
- One student puts a domino on the table. His/Her partner puts another domino at either end of the first domino so that the echo question on one domino matches the sentence on the other. Students then continue taking turns to put dominoes at either end of the domino chain.
- If a student thinks that one of their partner's matches isn't correct, he/she can challenge it. If it is incorrect, the student must take back the domino and the turn passes to their partner. If students can't agree, they should ask you to adjudicate.
- When a student can't put down a domino, the turn automatically passes to his/her partner.
- The game continues until one student has put down all his/her dominoes or until neither student can make a correct match. The student who finishes first, or who has fewer dominoes remaining, is the winner.
- When the students have finished they can share the dominoes and take turns saying the sentences. Their partners must say the correct echo question.

12A Gap year travellers p191

Language
Reported speech

Activity type, when to use and time
Role-play interview. Use any time after lesson 12A. Procedure A: 35–45 minutes. Procedure B: 20–30 minutes.

Preparation
Procedure A: Photocopy one worksheet for each pair of students. Cut into two separate role cards.
Procedure B: Photocopy one Traveller role card for each student. Discard the Journalist role cards.

Procedure A
- Introduce the idea of a 'gap year', a year off that students often take between school and university. People usually travel around the world and often spend some time working for charities in developing countries. Point out that older people can also have a 'gap year' between jobs.
- Tell the class that half of them are going on a gap year and the other half are journalists who are going to interview them about their trip.
- Divide the class into two groups. Give a copy of the Traveller role card to each student in the first group and a copy of the Journalist role card to each student in the second group. If you have an odd number of students, have an extra journalist. Give students time to read the cards and check they all understand the situation.
- The travellers work on their own and think of interesting answers to the questions. The journalists work on their own or in pairs and make questions from the prompts. While they are working, check the journalists' questions for accuracy and help the travellers with ideas of places to go and things to do.
- Reorganise the class so that each traveller is paired with a journalist. Journalists then ask the travellers the questions and make notes on their answers.
- After the role play, journalists and travellers work together to write a short article for the magazine, including all the answers the travellers gave. Remind students to write these answers in reported speech.
- Written articles can then be put on the wall for others to read. Students can vote on the best, most interesting article.

Procedure B
- This procedure provides practice of speaking only.
- Introduce the idea of a 'gap year', as described in procedure A.
- Tell students that they are going on a gap year and they are going to plan their trip. Give a copy of the Traveller role card to each student.
- Students work on their own and answer the questions on the role card. While they are working, help students with ideas for things to do and places to go.
- Put students into pairs. Students take turns to ask each other about their trip. Students also make notes on their partner's trip so that they can report this to other students.
- Rearrange the class so that students are working in pairs with different partners. Students take turns to tell their new partner about their first partner's trip, using reported speech. Write: *He/She said that …* , *He/She told me that …* on the board as prompts before they begin.
- Students can write about their first partner's trip for homework, using reported speech.

12B Would you or wouldn't you?

p192

Language

Second conditional

Activity type, when to use and time

Class survey. Use any time after lesson 12B.
10–15 minutes.

Preparation

Photocopy one worksheet for every sixteen students in the class. Cut into separate cards.

Procedure

- Pre-teach *school subject*, *maths*, *geography*, *cheat*, *a member of the opposite sex* and *partner* (= husband, girlfriend, etc.).
- Give a question card to each student. If you have more than sixteen students, give out duplicate cards.
- Students work on their own and complete the question in the second conditional. While they are working, monitor and check their questions are correct.
- Tell students that they are going to ask everyone in the class the question. Write the following possible answers to *yes/no* questions on the board: *Yes, I would. No, I wouldn't. Yes, I might. It depends. I'm not sure.*
- Students move around the room asking other students their question. They make a note of students' answers in their notebooks. Students should try to talk to every student in the class. Encourage students to ask follow-up questions where possible.
- Students work on their own and write a sentence about the results of their classroom survey. For example, a student with the first card could write *If they suddenly became a millionaire, five people would still study English and seven people wouldn't.*
- Students take turns to tell the class their results. Discuss any surprising or interesting results with the class.

If you suddenly **became** a millionaire, **would** you still study English?
If you **didn't like** your partner's favourite dress or shirt, **would** you **tell** him/her?
If you **saw** another student cheating in a test, **would** you **tell** the teacher?
If you **saw** a famous person in the street, **would** you **ask** for his/her autograph?
If you **were** a member of the opposite sex, **would** your life **be** easier?
If your best friend **told** you he/she was stealing money from work, **would** you **tell** the police?
If you **found** £1,000 in the street, **would** you **keep** it?
If you **didn't study** English, **would** you **study** another language instead?
If you **found** your brother's or your sister's personal diary, **would** you **read** it?
If you **were** arrested, **would** you **tell** your parents (or children)?
If you **sang** at a karaoke party, **would** you **sing** a love song or a rock song?
If you **had to** look after a neighbour's pet for a month, **would** you **prefer** to look after a dog or a cat?
If you **saw** someone stealing a car in the street, **would** you **call** the police?
If you **won** the lottery, **would** you **stop** working or studying immediately?
If you **went** out to dinner with a famous film star, **would** you **offer** to pay for the meal?
If you **had to** study a school subject again, **would** you **choose** history, geography or maths?

1A Ask me! question words and question forms

~~What~~ How often How many Why How much Where Who When How How old

	Same as me
1 I eat _____ every day. **Question:** *What do you eat every day?*	
2 My birthday is in _____ . **Question:** _____	
3 I go shopping for clothes every _____ . **Question:** _____	
4 I usually spend my free time with _____ . **Question:** _____	
5 I went on holiday to _____ last year. **Question:** _____	
6 I went there by _____ . **Question:** _____	
7 I was _____ years old when I started learning English. **Question:** _____	
8 I drank _____ cups of coffee yesterday. **Question:** _____	
9 My English dictionary cost _____ . **Question:** _____	
10 I'm learning English because _____ . **Question:** _____	

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1B Stress dominoes word stress; work vocabulary

●●●	airline	●●	hospital
●●●	hotel	●●	office
●●	company	●●●	multinational
●●●●	volunteer	●●●	disabled
●●●	government	●●●	degree
●●	engineering	●●●●	children
●●	advertising	●●●●	teenager
●●●	campaign	●●	unemployed
●●●	agency	●●●	fashion
●●	commuter	●●●	recipe

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1C An active life? free time activities with *do*, *play*, *go*, *go to*; frequency adverbs and expressions

Worksheet

	Verb + activity	Name	How often
1			
2			
3			
4			
5			
6			

	Verb + activity	Name	How often
7			
8			
9			
10			
11			
12			

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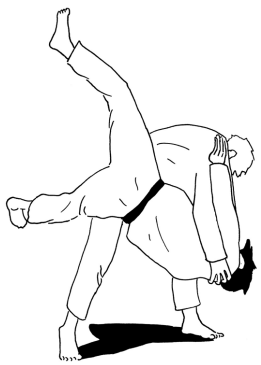
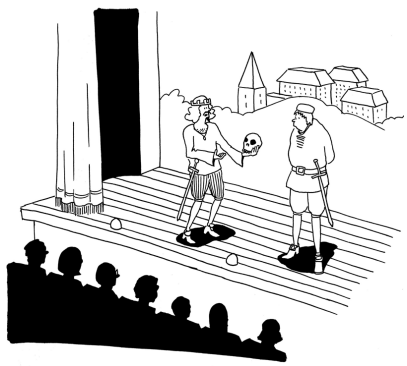
1C An active life? free time activities with *do*, *play*, *go*, *go to*; frequency adverbs and expressions

Activity cards



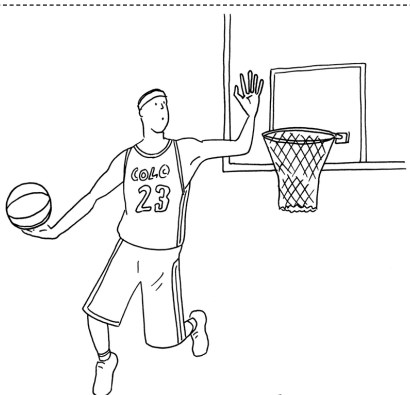
every Monday

three times a week



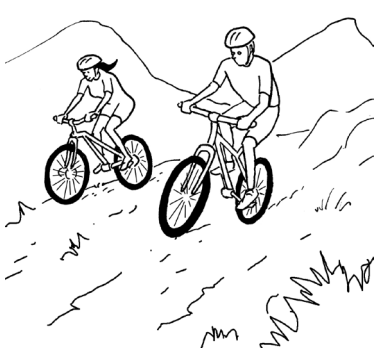
once or twice a year

every day



every Saturday

once every three months

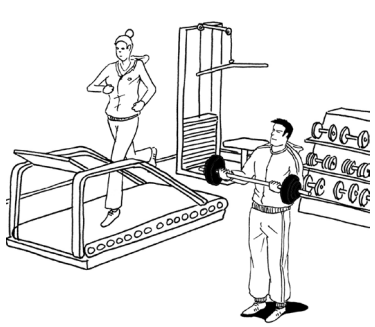


every couple of weeks

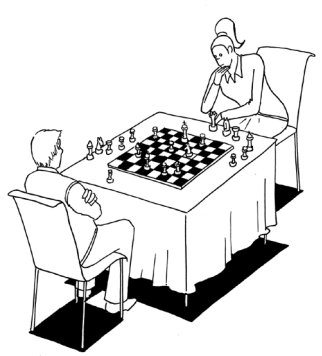
every evening

two or three times a month

every morning



once a month



twice a week

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2A Richard Branson Past Simple: *Wh*- questions

Student A

Richard Branson, the man behind the famous Virgin brand, is one of the UK's most successful businessmen. He was born in [1]_____ (Where?) in 1950. He started publishing a students' magazine [2]_____ (When?) and opened his first record shop in Oxford Street, London, when he was 20. In [3]_____ (When?) he started Virgin Records and the company's first album, *Tubular Bells* by Mike Oldfield, sold over five million copies. The company continued to be successful and he sold the Virgin Music Group for [4]_____ (How much?) in 1992.

But Richard Branson was never happy having only one business. In [5]_____ (When?) he started Virgin Atlantic Airways and in 1997 he started a train company called Virgin Rail. There are now over 200 Virgin companies around the world, selling mobile phones, internet services, cola, wine, cars, books and holidays. In 1983 The Virgin Group made [6]_____ (How much?). In 2002 it made over £4 billion.

However, Richard Branson doesn't spend all his time working. In 1986 he sailed [7]_____ (Where?) in the fastest ever time. Also in 1987 he crossed the Atlantic in a hot air balloon – and became the first person ever to do this. In 2003 he bought [8]_____ (What?) for his staff to use because he wanted them to share in the company's success. And Richard Branson's next project? His new company, Virgin Galactic, sells holidays in space!

Student B

Richard Branson, the man behind the famous Virgin brand, is one of the UK's most successful businessmen. He was born in Surrey, England, in [a]_____ (When?). He started publishing a students' magazine when he was sixteen and he opened his first record shop in [b]_____ (Where?), when he was 20. In 1973 he started Virgin Records and the company's first album, *Tubular Bells* by Mike Oldfield, sold [c]_____ (How many?) copies. The company continued to be successful and he sold the Virgin Music Group for $1 billion in [d]_____ (When?).

But Richard Branson was never happy having only one business. In 1984 he started Virgin Atlantic Airways and in [e]_____ (When?) he started a train company called Virgin Rail. There are now over 200 Virgin companies around the world, selling mobile phones, internet services, cola, wine, cars, books and holidays. In 1983 The Virgin Group made £50 million. In 2002 it made [f]_____ (How much?).

However, Richard Branson doesn't spend all his time working. In 1986 he sailed across the Atlantic Ocean in the fastest ever time. Also in 1987 he crossed the Atlantic [g]_____ (How?) – and became the first person ever to do this. In 2003 he bought an island near Australia for his staff to use because [h]_____ _____ (Why?). And Richard Branson's next project? His new company, Virgin Galactic, sells holidays in space!

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Student A

This evening you had a big problem. You wanted to go to an important football match, but your wife wanted you to go out to dinner with her parents. So this afternoon you left a message on your wife's mobile, saying that you (and a friend from work) were taking a very important business customer called Mr Hicks out for dinner. Then you turned off your mobile and went to the football match with your friend.

You are now travelling home from the match. You know that your wife is going to ask you lots of questions when you get home. Before you talk to her, you and your friend must plan what you are going to say. Your stories must be exactly the same, because your wives will check your stories with each other later.

Work with your friend and decide these things:

- facts about Mr Hicks (name, age, nationality, etc.)
- where you met him and what he was wearing
- what Mr Hicks was doing when you met him
- the name of the restaurant and how you got there
- what the three of you ate and drank
- what you talked about during the meal
- what your waiter/waitress was wearing
- who paid the bill and how much it was
- what you did after dinner
- what time you started and finished each part of the evening
- anything else you think your wife will ask

Student B

This evening you wanted to go out to dinner with your husband and your parents (it's their wedding anniversary today). But this afternoon your husband left a message on your mobile, saying that he (and a friend from work) were taking a very important business customer called Mr Hicks out for dinner. You don't believe him because you know that your husband wanted to go to an important football match this evening.

You are now talking to his friend's wife. Write some questions to ask your husband when he comes home. You must both write the questions.

Ask questions about these things:

- facts about Mr Hicks (name, age, nationality, etc.)
- where they met him and what he was wearing
- what Mr Hicks was doing when they met him
- the name of the restaurant and how they got there
- what they all ate and drank
- what they talked about during the meal
- what their waiter/waitress was wearing
- who paid the bill and how much it was
- what they did after dinner
- any other questions you want to ask

Note: You called your husband's mobile four times during the evening, but it was switched off. Decide exactly what time you called (7.15, 8.00, etc.) and ask what he was doing at these times.

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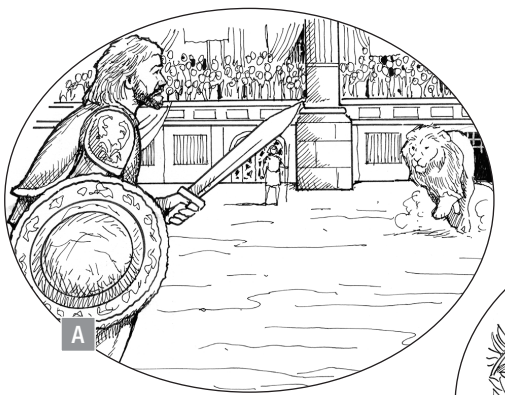
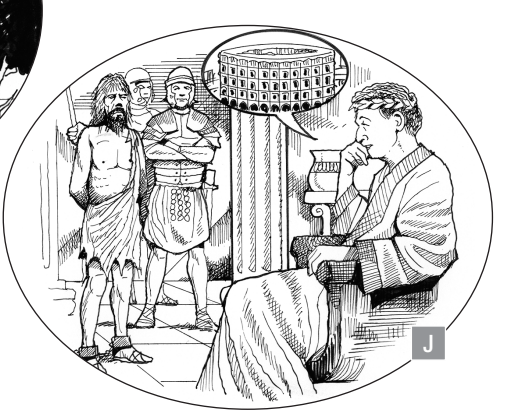
CLASS ACTIVITIES: Photocopiable

2C Androcles and the lion connecting words: Past Continuous and Past Simple

Student A



Student B



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3A Guess the job *have to/had to*; Past Simple and Present Simple: *Wh-* questions

Name	Follow-up questions	Job
1 _____ had to go to Miami yesterday. **Question:** *Did you have to go to Miami yesterday?*	Why / go there? Who / meet?	
2 _____ has to run for three hours every day. **Question:** _____	What / usually eat? Where / go in 2008?	
3 _____ has to wear a uniform. **Question:** _____	Where / go last week? How long / stay there?	
4 _____ sometimes has to work all night. **Question:** _____	Where / go in 2010? Who / meet there?	
5 _____ has to do lots of TV and radio interviews. **Question:** _____	Where / live? How many interviews / do last week?	
6 _____ has to know every street in the city. **Question:** _____	What time / start work every day? Who / meet last week?	
7 _____ had to write 50 reports last night. **Question:** _____	Where / work? What / usually do in the evening?	
8 _____ has to answer the phone all day. **Question:** _____	Who / work for? How many people / talk to yesterday?	
9 _____ had to study for five years. **Question:** _____	When / pass your final exams? Where / work now?	
10 _____ has to work every weekend. **Question:** _____	What time / usually finish work on Sunday? Who / work for last year?	

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3A Guess the job *have to/had to*; Past Simple and Present Simple: *Wh-* questions

STUDENT A

You are a successful businessperson. You have to wear a suit every day and go to important meetings to discuss plans for your company. Yesterday you had to fly to Miami for a meeting with the sales team at Disney.

STUDENT B

You are a marathon runner. You have to run for three hours every day. You usually eat pasta twice a day for energy. You went to the Olympics in Beijing in 2008 and ran the marathon for your country.

STUDENT C

You are a pilot. You fly all over the world and you have to wear a uniform. You flew to Brazil last week, but you could only stay a few hours because you had to fly to Argentina the same day.

STUDENT D

You are a journalist. You write sports articles for a newspaper. Sometimes you have to work all night and don't sleep at all. In 2010 you went to the World Cup finals in South Africa and met the Spanish team!

STUDENT E

You are a famous actor/actress. You love your job, but you have to do a lot of interviews. Last week you did over 60 TV and radio interviews because you have a new film in cinemas now. You live in Los Angeles.

STUDENT F

You are a taxi driver. You have to know every street in your city. You usually start work at 5 a.m. every day and meet lots of interesting people. Last week you took Elton John to the airport!

STUDENT G

You are a teacher. You work in a language school and you usually check your students' homework in the evening. You didn't sleep much last night because you had to write 50 reports about your students.

STUDENT H

You are a receptionist. You work for a multinational oil company and have to answer the phone all day. It's a very boring job – yesterday you talked to over a hundred different people!

STUDENT I

You are a vet. You had to study for five years at university to learn how to do your job and you had to work every holiday. You passed your final exams three years ago. Now you work on a farm.

STUDENT J

You are a newspaper editor. You have to work every weekend because you work for a Sunday newspaper. You usually finish work at 4 a.m. on Sunday morning. Last year you worked for the *New York Times*.

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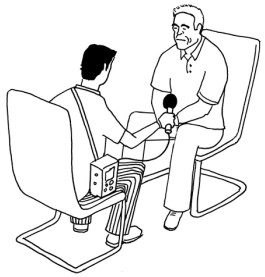
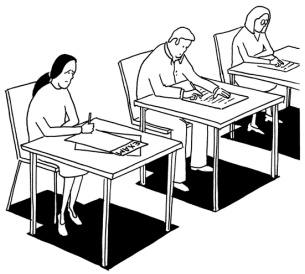
Instructions p135

Student A

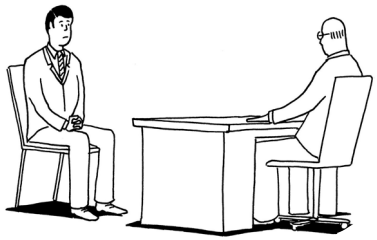
1 Does anyone in your family *commute/commuter* to work every day?
2 Who is the best *cook/cooker* in your family?
3 Who makes *decides/decisions* quickly in your family?
4 What's your favourite *advertise/advertisement* on TV at the moment?
5 Which famous person would you like to do an *interview/interviewer* with?
6 Who is your favourite *music/musician*?
7 How many *examines/examinations* do you have to do before you leave this school?
8 Who is your favourite *act/actor*?
9 Did you have *argues/arguments* with your brothers or sisters when you were younger?
10 Did you *collect/collection* anything when you were younger?

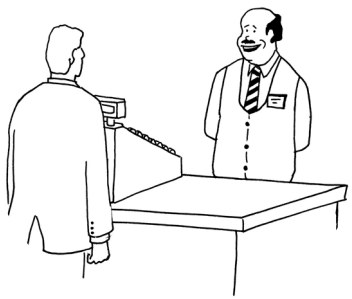




Student B

1 Do you find it difficult to make *decides/decisions*?
2 Who is your favourite *paint/painter*?
3 What do friends often *argue/argument* about?
4 Is anyone in your family interested in *art/artist*?
5 Is it OK to have *advertises/advertisements* for cigarettes in magazines?
6 Who was the last *visit/visitor* you had in your home?
7 Do you like watching *discussions/discusses* about politics on TV?
8 Did you have to have an *interview/interviewer* for your job or university course?
9 Who is your favourite female *sing/singer*?
10 Are the sales *assists/assistants* near where you live usually friendly?





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3D What do you know? Review of lessons 1A–3D

30 **Correct these questions.**
When he did work in the USA?
What was you doing when I phoned?

31 MOVE BACK FOUR SQUARES

32 **Fill in the gaps in these phrases.**
work _____ children
work _____ an office
work _____ a charity

33 **Say the Past Simple of these verbs.**
see, feel, make, leave, come

FINISH

29 **Agree with these sentences.**
I really love my job.
I didn't go out last night.

28 **Talk for 30 seconds about what people in your family do in their free time.**

27 **Talk for 30 seconds about your last holiday.**

26 MOVE FORWARD TWO SQUARES

25 **Make nouns from these verbs.**
clean, decide, visit, argue

20 **Say what you were doing at: 9 a.m., 12.30 p.m., 4 p.m. and 9.30 p.m. yesterday.**

21 **Say two free time activities with *do* and three with *go*.**

22 **Talk for 30 seconds about what you did last weekend.**

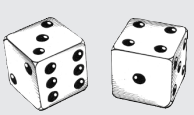
23 **Make questions about the words in bold.**
Gary works **in London**.
Sarah lives in Paris.

24 MOVE BACK TWO SQUARES

19 **Correct these questions.**
How he gets to work?
What he's doing now?

18 **Talk for 30 seconds about what your friends do in their free time and what they are doing now.**

17 THROW AGAIN!



16 **Make one sentence with *when* and one sentence with *while* about your day yesterday.**

15 **Put these adverbs in order.**
often, always, normally, sometimes, never, occasionally

10 **Talk for 30 seconds about what you have to do every day.**

11 **Make nouns from these verbs.**
collect, improve, examine, advertise

12 **Choose the correct verb forms.**
She *has/'s having* lunch now.
I *want/am wanting* to buy it today.

13 **Fill in the gaps in these phrases.**
apply _____ a job
fill _____ an application form
go _____ an interview

14 **Say four different ways to start a conversation at a party.**

9 **Put these phrases in order.**
ask someone out, get married, go out with someone, get engaged

8 MOVE FORWARD TWO SQUARES

7 **Talk for 30 seconds about the last time you went to a restaurant.**

6 **You didn't phone the other students last night. Apologise, give a reason and make a promise.**

5 **Say three free time activities with *play* and three with *go to*.**

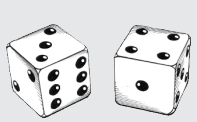
START

1 **Say the Past Simple of these verbs.**
eat, drink, have, sell, buy

2 **Make a sentence with *because* and a sentence with *so* about your day yesterday.**

3 **Agree with these sentences.**
I'm very tired.
I don't eat fish.

4 THROW AGAIN!



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4A Past participles bingo past participles of irregular verbs

Student A

WEAR	BUY	GIVE
SLEEP	MEET	LOSE
MAKE	DO	THINK
HAVE	SPEND	READ
SEE	WIN	EAT

Student B

THINK	GIVE	HEAR
READ	BUY	SELL
MAKE	LOSE	FLY
DRIVE	MEET	SLEEP
HAVE	WRITE	TAKE

Student C

SPEND	MAKE	DO
TAKE	DRIVE	HAVE
HEAR	SEE	EAT
WIN	WEAR	THINK
FLY	WRITE	GIVE

Student D

SEE	BE	WEAR
BUY	HEAR	LOSE
FLY	SLEEP	WIN
MEET	DO	WRITE
DRIVE	TAKE	READ

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4B The music party Present Perfect for life experiences; Past Simple

Guest 1

1 **You've had a number one album in Argentina**. It was number one for 13 weeks.
2 **You've played live on TV in China**. You felt very nervous and forgot the words!
3 **You've met Elton John**. You met him when you were living in England.
4 **You've won an award for best album**. You won this award two years ago.

1 Name _____
2 Name _____
3 Name _____
4 Name _____

1 How long _____ it stay at number one?
2 How _____ you feel?
3 When _____ you meet him?
4 When _____ you win this award?

Guest 2

1 **You've had a number one album in Argentina**. It was number one for 12 weeks.
2 **You've been on the cover of *Time* magazine**. The headline was: *The world's worst singer*.
3 **You've written a book about your life**. It took you three years to write it.
4 **You've played at Glastonbury Festival in England**. It was the most amazing experience of your life.

1 Name _____
2 Name _____
3 Name _____
4 Name _____

1 How long _____ it stay at number one?
2 What _____ the headline?
3 How long _____ it take you?
4 What _____ it like?

Guest 3

1 **You've been on tour in Russia**. You went to 13 cities.
2 **You've written a song in Turkish**. You studied Turkish at university.
3 **You've met Elton John**. You met him when you were making an album in London.
4 **You've been on a date with a very famous actor/actress**. You decide who he/she was.

1 Name _____
2 Name _____
3 Name _____
4 Name _____

1 How many cities _____ you go to?
2 When _____ you learn to speak Turkish?
3 When _____ you meet him?
4 What _____ his/her name?

Guest 4

1 **You've been on tour in Russia**. You went to 14 cities.
2 **You've cried at an awards ceremony**. You cried at the MTV awards last year because you won the 'best singer' award.
3 **You've written a book about your life**. It took you three weeks to write it.
4 **You've had a number one single in Brazil**. It was number one for 15 weeks.

1 Name _____
2 Name _____
3 Name _____
4 Name _____

1 How many cities _____ you go to?
2 Why _____ you cry?
3 How long _____ it take you?
4 How long _____ it stay at number one?

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4B The music party Present Perfect for life experiences; Past Simple

Guest 5

1 **You've won an award for best guitarist**. You won the award last year.	1 Name _____	1 When _____ you win your award?
2 **You've played live on TV in China**. You felt very nervous.	2 Name _____	2 How _____ you feel?
3 **You've been on tour in Japan**. You did 27 concerts.	3 Name _____	3 How many concerts _____ you do?
4 **You've had a number one single in Brazil**. It was number one for 14 weeks.	4 Name _____	4 How long _____ it stay at number one?

Guest 6

1 **You've done a free concert for 100,000 people**. The concert was in New York in 2011.	1 Name _____	1 Where _____ it?
2 **You've been on the cover of *Time* magazine**. The headline was: *The world's best singer*.	2 Name _____	2 What _____ the headline?
3 **You've made a classical album**. It only sold 1,000 copies!	3 Name _____	3 _____ it successful?
4 **You've been on a date with a very famous actor/actress**. You decide who he/she was.	4 Name _____	4 What _____ his/her name?

Guest 7

1 **You've won an award for best guitarist**. You won the award two years ago.	1 Name _____	1 When _____ you win your award?
2 **You've written a song in Turkish**. You lived in Turkey in 2009.	2 Name _____	2 When _____ you learn to speak Turkish?
3 **You've done a free concert for 100,000 people**. The concert was in Hyde Park, London, in 2010.	3 Name _____	3 Where _____ it?
4 **You've played at Glastonbury Festival in England**. You hated it because it rained all the time.	4 Name _____	4 What _____ it like?

Guest 8

1 **You've been on tour in Japan**. You did 28 concerts.	1 Name _____	1 How many concerts _____ you do?
2 **You've cried at an awards ceremony**. You cried at the MTV awards last year because you didn't win the 'best singer' award.	2 Name _____	2 Why _____ you cry?
3 **You've made a classical album**. It sold 10 million copies.	3 Name _____	3 _____ it successful?
4 **You've won an award for best album**. You won this award in 2008.	4 Name _____	4 When _____ you win this award?

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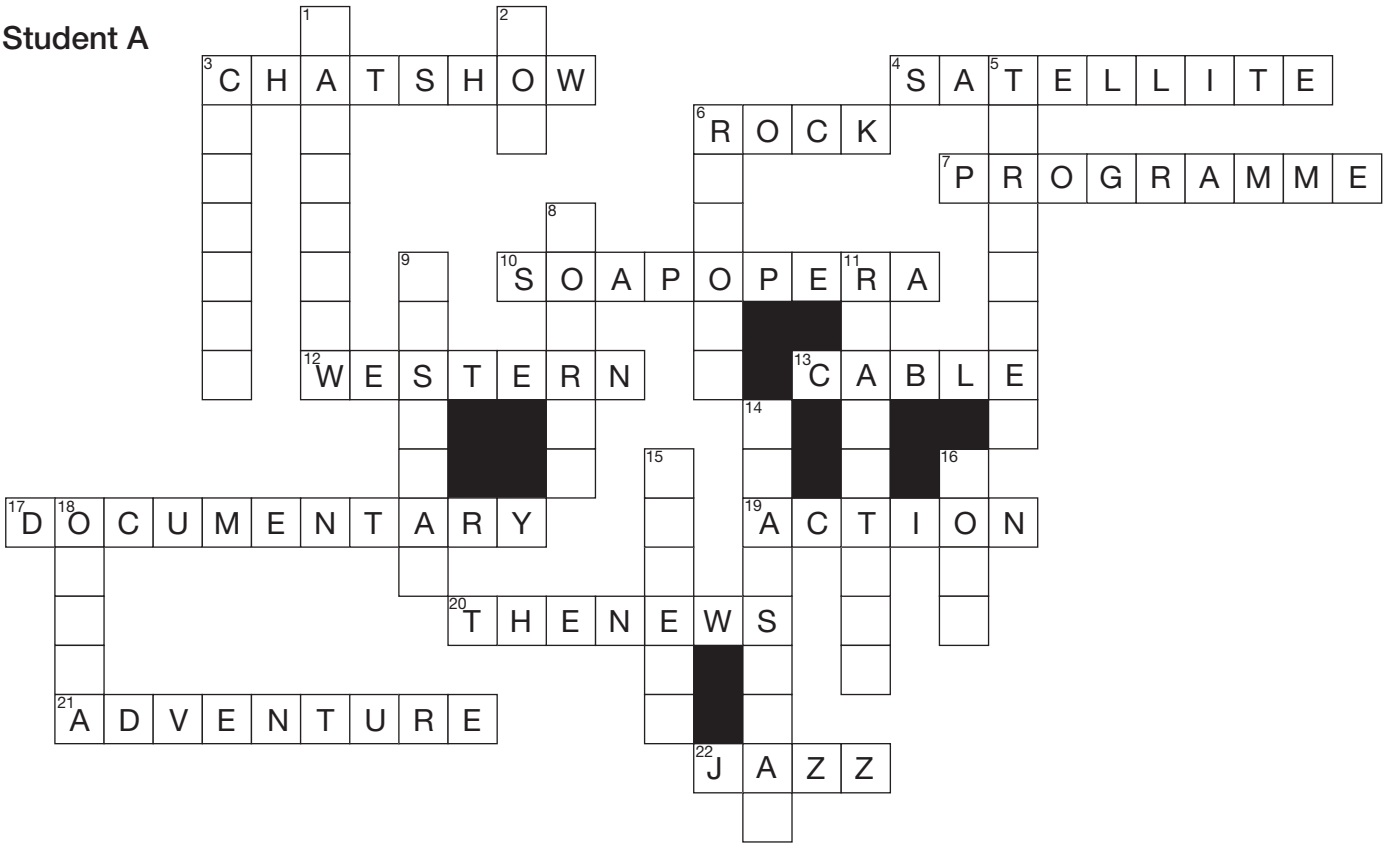
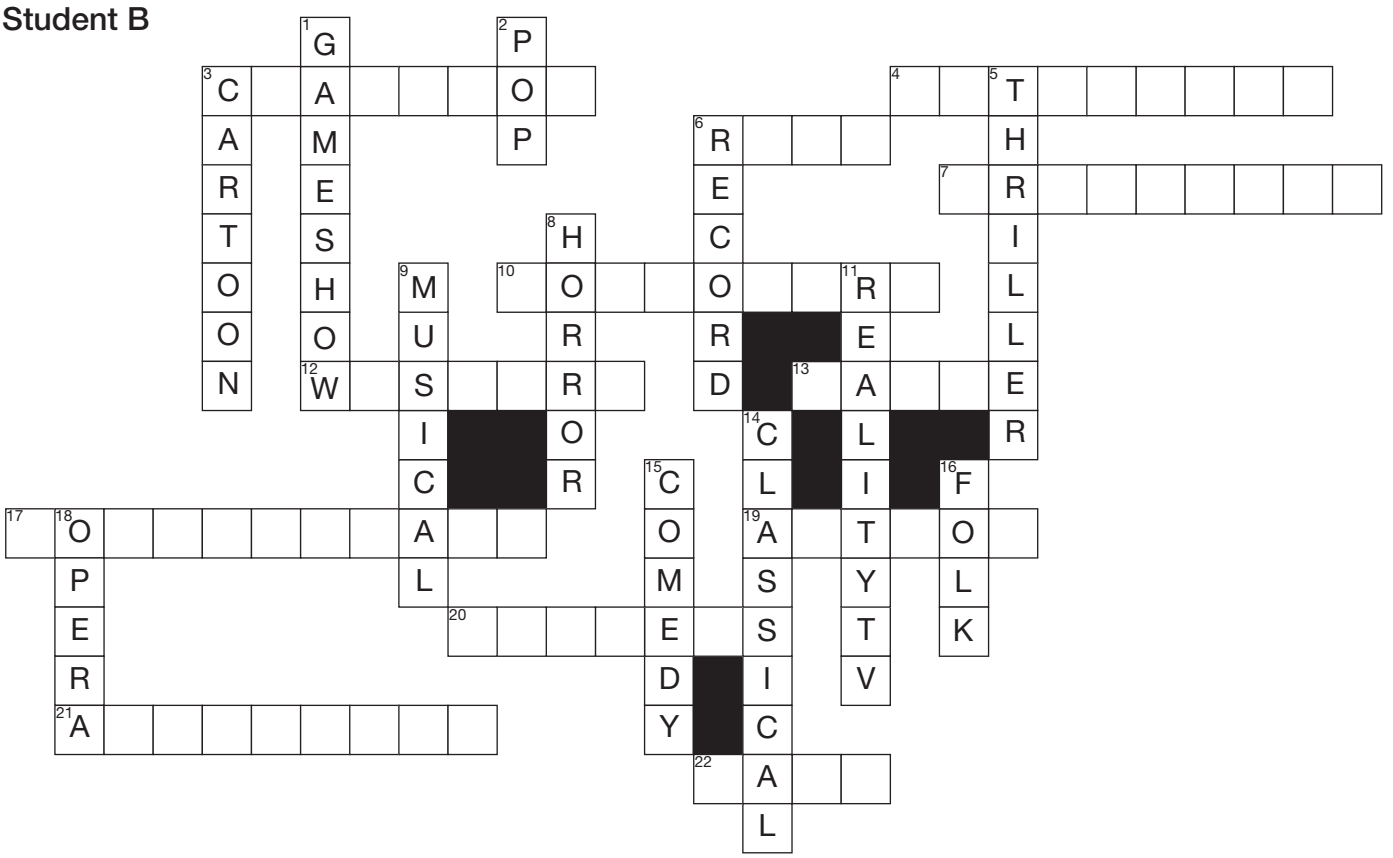
4C Entertainment crossword film; TV; music

Student A



Student B



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5A The crystal ball *will* for prediction; *might*

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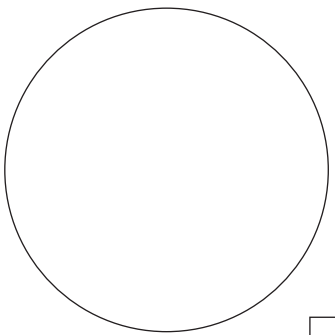
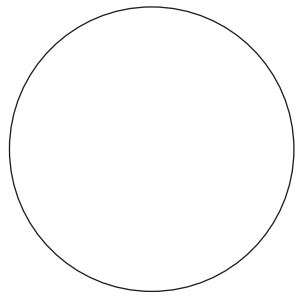
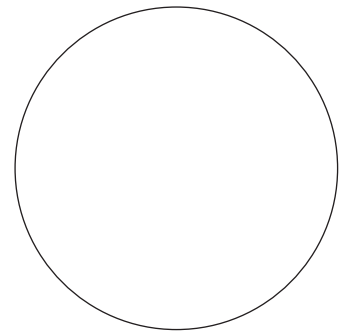
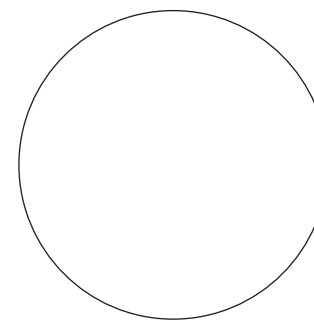
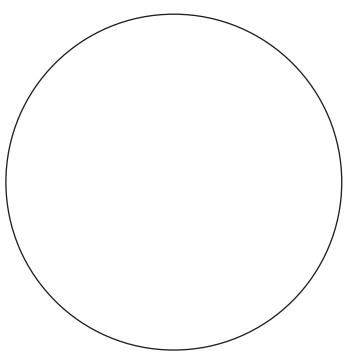
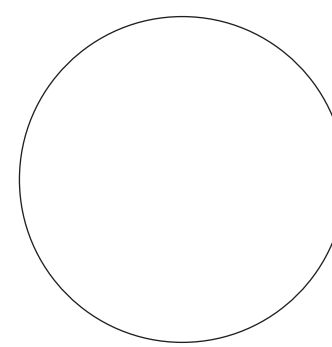
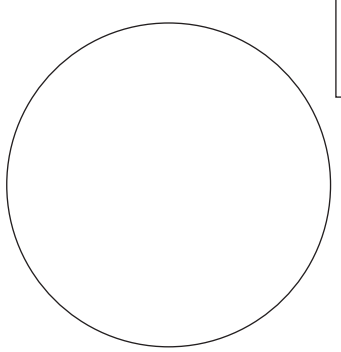
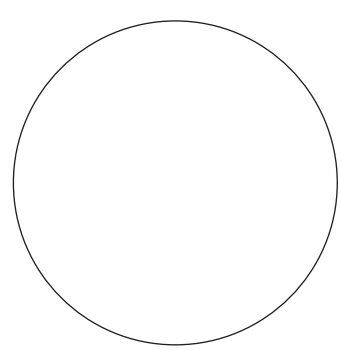
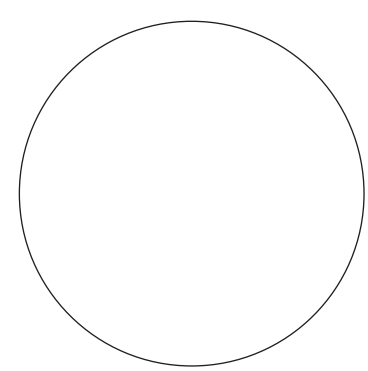
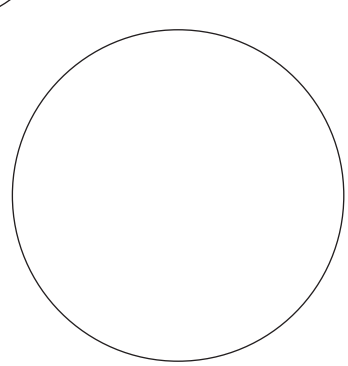
5B My personal future *be going to*: plans, hopes and ambitions

Write short answers to <u>ten</u> of these prompts in the circles. <u>Don't</u> write them in this order.

- something you're going to do this year
- someone you'd like to meet one day
- a place you're thinking of visiting one day
- a film you're looking forward to seeing
- something you're planning to do next weekend
- something you're hoping to buy soon
- a place you're looking forward to going to next month
- something you'd like to get for your next birthday
- a TV series you want to watch on DVD soon
- someone you're looking forward to seeing
- someone you're hoping to see next weekend
- something you're thinking of buying one day
- a place you're planning to go to this year
- something you're going to wear tomorrow
- a film you'd like to see again in the cinema
- something you want to do tomorrow

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5C Preposition pelmanism verbs and prepositions

I like **taking** photos	**of** animals in the wild.	Next week we're **going**	**on** a trip **to** New York. We're going to stay for two weeks.
You **hear**	a lot of stories **about** the disappearing natural world.	I **paid** about $300	**for** my new watch.
My sister **spends**	a lot of time **with** her colleagues from the office.	We're going to **spend**	about £1,000 **on** our next holiday.
I'm **looking**	**for** my wallet. I can't find it anywhere.	The tourists **went back**	**to** the camp and had dinner around the fire.
Have you **heard**	**about** that plane crash in India?	She **spent** over £800	**on** a beautiful Gucci handbag.
My dad and I never **talk**	**about** politics because we always disagree.	I'm planning to **fly**	**to** South America next year if I can afford it.
Let's go **back**	**to** the hotel – it's starting to rain.	They'd like to **go**	**on** a trip **to** Australia to see their son and his wife.
My mum has **flown**	**to** Europe five times in her life.	We **spend** a lot of time	**with** our grandchildren these days.

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6B Where's Emma staying? superlatives; family relationships; character adjectives

Student A

1 _____ is [a] *the most talented* (talent) person in Emma's family. He's Emma's _____ and he's staying in room _____ .

2 John is [b]_____ (moody) person in Emma's family. He's her uncle and he's staying in room 502.

3 _____ and _____ are Emma's [c]_____ (considerate) relatives. They're Emma's _____ and they're staying in room _____ .

4 Tom and Maria are Emma's [d]_____ (noisy) relatives. They're Emma's cousins and they're staying in room 501.

5 _____ is [e]_____ (helpful) person in Emma's family. She's Emma's _____ and she's staying in room _____ .

6 Julie is [f]_____ (bright) person in Emma's family. She's Emma's mother and she's staying in room 505.

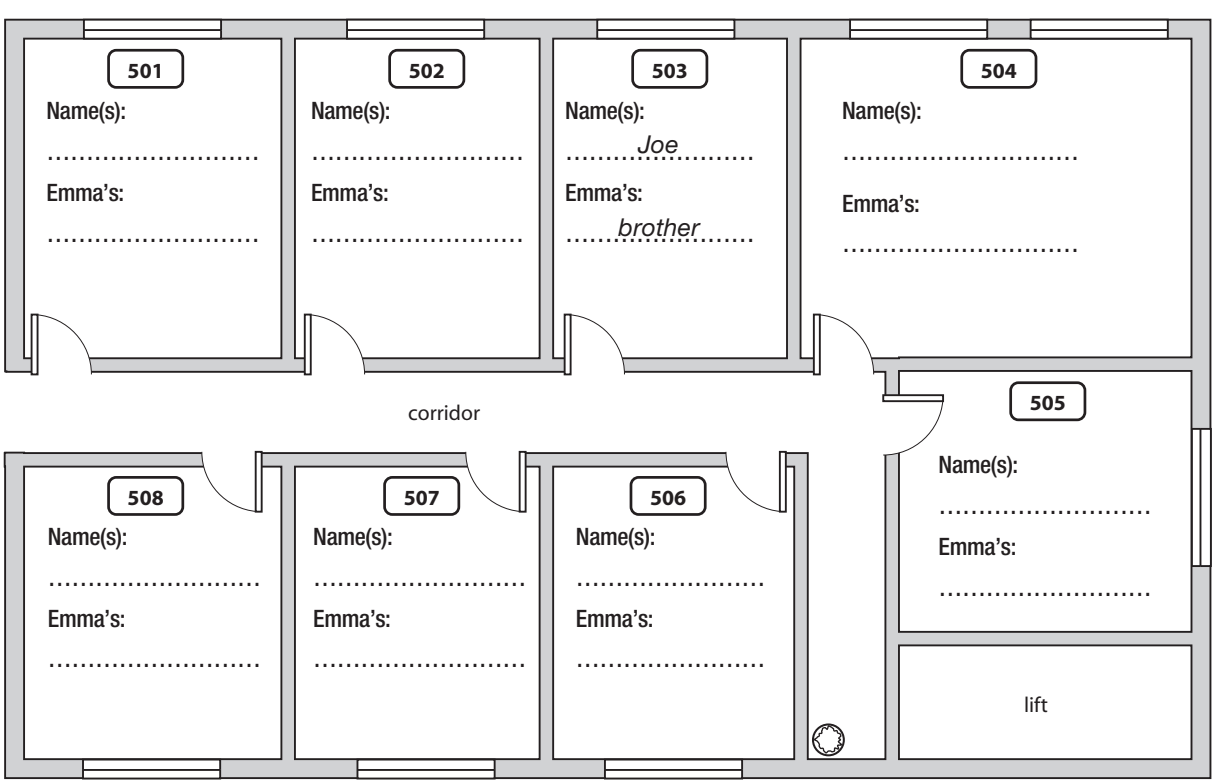
7 _____ and _____ are Emma's [g]_____ (rude) relatives. They're Emma's _____ and _____ , and they're staying in room _____ .

8 Peter is [h]_____ (ambitious) person in Emma's family. He's Emma's brother-in-law and he's staying in room 507.

9 _____ is [i]_____ (organised) person in Emma's family. He's Emma's _____ and he's staying in room _____ .

10 Jessica is Emma's [j]_____ (patient) relative. She's Emma's aunt and she's staying in room 502.

HOTEL ROOM PLAN



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6B Where's Emma staying? superlatives; family relationships; character adjectives

Student B

1 Joe is [a] *the most talented* (talent) person in Emma's family. He's Emma's brother and he's staying in room 503.

2 _____ is [b] _____ (moody) person in Emma's family. He's her _____ and he's staying in room _____ .

3 Iris and Bill are Emma's [c] _____ (considerate) relatives. They're Emma's grandparents and they're staying in room 504.

4 _____ and _____ are Emma's [d] _____ (noisy) relatives. They're Emma's _____ and they're staying in room _____ .

5 Sally is [e] _____ (helpful) person in Emma's family. She's Emma's sister and she's staying in room 507.

6 _____ is [f] _____ (bright) person in Emma's family. She's Emma's _____ and she's staying in room _____ .

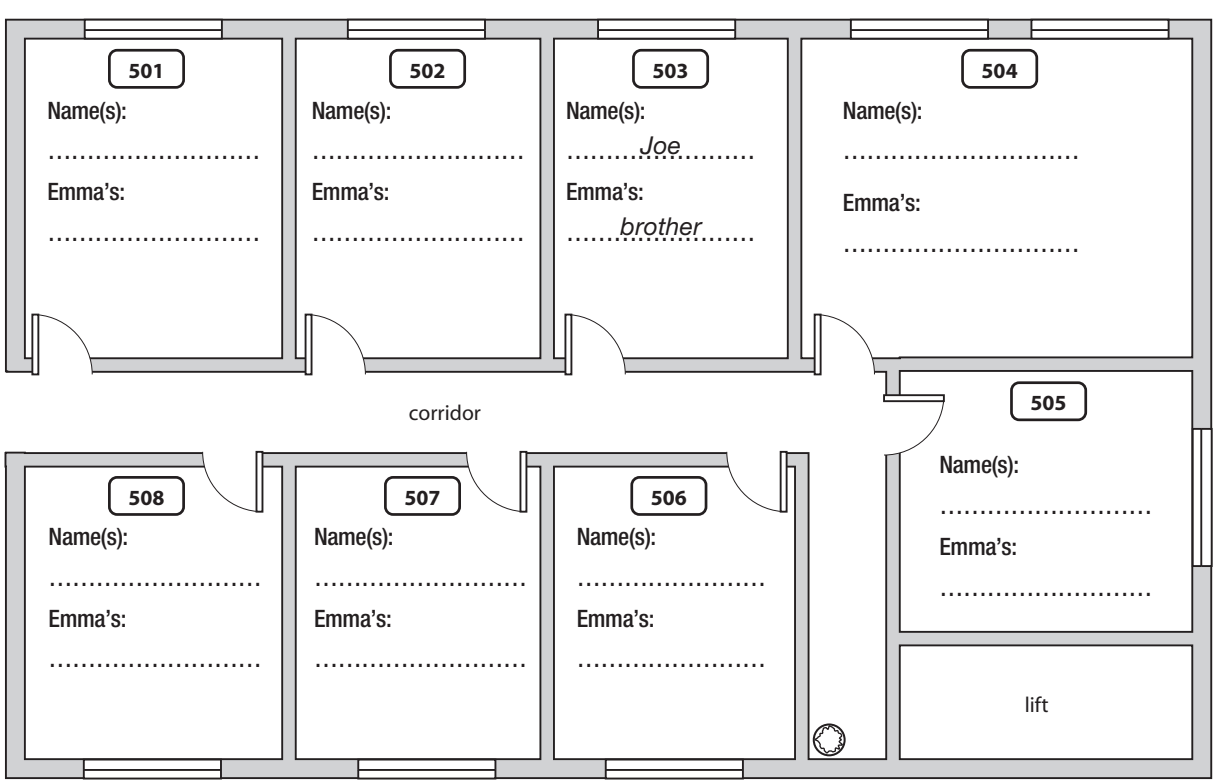
7 Harry and Wendy are Emma's [g] _____ (rude) relatives. They're Emma's nephew and niece, and they're staying in room 508.

8 _____ is [h] _____ (ambitious) person in Emma's family. He's Emma's _____ and he's staying in room _____ .

9 Bob is [i] _____ (organised) person in Emma's family. He's Emma's stepfather and he's staying in room 505.

10 _____ is Emma's [j] _____ (patient) relative. She's Emma's _____ and she's staying in room _____ .

HOTEL ROOM PLAN



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6C Word formation snap prefixes and opposites of adjectives: *un-, in-, im-, dis-*

Student A

UN	UN	IM	IM
IN	IN	DIS	DIS
UN	UN	IM	IM
IN	IN	DIS	DIS

Student B

SELFISH	RELIABLE	POSSIBLE	MATURE
CONSIDERATE	CORRECT	ORGANISED	HONEST
HELPFUL	ATTRACTIVE	POLITE	PATIENT
ACCURATE	ACTIVE	CONNECTED	SATISFIED

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6D Noughts and crosses Review of lessons 4A–6D

Board 1

-ed/-ing ADJECTIVES	IRREGULAR VERBS	VERB FORMS
VERBS & PREPOSITIONS	VOCABULARY	COMPARATIVES & SUPERLATIVES
OPPOSITES	ERROR CORRECTION	INFINITIVE OR VERB+*ing*

Team A question sheet

-ED/-ING ADJECTIVES **Which sentence is correct?** 1 The film was exciting. *or* The film was excited. (*exciting*) 2 I was surprising when I saw him. *or* I was surprised when I saw him. (*surprised*) 3 I'm interesting in sport. *or* I'm interested in sport. (*interested*)	**IRREGULAR VERBS** **Say the Past Simple and past participle of these verbs.** 1 see *and* hear (*saw, seen; heard, heard*) 2 eat *and* drink (*ate, eaten; drank, drunk*) 3 say *and* think (*said, said; thought, thought*)	**VERB FORMS** **Put the verb in the correct form.** 1 I (watch) TV at the moment. (*'m/am watching*) 2 I (meet) my best friend last weekend. (*met*) 3 My sister (meet) Johnny Depp twice in her life. (*'s/has met*)
VERBS & PREPOSITIONS **Complete the sentence with the correct preposition.** 1 I went _____ a trip yesterday. (*on*) 2 He never stops talking _____ sport. (*about*) 3 I'm planning to fly _____ Spain next week. (*to*)	**VOCABULARY** **In 30 seconds say …** 1 six character adjectives with a positive meaning. (*see* VOCABULARY 6.1) 2 nine types of film. (*see* VOCABULARY 4.1) 3 six types of TV programme. (*see* VOCABULARY 4.3)	**COMPARATIVES & SUPERLATIVES** **Say (and spell) these comparatives and superlatives.** 1 happy *and* fat (*happier, happiest; fatter, fattest*) 2 big *and* good (*bigger, biggest; better, best*) 3 crowded *and* noisy (*more crowded, most crowded; noisier, noisiest*)
OPPOSITES **Say the opposites of these adjectives.** 1 employed, correct (*unemployed, incorrect*) 2 honest, polite (*dishonest, impolite/rude*) 3 ambitious, patient (*unambitious, impatient*)	**ERROR CORRECTION** **Correct this sentence.** 1 I've never been to there. (*I've never been there.*) 2 Paolo is as older as me. We're both 28. (*Paolo is as old as me.*) 3 We're thinking of go to the theatre. (*We're thinking of going to the theatre.*)	**INFINITIVE OR VERB+ING** **Which sentence is correct?** 1 I'm planning to go there. *or* I'm planning to going there. (*go*) 2 I'm looking forward to meet him. *or* I'm looking forward to meeting him. (*meeting*) 3 I'd like to meeting Madonna. *or* I'd like to meet Madonna. (*meet*)

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6D Noughts and crosses Review of lessons 4A–6D

Board 2

VOCABULARY	COMPARATIVES & SUPERLATIVES	*-ed/-ing* ADJECTIVES
ERROR CORRECTION	VERB FORMS	IRREGULAR VERBS
INFINITIVE OR VERB+*ing*	VERBS & PREPOSITIONS	OPPOSITES

Team B question sheet

-ED/-ING ADJECTIVES **Which sentence is correct?** 1 He looks very tired. *or* He looks very tiring. (*tired*) 2 I was very worried. *or* I was very worrying. (*worried*) 3 The film was really bored. *or* The film was really boring. (*boring*)	**IRREGULAR VERBS** **Say the Past Simple and past participle of these verbs.** 1 win *and* lose (*won, won; lost, lost*) 2 make *and* meet (*made, made; met, met*) 3 give *and* take (*gave, given; took, taken*)	**VERB FORMS** **Put the verb in the correct form.** 1 I (see) *Pirates of the Caribbean* six times in my life. (*'ve/have seen*) 2 Sam (buy) a new laptop last weekend. (*bought*) 3 John (talk) on the phone now. (*'s/is talking*)
VERBS & PREPOSITIONS **Complete the sentence with the correct preposition.** 1 She paid £500 ____ that jacket. (*for*) 2 I spent £500 ____ my car last week. (*on*) 3 I spend a lot of time ____ my cousin. (*with*)	**VOCABULARY** **In 30 seconds say …** 1 twelve words for people in the family. (*see* VOCABULARY 6.2) 2 six character adjectives with a negative meaning. (*see* VOCABULARY 6.1 and 6.3) 3 nine types of music. (*see* VOCABULARY 4.2)	**COMPARATIVES & SUPERLATIVES** **Say (and spell) these comparatives and superlatives.** 1 busy *and* hot (*busier, busiest; hotter, hottest*) 2 bad *and* noisy (*worse, worst; noisier, noisiest*) 3 nice *and* new (*nicer, nicest; newer, newest*)
OPPOSITES **Say the opposites of these adjectives.** 1 organised, possible (*disorganised, impossible*) 2 sure, considerate (*unsure, inconsiderate*) 3 healthy, mature (*unhealthy, immature*)	**ERROR CORRECTION** **Correct this sentence.** 1 I spend lots of money for clothes. (*I spend lots of money on clothes.*) 2 He isn't as tall than me. (*He isn't as tall as me.*) 3 He's seen that film last week. (*He saw that film last week.*)	**INFINITIVE OR VERB+ING** **Which sentence is correct?** 1 I'm thinking of go out. *or* I'm thinking of going out. (*going*) 2 I might watch TV. *or* I might watching TV. (*watch*) 3 I'm hoping to do it. *or* I'm hoping doing it. (*to do*)

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DAY 1: SYDNEY

Morning: go on a boat trip

Afternoon: climb the Sydney Harbour Bridge

Evening: go to an opera in the famous opera house

Night: stay in a 5-star hotel

DAY 2: SYDNEY

Morning: have a surfing lesson on Bondi Beach

Afternoon: visit Sydney Zoo

Evening: fly to Melbourne

Night: stay in the Melbourne Palace Hotel

DAY 3: MELBOURNE

Morning: take a city tour

Afternoon: go shopping

Evening: visit Phillip Island to see the penguins

Night: fly to Uluru and stay in the Rock Hotel

DAY 4: ULURU

Morning: fly over Uluru in a helicopter

Afternoon: visit the National Park Cultural Centre

Evening: have a barbeque

Night: camp under the stars

DAY 5: ULURU

Morning: go for a walk around Uluru at sunrise

Afternoon: go to a museum

Evening: fly to Cairns

Night: stay in the Cairns Holiday Hotel

DAY 6: CAIRNS

Morning: go on a boat trip on the Great Barrier Reef

Afternoon: go scuba diving

Evening: have a meal in a traditional pub

Night: stay in a 5-star hotel

KANGA TOURS
ITINERARY

DAY 1:	**DAY 4:**
Morning:	**Morning:**
Afternoon:	**Afternoon:**
Evening:	**Evening:**
Night:	**Night:**
DAY 2:	**DAY 5:**
Morning:	**Morning:**
Afternoon:	**Afternoon:**
Evening:	**Evening:**
Night:	**Night:**
DAY 3:	**DAY 6:**
Morning:	**Morning:**
Afternoon:	**Afternoon:**
Evening:	**Evening:**
Night:	**Night:**

CLASS ACTIVITIES: Photocopiable

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7B Holiday habits quantifiers

Student A

My partner's name: _____

a lot of lots of a few a little a bit of many much some any

When my partner goes on holiday …

… he/she *takes/doesn't take* _____ clothes with him/her.

… he/she *spends/doesn't spend* _____ time sitting by a swimming pool.

… he/she *does/doesn't do* _____ shopping.

… he/she *reads/doesn't read* _____ books.

… he/she *goes/doesn't go* on _____ organised tours to famous places.

… he/she *takes/doesn't take* _____ sun cream with him/her.

… he/she *takes/doesn't take* _____ photos.

… he/she *spends/doesn't spend* _____ time sitting in cafés.

… he/she *buys/doesn't buy* _____ presents for his/her friends and family.

… he/she *does/doesn't do* _____ walking.

Student B

My partner's name: _____

a lot of lots of a few a little a bit of many much some any

When my partner goes on holiday …

… he/she *takes/doesn't take* _____ books with him/her.

… he/she *spends/doesn't spend* _____ time at the beach.

… he/she *buys/doesn't buy* _____ souvenirs.

… he/she *takes/doesn't take* _____ insect repellent with him/her.

… he/she *goes/doesn't go* to _____ museums and art galleries.

… he/she *takes/doesn't take* _____ cash with him/her.

… he/she *makes/doesn't make* _____ phone calls to people at home.

… he/she *does/doesn't do* _____ sightseeing.

… he/she *spends/doesn't spend* _____ time in the hotel in the day.

… he/she *goes/doesn't go* to _____ nightclubs and/or bars.

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www.tophotelsincanada.com/thechateau

The Chateau

One-week New Year break – £1,000 per person

The Chateau is a luxury hotel in the mountains. It's a short walk to the village and only 10 minutes from the ski area.

- 55 rooms (some suites)
- all rooms with private sauna
- free bus to village centre

After a day skiing, you can …

- go swimming in our indoor pool
- have dinner in one of our restaurants
- go for a drink in our wine bar

Special trips

- go snowmobiling through the forests
- go sightseeing in Vancouver
- go to the Harbour Centre Tower for great views of Vancouver

www.tophotelsincanada.com/mountainview

The Mountain View Hotel

One-week New Year break – £700 per person

This friendly hotel is a short walk from the mountain and close to bars and restaurants.

- only 100 m from the ski area
- 98 rooms (some with private Jacuzzi)
- free ½ day skiing for everyone

After a day skiing, you can …

- relax in the heated outdoor pool
- go for a drink in the bar
- go to the gym and sauna

Special trips

- go ice skating in the nearby village
- go cycling in Stanley Park, Vancouver
- go to Vancouver to see an ice hockey match

www.tophotelsincanada.com/rockies

The Rockies Hotel

One-week New Year break – £900 per person

The hotel is only 6 minutes from the mountain and is one of the best hotels in the resort.

- 228 luxury rooms
- all rooms have a TV and DVD player
- the first day's skiing is free

After a day skiing, you can …

- go swimming in the outdoor pool
- eat in our world-famous restaurant
- go dancing in the Shades nightclub

Special trips

- go dog sledding through the mountains
- go on a boat trip around Victoria Harbour
- go for a Chinese meal in Chinatown, Vancouver

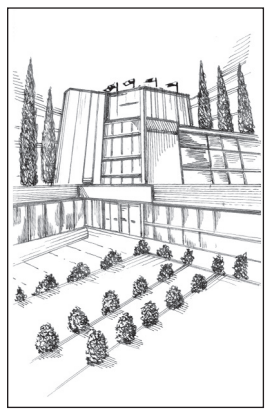
www.tophotelsincanada.com/mapleleaf

The Maple Leaf Hotel

One-week New Year break – £800 per person

The hotel is in the village centre, close to bars, restaurants and nightlife.

- only 300 m from the ski area
- 71 rooms, all with TV and free movies
- free snowboarding lesson



After a day skiing, you can …

- relax in the indoor pool
- spend the evening in our lively bar
- go dancing in the hotel's popular nightclub

Special trips

- go snowmobiling through the forests
- take a boat and go fishing in the sea
- take a helicopter flight over the mountains

CLASS ACTIVITIES: Photocopiable

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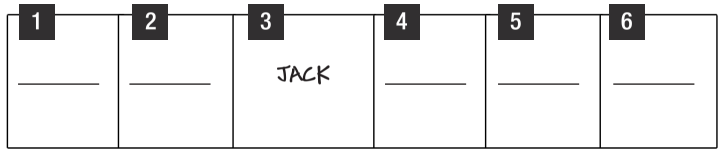
Student A

- Jack has lived in Rose Avenue [1]_____ . The person on his right has had her sports car for three years. Jack's had a dog [2]_____ and he's known his other neighbour for four years. He lives in the biggest house.
- Anne has lived in Rose Avenue [3]_____ . She has had three cats since 1999. She's known the married couple on her left [4]_____ .
- Marian and Ross have been married for 10 years. They've had a boat [5]_____ and they've lived in Rose Avenue since 2003. They hate cats, but the person on their right has three!
- Katrina and Paul have been married [6]_____ . They've lived in Rose Avenue since 1994 and they've known the man on their right [7]_____ . They've had a dog for two years.
- Fiona has lived in Rose Avenue [8]_____ . She's had her sports car for three years. The person on her left has had his dog [9]_____ . The people on her right have got a boat and she's known them since 2003.
- Tony has lived in Rose Avenue [10]_____ . He's had his cat since 2002. Both his neighbours have dogs!

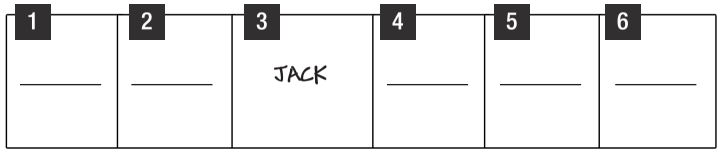
ROSE AVENUE



Student B

- Jack has lived in Rose Avenue for ten years. The person on his right has had her sports car [a]_____ . Jack's had a dog since 2002 and he's known his other neighbour [b]_____ . He lives in the biggest house.
- Anne has lived in Rose Avenue for six years. She has had three cats [c]_____ . She's known the married couple on her left since 2003.
- Marian and Ross have been married [d]_____ . They've had a boat for one year and they've lived in Rose Avenue [e]_____ . They hate cats, but the person on their right has three!
- Katrina and Paul have been married since 1989. They've lived in Rose Avenue [f]_____ and they've known the man on their right for four years. They've had a dog [g]_____ .
- Fiona has lived in Rose Avenue since 2000. She's had her sports car [h]_____ . The person on her left has had his dog since 2002. The people on her right have got a boat and she's known them [i]_____ .
- Tony has lived in Rose Avenue for four years. He's had his cat [j]_____ . Both his neighbours have dogs!

ROSE AVENUE



8B What should I do? *should, shouldn't, must, mustn't*

Student A

Client

You are a chocoholic. Read this information about your life and answer the questions.

- You eat chocolate every day. **(What do you eat for breakfast? How much chocolate do you eat every day?)**
- You get up in the middle of the night and eat chocolate too. Your family don't know how much you eat.
- You don't eat fruit and vegetables very often. **(Which do you eat? How often do you eat them?)**
- You spend a lot of money on chocolate every week. **(How much do you spend?)**
- You hardly ever do any exercise. **(How often do you do sport?)**
- In the evening you usually stay in, eat chocolate and watch TV. **(What do your friends think about your problem?)**

You go to a counsellor for help. Make some questions to ask the counsellor.

Use: *Should I … ?*
Do you think I should … ?

Counsellor

Your client is a workaholic. Make questions to find out more about the problem.

1 What / do? *What do you do?*
2 What time / leave home?
3 How long / take / get to work?
4 What / have / lunch?
5 What time / leave work?
6 What / do / free time?
7 When / last have a holiday?
8 What / family think about your work?

Think of some advice you can give your client.

Use: *(I think) you should …*
I don't think you should …
You shouldn't …
You must …
You mustn't …

Student B

Counsellor

Your client is a chocoholic. Make questions to find out more about the problem.

1 What / eat / breakfast?
What do you eat for breakfast?
2 How much chocolate / eat every day?
3 How much fruit / eat every week?
4 How often / eat vegetables?
5 How much / spend on chocolate every week?
6 How often / do sport?
7 What / usually / do / evening?
8 What / your friends think about your problem?

Think of some advice you can give your client.

Use: *(I think) you should …*
I don't think you should …
You shouldn't …
You must …
You mustn't …

Client

You are a workaholic. Read this information about your life and answer the questions.

- You leave home very early every morning. **(What do you do? What time do you leave home?)**
- You drive to work every day. **(How long does it take you to get there?)**
- You have lunch at your desk. **(What do you eat?)**
- You work very late. **(What time do you leave work?)**
- You have no free time. **(What do you do in the evening and at weekends?)**
- You haven't had a holiday for ages. **(When did you last have a holiday? What do your family think about your problem?)**

You go to a counsellor for help. Make some questions to ask the counsellor.

Use: *Should I … ?*
Do you think I should … ?

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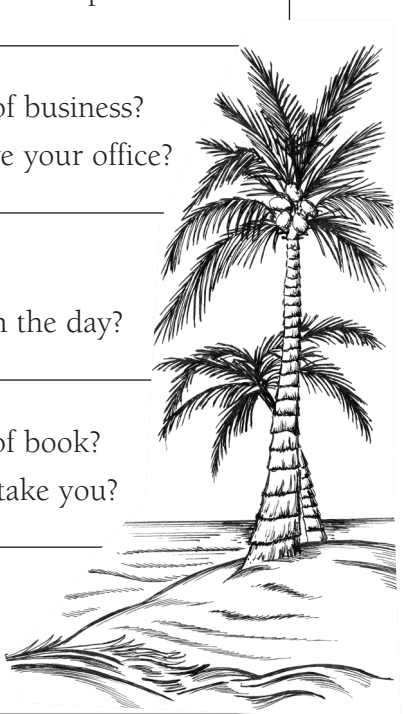
8C Find someone who … verb patterns

Find someone who …	Name	Follow-up questions
1 … would like _____ (swim) with dolphins.		Why? Where / like to go?
2 … has forgotten _____ (pay) for something.		What / forget / pay for? What / happen?
3 … has tried _____ (stop) smoking.		When / last try? Why / start again?
4 … is going to start _____ (learn) something new soon.		What / want / learn? When / course start?
5 … prefers _____ (eat) hamburgers to food from their country.		Why / prefer them? How often / eat them?
6 … has decided _____ (buy) a new mobile phone.		When / buy it? Why / need a new phone?
7 … thinks he/she will _____ (own) a business one day.		What kind of business? Where / have your office?
8 … thinks he/she might _____ (enjoy) living on a desert island.		Why? What / do in the day?
9 … is planning _____ (write) a book one day.		What kind of book? How long / take you?
10 … needs _____ (buy) a birthday present for someone soon.		What / buy? Who for?



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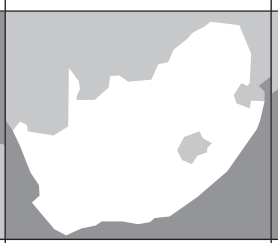
9A Volunteers first conditional

Information table

	Costa Rica	South Africa	Thailand	Australia
				
Which animal / help?				
How long / work on the project? How much / cost?				
Where / stay? How much / cost?				
How many hours / work a week?				
Which jobs / have to do?				
What / do after the project?				

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9A Volunteers first conditional

Role cards

Student A

Kangaroos in Australia

Have you ever wanted to work in one of the most beautiful countries in the world? Well, now's your chance! Help kangaroos and protect nature in Australia!

Length of project and cost: Two weeks £400
Three weeks £450

Accommodation and cost: Small house, but there's no electricity. If you prefer, you can camp on the beach. Both are free.

Work and jobs: Five days a week, usually from 8 a.m. to 4 p.m. Cleaning rivers and helping to look after sick kangaroos and their babies.

After the project: You have a choice of two tours; both last seven days and cost only £100.

- The Gold Coast Tour – go diving and visit rainforests.
- The Red Centre Tour – go walking in the Australian desert.

Student B

Elephants in Thailand

Have you ever wanted to work with the largest animals on the planet? Now's your chance to help save the elephants in Northern Thailand.

Length of project and cost: Four weeks £600
Five weeks £700

Accommodation and cost: Free accommodation in small wooden house with local people. Or if you prefer, you can stay in a hotel for £25 a week.

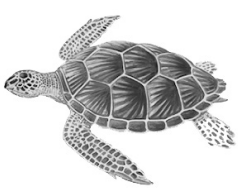
Work and jobs: Four days a week, six hours a day. Preparing food for the elephants, washing and feeding them. You will also teach English to the local tour guides.

After the project: You have a choice of two trips.

- Four-week project – free three-day trip riding elephants in Northern Thailand.
- Five-week project – free five-day trip to the beautiful beaches of Southern Thailand.

Student C

Turtles in Costa Rica



Have you ever thought of living and working in one of the most beautiful countries in Central America? Help protect turtles in Costa Rica.

Length of project and cost: Four weeks £500
Six weeks £600

Accommodation and cost: Small house with other volunteers – free accommodation, but no water or electricity. If you prefer to be more comfortable, there's a small hotel for £40 a week.

Work and jobs: Six days a week, five hours a day. Protecting turtle eggs on the beach and looking after baby turtles.

After the project: You have a choice of two tours.

- Four-week project – free two-day walking tour of the biggest volcano in Costa Rica.
- Six-week project – free three-day tour, walking and camping in the rainforest.

Student D

Penguins in South Africa

This is your chance to help save sick and injured penguins in one of the most beautiful cities in the world – Cape Town, South Africa.

Length of project and cost: Four weeks £500
Five weeks £550

Accommodation and cost: Local family house (free). Or you can choose to stay in a local hotel for £50 a week. Both are near the beach so you'll be able to go swimming and surfing in your free time.

Work and jobs: Five days a week, Monday to Friday, five hours a day. Feeding the penguins, looking after injured penguins and cleaning their homes.

After the project: You have a choice of two trips.

- Safari – free three-day camping trip with all food included.
- 'Dive with Sharks' – only £200 for an unforgettable five-day boat trip.

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9C The new building *too, too much, too many, (not) enough*; first conditional

Student A: concert hall

You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall**, **a sports centre**, **a nightclub**, **a theatre** and a **10-screen cinema**.

You want the town to have a concert hall. Think of at least four reasons why this is the best choice.
Famous bands will come and play – good for local businesses.

Think of reasons why the other four options are a bad idea. Use these ideas or your own.

noise parking rubbish cost traffic problems effect on teenagers jobs safety

Student B: sports centre

You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall**, **a sports centre**, **a nightclub**, **a theatre** and a **10-screen cinema**.

You want the town to have a sports centre. Think of at least four reasons why this is the best choice.
No places to swim or do exercise at the moment – good for the health of the town.

Think of reasons why the other four options are a bad idea. Use these ideas or your own.

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Student C: cinema

You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall**, **a sports centre**, **a nightclub**, **a theatre** and a **10-screen cinema**.

You want the town to have a 10-screen cinema. Think of at least four reasons why this is the best choice.
It will create jobs for young people – local people can see new films.

Think of reasons why the other four options are a bad idea. Use these ideas or your own.

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9C The new building *too, too much, too many, (not) enough*; first conditional

Student D: nightclub

You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall**, **a sports centre**, **a nightclub**, **a theatre** and a **10-screen cinema**.

You want the town to have a nightclub. Think of at least four reasons why this is the best choice.
People from other towns will come to the club – good for local businesses.

Think of reasons why the other four options are a bad idea. Use these ideas or your own.

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Student E: theatre

You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall**, **a sports centre**, **a nightclub**, **a theatre** and a **10-screen cinema**.

You want the town to have a theatre. Think of at least four reasons why this is the best choice.
Local people can see famous plays – good for children's education.

Think of reasons why the other four options are a bad idea. Use these ideas or your own.

noise parking rubbish cost traffic problems effect on teenagers jobs safety

Student F: chairperson

You live in a small town. The nearest cinema is 30 minutes away, there isn't a sports centre, and you have to travel to the nearest city to go to concerts, nightclubs or the theatre. The government has decided to build a new building in the town centre. Today there is a meeting to decide what this building should be. There are five options: **a concert hall**, **a sports centre**, **a nightclub**, **a theatre** and a **10-screen cinema**.

You work for the government and you are going to be the chairperson at the meeting.

- Write a short introduction to the meeting. Welcome everyone and say what the meeting is about. Then ask all the people to introduce themselves.
- Think of two questions about each option to ask at the meeting, for example, *Will the nightclub be too noisy?*
- During the meeting, make sure everyone has the opportunity to speak. Remember, you are in control of the meeting.

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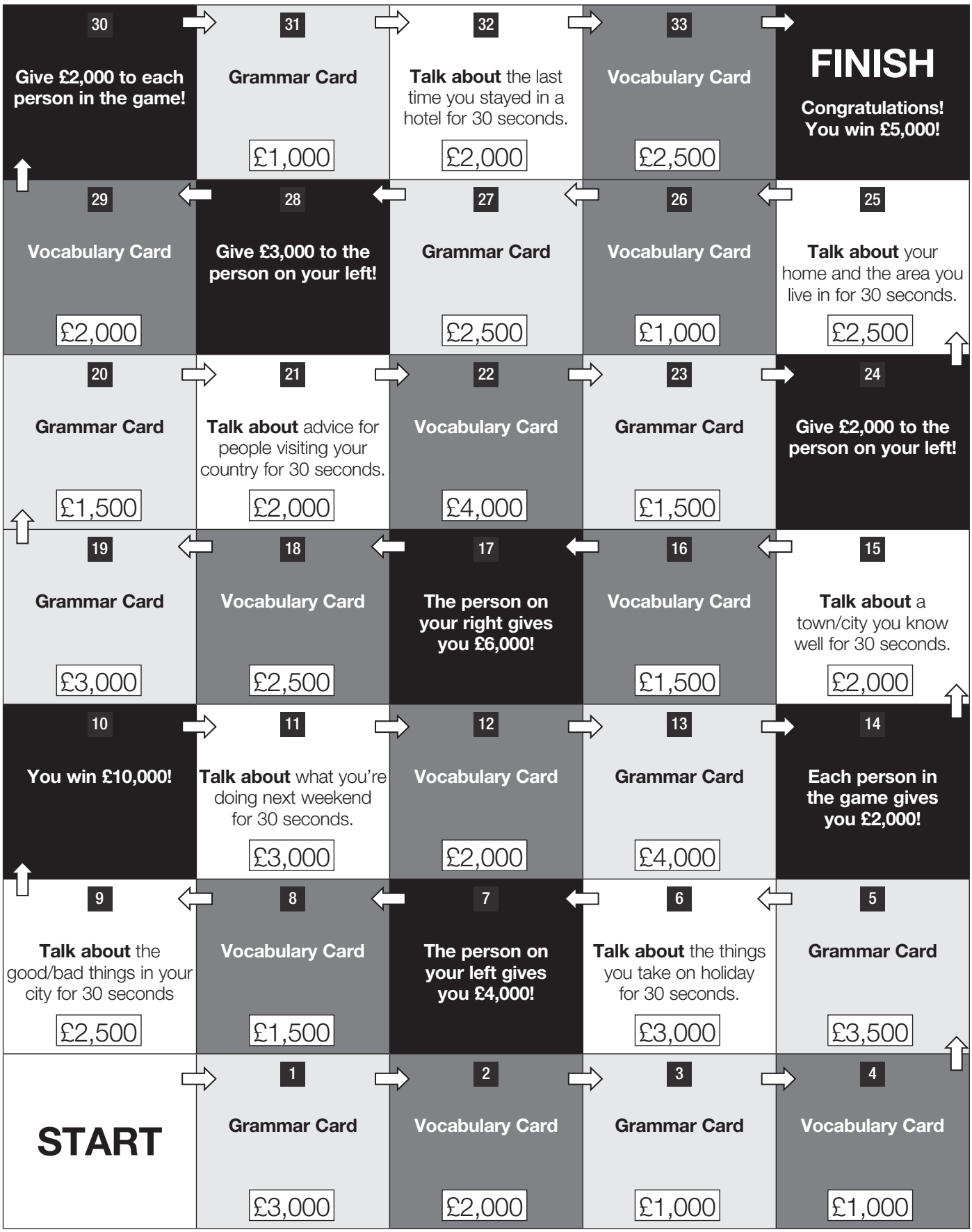
9D Get rich quick! Review of lessons 7A–9D



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9D Get rich quick! Review of lessons 7A–9D

Vocabulary cards

V1
Choose the correct word.
That was a very long *travel/journey*.
Have you ever been on a package *trip/tour*?

V2
Which words do we use with these nouns?
a ___ of toothpaste
a ___ of shorts
a ___ of chewing gum

V3
Fill in the gaps with a preposition.
go ___ a swim
go ___ a trip
go ___ my sister

V4
Fill in the gaps in these phrasal verbs.
What time did everyone turn ___ for the party?
The party went ___ all night.

V5
Make phrases with these words.

air	heating
central	floor
ground	conditioning

V6
Say the correct form of the verbs.
I prefer (read) to watching TV.
I forgot (call) Mia.

V7
Say six adjectives to describe towns or cities in 30 seconds.

V8
Match the verbs to the nouns.

get	an accident
forget	stuck in traffic
have	someone's birthday

V9
Are these words countable or uncountable?
tea, suitcase, soap, towel, razor, shampoo

V10
Say ten adjectives to describe feelings in 30 seconds.

V11
Fill in the gaps in these phrasal verbs.
A new family has moved ___ next door.
I can't put ___ ___ my neighbours any longer.

V12
Say six possible problems in a hotel room in 30 seconds.

V13
Fill in the gaps in these phrasal verbs.
Please go ___ and leave me alone.
I've given ___ smoking.

V14
Match the verbs to the nouns.

miss	of money
lose	a train
run out	your keys

V15
Are these words countable or uncountable?
perfume, T-shirt, make-up, shaving gel, camera, swimsuit

V16
Say the correct form of the verbs.
We must (go) soon.
Did you finish (watch) that film?

Grammar cards

G1
Choose the correct words.
There are a *few/little* books.
There isn't *much/many* toothpaste.

G2
Do we use *for* or *since* with these phrases?
an hour, Saturday, last night, ages

G3
Put the verbs in the Present Perfect or Past Simple.
I (live) here since I was born.
My brother (move) out two years ago.

G4
Say the correct verb forms.
Would you mind (send) someone to fix it?
I wonder if I could (have) some more towels.

G5
Choose the correct words.
I'll retire *until/as soon as* I'm 65.
I'll call you *when/if* the class finishes.

G6
Correct these sentences.
I going to Germany next week.
What you are doing this weekend?

G7
Say the Past Simple and past participle of these verbs.
know, swim, buy, think

G8
Which sentence is correct? Correct the wrong sentence.
I'm not enough warm.
He's not old enough to drive.

G9
Fill in the gaps with *too* or *enough*.
This is ___ difficult.
I've got ___ many things to do.
This isn't big ___ .

G10
Put the verbs in the correct form in this first conditional sentence.
We (miss) the film if we (not leave) the house soon.

G11
Choose the correct words.
There's a *few/little* sun cream left.
How *much/many* CDs are you taking?

G12
Make questions with these words.
you / I / What / should / think / do / do ?
should / get / What time / there / I ?

G13
Correct these sentences.
I came here for to study.
I went home to seeing my grandmother.

G14
Choose the correct answer to this question. What are the people like?
They're like friendly.
They're friendly.

G15
Make questions with *How long … ?* about the words in bold.
I was there **for two days**.
I've been here **for a year**.

G16
Do we use *for* or *since* with these phrases?
ten weeks, ten o'clock, I was ten, ten years

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Instructions p142

10A Auction house Past Simple passive

Card 1

You collect film memorabilia.

You start with £10,000.

You bought — for

_____ £_____

_____ £_____

_____ £_____

_____ £_____

Total spent £_____

This medal / give / Pelé for winning the World Cup in 1970.

Sold for £_____

This dress / own / Madonna.

Sold for £_____

This diamond earring / wear / David Beckham when he got married.

Sold for £_____

Card 2

You collect music memorabilia.

You start with £10,000.

You bought — for

_____ £_____

_____ £_____

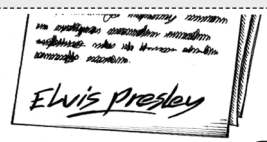
_____ £_____

_____ £_____

Total spent £_____

This letter / write / Elvis Presley when he was in the army.

Sold for £_____

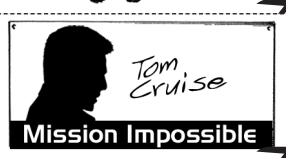


These football boots / wear / David Beckham in the 2002 World Cup.

Sold for £_____

This *Mission Impossible* poster / sign / Tom Cruise at the movie première.

Sold for £_____



Card 3

You collect sports memorabilia.

You start with £10,000.

You bought — for

_____ £_____

_____ £_____

_____ £_____

_____ £_____

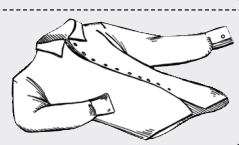
Total spent £_____

This letter / write / Madonna before she was famous.

Sold for £_____

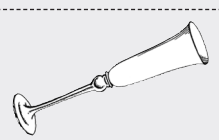
This shirt / wear / Tom Cruise in the film *Rain Man*.

Sold for £_____



This champagne glass / use / Julia Roberts in the film *Pretty Woman*.

Sold for £_____



Card 4

You collect Madonna memorabilia.

You start with £10,000.

You bought — for

_____ £_____

_____ £_____

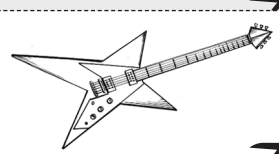
_____ £_____

_____ £_____

Total spent £_____

This guitar / use / David Bowie on his first tour.

Sold for £_____

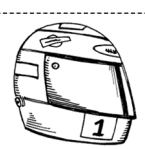


This football shirt / sign / David Beckham on the day he became England captain.

Sold for £_____

This helmet / wear / Michael Schumacher when he won his first world championship in 1994.

Sold for £_____



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10A Auction house Past Simple passive

Card 5

You collect Tom Cruise memorabilia.

You start with £10,000.

You bought — for

_____ £_____

_____ £_____

_____ £_____

_____ £_____

Total spent £_____

This award for best female singer / win / Madonna at the MTV awards.

Sold for £_____

This football / sign / David Beckham at the 2002 World Cup.

Sold for £_____

This necklace / wear / Julia Roberts in the film *My Best Friend's Wedding*.

Sold for £_____

Card 6

You collect David Beckham memorabilia.

You start with £10,000.

You bought — for

_____ £_____

_____ £_____

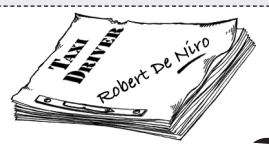
_____ £_____

_____ £_____

Total spent £_____

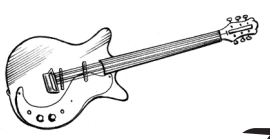
This *Taxi Driver* film script / sign / Robert De Niro when he finished making the film.

Sold for £_____



This guitar / play / Madonna at a concert in New York in 1993.

Sold for £_____



This hat / wear / Jennifer Lopez in her latest video.

Sold for £_____

Card 7

You collect fashion memorabilia.

You start with £10,000.

You bought — for

_____ £_____

_____ £_____

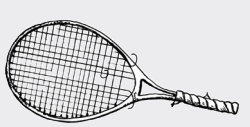
_____ £_____

_____ £_____

Total spent £_____

This tennis racket / use / Roger Federer at Wimbledon in 2005.

Sold for £_____

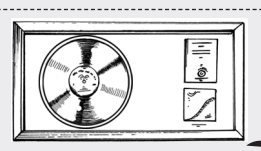


These sunglasses / wear / Tom Cruise in the film *Top Gun*.

Sold for £_____

This gold album / give / Enrique Iglesias after his last world tour.

Sold for £_____



Card 8

You collect anything.

You start with £10,000.

You bought — for

_____ £_____

_____ £_____

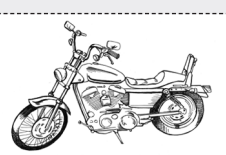
_____ £_____

_____ £_____

Total spent £_____

This motorbike / ride / Arnold Schwarzenegger in *Terminator 2*.

Sold for £_____

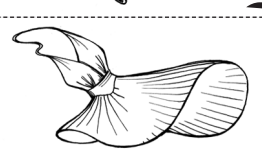


This award / give / Tom Cruise for best actor in *Born on the Fourth of July*.

Sold for £_____

This dress / wear / Marilyn Monroe in the film *The Seven Year Itch*.

Sold for £_____



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You used to sit at Desk 1.

You used to be really good at tennis and were the best player in the school team. You also used to get up early every morning and run 10 km before school!

Now you're a professional tennis player and you've won Wimbledon three times.

You used to sit at Desk 2.

You were very quiet and you used to stay at home every night listening to classical music. You also used to really hate rock music.

You are now married to a famous rock star (you decide who) and you love his/her music.

You used to sit at Desk 3.

You used to smoke a lot when you were at school. You also used to miss sports classes because you hated doing any kind of exercise.

You are now a world-famous heart surgeon. You stopped smoking the day you left school.

You used to sit at Desk 4.

You used to hate flying and got really sick if you travelled by plane. You also used to be the worst geography student in the class.

Now you love flying. You are a travel writer for a famous newspaper and you fly all over the world.

You used to sit at Desk 5.

You used to hate school and hardly ever did your homework. You also used to cheat in every exam, so the teachers thought you were very bright.

You are now the head teacher of a school. If anyone cheats in an exam in your school, they fail the exam!

You used to sit at Desk 6.

You loved cooking and used to make cakes for your classmates every Friday. You also used to invite your friends to dinner every Saturday and cook a lovely meal for them.

You are now a famous chef with your own TV show.

You used to sit at Desk 7.

You used to bring your pet rat to school in your pocket and frighten other students with it. You also used to take injured birds home and help them get better.

You are now a successful vet and you live in the country with twelve cats and six dogs.

You used to sit at Desk 8.

You used to make lots of money at school by doing maths homework for your classmates and charging them £10. You also used to save all your pocket money.

You are now a millionaire so you don't have to work any more.

You used to sit at Desk 9.

You always used to wear fashionable clothes. You are sure the others remember you! You also used to make clothes and sell them to your friends.

You are now a top fashion designer and travel to fashion shows all over the world.

You used to sit at Desk 10.

You were always really tired and you used to fall asleep in class every day. You also used to oversleep every morning.

You are now a breakfast TV presenter and start work at 5 a.m. every day.

You used to sit at Desk 11.

You didn't use to like science and technology, and you failed all your exams in these subjects. You also used to hate using computers at school.

You are now a web designer and you design websites for international companies.

You used to sit at Desk 12.

You were always very musical, and you used to play the piano at break time. You also used to play the guitar in the school band.

You are now a famous musician. Your band is doing a concert in the town tonight.

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10B www.irememberyou.com *used to*

Classroom plan

1

Name _____

THEN
be really good at tennis

NOW

2

Name _____

THEN
stay at home every night

NOW

3

Name _____

THEN
smoke a lot

NOW

4

Name _____

THEN
hate flying

NOW

5

Name _____

THEN
hate school

NOW

6

Name _____

THEN
make cakes for your classmates

NOW

7

Name _____

THEN
bring a pet to school

NOW

8

Name _____

THEN
do homework for money

NOW

9

Name _____

THEN
wear fashionable clothes

NOW

10

Name _____

THEN
fall asleep in class

NOW

11

Name _____

THEN
hate science and technology

NOW

12

Name _____

THEN
play the piano at break time

NOW

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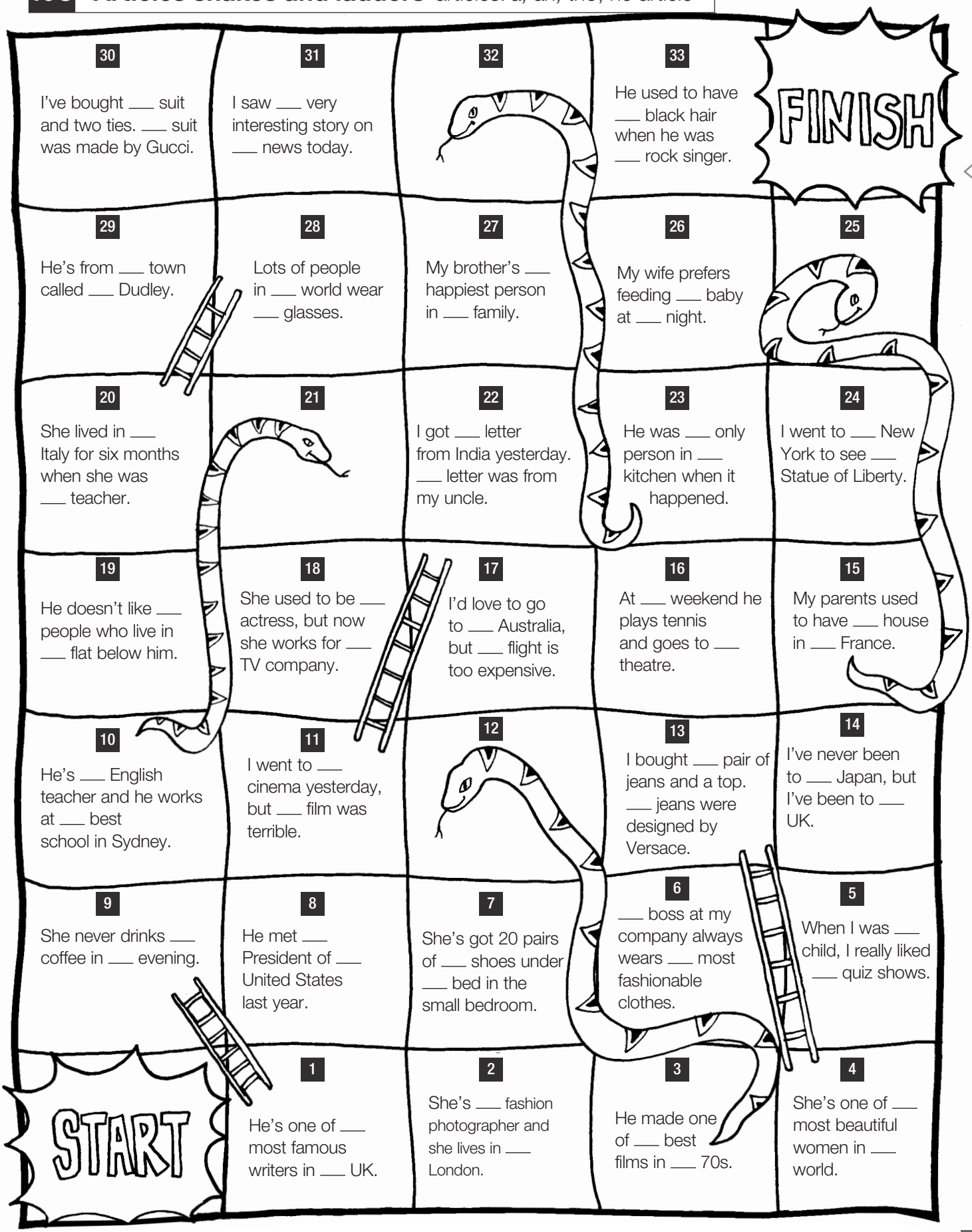
10C Articles snakes and ladders articles: *a, an, the*, no article



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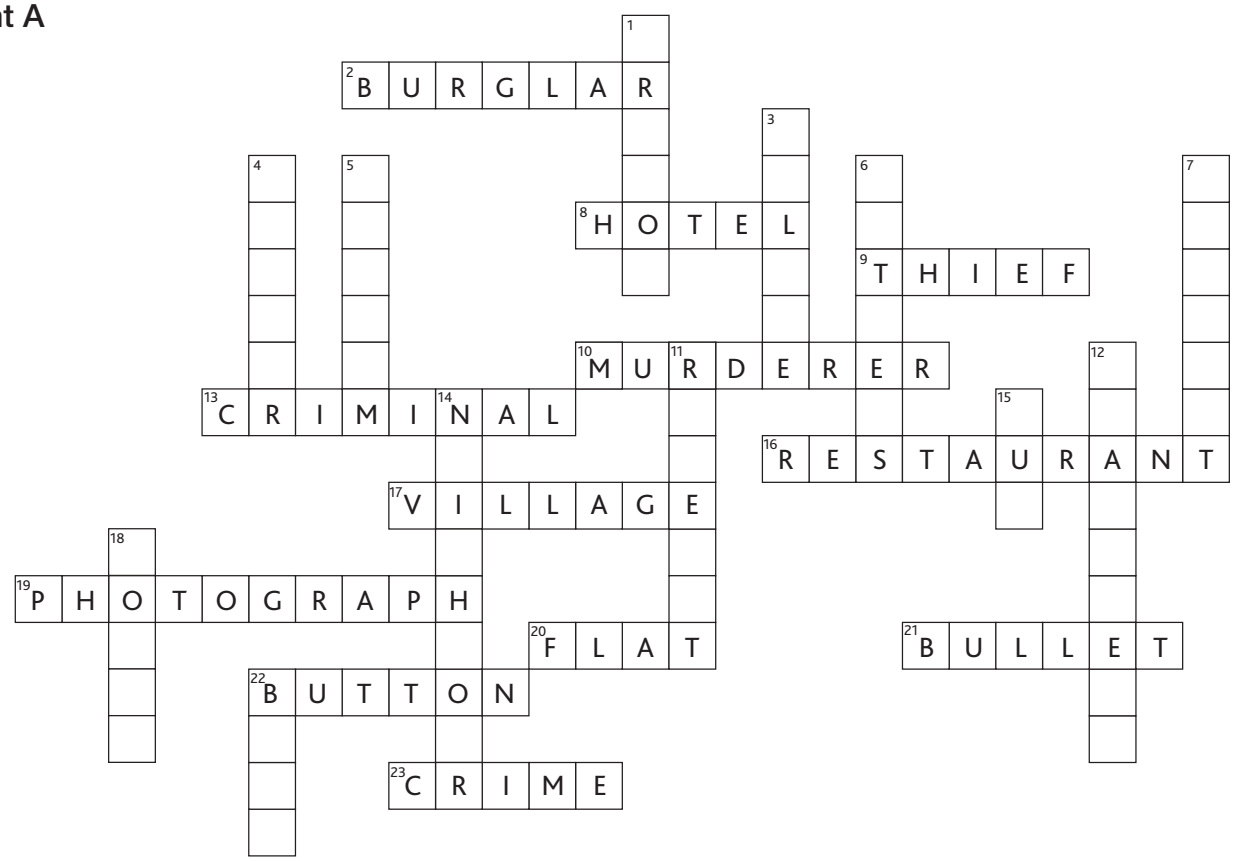
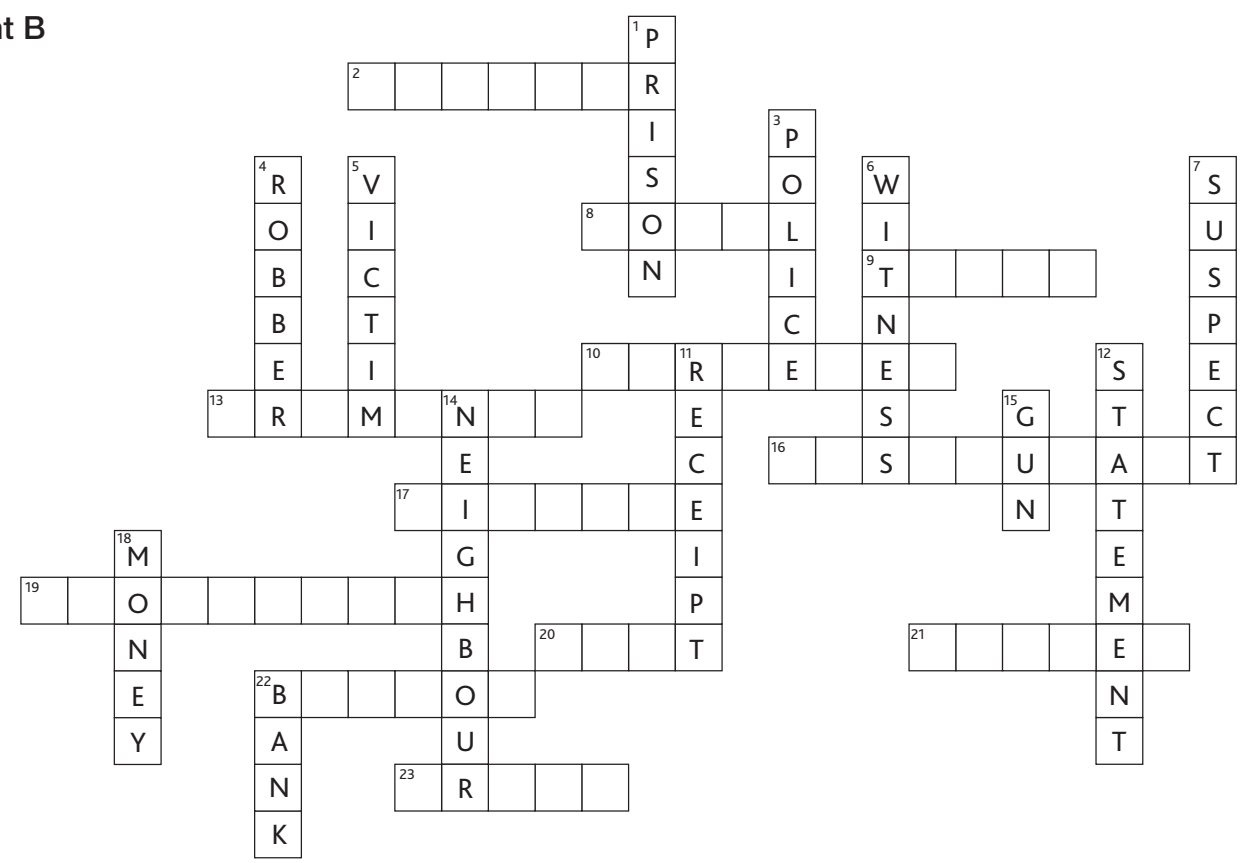
11B Crime crossword relative clauses with *who, which, that* and *where*; crime

Student A



Student B



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Group A: face2face news

You are going to present a short news report to the class. Prepare what you are going to say. Use the following information and your own ideas.

Presenter: you introduce the programme, read the headlines, introduce each story with one sentence, hand over to the reporters, end the programme

News story 1: dangerous animal escapes from zoo (Which animal/zoo? When did this happen? What did the animal do? Has it been caught yet?, etc.)

News story 2: person travels around the world in a balloon (Who? Where did he/she start and finish from? What problems did he/she have?, etc.)

Sport: famous footballer agrees to join new club (Who? Which club? How much did they pay for him? Why did he leave? What does his wife/girlfriend think?, etc.)

Group B: face2face news

You are going to present a short news report to the class. Prepare what you are going to say. Use the following information and your own ideas.

Presenter: you introduce the programme, read the headlines, introduce each story with one sentence, hand over to the reporters, end the programme

News story 1: dolphin saves child (Where? When? What happened? Why was the child in the water? How did the dolphin save him/her?, etc.)

News story 2: robbers steal painting (Where from? Which painting/artist? How did they steal it? Have they been caught yet?, etc.)

Entertainment: famous film stars visit town for movie première (Which stars? What is the name of the film? Where was the première? What do the critics think of the film?, etc.)

Group C: face2face news

You are going to present a short news report to the class. Prepare what you are going to say. Use the following information and your own ideas.

Presenter: you introduce the programme, read the headlines, introduce each story with one sentence, hand over to the reporters, end the programme

News story 1: demonstrators stop international conference (Where? What kind of conference? What were they demonstrating about? What happened?, etc.)

News story 2: student writes best-selling book (Who? Where from? What is the book about? How long did it take to write? How many copies were sold? Next book?, etc.)

Sport: 15-year-old tennis star wins tournament (Who? Where from? Which tournament? Who did he/she beat? What did his/her parents do after he/she won?, etc.)

Group D: face2face news

You are going to present a short news report to the class. Prepare what you are going to say. Use the following information and your own ideas.

Presenter: you introduce the programme, read the headlines, introduce each story with one sentence, hand over to the reporters, end the programme

News story 1: gang robs National Bank (Where? When? How much was taken? How did they rob the bank? How did they get away? What are the police doing now?, etc.)

News story 2: diver discovers ancient underwater city (Who? Where? How did he/she find it? What did he/she see there? What's going to happen next?, etc.)

Entertainment: famous couple get married (Who? Where was the wedding? What did they wear? How many people were there? Famous guests?, etc.)

CLASS ACTIVITIES: Photocopiable

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11D Echo questions dominoes echo questions

Is she?	I really love that new nightclub.
Haven't you?	She can speak 12 languages.
Don't you?	He's got a Ferrari.
Can you?	She never does her homework.
Did he?	We didn't pass the exam.
Aren't you?	I've been snowboarding.
Hasn't she?	He's never learned to drive a car.
Has she?	He sends her flowers every week.
Didn't they?	I can't believe what he said!
Can't he?	He isn't going to university.
Are you?	I've never been to France.
Have you?	I won the lottery last week.

Do you?	I haven't got a laptop.
Can she?	I never get up early on Sundays.
Has he?	I can count to 30 in three languages.
Doesn't she?	He spent £75,000 on a new car.
Didn't you?	I'm not going to the party tonight.
Have you?	She hasn't got a DVD player.
Hasn't he?	She's met the Queen of England.
Does he?	They didn't get married.
Can't you?	He can't swim.
Isn't he?	I'm getting married next year.
Haven't you?	I've got six brothers.
Did you?	She's meeting the president tomorrow.

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Traveller

You are going on a gap year and are leaving very soon to begin your trip. Write short answers to these questions.

- Where are you planning to go?
- What do you want to do there?
- When are you leaving?
- Who are you going with?
- Are you going to do any charity work?
- Can you speak any foreign languages?
- How are you going to travel around?
- How do you feel about your trip?
- What will you do if you have a problem?
- What will you miss most while you're away?
- What does your family think about your trip?
- What are you going to do when you get back?

Think of two or three other interesting things about your trip.

CLASS ACTIVITIES: Photocopiable

Journalist

You write for a travel magazine and are writing a special feature on gap year travellers. Make questions to ask a traveller who is leaving the country soon. Use *can*, *will*, *be going to*, the Present Continuous and the Present Simple.

1 Where / plan / go?
Where are you planning to go?
2 What / want / do there?
3 When / leave?
4 Who / go / with?
5 / do any charity work?
6 / speak / foreign languages?
7 How / travel around?
8 How / feel about your trip?
9 What / do if / have / problem?
10 What / miss most while you're away?
11 What / your family think about your trip?
12 What / do when / get back?

Think of two or three more questions to ask.

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12B Would you or wouldn't you? second conditional

If you suddenly _____ (become) a millionaire, _____ you still _____ (study) English?

If you _____ (not like) your partner's favourite dress or shirt, _____ you _____ (tell) him/her?

If you _____ (see) another student cheating in a test, _____ you _____ (tell) the teacher?

If you _____ (see) a famous person in the street, _____ you _____ (ask) for his/her autograph?

If you _____ (be) a member of the opposite sex, _____ your life _____ (be) easier?

If your best friend _____ (tell) you he/she was stealing money from work, _____ you _____ (tell) the police?

If you _____ (find) £1,000 in the street, _____ you _____ (keep) it?

If you _____ (not study) English, _____ you _____ (study) another language instead?

If you _____ (find) your brother's or your sister's personal diary, _____ you _____ (read) it?

If you _____ (be) arrested, _____ you _____ (tell) your parents (or children)?

If you _____ (sing) at a karaoke party, _____ you _____ (sing) a love song or a rock song?

If you _____ (have to) look after a neighbour's pet for a month, _____ you _____ (prefer) to look after a dog or a cat?

If you _____ (see) someone stealing a car in the street, _____ you _____ (call) the police?

If you _____ (win) the lottery, _____ you _____ (stop) working or studying immediately?

If you _____ (go) out to dinner with a famous film star, _____ you _____ (offer) to pay for the meal?

If you _____ (have to) study a school subject again, _____ you _____ (choose) history, geography or maths?

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Vocabulary Plus

Instructions

There are twelve Vocabulary Plus worksheets (p197–p208) which introduce additional vocabulary that is mostly not presented in the Student's Book. The topic of each Vocabulary Plus worksheet is linked to the topic of the corresponding unit in the Student's Book. You will need to photocopy one Vocabulary Plus worksheet for each student. There is an answer key at the bottom of each worksheet which can be cut off if necessary.

- Use them as extra vocabulary input in class. The instructions give additional communicative stages you can include in each lesson. We suggest you cut off the answer keys and check the answers after each exercise.
- Give them for homework for students to use on their own. You can either leave the answer keys on the worksheets so students can check the answers themselves or cut them off and check answers at the beginning of the next class.
- When you have a mixed-level class, give them to students who finish longer speaking activities early. They can begin the worksheets in class and finish them for homework if necessary. You can then give the worksheet for homework to the other students at the end of the class.

1 Sport p197

Language

a pitch, a course, a court, a pool, slopes, basketball, football, golf, hockey, rugby, skiing, snowboarding, swimming, tennis, volleyball

When to use and time

Use any time after lesson 1C. 15–25 minutes.

Procedure

1 Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Model and drill the words, paying particular attention to the pronunciation of *course* /kɔːs/, *court* /kɔːt/ and *slopes* /sləʊps/.

2 **a** Students do the exercise on their own or in pairs. Check answers with the class. Focus students on the sports and check pronunciation of *hockey* /ˈhɒki/ and *rugby* /ˈrʌgbi/. Tell students that football is called *soccer* in US English and that the sport called *football* in the US is called *American football* in UK English.

b Ask students where people play football (on a pitch). Students do the exercise on their own or in pairs and write sports f–o under the pictures in **1**. Check answers with the class. Students can then work in pairs and test each other on the vocabulary in **1** and **2a**. For example, student A points to picture f and asks *What's the sport?*. Student B replies *Football. You play it on a football pitch.*

3 Students work on their own or in pairs and fill in the gaps with the correct words from **1** and **2a**. Check answers with the class.

4 Students work on their own and choose the correct word in each sentence. Students check answers in pairs. Check answers with the class. Students tick the sentences that are true for them. Then they compare sentences in pairs or groups. Finally, ask students to tell the class some of their true sentences.

EXTRA IDEA

- Start with a Board Race (see p24). Allow one minute for teams to write as many sports as they remember.

2 Weddings p198

Language

a wedding day, a wedding cake, a wedding ring, a wedding ceremony, a wedding dress, a bride, a wedding invitation, a groom, propose to someone, send invitations, go to the reception/a ceremony/a wedding, make a speech, get married, give presents, go on a honeymoon, cut the cake

When to use and time

Use any time after lesson 2B. 20–30 minutes.

Procedure

1 Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Model and drill the new vocabulary, paying particular attention to the word stress in *ceremony* and the pronunciation of *bride* /braɪd/ and *groom* /gruːm/. Point out that we usually say *the bride and groom*, not ~~*the groom and bride*~~.

2 Remind students that some words from **1** go with *wedding*, but others don't. For example, we can say *wedding cake* but not ~~*wedding bride*~~. Encourage students to remember collocations as one phrase and to record these in their vocabulary books. Students work in pairs to do the puzzle. Check answers with the class.

3 Students do the exercise on their own or in pairs. Again, encourage students to remember these collocations as one expression. Students can test each other on the collocations in pairs: student A – *propose*; student B – *propose to someone*.

4 Students work on their own and complete the text. Students check answers in pairs. Check answers with the class. You can tell students that the best man also makes a speech. Ask if they are surprised by anything that happens at a British wedding.

5 Students work on their own and fill in the gaps in sentences 1–4. Check answers with the class. Then put students into groups to discuss the questions. If you have a multinational class, group different nationalities together. If you have a monolingual class, ask students to discuss what happened at the last wedding they went to.

3 Jobs p199

Language
an architect, an optician, a mechanic, a soldier, a model, an electrician, a farmer, a PA (personal assistant), a salesperson, a flight attendant

When to use and time
Use any time after lesson 3A. 15–20 minutes.

Procedure
1 Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Model and drill the words, focusing on word stress. Highlight the stress on *architect* /ˈɑːkɪtekt/ and *mechanic* /mɪˈkænɪk/. Point out that we use *a flight attendant* for men and women. Note that we can also say *a stewardess* or *a steward*, but these words are seen as old-fashioned these days. Students cover the words in **1** and take turns to test each other on the vocabulary by pointing at the pictures and asking their partner what the job is.

2 Students do the exercise on their own or in pairs. Check answers with the class. Ask students to make a sentence with the 'incorrect' word.

3 Students do the exercise on their own. Then they work in pairs and discuss whether they agree with their partner's sentences.

EXTRA IDEA
- Divide the class into two teams and do a Board Race (see p24) to see how many jobs each team can remember.

4 Describing films p200

Language
a soundtrack, hilarious, predictable, depressing, brilliant, subtitles, terrible, difficult/easy to follow, unpredictable, be set in, be based on, star, be about

When to use and time
Use any time after lesson 4A. 20–35 minutes.

Procedure
1 Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Model and drill the words with the class. Pay attention to the pronunciation of *hilarious* /hɪˈleəriəs/, *depressing* /dɪˈpresɪŋ/, *terrible* /ˈterəbl/, *predictable* /prɪˈdɪktəbl/, *unpredictable* /ˌʌnprɪˈdɪktəbl/ and *based* /beɪst/.

2 Students match the adjectives on their own or in pairs. Check answers with the class. Students can work in pairs and test each other by one student saying one adjective and their partner giving the opposite adjective. Alternatively, say one of the adjectives and ask students if they think it describes good or bad films.

3 Students do the exercise on their own or in pairs. Check answers with the class. Elicit other places the film could be set in (e.g. space, the mountains, other countries) or other things a film can be based on (e.g., a true story or a famous person's life).

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

EXTRA IDEAS
- Start the class by discussing films that are in the cinemas at the moment or students' favourite films.
- Students work in pairs and describe a film they have either liked or disliked. Encourage students to give reasons for their opinions.

5 Prepositions p201

Language
complain about/to, look for/at, shout at/to, talk to/about, work for/as

When to use and time
Use any time after lesson 5C. 15–20 minutes.

Procedure
1 Students do the exercise on their own or in pairs. Point out that the pictures and sentences are in pairs (a/b, 1/2, etc.). Check answers with the class (see answer key on worksheet). Encourage students to remember and record the verbs and prepositions as one phrase. Students can then work in pairs and test each other. For example, student A says *complain about* and student B says *the weather, the food,* etc.

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

3 Students do the exercise on their own. Check answers with the class. Students can then work in groups or move around the room and ask each other the questions. Ask students to share interesting answers with the class.

EXTRA IDEA
- Prepare a short text with incorrect prepositions for students to correct.

6 Physical appearance p202

Language
wavy hair, be going bald, a ponytail, a scar, a beard, a tattoo, a fringe, stubble, blonde hair, well-built, slim, smart, scruffy, handsome (men), pretty (women)

When to use and time
Use any time after lesson 6A. 15–25 minutes.

Procedure

1 Students do the exercise on their own. Check answers with the class (see answer key on worksheet). Model and drill the words with the class. Pay particular attention to the pronunciation of *bald* /bɔːld/, *beard* /bɪəd/, *fringe* /frɪndʒ/, *stubble* /ˈstʌbl/, and the stress on *tattoo*. Point out that *stubble* is uncountable. Students can then work in pairs and test each other on the vocabulary by covering the words and taking turns to say a letter.

2 Students do the exercise on their own. Check answers with the class. Explain that *pretty* is used to describe women and *handsome* is used for men. Students can then work in pairs and take turns to describe someone they know well, using vocabulary from **1** and **2**.

3 Students choose one of the people and write a description on their own. Put students into pairs. Students read their partner's descriptions and check they are correct.

4 Students work in pairs and ask each other the questions.

EXTRA IDEA

- Students write a description of someone in the class. Collect the descriptions and read them out to the class. Ask students to guess who they think is being described.

7 Holidays p203

Language

a 5-star hotel, sunbathe, peaceful, dive, go hiking, a guide book, a youth hostel, historical monuments, a souvenir, lively

When to use and time

Use any time after lesson 7A. 15–25 minutes.

Procedure

1 Students read the postcards quickly to find out who is having a beach holiday and who is having a city holiday. Check answers with the class (see answer key on worksheet).

2 Students do the exercise on their own before checking in pairs. Check answers with the class. Model and drill the phrases, paying particular attention to the pronunciation of *sunbathe* /ˈsʌnbeɪð/ and *souvenir* /suːvənˈɪə/.

3 Students do the exercise on their own. Check answers with the class. Students then work on their own and tick the sentences that are true for them. Students work in pairs and compare sentences. Encourage them to ask follow-up questions, for example, *Which guide book do you usually read? When did you last go hiking?*.

8 In the kitchen p204

Language

a bowl, a coffee maker, a cup, a dishwasher, a food processor, a fork, a glass, a kettle, a knife, a microwave, a mug, a plate, a saucer, a spoon, a toaster, a washing machine

When to use and time

Use any time after lesson 8A. 15–20 minutes.

Procedure

1 Students do the exercise on their own, then check answers in pairs. Check answers with the class (see answer key on worksheet). Model and drill the words with the class, focusing on word stress. Highlight that in the compound nouns the stress is on the first word. Pay particular attention to the pronunciation of *bowl* /bəʊl/, *knife* /naɪf/ and *saucer* /ˈsɔːsə/.

2 Students do the exercise on their own or in pairs. Check answers with the class. Put students into pairs. Students take turns to name a category and respond with three items from that category.

3 Students do the wordsearch puzzle in pairs. The first pair to complete the puzzle wins.

4 Write the following quantifiers on the board: *a few, not many, a lot of, lots of, some* and *not any*. Students then work on their own and write sentences about the things they have in their kitchens. Put students into pairs. Students compare lists and find out what they both have in their kitchens. Students can also tell their partner which of the objects in the picture they would like to have. For example, *I'd like to have a dishwasher*.

9 Phrasal verbs p205

Language

set off/get back, get on/off something, put something on/take something off, turn something on/off, get into/out of something, turn something up/down, stand up/sit down, go up/down

When to use and time

Use any time after lesson 9C. 25–35 minutes.

Procedure

1 Students do the exercise on their own, then check answers in pairs. Check answers with the class (see answer key on worksheet).

2 Students do the exercise on their own, then check answers in pairs. Check answers with the class. Students can then work in pairs and take turns to test each other on the opposites. For example, student A says *take off* and student B says *put on*.

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

4 Students work on their own and choose the correct phrasal verbs. Check answers with the class. Students work on their own and tick the sentences that are true for them. Students then compare sentences in pairs or groups. Alternatively, students can work in pairs to turn the sentences into questions, for example, *Are you going to watch TV when you get back home tonight?*. Check these questions with the class. Students move around the room and try to find one person who has ticked each of the sentences. When they find someone who answers yes, they write that student's name on their worksheet and move on to talk to a different student.

10 Clothes p206

Language

a collar, a necklace, a sleeve, a bracelet, a zip, a vest, a lace/laces, tights, a handbag, earrings, a button, a belt, a glove/gloves, a scarf, knickers, a bra, pants, boxer shorts, jewellery, underwear

When to use and time

Use any time after lesson 10D. 15–25 minutes.

Procedure

1 Students do the exercise on their own, then check answers in pairs. Check answers with the class (see answer key on worksheet). Students can then work in pairs and take turns to test each other on the vocabulary. For example, student A says a number (*1*) and student B says a word (*a necklace*). Remind students that we can say *a pair of* … + plural noun: *gloves, pants,* etc. Discuss which words are always plural. For example, we always say *tights,* not ~~*a tights*~~.

2 Ask students to explain why *sleeve* is the odd one out in question 1 (it's part of an item of clothing; the other things are not). Students work on their own or in pairs. Check answers with the class. Ask why students have chosen each odd word out.

3 Students work in new pairs and do the crossword. Suggest that they begin with the longest words first. While they are working, monitor and check their crosswords. Check answers with the class.

EXTRA IDEA

- Go around the class asking each student to name one different item of clothing.

11 Phrases with *get* p207

Language

different meanings of *get* (*get a new car, get emails, get some milk, get home, get hot,* etc.)

When to use and time

Use any time after lesson 11A. 20–30 minutes.

Procedure

1 Students work on their own and match the sentences to the pictures. Check answers with the class (see answer key on worksheet).

2 Students do the exercise in pairs. Check answers with the class. Highlight that *get* is a very common verb with multiple meanings.

3 Students do the exercise on their own. Check answers with the class. Students can then work in pairs and take turns to ask their partner the questions. Ask students to share interesting answers with the class.

4 Students do the exercise on their own. Remind students to think about the form of the verb they will need. Check answers with the class. Students then tick the sentences which are true for them. Put students into groups. Students compare sentences and ask follow-up questions if possible (for example, *Are your friends often late?, What do you do when you can't sleep?*).

12 Money p208

Language

coins, a credit/debit card, traveller's cheques, a currency, a PIN number, a cashpoint/a cash machine/an ATM, an exchange rate, notes, a tip

When to use and time

Use any time after lesson 12A. 15–25 minutes.

Procedure

1 Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Model and drill the words and phrases with the class. Point out that in the compound nouns the stress is on the first word: *crédit card, tráveller's cheques, cásh machine* and *exchánge rate*. Note that in US English, *cheque* is spelled *check*. In a restaurant the *bill* (UK English) is the *check* (US English). *PIN* is an acronym for Personal Identification Number. Students can then work in pairs and test each other on the vocabulary. For example, student A says a number (*1*) and student B says the word or phrase (*a PIN number*).

2 Pre-teach *change money*. Students do the exercise on their own, then check answers in pairs. Check answers with the class.

3 Students do the exercise on their own. Check answers with the class. If you have a multinational class, you may like to discuss the different currencies they use.

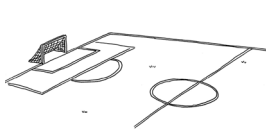
4 Students work in pairs or groups and take turns to ask and answer the questions in **3**. If you have a multinational class, group different nationalities together. Ask students to share any interesting information with the whole class.

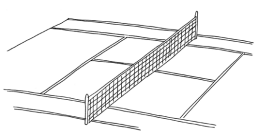
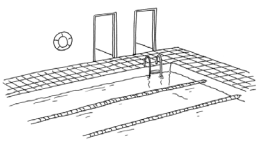
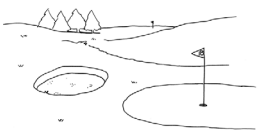
1 Sport

1 **Look at the pictures of where people do sport. Write the places in gaps a–e.**

~~a pitch~~ a course a court a pool slopes

a *a pitch* b _____ c _____ d _____ e _____

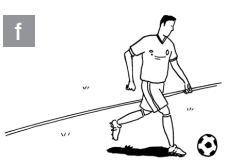


_____ _____ _____ _____ _____
_____ _____ _____
_____ _____

2 **a** **Match these words to pictures f–o.**

basketball [k] football [ ] golf [ ] hockey [ ] rugby [ ] skiing [ ]
snowboarding [ ] swimming [ ] tennis [ ] volleyball [ ]

f 
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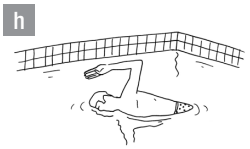
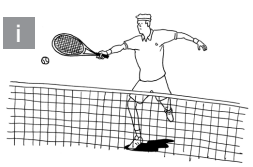
h 
i 
j
k
l
m
n
o

b **Write the sports in 2a under the pictures in 1.**

3 **Fill in the gaps with words from 1 and 2a.**

1 We watched some volleyball on the outdoor *court*.
2 _____ and _____ are popular sports in the French mountains.
3 I want to go to that new golf _____ .
4 The football _____ was too wet because of the heavy rain.
5 Most _____ players are very tall.
6 The water in the swimming _____ was really cold!

4 **Choose the correct words in these sentences. Then tick (✓) the sentences that are true for you.**

1 There are lots of football *pitches/courts* in my city.
2 I can go skiing on the *course/slopes* near my city.
3 My city has some golf *courses/courts*.
4 I don't like swimming in *pools/courts*. I prefer the sea.
5 I can't go *skiing/rugby* in my country because there's no snow.
6 At school we played *basketball/hockey* on an indoor court.
7 A lot of people in my country play *snowboarding/golf*.

VOCABULARY PLUS: Photocopiable

1 **b** slopes **c** a court **d** a pool **e** a course **2a** football f; golf g; hockey n; rugby m; skiing j; snowboarding l; swimming h; tennis i; volleyball o **b a pitch:** football, hockey, rugby **slopes:** skiing, snowboarding **a court:** basketball, tennis, volleyball **a pool:** swimming **a course:** golf **3** Skiing, snowboarding **3** course **4** pitch **5** basketball **6** pool **4** **2** slopes **3** courses **4** pools **5** skiing **6** basketball **7** golf

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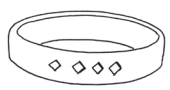
2 Weddings

1 **Look at the pictures of people and things connected to weddings. Match the words to pictures a–h.**

a day [h] a cake [ ] a ring [ ] a ceremony [ ] a dress [ ] a bride [ ] an invitation [ ] a groom [ ]

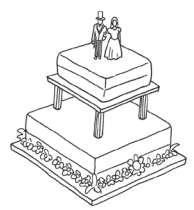
a

b

c 

d

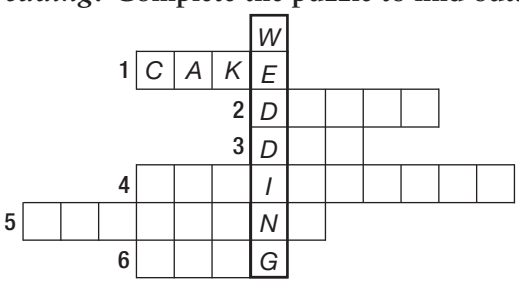
e

f 

g

h

2 **Which of the words in 1 can we use with *wedding*? Complete the puzzle to find out.**



3 **Match the verbs in A to the words/phrases in B.**

A	B
1 propose	a invitations
2 send	b to someone
3 go to	c the reception

A	B
4 make	d a speech
5 go to	e married
6 get	f a wedding

A	B
7 give	g the cake
8 go on	h a honeymoon
9 cut	i presents

4 **Read this description of a typical British wedding. Fill in the gaps with words/phrases from 1 and 3.**

In the UK, the man usually [1] *proposes* to the woman and she usually says yes. Before they [2]_____ married, the couple [3]_____ invitations to their friends and family. The wedding [4]_____ is very special. Many people have their wedding [5]_____ in a church. The bride usually wears a white wedding [6]_____ and the groom usually wears a suit. During the wedding ceremony the groom gives his new wife a wedding [7]_____ . After the ceremony the guests go to the [8]_____ . The bride and groom [9]_____ the wedding cake and the guests [10]_____ them presents. The bride's father [11]_____ a speech about the bride and groom. After the reception the bride and groom go on their [12]_____ .

5 **Fill in the gaps with words/phrases from 3. Then answer the questions about weddings in your country.**

1 Where do people _____ married?

2 Do people _____ speeches? If so, who?

3 Do the guests _____ presents? If so, what kind of presents?

4 Do the bride and groom _____ a honeymoon? If so, where do they usually go?

---

1 a cake f; a ring c; a ceremony e; a dress g; a bride b; an invitation d; a groom a 2 2 dress 3 day 4 invitation 5 ceremony 6 ring 3 2a 3c 4d 5f 6e 7i 8h 9g 4 2 get 3 send 4 day 5 ceremony 6 dress 7 ring 8 reception 9 cut 10 give 11 makes 12 honeymoon 5 1 get 2 make 3 give 4 go on

VOCABULARY PLUS: Photocopiable

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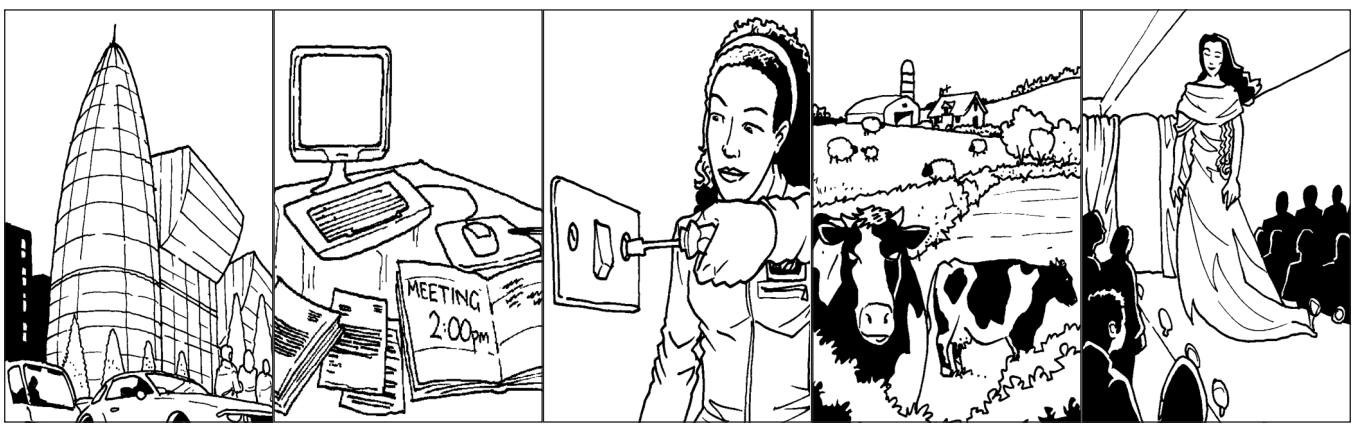
Instructions p193

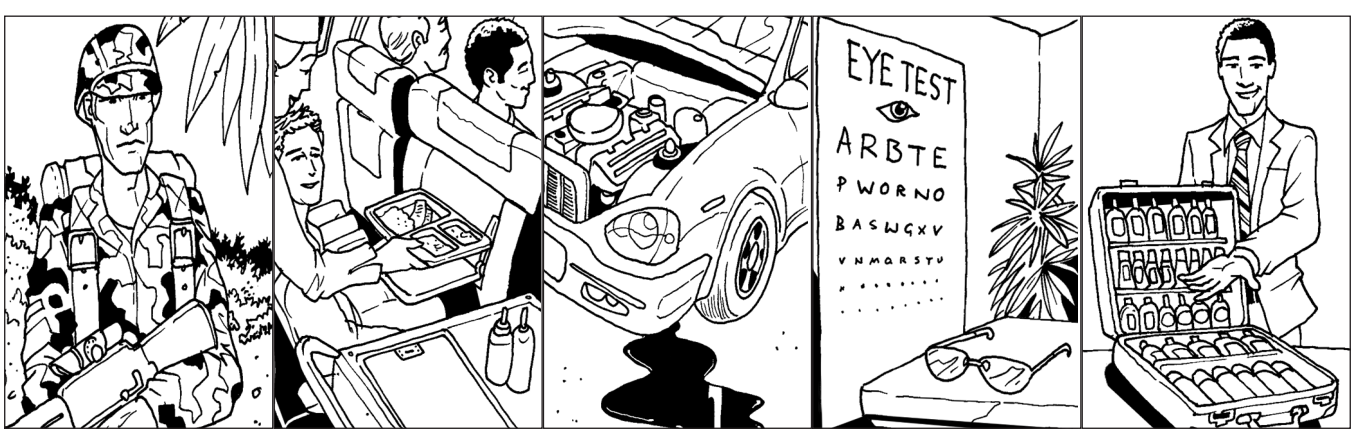
3 Jobs

1 **Match these jobs to pictures 1–10.**

~~an architect~~ an optician a mechanic a soldier a model an electrician
a farmer a PA (personal assistant) a salesperson a flight attendant



1 *an architect* 2 _____ 3 _____ 4 _____ 5 _____



6 _____ 7 _____ 8 _____ 9 _____ 10 _____

2 **Choose the correct word in each sentence.**

1 I had to take my car to the *electrician/mechanic* this morning.
2 I can't see the board in class. I think I need to go to the *architect/optician*.
3 The *PA/farmer* is arranging a meeting for his boss.
4 The *model/flight attendant* helped me during the flight.
5 The *farmer/salesperson* often has to travel at the weekend.

3 **Complete the sentences with a job from 1.**

1 A/An _____ has a good salary.
2 You have to have a degree to be a/an _____ .
3 A/An _____ has to work long hours.
4 I think being a/an _____ is easy.
5 You don't have to have a degree to be a/an _____ .
6 I think being a/an _____ is very dangerous.
7 I wouldn't like to be a/an _____ .
8 A/An _____ gets paid a lot of money.
9 I'd love to be a/an _____ .
10 I think being a/an _____ is quite boring.

1 **2** a PA **3** an electrician **4** a farmer **5** a model **6** a soldier **7** a flight attendant **8** a mechanic **9** an optician **10** a salesperson **2** **1** mechanic **2** optician **3** PA **4** flight attendant **5** salesperson

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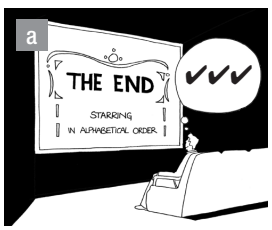
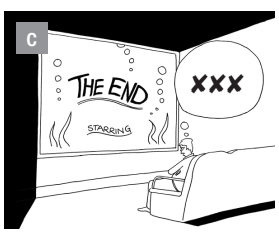
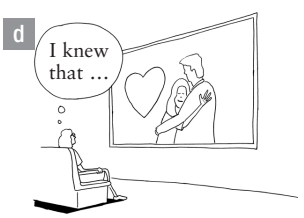
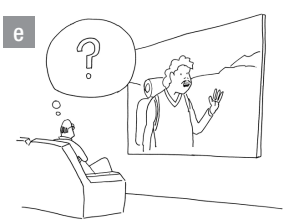
4 Describing films

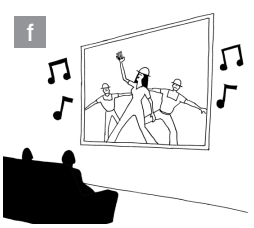
1 **Read sentences 1–8. Match the underlined words to pictures a–h.**

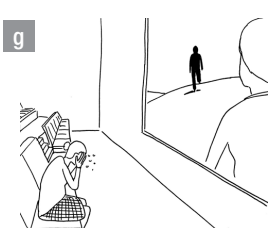


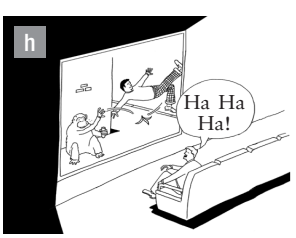












1 It had a great <u>soundtrack</u>! I'm going to buy the CD so I can listen to all the songs again. [f]
2 The film was <u>hilarious</u>. I couldn't stop laughing! [ ]
3 It had a really <u>predictable</u> ending. I knew what was going to happen. [ ]
4 It was so <u>depressing</u>. I cried at the end of the film. [ ]
5 The film was <u>brilliant</u>. It's the best film I've seen all year. [ ]
6 I read the English <u>subtitles</u> and listened to the film in Spanish. [ ]
7 It was a <u>terrible</u> film – the worst film I've ever seen. [ ]
8 The story was <u>difficult to follow</u>. I couldn't understand what was happening. [ ]

2 **Match adjectives 1–4 to their opposites a–d.**

1 hilarious	a terrible
2 predictable	b easy
3 difficult	c depressing
4 brilliant	d unpredictable

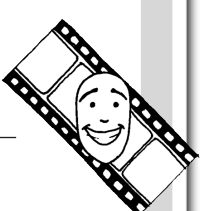
3 **Match phrases 1–4 to phrases a–d.**

1 It's set in	a Renée Zellweger.
2 It's based on	b London.
3 It stars	c a woman looking for the perfect man.
4 It's about	d a book of the same name.

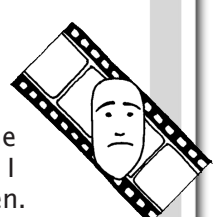
4 **Read parts of four film reviews. Fill in the gaps with words from 1, 2 and 3.**

A
It's [1]_____ in Thailand and it [2]_____ Leonardo DiCaprio. It's [3]_____ on a book of the same name and it's [4]_____ a young man travelling around the country.

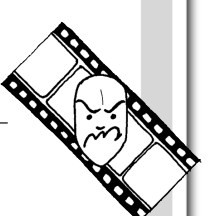
B
The acting was [5]_____ , the plot was really [6]_____ to follow and the music was great. Go out and buy the [7]_____ and sing the songs at home.



C
I laughed a lot because it was [8]_____ , but I thought the ending was too [9]_____ – I knew what was going to happen. A good film but a [10]_____ ending!



D
The plot was too [11]_____ to follow, and I couldn't read the [12]_____ so I didn't understand everything!



1 2h 3d 4g 5a 6b 7c 8e 2 1c 2d 3b 4a 3 1b 2d 3a 4c 4 1 set 2 stars 3 based 4 about 5 brilliant 6 easy 7 soundtrack 8 hilarious 9 predictable 10 terrible 11 difficult 12 subtitles

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5 Prepositions

1 **Match sentences 1–10 to pictures a–j.**

a

c

e

g

i

b

d

f

h

j

1 They're **complaining about** the waiter. [b]
2 They're **complaining to** the waiter. [ ]
3 She's **looking for** some photos. [ ]
4 She's **looking at** some photos. [ ]
5 She's **shouting at** her brother. [ ]
6 She's **shouting to** her brother. [ ]
7 He's **talking to** his friend. [ ]
8 He's **talking about** his friend. [ ]
9 She **works for** a manager. [ ]
10 She **works as** a manager. [ ]

2 **Circle the correct prepositions.**

1 I talked (to)/*about* my boss *to*/*about* my salary.
2 He complained *to*/*about* the room *to*/*about* the hotel manager.
3 I shouted *to*/*at* my friend because she broke my mobile phone.
4 She works *for*/*as* a pilot *for*/*as* British Airways. She flew to Italy yesterday.
5 She spent all day looking *at*/*for* her keys but she couldn't find them.
6 I shouted "Hello!" *to*/*at* my sister, but she was too far away to hear me.
7 Mike held my hand, looked *at*/*for* me and asked, "Will you marry me?"

3 **Fill in the gaps with the correct preposition from 1. Then answer the questions for you.**

1 Have you ever complained *about* something in a hotel?
2 What do men/women like to talk _____ ?
3 Did you talk _____ anyone on the phone yesterday?
4 How often do you look _____ old photos?
5 Which company/Who would you like to work _____ in the future?
6 Have you ever shouted _____ a taxi driver because he was driving too fast?

1 2a 3d 4c 5f 6e 7g 8h 9j 10i 2 1 about 2 about; to 3 at 4 as; for 5 for 6 to 7 at
3 2 about 3 to 4 at 5 for 6 at

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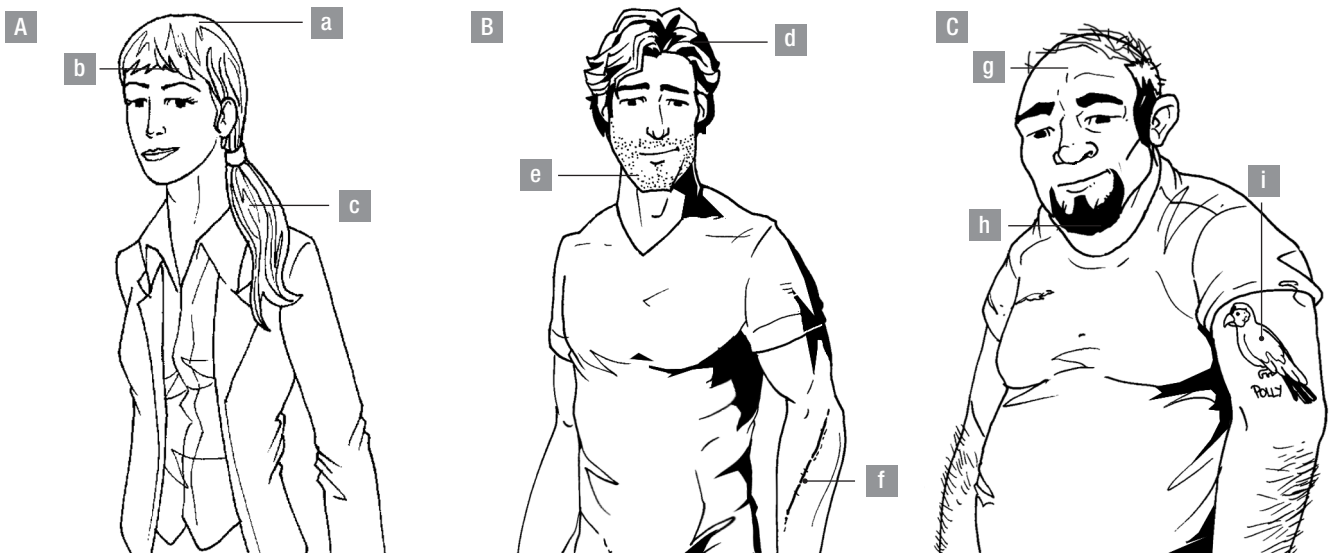
6 Physical appearance

1 **Look at people A–C. Match these words/phrases to a–i.**

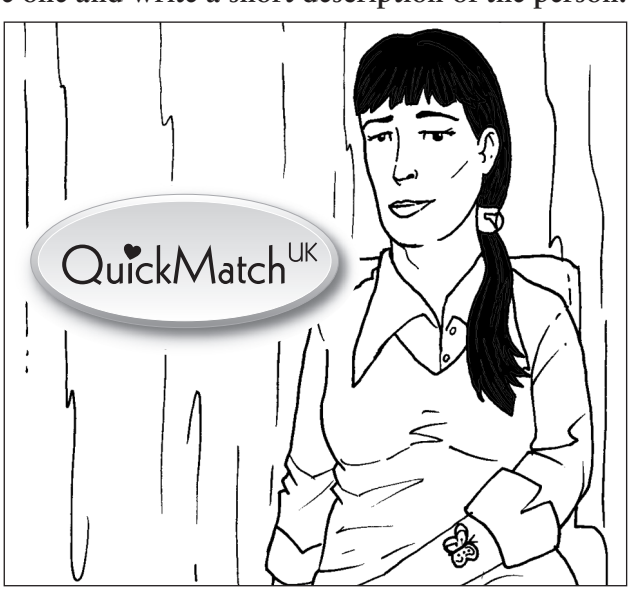
wavy hair [d] be going bald [ ] a ponytail [ ] a scar [ ] a beard [ ]
a tattoo [ ] a fringe [ ] stubble [ ] blonde hair [ ]



2 **Match people A–C to words 1–6.**

1 well-built *B* 2 slim _____ 3 smart _____ 4 scruffy _____ 5 handsome _____ 6 pretty _____

3 **Look at these two pictures from a dating agency. Choose one and write a short description of the person.**



4 **Write your answers to these questions.**

1 Is it OK for men and women in your country to have tattoos?
2 Which famous person do you think is handsome or really pretty?
3 Who is your perfect man or woman? What does he or she look like?
4 Do you have any scars?
5 When did you last wear some smart clothes?

1 be going bald g; a ponytail c; a scar f; a beard h; a tattoo i; a fringe b; stubble e; blonde hair a 2 2A 3A 4C 5B 6A

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7 Holidays

1 **Read the postcards. Who is having a holiday in a city? Who is having a beach holiday?**

A

We're staying in a beautiful [1]**5-star hotel** with great views of the sea. It's really hot so we [2]**sunbathe** all day. In the evening it's quiet and [3]**peaceful**. I've always wanted to learn to [4]**dive** so I'm starting a diving course tomorrow. Next week we're going to the mountains to [5]**go hiking** for a few days. We've got a good [6]**guide book** so we're hoping to see some interesting things on the way!
Love,
Gary and Meg

Mr + Mrs J
44 Brook L
Southfields
Slough,
Berkshire.
SL71 5TR

B

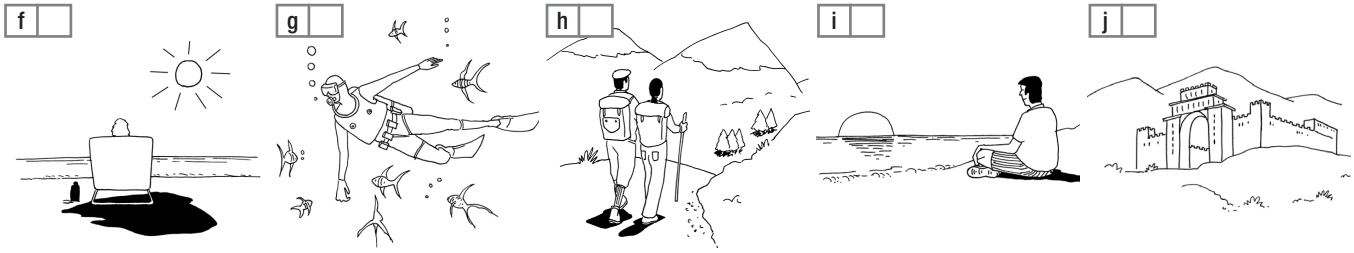
I'm staying in a small [7]**youth hostel** and I'm having a great time! There's so much to do here. I've seen the local markets and lots of [8]**historical monuments**. Yesterday I looked around some shops and bought some great [9]**souvenirs**. There are lots of bars and nightclubs – it's a really [10]**lively** place. See you next week.
Lots of love,
Tracey

John Har
214 Cherry D
Morcombe,
Reading,
Berkshire.
RE29 1BB

2 **Match the words/phrases 1–10 in bold in the postcards to pictures a–j.**

a 7 b ☐ c ☐ d ☐ e ☐

f ☐ g ☐ h ☐ i ☐ j ☐



3 **Fill in the gaps with the correct form of the words/phrases in bold in 1. Then tick the sentences that are true for you.**

1 I usually read a _____ before I go on holiday.
2 I like _____ in the mountains when I'm on holiday.
3 I usually buy lots of _____ . I bought a small red bus when I went to London.
4 I love quiet and _____ places where I can relax on the beach all day.
5 I love places with lots of _____ bars and nightclubs.
6 I'd like to _____ and see all the colourful fish.
7 I'm interested in history. When I go on holiday, I like visiting lots of _____ .
8 I love _____ on a sunny beach all day. That's the best holiday for me.
9 I often stay in a _____ on holiday. It's cheaper than a hotel.
10 I have a friend who always stays in a _____ because the service is really good.

1 city holiday: Tracey; beach holiday: Gary and Meg 2 b6 c1 d9 e10 f2 g4 h5 i3 j8 3 1 guide book 2 going hiking 3 souvenirs 4 peaceful 5 lively 6 dive 7 historical monuments 8 sunbathing 9 youth hostel 10 5-star hotel

VOCABULARY PLUS: Photocopiable

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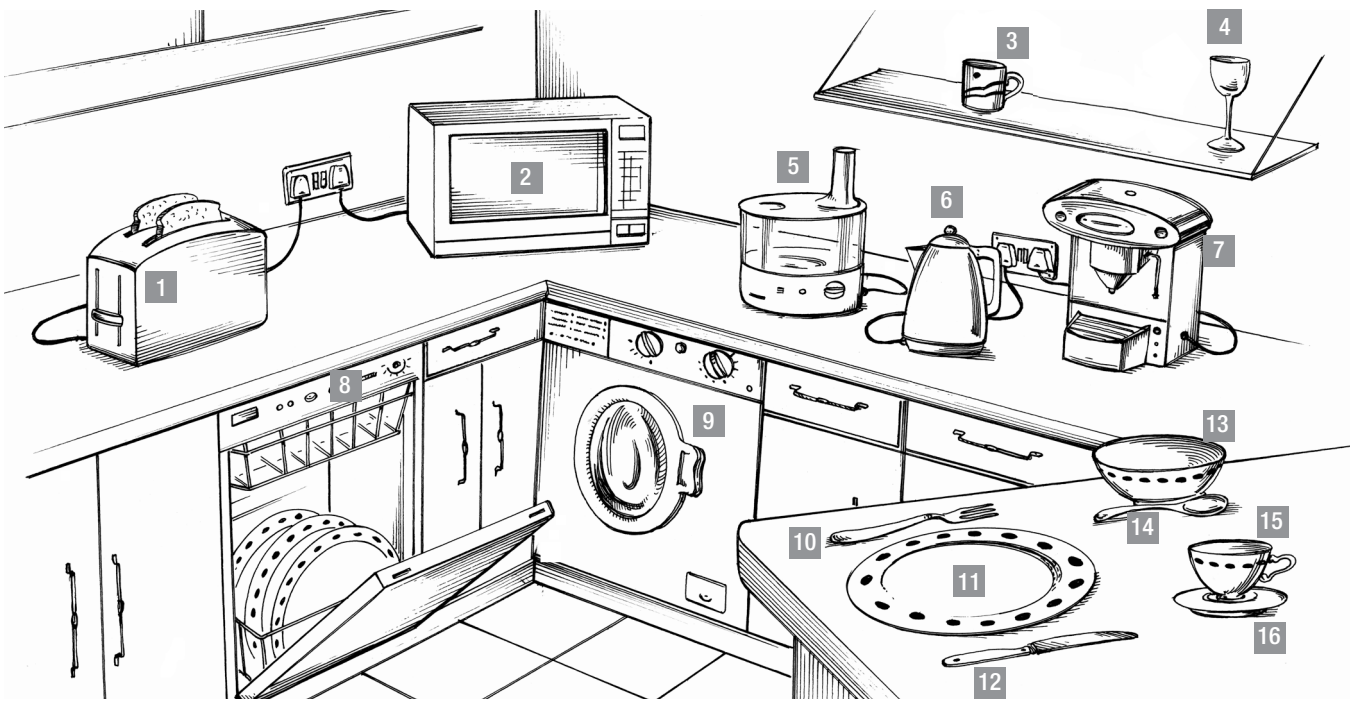
8 In the kitchen

1 **Match the words to the pictures 1–16.**

a bowl [13] a coffee maker [ ] a cup [ ] a dishwasher [ ] a food processor [ ] a fork [ ]
a glass [ ] a kettle [ ] a knife [ ] a microwave [ ] a mug [ ] a plate [ ] a saucer [ ]
a spoon [ ] a toaster [ ] a washing machine [ ]



2 **Write the words from 1 in the table.**

machines in the kitchen	things used when eating	things used when drinking
	a bowl	

3 **Find the words from 1 in the puzzle.**

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

4 **Write what you have in your kitchen.**

1 a coffee maker 7; a cup 15; a dishwasher 8; a food processor 5; a fork 10; a glass 4; a kettle 6; a knife 12; a microwave 2; a mug 3; a plate 11; a saucer 16; a spoon 14; a toaster 1; a washing machine 9 **2** **machines:** a coffee maker; a dishwasher; a food processor; a kettle; a microwave; a toaster; a washing machine **used when eating:** a fork; a knife; a plate; a spoon **used when drinking:** a cup; a glass; a mug; a saucer

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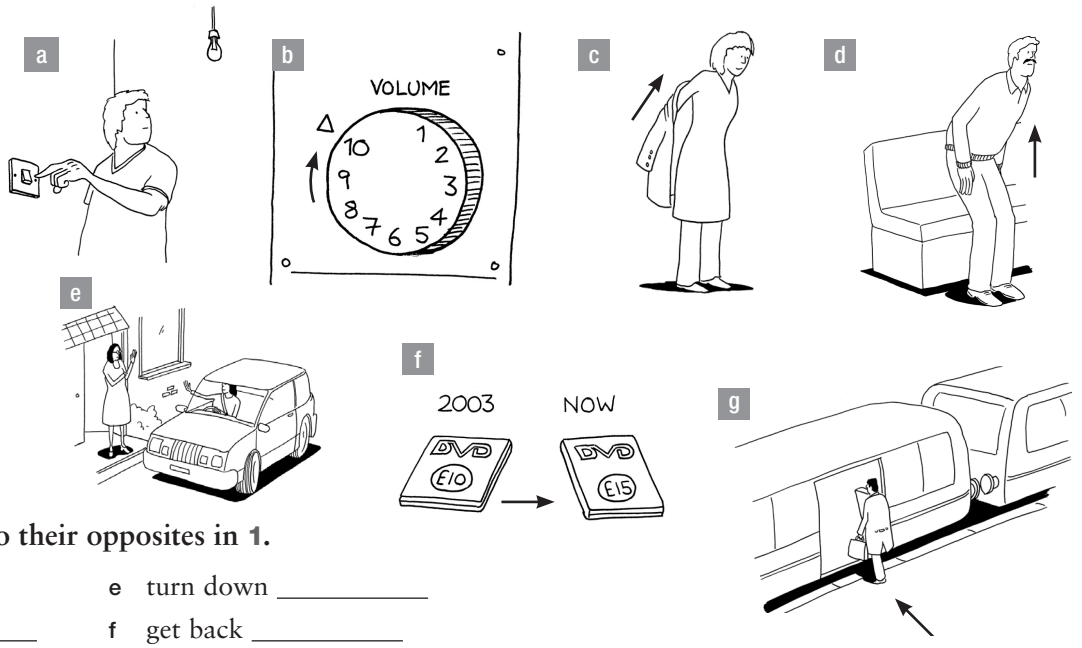
9 Phrasal verbs

1 **Match verbs 1–8 to pictures a–h.**

1 set off *e*
2 get on _____
3 put on _____
4 turn on _____
5 get into _____
6 turn up _____
7 stand up _____
8 go up _____



2 **Match these verbs to their opposites in 1.**

a take off *put on*
b go down _____
c turn off _____
d get out of _____
e turn down _____
f get back _____
g sit down _____
h get off _____

3 **Write the opposite of these sentences.**

1 He put on his glasses. *He took off his glasses.*
2 She got into the taxi. _____
3 He turned up the music. _____
4 The students stood up. _____
5 She got off the bus. _____
6 They got back at midnight. _____
7 The price of computers went down. _____
8 He turned on the TV. _____

4 **Circle the correct phrasal verb in these sentences. Then tick the sentences that are true for you.**

1 I'm going to watch TV when I *get on*/(*get back*) home tonight.
2 In primary school, I had to *stand up*/*get off* when the teacher came into the classroom.
3 The last time I went on holiday I *set off*/*went up* very early.
4 My children never *turn off*/*take off* the lights when they leave a room.
5 I've asked my neighbours to *turn down*/*go down* their music late at night.
6 I always *put on*/*get on* my right shoe before my left one.
7 I *go up*/*turn up* my music when I'm alone in the house.
8 I *turn on*/*take off* the TV as soon as I get home.
9 The price of fresh fruit and vegetables *goes up*/*turns up* every winter.
10 I never *go down*/*take off* my wedding ring.

---

1 2g 3c 4a 5h 6b 7d 8f **2** b go up c turn on d get into e turn up f set off g stand up h get on **3** 2 She got out of the taxi. 3 He turned down the music. 4 The students sat down. 5 She got on the bus. 6 They set off at midnight. 7 The price of computers went up. 8 He turned off the TV. **4** 2 stand up 3 set off 4 turn off 5 turn down 6 put on 7 turn up 8 turn on 9 goes up 10 take off

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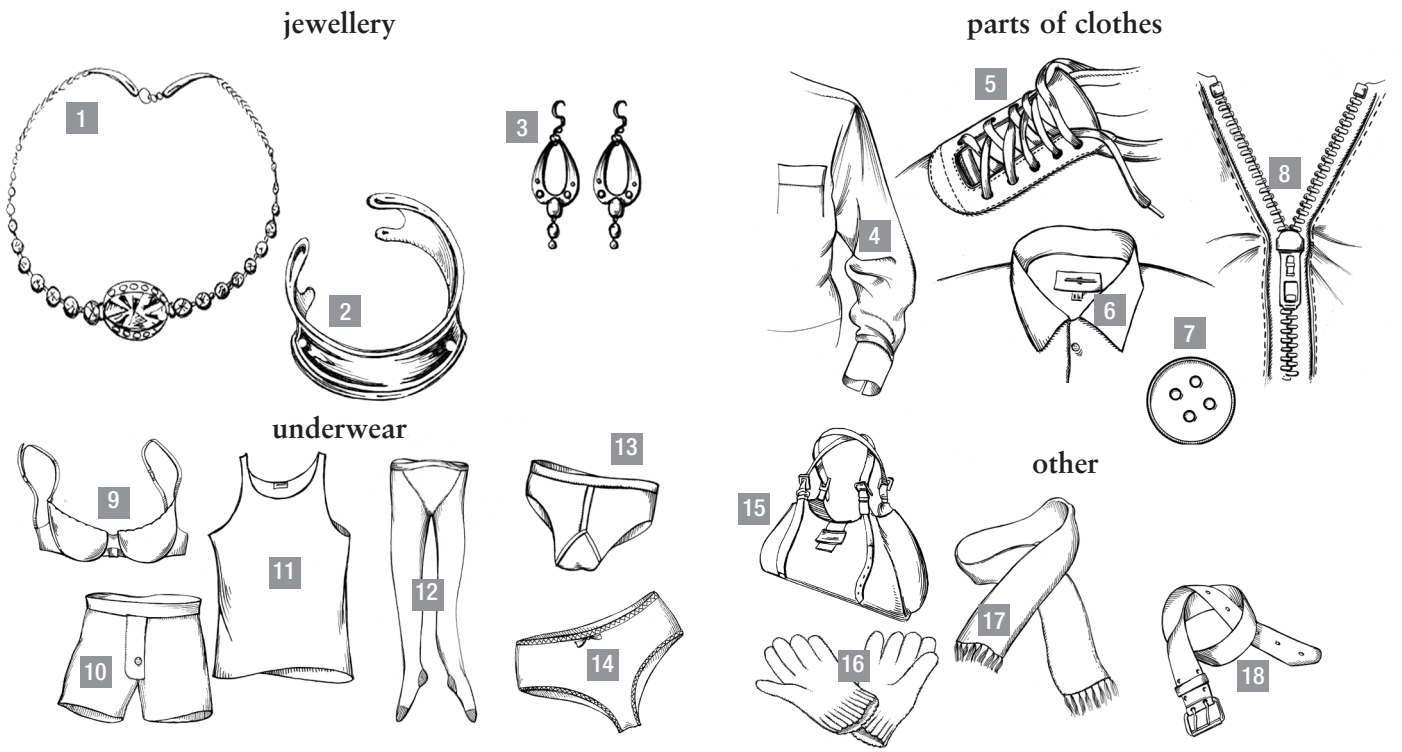
10 Clothes

1 **Match these words to pictures 1–18.**

a collar [6] a necklace [ ] a sleeve [ ] a bracelet [ ] a zip [ ] a vest [ ] laces [ ] tights [ ] a handbag [ ]
earrings [ ] a button [ ] a belt [ ] gloves [ ] a scarf [ ] knickers [ ] a bra [ ] pants [ ] boxer shorts [ ]

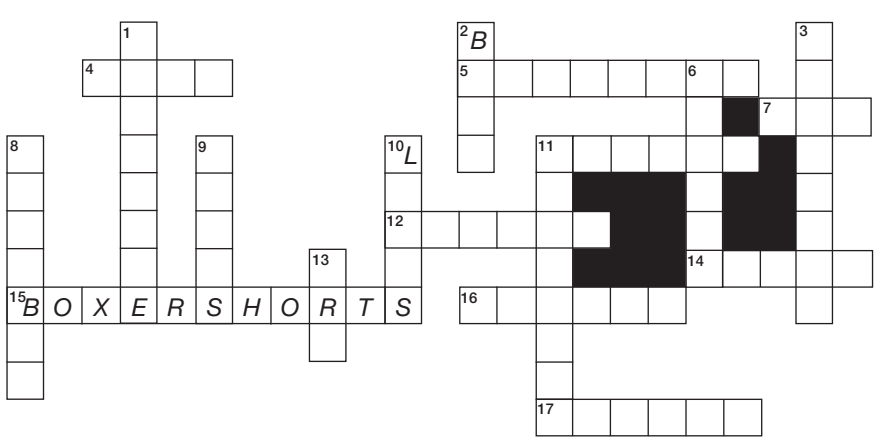


2 **Which word is the odd one out?**

1 handbag (sleeve) gloves scarf
2 necklace pants boxer shorts vest
3 sleeve zip tights button
4 collar necklace earring bracelet
5 bra boxer shorts knickers tights
6 belt collar sleeve button

3 **Complete the crossword with these words from 1.**

~~boxer shorts~~ sleeve
bracelet tights
earrings laces
knickers pants
necklace scarf
handbag belt
button vest
collar bra
gloves zip



1 a necklace 1; a sleeve 4; a bracelet 2; a zip 8; a vest 11; laces 5; tights 12; a handbag 15; earrings 3; a button 7; a belt 18; gloves 16; a scarf 17; knickers 14; a bra 9; pants 13; boxer shorts 10 **2** a necklace (not underwear) **3** tights (not 'parts of clothes') **4** collar (not jewellery) **5** boxer shorts (not women's underwear) **6** belt (not part of a shirt) **3** a necklace **2** belt **3** knickers **4** vest **5** earrings **6** gloves **7** zip **8** handbag **9** pants **10** laces **11 across** button **11 down** bracelet **12** collar **13** bra **14** scarf **16** sleeve **17** tights

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11 Phrases with *get*

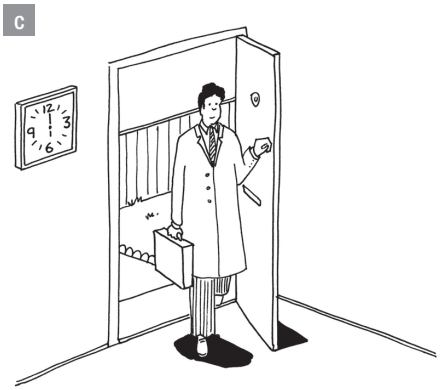
1 **Match sentences 1–5 to pictures a–e.**

1 I'm going to **get** a new car. *b*
2 I **get** emails every day. _____
3 Oh dear – I need to **get** some more milk. _____
4 I **get** home at 6 p.m. _____
5 It **gets** really hot in here. _____

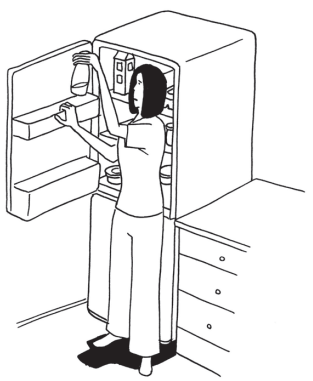
a

b

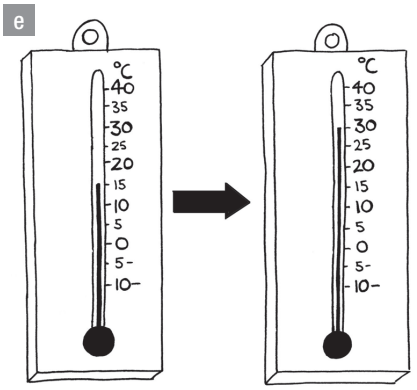
c



d



e



2 **Match the meanings of *get* in sentences 1–5 in 1 to these meanings.**

a go somewhere and bring back someone or something *3*
b become _____
c buy _____
d arrive _____
e receive _____

3 **Match *get* in these sentences to meanings a–e in 2.**

1 What time did you get home yesterday? *d*
2 What did you get your mother for her last birthday? _____
3 When did you last get a letter? _____
4 Did you get ill last winter? _____
5 Do you have to get anything from the shops today? _____

4 **A common meaning of *get* + adjective is *become*. This shows that something is changing. Complete these sentences using the correct form of *get* and an adjective from the box. Then tick the sentences which are true for you.**

~~angry~~	cold	dark	light	better	worse	hungry	tired

1 I *get angry* when my friends are late.
2 When it _____ at 5 a.m., I can't sleep any more.
3 I _____ really _____ now. I think we should have a break.
4 I always _____ at 11 a.m. if I don't have breakfast.
5 My English _____ . Now I can understand films in English.
6 I used to understand French really well, but now I think my French _____ .
7 In winter I like to get home before it _____ .
8 Yesterday it was 10º but today it is 3º! It _____ .

1 2a 3d 4c 5e **2** b5 c1 d4 e2 **3** 2c 3e 4b 5a **4** 2 gets light 3 'm getting; tired 4 get hungry 5 is getting better/has got better 6 is getting worse/has got worse 7 gets dark 8 's getting colder

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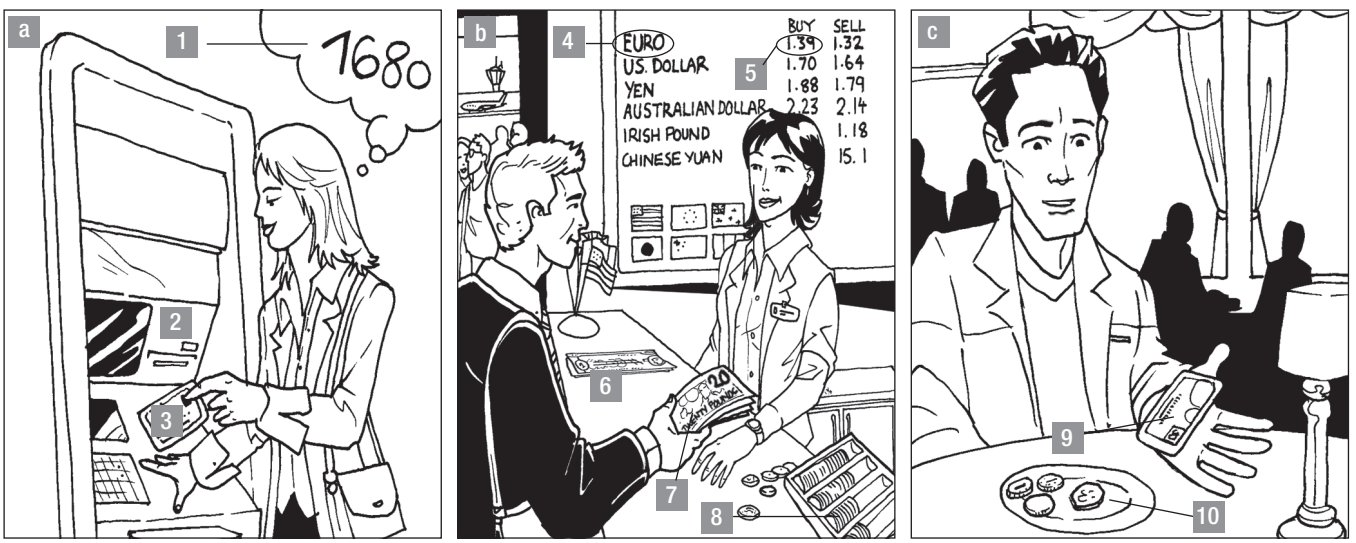
12 Money

1 **Match these words to 1–10 in the pictures.**

coins [8] a credit/debit card [ ] [ ] traveller's cheques [ ] a currency [ ] a PIN number [ ]
a cashpoint/a cash machine/an ATM [ ] an exchange rate [ ] notes [ ] a tip [ ]



2 **Fill in the gaps in these sentences with words/phrases from 1.**

1 I couldn't remember my *PIN number* yesterday when I went to the _____ so I couldn't get any money out!
2 I need to change some euros into yen. Do you think the _____ is good at the moment?
3 Next week I'm flying to Australia. I'm getting some _____ because I don't want to carry a lot of cash.
4 Yesterday I went out to eat with some friends. I left a big _____ because the service was excellent.
5 I didn't have enough cash or traveller's cheques so I had to pay by _____ .
6 I'm going to Colombia next month. The _____ there is the peso, isn't it?

3 **Fill in the gaps with the singular or plural form of the words/phrases from 1.**

1 Do you usually pay for things by cash or *credit/debit card* ?
2 How often do you go to a/an _____ to get some money out?
3 Do you have any _____ in your pockets?
4 Do you give _____ to waiters, taxi drivers and hairdressers?
5 Are there famous people on your country's _____ ?
6 Do you usually take cash or _____ when you go on holiday?
7 Does your currency have a good _____ against the US dollar at the moment?
8 Have you ever forgotten your _____ at a cash machine?

4 **Write your answers to the questions in 3.**

1 a credit/debit card 3, 9; traveller's cheques 6; currency 4; a PIN number 1; a cashpoint/a cash machine/an ATM 2; an exchange rate 5; notes 7; a tip 10 **2** **1** cashpoint/cash machine/ATM **2** exchange rate **3** traveller's cheques **4** tip **5** credit/debit card **6** currency **3** **2** cashpoint/cash machine/ATM **3** coins **4** tips **5** coins/notes **6** traveller's cheques/a credit/debit card **7** exchange rate **8** PIN number

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Extra Reading

Instructions

There are 12 Extra Reading worksheets (p215–226). 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 National sports p215

Genre and topic

A magazine article about national sports around the world.

When to use and time

Use any time after lesson 1C. 15–20 minutes.

Procedure

1 Check students understand the meaning of *national sport* (the most important or popular sport in a country). Elicit why some national sports might be *official* (chosen by the government, often because it's important for the country's history and culture) and others *unofficial* (the most popular, but maybe originated in another country). Students do the exercise in pairs or groups. If you have a multilingual class, ask students from different countries to work together. Ask students to share their ideas with the class.

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. Pay particular attention to the pronunciation of *breathe* /briːð/, *mixture* /ˈmɪkstʃə/ and *martial arts* /mɑːʃl ˈɑːts/. You can also ask students which of the words they can see in photos A–D.

b Ask students to cover the article. Students do the exercise in pairs. Ask students to share their ideas and write them on the board. Don't tell students the answers at this stage.

3 Students do the exercise on their own. Check answers with the class (see answer key on worksheet). You can refer students to the list of countries on the board to see if anyone in the class guessed correctly.

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

5 Students discuss the question in pairs or groups. Ask students to share their ideas with the class, giving reasons if possible. Find out which is the most popular national sport.

EXTRA IDEAS

- Ask students to cover the article and look again at the photos. Students work in pairs and discuss what they can remember about the four sports, including how you win, using only the photos to remind them.
- For homework, ask students to write a paragraph about an unusual sport that is popular in their country. In the next class you can ask each student to tell the class about their sport, or put the descriptions around the room for other students to read.

2 Flash mobs p216

Genre and topic

A blog about flash mobs.

When to use and time

Use any time after lesson 2C. 15–20 minutes.

Procedure

1 Check students remember *a blog*. Students do the exercise in pairs or groups. Ask students to tell the class about any blogs that they read. You can also ask students if they ever write a blog or comment on other people's blogs.

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. Pay particular attention to the pronunciation of *statue* /ˈstætʃuː/ and *audience* /ˈɔːdɪəns/.

b Ask students to cover the blog. Focus students on pictures 1–3. Students work in pairs and guess what they think is happening in each picture. Ask students to share interesting ideas with the class, but don't tell them if they are correct at this stage.

3 Check students know who Oprah Winfrey is (an American TV presenter). Students do the exercise on their own. Check the answer with the class (see answer key on worksheet). When you have checked the meaning of *a flash mob*, you can tell students that *a flash* is something that appears suddenly and disappears again (a newsflash, a flash of lightning, a flash on a camera, etc.) and *a mob* is a large group of people, often one that is out of control or breaking the law.

4 Students do the exercise on their own before checking in pairs. Check answers with the class.

5 Students discuss the questions in groups or with the whole class. Find out how many people in the class would like to join a flash mob, giving reasons for their answers if possible.

EXTRA IDEAS

- Ask students to find examples of the Past Continuous in the article.

  were running, (were) buying, (were) talking, was trying; was eating; was happening; was going on; was dancing; was dancing; was happening

- If you have an imaginative class, put students in groups and ask them to think of an idea for a flash mob in the town or city you are in now. Ask each group to tell the class about their flash mob. The class can then decide which idea they think is the best.
- For homework, ask students to imagine they saw a flash mob and write a short report about what happened.

EXTRA READING: Instructions

3 Famous first jobs p217

Genre and topic
A magazine article about celebrities' first jobs.

When to use and time
Use any time after lesson 3C. 15–20 minutes.

Procedure
1 Students do the exercise in pairs. Ask each pair to tell the class what they know about one of the famous people. Ask students which of the people they like, giving reasons for their answers.

Jennifer Aniston: TV and film actress, famous for her role in the TV series *Friends*.
Jim Carrey: film actor. Films include *The Mask* and *The Truman Show*.
Johnny Depp: film actor. Films include *Edward Scissorhands* and *Pirates of the Caribbean*.
Michael Douglas: film actor. Films include *Fatal Attraction* and *Wall Street*.
Tom Hanks: film actor. Films include *Forrest Gump* and *Saving Private Ryan*.
Madonna: singer/songwriter/actress. The world's best-selling female recording artist of all time.
Brad Pitt: film actor. Films include *Ocean's Eleven* and *Troy*.
Julia Roberts: film actress. Films include *Pretty Woman* and *Notting Hill*.
Steven Spielberg: film director/producer. Films include *Jaws, ET, Schindler's List*, *Jurassic Park*.
Quentin Tarantino: film director/producer/actor. Films include *Pulp Fiction, Kill Bill*.

2 Check students understand all the job titles. Point out that *an attendant* is a general word for a person who works in a particular place (a cinema, a petrol station, etc.) and helps members of the public. Also check students understand *a limousine* (an expensive car, usually for a rich or famous person). Students then do the exercise on their own before checking 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 or groups. Check answers with the class.

4 Students discuss the questions in pairs or groups. Ask students to share their ideas with the class.

4 Two festivals p218

Genre and topic
An online magazine discussion about music festivals around the world.

When to use and time
Use any time after lesson 4B. 15–20 minutes.

Procedure
1 Students discuss the questions in groups. Ask students to share their ideas with the class. If most of your class have never been to a festival, do the exercise with the whole class.

Possible answers: Good things: great music, meet lots of interesting people, camping, listen to different types of music, stay up late, spend time with friends, get away from your day-to-day life, relax, etc. **Bad things**: expensive, too many people, too loud, weather can be terrible, noisy people in the tents near you, bad toilets!

2 **a** Students do the exercise on their own or in pairs. They can check new words in a dictionary or with you. Check students understand all the new words. Point out that *heavy metal* and *punk* are musical genres. Model and drill the new vocabulary with the class.

b Students do the exercise on their own. Check answers with the class (see answer key on worksheet). You can set a time limit of two minutes to encourage students to read for gist.

3 Students do the exercise on their own, then compare answers in pairs. Check answers with the class. At this point you can ask students to cover the worksheet and discuss with a partner what they can remember about the two festivals.

4 Students discuss the questions in pairs or groups. Ask students to share their ideas with the class, giving reasons for their answers.

EXTRA IDEA

- Ask students to work in pairs and underline all the examples of the Present Perfect in the article.

5 Saving the tiger p219

Genre and topic
An article about tiger conservation.

When to use and time
Use any time after lesson 5C. 15–20 minutes.

Procedure

1 **a** Students work in pairs and write all the wild animals they know. Set a time limit of two minutes. Find out which pair has the most animals on their list and write them on the board. Ask other pairs if they have any other words and add them to the list. Teach *endangered* and ask students which of the animals on the board they think are endangered.

b Students do the exercise on their own or in pairs. They can check new words/phrases in a dictionary or with you. Alternatively, teach the words/phrases yourself to the class. Check students understand all the new words/phrases. Model and drill the new vocabulary with the class.

EXTRA IDEA

- Students work in the same pairs and decide which of the words/phrases are good for tigers and which are bad for them. Check answers with the class.

Good: a tiger reserve; anti-poaching laws; protection
Bad: poaching; destruction of habitats; logging; a plantation

2 **a** Ask students to cover the article. Students do the exercise in pairs. You can ask students which answers they chose, but don't tell them if they are correct at this stage.

b Students do the exercise on their own before checking with their partner. Check answers with the class. Ask students if they think any of the answers are surprising.

3 Students do the exercise on their own, then compare answers in pairs. Check answers with the class. You can ask students what they think soya, sugar cane and palm oil are used for (soya grown in these areas is mainly used to feed cows to produce beef; sugar cane is used to make sugar and as a biofuel; palm oil is used in thousands of household products, such as chocolate, shampoo, soap, biscuits and toothpaste).

4 Discuss the question with the whole class. Ask students to give reasons for their answers if possible.

EXTRA IDEA

- Read out these definitions and ask students which words or phrases in **1b** they describe:
  This means keeping something safe. (*protection*); This is when people destroy the places where animals live. (*destruction of habitats*); This is when people cut down lots of trees and sell the wood. (*logging*); This is a place where tigers are safe. (*a tiger reserve*); This is when people kill and sell animals illegally. (*poaching*); These protect animals and punish people who kill them illegally. (*anti-poaching laws*); This is like a very big farm where people grow things like coffee. (*a plantation*)

6 Birth order p220

Genre and topic
A magazine article about the influence of birth order on personality.

When to use and time
Use any time after lesson 6C. 15–20 minutes.

Procedure

1 **a** Check students understand *a first-born child*, *a middle child*, *a last-born child*, *an only child*. Students discuss the questions in groups. Ask students to tell the class what type of child they are and whether they think birth order affects their personality. Encourage students to give reasons for their answers if possible.

b Ask students to cover the article. Pre-teach the character adjectives *serious*, *responsible*, *rebellious*, *creative*, *bossy* and *anxious*. Drill these words with the class. Alternatively, focus students on sentences 1–4 and ask them to check any words they don't know in a dictionary. Students do the exercise in pairs. Ask students to share their ideas with the class, giving reasons for their answers if possible, but don't tell them if they are correct at this stage.

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 check answers in pairs. Check answers with the class.

4 Students do the exercise in groups. Encourage students to talk about other people in their family if possible. Ask students to share interesting ideas with the class.

EXTRA IDEA

- Ask students to cover their worksheets. Students work in pairs and write adjectives to describe the four types of children (first-born, middle, last-born, only). Ask students to compare their ideas with the adjectives in the article.

7 The Grand Canyon honeymoon p221

Genre and topic
An email about honeymoon plans.

When to use and time
Use any time after lesson 7B. 15–20 minutes.

Procedure
1 Focus students on the photos. Students discuss the questions in pairs or groups. Ask students to share their ideas with the class.

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 phrases and can pronounce *suite* /swiːt/ correctly.

b Students do the exercise on their own before checking in pairs. Check answers with the class (see answer key on worksheet).

3 Students do the exercise on their own, then check answers in pairs or groups. Check answers with the class (see answer key on worksheet).

4 Students discuss the questions in groups. Encourage students to use phrases from **2a** in their conversations. Ask students to share interesting ideas with the class.

EXTRA IDEAS

- Students work on their own or in pairs and find examples of the Present Continuous for future arrangements in the email.
- Ask students to work in pairs and describe their own honeymoon (if they are married) or their dream honeymoon (if they are single). Students can write a description of these for homework.

8 Life in Greenland p222

Genre and topic
A magazine interview with a teacher living in Greenland.

When to use and time
Use any time after lesson 8D. 15–25 minutes.

Procedure
1 Focus students on the map and check they understand where Greenland is. Students do the exercise in pairs or groups. Ask students to share their ideas on topics a–f with the class.

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 words/phrases. Model and drill the words/phrases with the class, highlighting the pronunciation of *spontaneous* /spɒnˈteɪniəs/ and *punctual* /ˈpʌŋktʃʊəl/.
Ask students what kind of things you can *run out of* (time, money, food, coffee, sugar, etc.).

b 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 or groups. Check answers with the class.

4 Students discuss the questions in pairs or groups. Ask students to share their ideas with the class, giving reasons for their answers.

EXTRA IDEAS

- Ask students to underline three words or phrases in the article that they don't understand. Students can then look them up in a dictionary or check them with you. Put students into groups to compare words/phrases.
- For homework, students write a description of their own country, answering the four questions in bold in the article about their country.

9 Are you a good neighbour? p223

Genre and topic
A magazine questionnaire about being a good neighbour.

When to use and time
Use any time after lesson 9C. 10–20 minutes.

Procedure
1 Students discuss the question in pairs or groups. Ask students to tell the class if they think they are good (or bad!) neighbours, giving reasons for their answers.

2 Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet).

3 Students do the questionnaire on their own. You can ask early finishers to compare answers in pairs.

4 Students check their answers and work out how many points they have. Students then read what their score says about them. Put students into groups. Students discuss their scores and whether the description of them is correct. Ask students to tell the class their scores and whether they agree with the descriptions, giving reasons for their answers.

EXTRA IDEAS

- If your students know each other well, put students into pairs before they check their answers in **4**. Ask students to guess which answer their partner gave for each question. Students can then compare their guesses with their partner's real answers.
- Students work in pairs and do the questionnaire again. They tell their partner what they would really do in each situation and don't just choose from the three options.

10 Let's go shopping! p224

Genre and topic
A magazine article about famous shopping locations around the world.

When to use and time
Use any time after lesson 10C. 15–25 minutes.

Procedure
1 Students do the exercise in groups. If you have a multilingual class, try to include different nationalities in each group. Ask students to tell the class about their favourite shops.

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 words/phrases. Model and drill the words/phrases with the class, highlighting the pronunciation of *jewellery* /ˈdʒuːəlri/ and *queue* /kjuː/.

b Students do the exercise on their own before comparing answers in pairs. Check answers with the class (see answer key on worksheet). Ask students to explain why they matched each photo to the shopping locations.

3 Students do the exercise on their own, then compare answers in pairs or groups. Check answers with the class. You can ask students to say which parts of the texts helped them with the answers.

4 Students discuss the question in pairs or with the whole class. Ask students to give reasons for their choice of shopping location.

EXTRA IDEA

- For homework, students write a short article about an important shopping location in their country. Encourage them to include photos from the internet if possible in their article. In the next class you can put the articles around the room for other students to read.

11 Famous art thefts p225

Genre and topic
A magazine article about art thefts.

When to use and time
Use any time after lesson 11C. 15–20 minutes.

Procedure
1 Students discuss the questions in pairs or groups. Ask students to share their ideas with the class.

2 **a** Students do the exercise on their own or in pairs. While they are working monitor and help students with the new vocabulary. Check the meanings of the words/phrases with the class. Tell students that *dug* is the irregular Past Simple of *dig* (*dug*, *dug*). You can also point out that *prove* and *pretend* are regular verbs. Highlight that *go off* is a phrasal verb and that if you *take advantage of* a situation, you use it to help you in some way. Note that *take advantage of* can also have a negative meaning when used with people (treat someone badly to get what you want).

b Students do the exercise on their own before comparing answers in pairs. Check answers with the class (see answer key on worksheet). Note that the two stories are true, as is the information about the law in Holland (at the time of going to press).

3 Students do the exercise on their own, then compare answers in pairs or groups. Check answers with the class.

4 Students discuss the questions in pairs. Ask students to share their ideas with the class, giving reasons for their ideas if possible.

12 What would you do? p226

Genre and topic
An internet forum discussion about whether to lend money to strangers.

When to use and time
Use any time after lesson 12B. 15–20 minutes.

Procedure
1. Ask students to cover the webpage and focus them on the picture. Students work in pairs and discuss what they think is happening. Ask students to share their ideas with the class, but don't tell them if they are correct yet.
2. Pre-teach and drill *a stranger* (a person you don't know). Students do the exercise on their own before comparing in pairs. Ask students to check with their partner how much of the story they guessed correctly from the picture. 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.
4. Students discuss the questions in groups. Ask students to share their ideas with the class, giving reasons for their answers. Find out how many people would give money to a stranger.

EXTRA IDEAS

- Begin the lesson by asking students if they ever read or contribute to internet forums. If so, ask students to tell the class what types of forum and what topics they usually discuss.
- Students find examples of reported speech from the first paragraph, and work out the speaker's actual words.

1 National sports

1 Which sports are popular in your country? Does your country have an official national sport? If so, what is it?

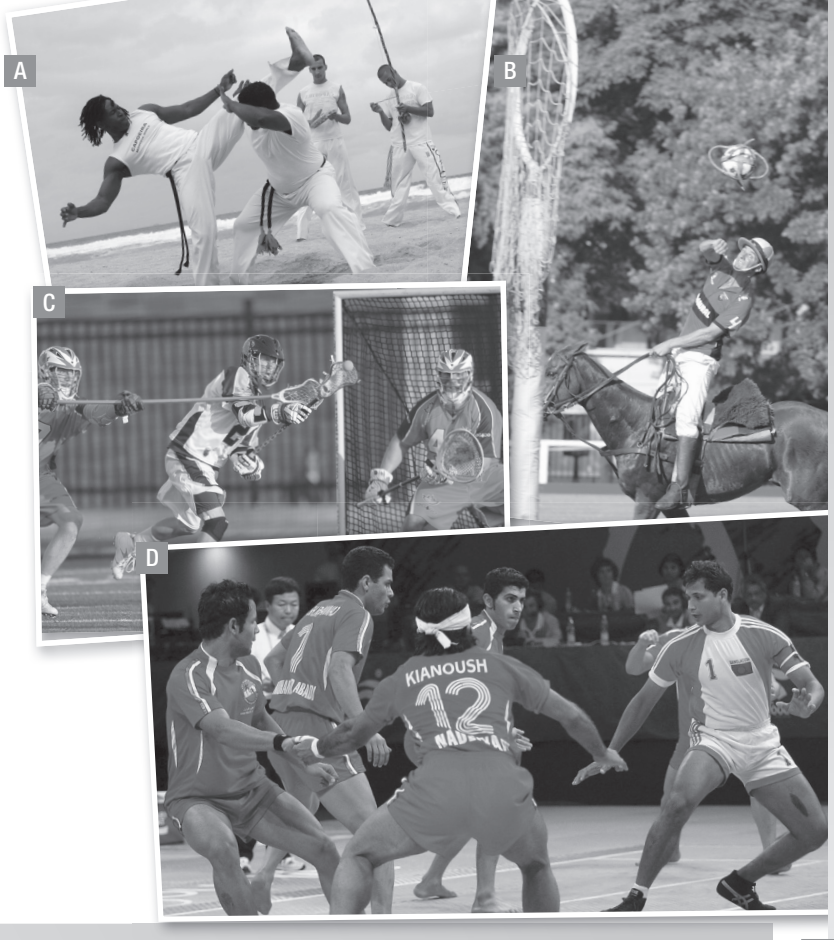
2 **a** Before you read, check these words/phrases with your teacher or in a dictionary.

throw a hoop score a goal a handle
breathe hold hands a mixture martial arts

b Look at the photos. Guess which are the national sports of these countries.

Argentina Bangladesh Brazil Canada

3 Read the article. Check your answers to **2b**. What are the names of the sports?



National sports from around the world

Many countries have unofficial national sports, such as football in the UK or rugby in New Zealand. Only around 13 countries have official national sports, and these are sometimes very different from their most popular sports.

For example, the official national sport of Argentina is an unusual sport called **Pato**. Pato is a bit like basketball, because the players try to throw a ball through a hoop to score a goal. But the big difference between pato and basketball is that in pato, the players ride on horses. The ball has handles, so it is easy to hold, but it's also easy for other players to pull it away from you. It can be dangerous because players can fall under the feet of the horses. The winner is the team with most goals at the end of six eight-minute periods.

In **kabaddi**, the national sport of Bangladesh, there are two teams, one on each side of a 'field'. The teams take turns to send a player, called a 'raider', to the other side of the field. To score a point, the raider must touch a player on the other side and then get back home to his side. He has to be quick, because he can't breathe when he's on the other side of the field, and he has to say "kabaddi, kabaddi" again and again during a raid to show that he isn't breathing. If a raider breathes before he gets back home, the other side gets a point. It's also difficult for the players on the other side. They must hold hands with each other, which means it's harder for them to get away from the raider. If they don't hold hands, the raider's side gets a point. The team with the most points at the end wins.

Brazil's official national sport is **capoeira**, a mixture of martial arts, dancing and music. Capoeira looks like a beautiful dance, but the fighting is still an important part of the sport. Players don't usually try to knock each other down, but instead they try to show who is the most skilful. Capoeira is becoming more popular in other countries, and every year thousands of students come to Brazil to study the sport.

Canada has two national sports, ice hockey in the winter and **lacrosse** in the summer. In modern lacrosse, there are ten players on each team. The players use a stick to catch, carry and throw the ball and to score as many goals as possible. The game started around 1,500 years ago, when there were between 100 and 1,000 players in each team – and the games could continue for two or three days!

EXTRA READING: Photocopiable

4 Read the article again. Answer these questions.

1 How many countries have official national sports?
2 How do players score a goal in pato?
3 Why is pato dangerous?
4 How does a raider score a point in kabaddi?
5 Why do raiders say "kabaddi, kabaddi" all the time?
6 What is capoeira a mixture of?
7 How many players are there in a lacrosse team now?
8 How many were there 1,500 years ago?

5 Which of these sports would you like to try? Why?

---

3 **A** Brazil; capoeira **B** Argentina; pato **C** Canada; lacrosse **D** Bangladesh; kabaddi **4** **1** About thirteen. **2** They throw a ball (with handles) through a hoop. **3** Because players can fall under the feet of the horses. **4** He must touch a player on the other side and then get back home to his side without breathing. **5** To show they are not breathing. **6** A mixture of martial arts, dancing and music. **7** Ten. **8** Between 100 and 1,000.

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2 Flash mobs

1 Do you read any blogs? If so, what are they about?

2 **a** Before you read, check these words/phrases with your teacher or in a dictionary.

freeze (Past Simple: froze) a statue an audience kneel a toy dinosaur

b Cover the text. Look at pictures 1–3. What do you think is happening in each picture?

3 Read the blog. Were your guesses in **2b** correct? What is a 'flash mob'?

www.bloggersworld.org/flashmobs

Archive topics | This week's topic | Discussion forum

Frozen Grand Central and Other Flash Mobs

It was 2.29 on a cold Saturday afternoon at Grand Central station in New York City. People were running to catch trains, buying tickets and talking on mobile phones. Suddenly, at exactly 2.30, hundreds of people turned into statues. One man froze as he was trying to pick up some papers; another froze as he was eating a hamburger. However, not everybody stopped moving. About half the people in the station continued walking around as normal, trying to work out what was happening.

'Frozen Grand Central' was a brilliant example of a flash mob. Flash mobs are events where large groups of people suddenly arrive in a public place, do something unusual, and then go away again. The organisers usually post information about the event on the internet, telling people where to meet and what to do. Then they make a film of the results and post it on the internet. Usually the funniest thing about these videos is watching the reaction of people who didn't know what was going on.

Another example of a flash mob was at a concert of the Black Eyed Peas in Chicago, as part of Oprah Winfrey's TV show. When the music started, nobody in the audience moved except one young woman at the front, who was dancing wildly. Gradually, the people around her started doing the same dance and soon the whole audience of 20,000 was dancing with her. The only person who didn't know what was happening was Oprah Winfrey.

Flash mobs started in 2003, when a man called Bill sent an email to his friends and asked them to pass it on to their friends. In one of his early flash mobs, he asked 400 people to go to a toy shop and kneel in front of a giant toy dinosaur. After that, flash mobs started spreading all over the world. In fact, there's probably one in your town or city this month!

4 Read the blog again. Are these sentences true (T) or false (F)?

1 Grand Central is a train station in New York.
2 Nobody knows why the people in Grand Central station froze.
3 Some people at the station didn't know what was happening.
4 People usually hear about flash mobs online.
5 You can watch videos of flash mobs on the internet.
6 Oprah Winfrey organised a flash mob in Chicago.
7 At the beginning of the Black Eyed Peas concert, nobody was dancing.
8 The first ever flash mob was in a toy shop.

5 What do you think about flash mobs? Would you like to join a flash mob? Why?/Why not?

3 A flash mob is an event where large groups of people suddenly arrive in a public place, do something unusual, and then go away again. 4 1T 2F 3T 4T 5T 6F 7F 8F

EXTRA READING: Photocopiable

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Instructions p209

3 Famous first jobs

1 **What do you know about these famous people?**

Jennifer Aniston Jim Carrey Johnny Depp Michael Douglas Tom Hanks
Madonna Brad Pitt Julia Roberts Steven Spielberg Quentin Tarantino

2 **Read the article about famous people's first jobs. Match the people in 1 to these jobs.**

1 a cinema attendant *Quentin Tarantino*
2 a doughnut seller _____
3 a factory cleaner _____
4 a fruit farm worker _____
5 an ice-cream seller _____
6 a limousine driver _____
7 a waitress _____
8 a popcorn seller _____
9 a pen salesman _____
10 a petrol station attendant _____

Everybody has to start somewhere

When we think of famous film stars and musicians, we think of the glamorous and exciting lives they have. It's hard to imagine that their lives were ever normal, difficult and boring. But everybody has to start somewhere. Take Jennifer Aniston, for example. She worked as a waitress before becoming a successful TV and film actress. She also spent some time as a telemarketer, where she had to telephone hundreds of people every day to sell them things they didn't want.

Jennifer Aniston

Jennifer Aniston wasn't the only star to start her working life selling things. Julia Roberts worked in an ice-cream parlour before she became famous, and Madonna sold doughnuts in New York City. Tom Hanks, now one of Hollywood's top actors, sold popcorn and peanuts at a cinema in California. He also once worked in a luxury hotel, where he had to carry heavy bags for the rich hotel guests. Another actor with several early jobs was Brad Pitt. He drove limousines, moved fridges, and even dressed as a giant chicken to advertise a Mexican restaurant!

Julia Roberts

One person who loved his first job was film director Quentin Tarantino. His job as a cinema attendant was perfect for him because he could watch films all day and he didn't have to pay. Johnny Depp, however, probably didn't enjoy one of his first jobs – he used to sell pens. Comedian and actor Jim Carrey probably didn't enjoy his first job either – he cleaned the floors in a factory when he was only 15. He says that it was a difficult time, but that he learned a lot from the experience. Later, Carrey got a better job, as a security guard.

Jim Carrey

While most stars had indoor jobs, others started working outside. Actor Michael Douglas worked for a while as a petrol station attendant. And Steven Spielberg, now one of the richest men in Hollywood, had to protect fruit trees from insects in his first job.

Steven Spielberg

So whatever your job is now, or even if you're looking for your first job, don't feel bad about it. Even the most boring or unpleasant job can be a great way to learn about what you can do, what you want to do – and what you never want to do again!

3 **Read the article again and answer these questions. There are two or three answers to each question.**

1 Who worked in a cinema? *Tom Hanks* *Quentin Tarantino*
2 Who had to guard or protect things? _____ _____
3 Who had a job connected with cars? _____ _____
4 Who sold things to eat? _____ _____ _____
5 Who sold other things to people? _____ _____
6 Who had to carry heavy things? _____ _____

4 **Who had the best first job, do you think? Who had the worst? Why?**

---

2 2 Madonna 3 Jim Carrey 4 Steven Spielberg 5 Julia Roberts 6 Brad Pitt 7 Jennifer Aniston 8 Tom Hanks 9 Johnny Depp 10 Michael Douglas 3 2 Jim Carrey, Steven Spielberg 3 Brad Pitt, Michael Douglas 4 Julia Roberts, Madonna, Tom Hanks 5 Jennifer Aniston, Johnny Depp 6 Tom Hanks, Brad Pitt

EXTRA READING: Photocopiable

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4 Two festivals

1 What do you think are the good and bad things about going to a three-day music festival?

2 **a** Before you read, check these words/phrases with your teacher or in a dictionary.

a gondola fireworks heavy metal punk a castle bungee jumping

b Read this webpage from an online music magazine. What is Masataka's and Ivana's favourite thing about the festival they write about?

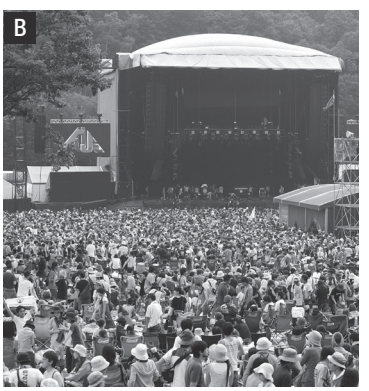
www.musicfestivalnews.org/favouritefestivals

Your Favourite Music Festivals

Every festival organiser says that their festival is different, but in fact they're usually all the same – wbig stars on a big stage with big crowds. A lot of fun, but not exactly special. That's why last week we asked you to write to us about your favourite music festivals. We've had hundreds of great replies – our readers have certainly been to some amazing festivals. Here we've chosen two festivals that we've never been to, but we're certainly planning to go to next year! We hope you find them interesting.

A

B



Masataka, Tokyo I've been to lots of festivals, but there's one that really stands out from the crowd: Fuji Rock in Japan. There's been a Fuji Rock festival every year since 1997, and it's moved around a bit. It started near Mount Fuji, then moved to Tokyo and finally found its home at the Naeba Ski Resort. It's a beautiful location, surrounded by mountains and forests, and the views are amazing. There's even a gondola ride! The music is always a mixture of local and international stars. There's something for everyone: pop, rock, folk, dance music and hip hop. For example, Eminem, Oasis and Neil Young have all played there, as well as less well-known acts like Warpaint and The Kills. But for me, my favourite thing about Fuji Rock is the opening party. There's always a great atmosphere, with fireworks and lots of dancing. I love it!

Ivana, Belgrade My favourite festival has to be the Exit Festival in Novi Sad in Serbia. I've been there four times now, and every year it's been amazing. I missed the first festival in 2000, but maybe that's not such a bad thing – it lasted 100 days! You can hear every type of music there, from heavy metal to dance music, and from hip hop to punk.

The festival takes place in the grounds of a beautiful 18th century castle on the River Danube – a truly amazing location. I love it because for me it feels friendly and small, even though there are around 150,000 people there. Then of course there's the music. Over the years I've seen quite a few big names there, such as The White Stripes and the Beastie Boys. It's also much more than just a music festival. I've done bungee jumping, I've watched some amazing films, and I've met some great people.

3 Read the webpage again and complete the table.

What's the name of the festival?	1 *Fuji Rock*	7 *the Exit Festival*
Where is the festival nowadays?	2	8
When was the first festival?	3	9
What was different about the first festival?	4	10
Which types of music do you often hear?	5	11
What else is there at the festival, apart from music?	6	12

4 Would you like to go to these festivals? Why?/Why not?

---

2 b Masataka: the opening party; **Ivana:** it feels friendly and small **3** **2** the Naeba Ski Resort **3** in 1997 **4** it was near Mount Fuji **5** pop, rock, folk, dance music, hip hop **6** a gondola ride, fireworks **8** Novi Sad, Serbia **9** In 2000 **10** it lasted 100 days **11** every type of music from heavy metal to dance music, and from hip hop to punk **12** bungee jumping, films

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5 Saving the tiger

1 a Write a list of all the wild animals you know in English. Which do you think are endangered?

b Before you read, check these words/phrases with your teacher or in a dictionary.

a tiger reserve • poaching • destruction of habitats • logging • a plantation • anti-poaching laws • protection

2 a Cover the article. Then try to guess the correct number, word or phrase in these sentences.

1 A hundred years ago there were about *1 million/100,000/10,000* tigers in the wild.
2 Now there are about *100,000/10,000/3,000* tigers in the wild.
3 About *40%/60%/90%* of tiger habitat was lost in the 20th century.
4 The number of tigers in India is *rising slowly/falling slowly/falling fast*.

b Read the article. Check your answers.

Wildlife Diary: Day 47

Tadoba-Andhari Tiger Reserve, India

I'm in the Tadoba-Andhari Tiger Reserve, one of the best known of India's 39 tiger reserves. I'm hoping to see one of these amazing animals during my visit, but it's not going to be easy. It's over 600km², and there are only around 50 tigers in the reserve. But it might be my last chance to see a tiger in the wild because they are dangerously close to becoming extinct.

A hundred years ago, there were around 100,000 tigers around the world, but experts believe there are only around 3,200 of these magnificent animals left. There are two main reasons for this fall in numbers: poaching and destruction of their habitats. Poaching is less of a problem than it was, but it still continues today.

Habitat destruction is less direct than poaching, but its effects are even more dramatic. Tigers have lost more than 90% of their habitat since the beginning of the 20th century, and the destruction continues today. In places like Indonesia, Malaysia and Africa, big logging companies cut down the forests and sell the wood. Then they use the land for soya, sugar cane, coffee or palm oil plantations. That's why reserves such as the Tadoba-Andhari are so important. Without them, the tiger will certainly become extinct.

At the International Tiger Forum in 2010, leaders from the 13 countries with wild tigers agreed to take action to protect their tigers. They aim to double the number of wild tigers over the next ten years through a combination of new tiger reserves, anti-poaching laws and protection of tiger habitats. For example, in Russia, they have promised to stop logging in the tigers' habitat. In Malaysia, new laws mean that poachers will go to prison for many years, and India is planning to create at least eight new tiger reserves.

Positive actions like these should make a lot of difference to tiger populations. In fact, the latest figures from India show that the number of tigers here has increased from 1,400 in 2007 to over 1,700 now. So at last, the future for tigers is looking brighter. Maybe if I don't see any tigers this week, I'll just come back in ten years, when there might be tigers everywhere.

3 Read the article again. Answer these questions.

1 Why is it difficult for the writer to see a tiger in the Tadoba-Andhari reserve?
2 Why do big logging companies cut down the forests?
3 What do the members of the International Tiger Forum want to happen in the next ten years?
4 Which country wants to focus on stopping poaching?
5 Is the writer generally positive or negative about the future for tigers? Why?

4 Do you think that tigers have a positive future? Why?/Why not?

EXTRA READING: Photocopiable

2 **a** **1** 100,000 **2** 3,000 **3** 90% **4** rising slowly **3** **1** Because it's a very large area and there are only 50 tigers there. **2** Because they want to sell the wood. Then they use the land for soya, sugar cane, coffee or palm oil plantations. **3** They want to double the number of wild tigers. **4** Malaysia **5** Positive, because the writer thinks these actions should make a lot of difference and there is already some good news.

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6 Birth order

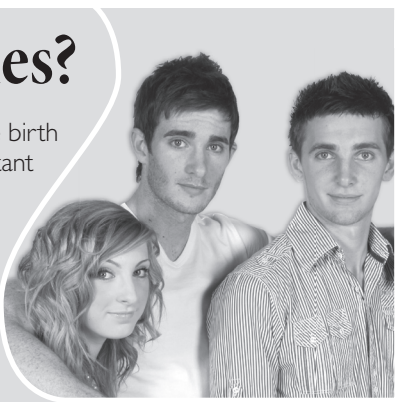
1 a Are you: a first-born child, a middle child, a last-born child, an only child? Do you think this affects your personality? If so, how?

b Try to match descriptions 1–4 with the types of children in 1a. Check new words in a dictionary or with your teacher.

1 This child is serious and responsible, and often teaches his/her brothers and sisters.
2 This child is rebellious and creative, and isn't interested in his/her parents' opinions.
3 This child is confident and hard-working, but isn't as bossy as a first-born child.
4 This child is often anxious and moody, and often has more problems as an adult.

2 Read the article. Check your answers to 1b.

Does birth order affect our personalities?



Are you an only child? Do you have younger brothers and sisters, or are you the youngest in your family? Does birth order have any influence on the type of people we are?

For many years, psychologists have noticed that first-born children and only children are often quite serious and ambitious, not only when they are children, but also as adults. They work harder and worry more about what their parents think.

First-born children often feel more important than their younger brothers and sisters and can be quite bossy. They often behave like a third parent and tell their brothers and sisters what to do. They sometimes grow up to be soldiers, business leaders and politicians. Only children are also confident and hard-working, but perhaps not as bossy as first-borns.

Last-born children, in contrast, aren't as interested in their parents' opinions (or those of their older brothers and sisters), but they are also friendlier and more open. And because they are often more rebellious, they can be very creative. They often grow up to be artists, inventors and musicians.

Middle children are often … well, in the middle: they want to be serious and responsible, but they also want to be different to their older brother or sister. This means that they are often anxious and moody, and perhaps this is also why middle children have more problems as adults.

Many researchers believe birth order is actually less important than we think. Certainly children (including grown-up children) behave differently when they're in the same room as their parents or their brothers and sisters, but what happens when they're with other people? In one major study, researchers analysed the personalities of 9,664 people and found no important link with their birth order.

One area where birth order seems to make a difference is intelligence. First-borns regularly get better marks in IQ tests than others because their parents usually have more time to spend with their child when they only have one. First-borns also often act as teachers for their younger brothers and sisters, helping them with their homework and teaching them about the world.

So is birth order important? Whatever the truth, we shouldn't allow our birth order to change the way we see ourselves. A first-born can be an inventor and a rebel, just as a last-born can be a leader and an intellectual. We just need to believe in ourselves.

3 Read the article again. Are these sentences true (T) or false (F)?

1 Only children are often quite ambitious.
2 Last-born children behave like a third parent.
3 First-born children often become artists or musicians.
4 Researchers all agree that birth order makes a big difference to our personalities.
5 First-borns are often the most intelligent children.
6 The writer believes that we shouldn't worry too much about birth order.

4 Do you agree with the description in the article of you, and other people in your family? Why?/Why not?

2 1 a first-born child 2 a last-born child 3 an only child 4 a middle child 3 1T 2F 3F 4F 5T 6T

EXTRA READING: Photocopiable

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Instructions p211

7 The Grand Canyon honeymoon

1 Look at the photos. What do you know about the Grand Canyon and Las Vegas? What do you think tourists do there?

2 **a** Before you read, check these phrases with your teacher or in a dictionary.

go on a mule ride fly in a small plane
fly in a helicopter have a picnic
stay in the honeymoon suite go shopping
explore the area around Las Vegas go to a show
go on a boat trip go white-water rafting

b Read Vicky's email. Which things in **2a** is she going to do? Which isn't she going to do?

To bella.deangelo@gomail.com

Hi Bella

Guess what! Dan's finally told me where he's taking me for our honeymoon. (I hope you remember that we're getting married in May!) We're going to the Grand Canyon. I'm really excited because I was reading a blog the other day called 'Fifty places to go before you die', and the Grand Canyon was in the top five.

I'm really looking forward to seeing the canyon – the views from the top are spectacular. Dan wanted to go on a mule ride to the bottom, but I think it'll be very dangerous, so we're definitely not doing that. Anyway, I don't know why Dan wants to go to the bottom – it's a mile deep in places. But you know what he's like. So we've decided to go on an excursion instead. It's going to be amazing – they'll pick us up from our hotel and then we'll fly over the canyon in a small plane. After that, a helicopter will take us all the way down to the bottom for a picnic! It's really expensive, but this is a once-in-a-lifetime opportunity, so we'll just have to be careful with money when we get back home.

We're staying in a five-star hotel in Las Vegas (in the honeymoon suite, of course!). There are lots of shops there, so it'll be perfect for me. I'm not sure about Dan – he hates shopping. He wants to spend as much time as possible exploring the area around Las Vegas, so we'll do that for a day or two. I've read that there are lots of great shows but the idea doesn't appeal to me. I think I'd prefer to spend my time outside in the fresh air.

We're also going to go on a boat trip along the Colorado River. The one we've chosen takes three days, so that'll be a great chance to relax. Dan also wants to try white-water rafting, but it looks really dangerous to me. He loves that sort of thing, but I don't fancy getting wet and frightened on a piece of wood going too fast down a rocky river. I think I'll find somewhere to sit and watch him doing it instead!

Anyway, we're leaving the UK two days after the wedding and we're staying in the USA for ten days. I'm looking forward to getting there, but not the journey – it takes about 15 hours, including a stop in Chicago. See you at the wedding!

Lots of love
Vicky

3 Read the email again. Answer these questions.

1 When are Vicky and Dan getting married?
2 Why is Vicky looking forward to seeing the Grand Canyon?
3 Where are they going to have a picnic?
4 Where are they staying?
5 How long is their boat trip?
6 Who is more adventurous, Vicky or Dan?
7 How long after the wedding are they flying back home?
8 Why isn't Vicky looking forward to the journey?

4 Would you like to have a holiday at the Grand Canyon and Las Vegas? If so, what would you like to do there? If not, why not?

EXTRA READING: Photocopiable

2b Vicky's going to: fly in a small plane, fly in a helicopter, have a picnic, stay in the honeymoon suite, go shopping, explore the area around Las Vegas, go on a boat trip. She isn't going to: go on a mule ride, go to a show, go white-water rafting. 3 1 In May. 2 Because the views from the top are spectacular. 3 At the bottom of the Grand Canyon. 4 In a five-star hotel in Las Vegas (in the honeymoon suite). 5 Three days. 6 Dan. 7 12 days. 8 Because it takes about 15 hours.

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8 Life in Greenland

1 **Look at the map. What do you think life in Greenland is like? Think about these things.**

a what people eat
b what the people are like
c the roads and houses
d what it's like in winter
e how Greenlanders socialise
f how they see foreigners who live there

2 **a** **Before you read, check these words/phrases with your teacher or in a dictionary.**

spontaneous · a community · smell · run out of · store food · a freezer · a social gathering · punctual

b **Read the interview. Put things a–f in 1 in the order you read about them.**

A FOREIGNER IN UUMMANNAQ

Have you ever wondered what it's like to live above the Arctic Circle? Chris Paton, a 35-year-old English and Geography teacher, has lived in Uummannaq, on an island in northwest Greenland, for four years.

What are the people in Greenland like?

One of the best things agout Greenlanders is that they are very spontaneous and flexible. But it actually took me a year to feel part of the community. Lots of Europeans come out here to work, usually for short periods of time. For example, doctors and nurses usually stay for between two weeks and six months. So the first question Greenlanders ask foreigners is, 'How long are you staying for?' But my students understand that I'm interested in their life and want to stay here – for a while anyway.

What is life in Uummannaq like?

It is a very hard life here. It's often impossible to visit the doctor or other important services because of the weather. Also, there are only a few roads in Uummannaq because the ground is made of rocks. And many of the houses don't have running water. Food is also a problem. People here eat a lot of fish, of course – in fact, the first thing people notice when they arrive here is the very strong smell of fish. But every year, we run out of food (especially cheese, yoghurt, fruit and vegetables) in April. The last ship that supplies us leaves in November, so we need to store a lot of food over the winter. That explains why everybody has at least two freezers, which sounds crazy when you live in the Arctic. The winter is especially hard because we don't see much sunshine. In December and January we only have one or two hours of light.

What is the Greenlandic lifestyle like?

An important Greenlandic tradition is the 'kaffemik' – a social gathering which takes place around a cup of coffee. Greenlanders love drinking coffee, but the kaffemik is really about talking to each other, sharing news and making small talk. So you shouldn't drink your coffee too quickly!

Is there anything else that you can tell us about life in Greenland?

You can't expect people to be punctual because of the weather, so they visit you when they can. Everybody has problems because of the weather. For Greenlanders, the weather and the environment are really important: they are close to it, they eat it, and they live it.

3 **Read the interview again. Answer these questions.**

1 How long has Chris lived in Greenland?
2 Why did it take so long for Chris to feel part of the community?
3 How long do doctors and nurses usually stay?
4 Why is it difficult to travel around Uummannaq?
5 What do people notice when they arrive at Uummannaq?
6 Why do Greenlanders have at least two freezers?
7 What is a 'kaffemik'?
8 Why aren't Greenlanders very punctual?

4 **Imagine you live in Uummannaq. What would you like about it? What would you miss from your life now?**

2b **1**b **2**f **3**c **4**a **5**d **6**e **3** **1** For four years. **2** Because Greenlanders expect to see people come and go after a short time. **3** Between two weeks and six months. **4** Because of the weather and because there are only a few roads. **5** The very strong smell of fish. **6** Because they need to store a lot of food over the winter. **7** A social gathering which takes place around a cup of coffee. **8** Because of the weather.

EXTRA READING: Photocopiable

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Instructions p212

9 Are you a good neighbour?

1 **Do you think you're a good neighbour? Why?/Why not?**

2 **Make sentences by matching 1–8 to a–h.**

1 If you **keep yourself to yourself,**	a it makes you very angry and upset.
2 If you **invite your neighbours round,**	b you like spending time with them.
3 If you **ignore** something	c you ask them to come to your house or flat.
4 If something is **none of your business,**	d you imagine that it isn't happening.
5 If you **come and go as you please,**	e you stop being friends with them.
6 If you **enjoy someone's company,**	f you don't need to know about it.
7 If something **drives you crazy,**	g you don't have much contact with other people.
8 If you **fall out with** your neighbours,	h you visit a place or a person without asking first.

3 **Do the questionnaire.**

Are you a good neighbour? Do the questionnaire and find out.

1 **A new neighbour has just moved in next door. What do you do?**
a Knock on my neighbour's door and introduce myself.
b I usually keep myself to myself. I'll say hello, but I won't try to make friends.
c Invite all the other neighbours round for a drink so the new neighbour can meet everyone.

2 **You walk past a neighbour's house or flat and notice that the door is open. You thought they were on holiday. What do you do?**
a Ignore it. It's none of my business. Maybe I was wrong about the holiday.
b Call them on their mobiles to tell them I'm worried.
c Call the police immediately. Better safe than sorry.

3 **How often do you and your neighbours visit each other?**
a All the time. Our doors are never locked, so we come and go as we please. We're like one big family.
b I often invite them round for a coffee or a chat because I enjoy their company.
c Hardly ever. I have to put up with my neighbours, but I don't want them in my home.

4 **What annoys you most about your neighbours?**
a Their children, their dogs, their music – everything! They drive me crazy!
b Nothing really. They're not always perfect, but I don't expect them to be.
c They get very upset when I make too much noise.

5 **It's Tuesday night and your neighbours are having a loud party, but you have to get up early tomorrow. What do you do?**
a Try to ignore it until midnight, and then if it's still noisy, call the police.
b Invite myself to the party and stay there until it finishes.
c Go round and ask them politely to turn their music down. I don't want to fall out with them.

1 a 2 points b 1 point c 3 points
2 a 1 point b 2 points c 3 points
3 a 3 points b 2 points c 1 point
4 a 1 point b 3 points c 2 points
5 a 1 point b 3 points c 2 points

5–8 points You put up with your neighbours – most of the time – but you don't see them as your friends. Perhaps you should try to get to know your neighbours better. You might like them!
9–12 points You're a good neighbour and your neighbours probably like you too. Perhaps you could invite them round a bit more often – you might even become very good friends.
13–15 points You certainly have a close relationship with your neighbours. Perhaps it's too close. If you fall out with them, it could get difficult. So be careful!

4 **Check your score. Do you agree with what your score says about you? Why?/Why not?**

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

EXTRA READING: Photocopiable

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10 Let's go shopping!

1 **Where do you usually go shopping? What are your favourite shops? Why do you like them?**

2 **a** **Before you read, check these words/phrases with your teacher or in a dictionary.**

a glass dome a staircase jewellery architecture a panoramic view a clock tower a queue

b **Read the article. Match the shopping locations to photos A–C.**

Amazing shopping locations around the world

A

B

C

Galeries Lafayette is one of the most famous and glamorous department stores in Paris. It was established in 1893 as a small fashion store, but quickly developed into one of the biggest shops in Paris. In 1912 a glass dome and a beautiful staircase were added to the building. Today it is a ten-storey department store selling the latest trends in fashion, jewellery, food and gifts. The prices are high, but not everything is expensive and many Parisians shop there every day. The store is usually full of people and many tourists come to Galeries Lafayette just to admire the impressive architecture. Some parts of the store are classified as historical sites and there are panoramic views of the city from the top of the building.

The Ginza is Tokyo's most famous upmarket shopping, dining and entertainment centre, and is thought to be one of the most prestigious shopping areas in the world. But be careful – in the most fashionable cafés, a cup of coffee costs over 800 yen (around $10). The symbol of the Ginza is the clock tower of the Wako department store. The Wako was established in 1881 by a businessman called Kintaro Hattori, but its present building, along with its famous clock tower, was completed in 1932. It used to specialise in watches and jewellery. This isn't surprising, because Hattori was also the creator of Seiko, the well-known Japanese watch company. Today, the ground floor of the department store still sells Seiko watches.

GUM, the State Department Store on the eastern side of Moscow's Red Square, is Russia's most famous shopping location. The top floor used to be home to a secret clothing store, only open to the most important political leaders. Now the exclusive shops are open to everyone and it's very popular with tourists. The old building which stood here from at least 1520 was destroyed by fire, and the present building was completed in 1893. The building itself is beautiful, and at the end of the 19th century it was the largest shopping centre in Europe. By 1917, it contained 1,200 stores. Between 1928 and 1953, GUM was used as a government building. When it was finally re-opened as a shop it became famous for its long queues, which used to go all the way across Red Square. These days, GUM is still too expensive for many Russians, but even if you don't plan to buy anything, you should have a look inside GUM.

3 **Match these sentences to Galeries Lafayette, The Ginza or GUM.**

1 It is on the site of a much older building. *GUM*
2 It began as a small shop selling fashionable clothes.
3 It's an expensive place to buy a cup of coffee.
4 It used to have a floor where only politicians could buy clothes.
5 A staircase was added about 100 years ago.
6 It used to be the biggest shopping centre in Europe.
7 The most famous department store in this location was created by an important businessman.
8 People used to queue for a long time to get inside.
9 Many people go there just to see the building.
10 It's a very good place to buy a watch.

4 **Which place in the article is the most interesting to visit, do you think? Why?**

---

2 **b** **A** GUM; **B** Galeries Lafayette; **C** The Ginza **3** **2** Galeries Lafayette **3** The Ginza **4** GUM **5** Galeries Lafayette **6** GUM **7** The Ginza **8** GUM **9** Galeries Lafayette **10** The Ginza

EXTRA READING: Photocopiable

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Instructions p213

11 Famous art thefts

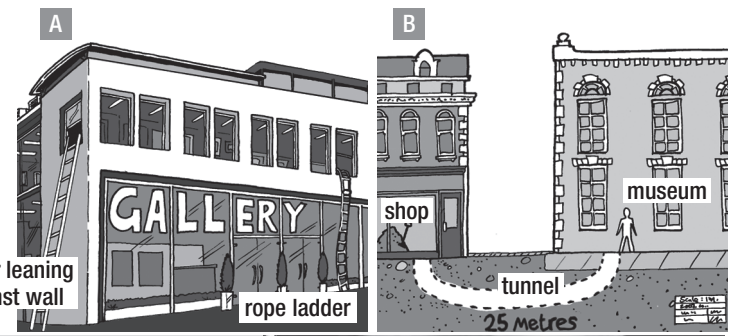
1 Do you ever go to art galleries or museums? If so, which ones? Who are your favourite artists?

2 **a** Before you read, check these words/phrases with your teacher or in a dictionary.

dig (Past Simple: dug) an alarm goes off take advantage of prove DNA pretend a fake

b Read the article about two famous art thefts. Answer these questions. Then match the two thefts to pictures A and B.

1 Which art theft was easier?
2 Which was more successful?
3 Which thieves spent longer planning the theft?
4 Did the police catch any of the thieves?
5 Did the police find any of the paintings?



How to steal a painting and get away with it

In July 2002 a group of criminals broke into the National Fine Arts Museum in Asunción, Paraguay, and stole five paintings worth over a million dollars. The break-in took months to plan and prepare. The thieves rented a shop that was only about 25 metres from the museum, and for the next two months they dug a tunnel from the shop to the room in the museum where the paintings were on display. The police never caught the thieves, but they identified a number of suspects. They also never found the paintings that were stolen.

Not all art thefts need so much planning. In December 2002, two men climbed up a ladder which they found leaning against the wall of the Van Gogh Museum in Amsterdam, Holland. The alarm went off when they broke a window on the second floor, but they were in and out before the police arrived. They stole two paintings by Van Gogh, worth about $8 million, and escaped down a rope ladder. The strange thing is that the park opposite the museum was full of people at the time of the robbery, but nobody reported anything unusual.

The two thieves who stole the Van Gogh paintings were caught two years later, after police found samples of their DNA at the crime scene. But the paintings were never found. It's possible that the thieves are waiting to take advantage of an unusual law in Holland, which says that after 30 years an art thief legally owns the paintings that he has stolen if he can prove that he's the thief. This should be easy for the thieves in this case. In addition to the DNA evidence, the guards who tried to stop them saw their faces clearly and were able to recognise them again when they were arrested.

Art thieves in other countries aren't as lucky as those who live in Holland. In fact, it's extremely difficult for them to sell any paintings that they've stolen. Even if they can find a dealer who is happy to buy stolen art, the dealer usually pays much less than the paintings are really worth. Another option for art thieves is to pretend that the paintings are just very good copies of the originals. Many art dealers are happy to buy high-quality copies, although again the money that the thieves get is much less than the paintings are really worth. Many art collectors worry that an original painting that they have bought might be a fake, but perhaps they should be more worried that the fake they have on their wall might actually be the original!

EXTRA READING: Photocopiable

3 Read the article again. Are these sentences true (T) or false (F)?

1 The thieves in Asunción stole six paintings.
2 In Amsterdam, the alarm went off when the thieves escaped.
3 The Amsterdam thieves left some of their DNA on the paintings.
4 In Holland, a thief can legally own a painting he stole thirty years ago.
5 It's usually quite easy to sell stolen paintings to art dealers.
6 Art thieves sometimes pretend that original paintings are copies when they sell them.

4 What do you think of the law in Holland? Should art thieves should go to prison? Why?/Why not?

2 **b** **1** The theft in Amsterdam **2** The theft in Asunción, because the police never caught the thieves. **3** The thieves in Asunción. **4** Yes, they caught the thieves in Amsterdam. 5 No, they didn't. Picture A: Amsterdam Picture B: Asunción. 3 **1** F **2** F **3** F **4** T **5** F **6** T

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12 What would you do?

1 **Look at the picture. What do you think is happening?**

2 **Read Michael's post on an internet forum. Answer these questions. Were your ideas from 1 correct?**

1 What did the stranger want?
2 Why did he need the money?
3 What did Michael do?
4 Did he get his money back?

www.whatwouldyoudo.com

www.whatwouldyoudo.com

Two months ago I was driving in the countryside one morning when the man in the car behind me flashed his lights signalling for me to stop. When I got out of the car, I could see that he was very upset. He explained to me that he was a tourist and that he was trying to get home. "Someone's just stolen my money, my phone and my credit cards," he said. He told me he was going to ask for help at his country's embassy, but that he didn't have enough petrol to get there. So he asked to borrow £20 to buy enough petrol to get back to the city. He also asked for my name and address so that he could send me the money as soon as he got home. Maybe I was being stupid, but I lent him the money. I really thought he was telling the truth, and that I was helping him. Maybe I was, but after a few weeks still haven't heard from him. I still don't know if he was a criminal, taking £20 from every driver who stopped, or if he was who he said he was. **Michael**

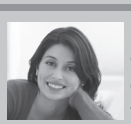
Over to you: What would you do if a stranger asked to borrow £20?

3 **Read the comments from other people on the forum. Answer these questions. There is sometimes more than one possible answer.**

1 Who would lend the money to the stranger?
2 Who wouldn't lend the person money?
3 Who would call the police?
4 Who doesn't answer the question?

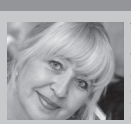
Comments

I'd never give any money to a stranger. Even if I could see that the person really needed money, I wouldn't do it without any guarantee that I'd get it back. I'd probably lend money to a friend or family member, but that's different. **Will**



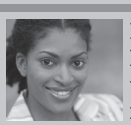
It's a difficult question. There are lots of criminals who use this trick to get money out of people, so I don't know what I would do in that situation. But if that happened to me in another country, I hope someone would be kind enough to help me. **Heather**

Oh, Heather! Stop and think for a minute. If someone stole your money, wouldn't you call the police? That's what I'd do. If you explained your situation to them, I'm sure they'd help you get home. **Malcolm**



You're right, Malcolm, but don't forget that they stole his mobile phone too, so he couldn't call the police. He just needed help. I think if I were in that situation, I'd lend the man some money. It's only £20. **Caroline**

You know what I'd do if that happened to me? I'd ask to borrow someone's mobile phone and call the police. And if a stranger asked me for £20, I'd probably call the police too! I certainly wouldn't lend him any money. **Gary**



I'm surprised everyone's being so negative here. If someone seemed to be in real trouble, I'd just lend him the money, with no questions asked. If I got the money back, great. If not, I wouldn't worry too much about it. **Christina**

4 **What would you do if a stranger asked you to lend them money? Which of the people on the forum do you agree with? Why?**

EXTRA READING: Photocopiable

2 1 He wanted to borrow £20. 2 To buy enough petrol to get him back to the city/go to his country's embassy. 3 He lent the man the money. 4 No, he didn't. 3 1 Caroline, Christina 2 Will, Gary 3 Malcolm, Gary 4 Heather

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Study Skills

Instructions

There are five Study Skills worksheets (p231–p236). The aim of these worksheets is to help students become better and more independent learners. The worksheets are designed to be used in class, offering a change of pace and focus for both teacher and students.

1 Using a monolingual dictionary

p231

Aim

To raise students' awareness of information that can be found in a monolingual dictionary and to give practice in searching for information about words.

When to use and time

Use any time after lesson 1D. 20–30 minutes.

Preparation

Photocopy one worksheet for each student. A class set of monolingual dictionaries would be useful.

Procedure

1 Give a copy of the worksheet to each student. Focus students on the title of the worksheet. Check students understand *monolingual*. Students work in pairs and discuss what information they can find in a monolingual dictionary. Ask students to share their answers with the class.

2 **a** Set the scene by asking students if they like pizza and if so, what types of pizza they like. Ask them to read the advert on the worksheet and answer the questions.

b Students read the advert again and match the words in bold (a–g) to the parts of speech (1–7). If students seem unfamiliar with this, give examples of nouns (e.g. *a pizza*), verbs (e.g. *eat*), etc. on the board first. Then do *tired* and *food* together before encouraging students to work on their own. Check answers with the class.

2b 3c 4d 5g 6e 7a

c Students write the parts of speech next to the abbreviations. Point out that dictionaries use a number of abbreviations and symbols and that these may vary from dictionary to dictionary. If you have the *Cambridge Essential English Dictionary* (*CEED*), ask students to check the explanations of abbreviations and symbols on pages viii and xii before completing the matching task.

a adjective **b** adverb **c** countable noun **d** verb
e conjunction **f** uncountable noun **g** preposition

3 **a** Ask students to look at the example for *ingredient* and point out the symbol for word stress and the way phonemes are written. Remind students of the table of phonemic symbols in their Student's Book (p167) or ask them to find one in the dictionary they are using. Elicit the correct pronunciation from the class and drill if necessary.

b Students use their dictionaries to find and mark the word stress on the words.

delicious vegetarian organic special

4 **a** Ask students if they know any words in their own language which have more than one meaning and to give examples if possible. Explain that it is important to check the meaning of words carefully in dictionaries (many words in English have more than one meaning). Students read the entry for *tired* on the worksheet and choose the correct meaning of *tired* in the context of the advert (meaning 2).

b Tell students that many dictionaries show collocations in bold. Ask them to read the dictionary entry for *tired* and use the words in bold to fill the gaps.

1 out
2 of doing

5 **a** Focus students on the two adverts. Give students a few minutes to read the adverts and choose one thing they would like to eat from each advert. Ask students to tell the class their choices.

b Put students into pairs, student A and student B. Students choose three words from adverts 1 or 2 they don't know and look them up in a dictionary. They answer the questions about each word. Encourage students to write down the meaning, part of speech and stress for each word.

c Students work in pairs and take turns to teach each other their words. Finally, ask students to share their new words with the class.

EXTRA IDEAS

- With a strong class discuss the advantages and disadvantages of using a monolingual or a bilingual dictionary. Stress that it is helpful to use both types.
- Ask students to look up a selection of words from the Student's Book in both a bilingual and a monolingual dictionary. Ask them to compare the information they find and to note the advantages and disadvantages of each type of dictionary.

2 Your vocabulary notebook p232

Aim
To show students different ways of recording vocabulary and to make their own vocabulary notebooks more useful as a learning and revision aid.

When to use and time
Use any time after lesson 3B. 20–30 minutes.

Preparation
Photocopy one worksheet for each student. A class set of dictionaries would be useful.

Procedure

1 Students work in groups and discuss the questions. Groups then share their ideas with the whole class. You will probably find that most students write new vocabulary in lists in their notebooks with the English word or phrase and a translation in their own language. Encourage students who don't yet have a vocabulary notebook to start one.

2 **a** Ask students to look at the Hungarian student's vocabulary list. Elicit what information is missing.

Examples of omissions are: word stress has not been marked; the student hasn't written what part of speech the words are; no collocations have been recorded; there are no example sentences showing how to use the words in context.

b Students look at the new list. Elicit in what way the list is improved.

Extra information in list 2: word stress; part of speech; collocations: *a high/low salary, to get sick pay*; examples of use: *He gets his salary at the end of the month. How many people does the company employ?*; the indefinite article *a* with countable nouns; regular verb; uncountable noun.

3 **a** Put students into pairs, student A and student B. Student A looks up the words *flexible, promotion* and *boss* and student B looks up the words *apply, earn* and *opportunity*. They answer the questions (1–6). Encourage students to look back at lesson 3A, SB p22 and lesson 3B SB p24 for help, as all these words are related to jobs/work.

b Students compare lists with their partner. They write down their partner's information in their notebooks to make a complete list.

Possible answers:
A
flexible (adj) [translation] opposite – *inflexible*. *I want a job with flexible working hours.*
a promotion [translation] /prəˈməʊʃən/ *He hopes to* ***get a promotion*** *soon.*
a boss [translation] (informal) opposite – *employee*. *We have to do what she says – she's the boss.*

B
apply (regular verb) (applying; applied) [translation]; to **apply for** a job; *I'm going to apply for a job at the bank.*
earn (regular verb) [translation] /ɜːn/ *He earns a good salary.*
an opportunity [translation] *In her job she gets the opportunity to travel.*

4 **a** Ask students to choose six to eight words/phrases from the box and write entries for them in their notebooks, using dictionaries as necessary. While they are working, monitor and help students with any problems.

b Put students into new pairs. Students compare lists and decide which list has more information. Encourage students to discuss what they have included in their lists and why they think this is useful.

3 Reviewing vocabulary p233

Aim
To raise students' awareness of the need for reviewing vocabulary and ways of doing this, by examining facts about short-term memory and reflecting on a variety of strategies for reviewing.

When to use and time
Use any time after lesson 5D. 15–25 minutes.

Preparation
Photocopy one worksheet for each student. A class set of bilingual or monolingual dictionaries would be useful.

Procedure

1 Dictate ten easy words and numbers for students to write (e.g. *cinema, study, 152, children, department, languages, 650 846221, restaurant, 2009, newspaper*). Ask students whether they are good at remembering things. Give them 30 seconds to study the ten items. Then get them to cover these words and numbers and write them from memory. See who has the longest list at the end of a minute.

2 Ask students if they know the difference between short- and long-term memory. Explain if necessary (short-term memory = your ability to remember things you have just seen, heard or experienced; long-term memory = your ability to remember items and events that you learned or experienced a longer time ago).
Pre-teach *store* (to keep information safe until you need to use it), *memorise* and *plus or minus two*. Students read the article and answer questions 1–4. Check answers with the class.

1 15–30 seconds **2** 7 (plus or minus 2) **3** practice
4 Because without practice, there is less chance that we will remember something correctly.

3 **a** Ask students to match the ways to review vocabulary to the pictures.

2b 3d 4e 5a

b Students do the exercise on their own. Encourage students to think of at least one more idea for reviewing vocabulary. Explain that there are many ways of reviewing vocabulary. Students should try a few different ways and use the ones that work best for them. What is important is that they review their vocabulary regularly.

c Students work in groups and compare their answers. Then the groups tell the class which ways of reviewing were the most popular.

EXTRA IDEAS

- Get students to create a poster for reviewing vocabulary. They can list all the ways of reviewing vocabulary and students can write individual comments about how useful they found each method. The poster can be displayed on the classroom wall.
- Students choose a topic and produce their own vocabulary word maps for homework. These can be displayed on the wall.

4 Spelling rules p234–p235

Aim

To review and practise spelling rules for doubling of consonants and changing *-y* to *-i*.

When to use and time

Use any time after lesson 7D. You can refer students to Language Summaries GRAMMAR 2.2 SB p131, GRAMMAR 6.1 and GRAMMAR 6.2 SB p139 for more information and examples of spelling rules. 20–30 minutes.

Preparation

Photocopy one student A worksheet and one student B worksheet for each pair of students.

Procedure

1 Start by asking students how their spelling is in English. Is spelling easier in their first language? Discuss why spelling in English can be difficult (often there is no sound/script relationship), but remind students that there are some rules for common spelling patterns. At the beginning of class you can put these questions on the board to encourage self-reflection:
How good is your spelling in English? Are you happy and confident? Or do you need a lot more practice?

Divide the class into two groups: A and B. Give a copy of the appropriate worksheet to each student.

Pre-teach *cool*, *join*, *smile* and *dream*. Students read the story and answer the questions. Tell them not to worry about the missing words at this stage.

1 on a beach (in Italy) **2** a guide book/map **3** Switzerland **4** her ball **5** Jim went back to sit next to Lucy and dream of Switzerland.

2 **a** Ask students to cover the story with a piece of paper. Students in group A read the rule on doubling consonants. Students in group B read the rule on changing *-y* to *-i*. Students work on their own and read the rules on their worksheet. Students then fill in the tables with the missing letters. While they are working, move around the room and help with any problems.

b Ask students to uncover the story. They then look at the words in bold in the story and check their answers. If necessary, check answers with the whole class.

Student A: Doubling consonants
hotter/hottest, swimming, sitting, stopped/stopping, showed/showing, played/playing
Student B: Changing *-y* to *-i*
enjoying, prettier/prettiest, studied, crying, shyly, happily

3 **a** Put one student from group A with one student from group B. Tell students to teach each other their spelling rules. Monitor the pairs and check that they have understood the rules correctly.

b Students work on their own and write the correct form of the words in gaps 1–6 in their version of the story.

c Students work in pairs and check their answers.

Student A: 1 enjoying **2** prettier **3** studied **4** crying **5** shyly **6** happily
Student B: 1 hottest **2** swimming **3** sitting **4** stopped **5** showed **6** playing

5 Words with different meanings p236

Aim

To extend students' knowledge of words with multiple meanings and give students practice in guessing meaning from context.

When to use and time

Use any time after lesson 9C. 20–25 minutes.

Preparation

Photocopy one worksheet for each student. A class set of monolingual dictionaries would be useful.

Procedure

1 Put students into pairs. Ask them to make a list of words in English with more than one meaning. Elicit ideas and write them on the board. Check students understand the meanings of each word.

2 **a** Remind students of the topic of lesson 9C (problems in your neighbourhood) and write the phrase *late-night bars* on the board. Ask students to look at the dictionary entry for *bar* and decide which meaning is used in this phrase (meaning 1). Check students understand the other meanings.

b Focus students on the words in the box (note that these words also come from lesson 9C in the Student's Book). Point out that these words also have more than one meaning. Students work on their own and match each word to two of the pictures. Encourage students to use dictionaries if necessary. Students check answers in pairs. Check answers with the class.

rubbish	3
park	1; 6
train	5; 8
play	2; 7

3 **a** Students work on their own and choose the correct meaning of the underlined words. Encourage students to use the context to help them decide which meaning is correct. Focus students on the example before they start. Students should not use dictionaries for this exercise. Students check answers in pairs. Check answers with the class.

2b 3b 4a 5a 6a

b Students do the exercise on their own, then check answers in pairs. If necessary, check students understand that they need to focus on the other meanings of the underlined words in **3a**. Check answers with the class.

2 top 3 fine 4 runs 5 flat 6 bright

4 **a** Students look at the example of how to record words with different meanings and say whether they like it.

b Ask them if they have suggestions for remembering words with more than one meaning. If they have no ideas, you could suggest drawing pictures to represent the different meanings or writing sentences to show a clear context.

EXTRA IDEA

- Put students into pairs. Ask each pair to write a short story using words with different meanings from the worksheet. Ask students to underline these words in their story. Students swap stories with another pair. Ask students to read the other pair's story and guess the meanings of the underlined words.

1 Using a monolingual dictionary

1 Work in pairs. What information can you find in a monolingual dictionary?

2 a Read the advert. Would you like to try the pizza? Why?/Why not?

Are you [a]**tired** of eating the same old [b]**food**?
Why not [c]**live** and eat a little [d]**differently**?

Try our spicy [e]**and** delicious vegetarian pizza.
Made with fresh organic [f]**ingredients**.
Get yours today.

Now [g]**at** a special price of only £5.95.

b Match the words in bold in the advert with the correct parts of speech 1–7.

1 countable noun [f]
2 uncountable noun [ ]
3 verb [ ]
4 adverb [ ]
5 preposition [ ]
6 conjunction [ ]
7 adjective [ ]

c Look at these abbreviations from a dictionary. Match them to parts of speech 1–7 in **2b**.

a adj
b adv
c n (C)
d v
e conj
f n (U)
g prep

3 a Look at the dictionary entry for *ingredient*. Notice how it shows the pronunciation and stress (').

ingredient /ɪn'griːdiənt/ *noun*
one of the different foods that a particular type of food is made from: *I don't have the ingredients for a cake.*

b Find these words from the pizza advert in a dictionary. Mark the stress on each word.

spicy delicious vegetarian organic special

4 a Some words have more than one meaning. Look at the dictionary entry for *tired*. Which is the correct meaning of *tired* in the pizza advert?

tired /taɪəd/ *adj*
1 feeling that you want to rest or sleep: *I'm too tired to go out tonight.* ◦*he was* ***tired out*** (= very tired) *by the end of the day.*

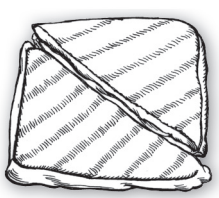
2 tired of doing something bored or angry about something that has happened too often: *I'm tired of listening to her problems.*

b Fill in the gaps with the words in bold in the dictionary entry for *tired*.

1 tired _____
2 tired _____ _____ something

5 a Read the adverts. Choose one thing you'd like to eat from each advert.

Advert 1



Our toasted sandwiches are worth getting excited about. Purchase one and get a fresh green salad and your choice of soft drink free.

Our great range of fillings includes egg and tuna, melted cheese and mushroom, and beef sausage and tomato. All at the incredibly low price of £3.00 each.

Advert 2

For dessert, choose from our chef's outstanding selection: home-made apple pie with cream, sticky toffee pudding or delicious chocolate and nut pancakes. Or if you prefer something lighter, try our fresh fruit salad served with low-fat ice cream. Perfect if you're counting the calories!

b Work in pairs. Student A, choose three words from advert 1 you don't know. Student B, choose three words from advert 2 you don't know. Then look these words up in a dictionary and find out the **meaning**, the **part of speech** and the **stress** for each word.

c Work with your partner. Take turns to teach each other the words you looked up.

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2 Your vocabulary notebook

1 **Work in groups. Discuss these questions.**

1 Where do you write the new words you learn?
2 What information do you write down to help you remember them?

2 **a Look at part of a Hungarian student's vocabulary list from lesson 3A in the Student's Book. What information about the words has she forgotten to write?**

salary = fizetés
job = állás
employ = alkalmaz
sick pay = táppénz

b Look at another student's vocabulary list. What extra information about the words does it contain?

salary /'sælәri/ = fizetés
a high/low salary
He gets his salary at the end of the month.

a job = állás
to find/have/get a job
to lose your job

employ /ɪm'plɔɪ/ (regular verb) = alkalmaz
employ staff/workers
How many people does the company employ?

sick pay (uncountable noun) = táppénz
to get sick pay

3 **a Work in pairs, student A and student B. Look at the words in your list. Answer questions 1–6 about each word and write the information in your vocabulary notebook. Use a dictionary if necessary.**

Student A	Student B
flexible	apply
promotion	earn
boss	opportunity

1 Where is the word stress?
2 What part of speech is it?
3 Write a translation.
4 Does it have an opposite? If yes, what is it?
5 Write down any collocations.
6 Write a phrase or a short sentence as an example.

an office (noun) = iroda
work in an office
She gets to the office at 8.30 every morning.

b Work with your partner. Copy the information about your partner's words into your vocabulary notebook.

4 **a Look at these words/phrases from units 1–3. Choose six to eight words/phrases you want to remember. Write them in your vocabulary notebooks. Add extra information for each word.**

volleyball job security break up engaged
decide unemployment benefit charity
department store instrument festival
occasionally unexpected improvement
volunteer unbelievable

b Work in new pairs. Compare lists with your partner. Which list has more information?

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3 Reviewing vocabulary

1 **Listen to your teacher. Write the words on a piece of paper. Then do what your teacher tells you. How many words did you remember?**

2 **Read the article about short-term memory. Then answer questions 1–4.**

What Can You Remember?

- Your short-term memory can store things for about 15 to 30 seconds. This is shorter than most of us think – a lot of people think it stores things for about ten minutes.
- You can store about seven things (plus or minus two) in your short-term memory at any one time. The size of the 'thing' we remember is also important, so it may be difficult to remember long telephone numbers.

If we remember 01223 as the phone code for Cambridge, it becomes just one 'thing', and remembering other numbers after it becomes easier.

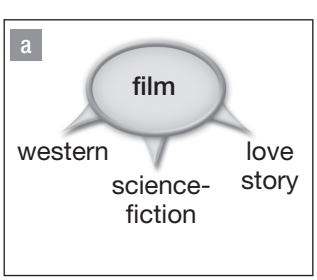
Researchers tell us that practice is very important. This means we need to look at and use the things we want to remember again and again in order to memorise them.
If we do not practise, there is less chance we will store the information in our short-term memory correctly.

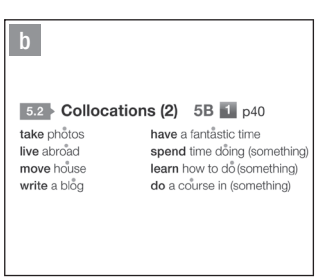
[Source : adapted from ATHERTON J S (2005) Teaching and Learning: Memory [On-line] UK: Available: *http://www.learningandteaching.info/learning/memory.htm* *Accessed:* 25 July 2005]

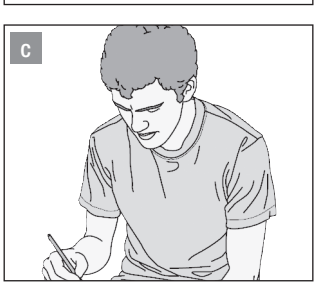
1 How long can people remember something when it first goes into their short-term memory?
2 How many things can people store in their short-term memory?
3 What do researchers say is important?
4 Why is this important?

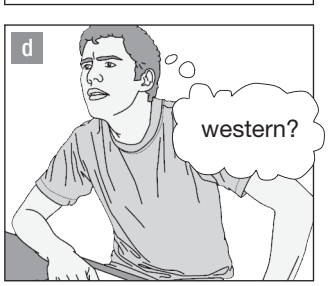
3 **a Match the ways to review vocabulary 1–5 with pictures a–e.**

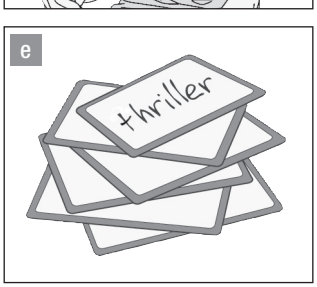
1 Write sentences or a paragraph and include some new words. [c]
2 Review a section of the Language Summary from the **face2face** Student's Book each night. [ ]
3 Choose ten words from your vocabulary notebook to learn each day. Cover your list and try to remember the words. [ ]
4 Use cards. Write a word on one side of the card and the meaning on the other. Test your memory by looking at one side of the card and saying/ writing what is on the other side. [ ]
5 Make word maps with the words you want to remember. [ ]











b **Tick the things in 3a that you have done. Then choose two ideas you would like to try. If possible, think of one other way to review vocabulary.**

c **Work in groups. Compare your answers. Which are the most popular ideas?**

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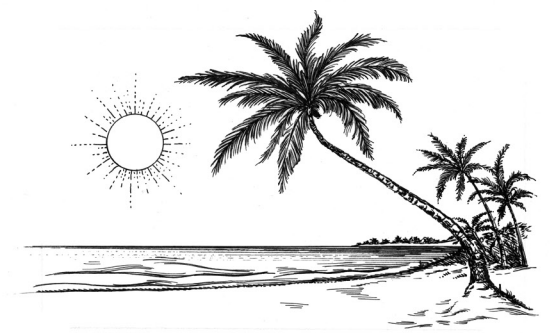
4 Spelling rules: Student A

1 Read about Jim and Lucy's holiday. Don't worry about the missing words. Answer these questions.

1 Where were Jim and Lucy?
2 What did Lucy have in her bag?
3 Where did she want to go?
4 What did Jim give to the little girl?
5 What did Jim do after the little girl ran away?



Jim and Lucy were [1]_____ their holiday. They were travelling around Europe and were on a small sunny beach in the south of Italy. It was the **hottest** day of their holiday so far. Jim was **swimming** in the sea and Lucy was **sitting** on the beach. This was a much [2]_____ beach than the last one they visited, she thought, but she wanted to go somewhere a bit cooler. She got out the guide book from her bag and [3]_____ the map of Europe at the front of the book. Jim came over to join her. Lucy **stopped** reading and **showed** him the map. "Perhaps we could go to Switzerland next. I'd love to go to the mountains," she said. Jim agreed.

Just then they heard a noise and looked up. It was a little girl [4]_____ . The ball she was **playing** with was in the water, but she was too afraid to go in. Jim ran to get the ball and gave it to the little girl. She smiled [5]_____ and then ran away [6]_____ . Jim went back to sit next to Lucy and dream of Switzerland.

2 a Cover the story, then read the rules for doubling consonants. Fill in the gaps in each word in the table with one or two letters.

Doubling consonants

- When a one-syllable verb ends in consonant + vowel + consonant (*shop*, etc.), we usually double the last consonant when we add *-ed* or *-ing* (*shopped*, etc.).
- When a one-syllable adjective ends in consonant + vowel + consonant (*thin*, etc.), we usually double the last consonant when we add *-er* and *-est* (*thinner*, *thinnest*, etc.).
- When a verb or an adjective ends in *-y* (*fly*, etc.) or *-w* (*new*, etc.), we **don't** double the last consonant (*flying*, *newer*, etc.).

hot →	ho___er/ho___est
swim →	swi___ing
sit →	si___ing
stop →	sto___ed/sto___ing
show →	sho___ed/sho___ing
play →	pla___ed/pla___ing

b Look at the story again and check your answers.

3 a Work with a student from group B. Teach him/her your spelling rules.

b Fill in the gaps in the story with the correct form of these words.

cry happy study shy pretty enjoy

c Check answers and spelling with your partner.

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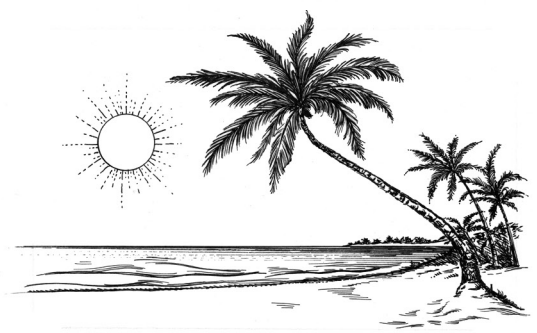
4 Spelling rules: Student B

1 **Read about Jim and Lucy's holiday. Don't worry about the missing words. Answer these questions.**

1 Where were Jim and Lucy?
2 What did Lucy have in her bag?
3 Where did she want to go?
4 What did Jim give to the little girl?
5 What did Jim do after the little girl ran away?



Jim and Lucy were **enjoying** their holiday. They were travelling around Europe and were on a small sunny beach in the south of Italy. It was the [1]_____ day of their holiday so far. Jim was [2]_____ in the sea and Lucy was [3]_____ on the beach. This was a much **prettier** beach than the last one they visited, she thought, but she wanted to go somewhere a bit cooler. She got out the guide book from her bag and **studied** the map of Europe at the front of the book. Jim came over to join her. Lucy [4]_____ reading and [5]_____ him the map. "Perhaps we could go to Switzerland next. I'd love to go to the mountains," she said. Jim agreed.

Just then they heard a noise and looked up. It was a little girl **crying**. The ball she was [6]_____ with was in the water, but she was too afraid to go in. Jim ran to get the ball and gave it to the little girl. She smiled **shyly** and then ran away **happily**. Jim went back to sit next to Lucy and dream of Switzerland.

2 **a** **Cover the story, then read the rules for changing *-y* to *-i*. Fill in the gaps in each word in the table with either *-i* or *-y*.**

Changing *-y* to *-i*

- When a verb ends in a consonant + *y* (*try*, etc.), we usually change the *-y* to *-i* when we add *-ed* (*tried*, etc.). We **don't** change *-y* to *-i* when we add *-ing* (*trying*, etc.).
- When a two-syllable adjective ends in consonant + *y* (*easy*, etc.), we usually change the *-y* to *-i* when we add *-er*, *-est* and *-ly* (*easier*, *easiest*, *easily*, etc.). One-syllable adjectives (*shy*, etc.) don't usually change.
- When a verb or an adjective ends in a vowel + *y* (*play*, etc.) we **don't** change *-y* to *-i* (*played*, etc.).

enjoy →	enjo___ing
pretty →	prett___er/prett___est
study →	stud___ed
cry →	cr___ing
shy →	sh___ly
happy →	happ___ly

b **Look at the story again and check your answers.**

3 **a** **Work with a student from group A. Teach him/her your spelling rules.**

b **Fill in the gaps in the story with the correct form of these words.**

swim play sit show hot stop

c **Check answers and spelling with your partner.**

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5 Words with different meanings

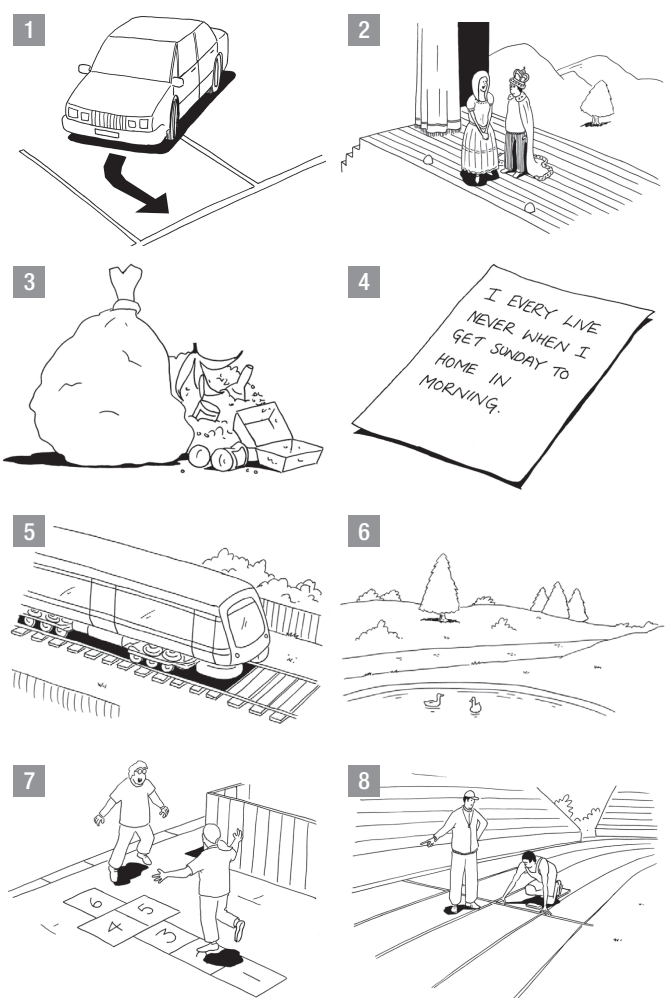
1 **Work in pairs. Make a list of words you know that can have more than one meaning.**

2 **a In lesson 9C in the Student's Book one of the possible problems in a neighbourhood is *late-night bars*. Look at the *Cambridge Essential English Dictionary* entry for *bar*. Choose the correct meaning.**

bar[1] /baːr/ *noun*
1 a place where alcoholic drinks are sold and drunk: *I met him in a bar in Soho.*
2 a small block of something solid: *a chocolate bar*
3 a long, thin piece of metal or wood: *There were bars on the windows.*

b These words can also have more than one meaning. Match each word to two pictures. Use a dictionary if necessary.

rubbish 4 ☐	park ☐ ☐
train ☐ ☐	play ☐ ☐



3 **a Choose the correct meaning of the underlined words in these sentences.**

1 I can't talk now. I'll give you a <u>ring</u> when I get home.
ⓐ a telephone call **b** a piece of jewellery
2 She couldn't decide which <u>top</u> to put on with her jeans.
a the highest part of an object
b an item of clothing
3 It's going to be a <u>fine</u> day.
a healthy **b** sunny
4 The area where I live is very <u>flat</u> – it's good for cycling.
a a place with no mountains **b** a place to live in
5 He's such a <u>bright</u> student, I'm sure he'll pass his exam.
a clever **b** full of light
6 He's very busy. In the day he works as an accountant and at night he <u>runs</u> a bar.
a is the manager of **b** moves quickly

b Fill in the gaps with the underlined words from 3a.

1 For her birthday she got a beautiful silver *ring* .
2 There was a restaurant with good views of the city at the _____ of the building.
3 I'm _____ now; my cold is much better.
4 He _____ 10 km every morning before work.
5 I'm going to buy that ground-floor _____.
6 The lights in the room were very _____ .

4 **a When you learn new words, it is useful to write down the different meanings. Look at one way of recording words with different meanings.**

words with different meanings

bowl — a bowl
bowl — to bowl a ball

bat — a baseball bat
bat — a bat can fly

coach — a tennis coach
coach — to travel on a coach

b Can you think of any ways to help you remember words with more than one meaning? Tell the class.

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Progress Tests

Instructions

The Progress Tests (p241–p254) 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 exercises 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 for that unit 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 recording scripts (CD2 ▸ 32 and CD3 ▸ 46) are in the answer key for the tests.

Both CD2 ▸ 32 and CD3 ▸ 46 have two separate sections. Focus on one section of the recording at a time. Allow students time to read through the questions for that section in the Progress Test before you start. Play that section of the recording without stopping and allow students to answer the questions. Then play the recording again without stopping. With low-level classes you may wish to play the recording a third time. Repeat this procedure for the other section.

Answer Key and Audio Scripts

1 ▸ Progress Test p241

1 2 basketball 3 mountain biking/cycling 4 running 5 chess 6 yoga 7 skateboarding 8 judo
2 2 go to 3 play 4 do 5 go 6 do
3 2 How many 3 Which 4 Why 5 How long 6 How much 7 How far 8 in 9 for 10 in 11 with
4 (2 marks each) 2 Sue usually goes to concerts once a week. 3 I don't go mountain biking very often. 4 My sister hardly ever drinks coffee. 5 We always do sport twice a week. 6 Do they play tennis every weekend?
5 2 Didn't we 3 that's right 4 aren't you 5 near here 6 Whereabouts 7 get together 8 good idea 9 see you
6 (2 marks each) 2 Who works for a bank? 3 Where does Gary live? 4 Who's coming to stay tomorrow? 5 How many children have Wendy and Vince got? 6 Who wrote this book?

2 ▸ Progress Test p242

1 2 became 3 sold 4 left 5 had 6 stopped 7 visited 8 died 9 lived 10 went
2 2 ago 3 yesterday 4 in the 5 ago 6 last 7 last 8 in 9 didn't 10 wasn't
3 2 to 3 with 4 on 5 to 6 in 7 with
4 2 so 3 while 4 until 5 because 6 until
5 2 was waiting 3 were … doing 4 weren't watching 5 were talking 6 was ... doing
6 2 was travelling 3 met 4 started 5 was raining 6 got 7 decided 8 was waiting 9 saw 10 offered 11 asked
7 2 Nor/Neither did I. 3 So did I. 4 Oh, I don't. 5 Nor/Neither do I. 6 So am I. 7 Oh, I did.

3 ▸ Progress Test p243

1 2 has to 3 had to 4 A Do … have to B do 5 didn't have to 6 A Did … have to B didn't 7 doesn't have to
2 2 fill in 3 earn 4 apply 5 be 6 go for
3 2 'm sitting 3 'm having 4 'm staying 5 needs 6 help 7 tell 8 'm learning 9 love 10 get 11 are waiting
4 2 colleagues 3 flexible 4 responsibility 5 training 6 security 7 promotion 8 salary 9 sick
5 2 visit/visitor 3 examination/examiner/exam 4 collection/collector 5 improvement 6 decision 7 act/actor/actress/acting 8 argument 9 cleaner 10 assistant/assistance 11 test/tester
6 2 have to 3 worry 4 Another time 5 couldn't 6 Oh, dear 7 I'm sorry 8 happened 9 had to 10 I'll

4 Progress Test p244

1 2 gave; given 3 wrote; written 4 saw; seen 5 met; met 6 heard; heard
2 2 have 3 travelled 4 did … like 5 took 6 Have … taken 7 haven't 8 asked
3 2 interested 3 exciting 4 tired 5 frightening 6 surprised 7 annoying 8 bored 9 worried 10 interesting 11 relaxing
4 2 game shows 3 chat shows 4 soap operas 5 documentaries 6 dramas
5 2 a love story 3 an adventure film 4 a science-fiction film 5 a horror film 6 an animated film 7 jazz 8 dance music 9 reggae 10 classical music 11 hip hop 12 opera
6 2 definitely 3 not sure 4 have to 5 don't agree 6 Do you think 7 don't think so 8 right

5 Progress Test p245

1 (2 marks each) 2 's/is doing 3 had 4 to spend 5 's/is learning 6 live
2 2 produce 3 protect 4 produces 5 causes 6 protect 7 produced
3 2 retiring 3 leave 4 find 5 visit 6 come
4 2 to 3 for 4 on 5 about 6 for 7 of 8 about
5 2 is … going to 3 're not going to 4 Are … going to; 'm not 5 are going to 6 Is … going to; is
6 2 I'll 3 That'd be 4 give me a hand 5 Can you 6 shall we
7 (2 marks each) 2 Do you want me to do that? 3 Do you think more people will use green energy? 4 I think our planet will be very crowded. 5 I'm sure we'll have a wonderful time in Australia. 6 Why don't we ask Steve to organise the concert?

6 Progress Test p246

CD2 ▸ 32 See p237 for instructions about administering the Listening Test.

1

NATALIE I have a question for you, Phil. What are your top five films of all time?
PHIL Hm, that's really hard! Well, *The Godfather* is brilliant, of course, so that has to be in my top five. I also thought *The Lord of the Rings* was fantastic and I loved the first *Terminator* film … um, what else ... oh, *The Matrix*, of course! That's four.
N OK. And what about number five?
P Well, have you ever seen a film called *Inception*?
N No, I haven't. Is it any good?
P Yes, it's excellent. I saw it on DVD on Saturday. It's quite hard to understand, but the plot's really good – very original.
N What kind of film is it?
P It's a sci-fi film.
N Oh, I don't really like sci-fi films.
P Don't you? Oh, I love them.
N Who's in it?
P Leonardo DiCaprio – he's very good.
N Oh, I like him, he's one of my favourite actors. And he's very good-looking!
P Well, I'll lend you the DVD if you like.
N Yes, OK. Thanks a lot. Maybe I'll watch it at the weekend, but only because Leo DiCaprio is in it.
P So what kind of films do you like?
N Oh, um, love stories, you know, *Gone with the Wind*, *Pretty Woman*, that kind of thing.
P Well, sci-fi films sometimes have a bit of romance in them … *Avatar* for example, I thought that was incredible, particularly in 3D, and it was a love story too, sort of.
N Yes, it was OK, I suppose. But it was too long and I got very bored.
P Well, what about *Titanic* – that's a love story and it was over three hours long. And we all knew what was going to happen in the end anyway. I never want to see that again!
N No, nor do I. It was just too sad – I cried when Leo DiCaprio died at the end.
P So what are your top five films of all time, then?
N Oh, let me see. Well, er of course there's ...

2

INTERVIEWER Right, good afternoon, James. Thank you for coming. Have you come far?
JAMES Um no, on
I OK. Well, I see from your CV that you have some experience of working for a newspaper.
J Yes, that's right. When I finished my degree, I decided to go abroad and I spent nine months with a newspaper called *Business Today* in Moscow.
I Really? Why Moscow?
J Well, I went to the Czech Republic first, just for a holiday, and then to Russia. I was having such a great time in Moscow, I decided to look for a job there. And my experience with *Business Today* was really good.
I Yes, I've had a letter from your old boss. So, can you speak Russian fluently?
J Well, I had to learn quite quickly. When I first arrived I couldn't say anything! Then when I went for the interview and got the job, the company offered me classes. So now I speak Russian quite well.
I Hmm. Did you have to travel a lot for your job with the paper?
J No, not really. I'd be very happy to travel in the future ...
I OK. That's good to know. Have you ever worked for a British newspaper?
J Um, no, I haven't.
I OK. So why do you think you're the best person for this job?

J Well, my degree was in journalism. I speak two foreign languages, which your advert asked for, and as a journalist you have to be organised and friendly, which I think I am!
I Mmm, and you know, you have to be a little bit aggressive too sometimes! Do you have anything you'd like to ask us about the job?
J Um, yes, will there be on-the-job training? And are there opportunities for promotion?
I Yes to both questions. There's always training for new employees and the flexible hours mean that you can do other training courses after work. As for promotion, well, I started in your position and look at me now!

1 2T 3F 4F 5T 6T 7T 8F
2 (2 marks each) 2a 3b 4b 5c 6c 7b
3 2 neighbour 3 boss 4 mother-in-law 5 flatmate 6 nephew 7 colleague 8 stepfather 9 employee 10 aunt 11 niece 12 grandfather 13 ex-wife
4 2 tidy 3 talented 4 reliable 5 confident 6 honest
5 2 worse, worst 3 easier, easiest 4 more patient, most patient 5 thinner, thinnest 6 more reliable, most reliable 7 happier, happiest 8 more aggressive, most aggressive 9 ruder, rudest 10 fatter, fattest 11 moodier, moodiest
6 2 best 3 more popular 4 more organised 5 intelligent 6 bigger 7 youngest 8 good 9 lazier 10 easy-going 11 luckiest 12 nicer 13 more mature
7 2 take 3 Could 4 back 5 Can 6 Hold 7 put 8 in 9 on 10 can 11 afraid 12 to phone 13 get
8 2 impolite 3 immature 4 incorrect 5 dishonest 6 impatient 7 unhelpful 8 impossible 9 unemployed 10 disorganised 11 inconsiderate 12 unintelligent 13 unambitious
9 2 Where did they have lunch? 3 How often does Sue go to London? 4 What was Jack doing at 8 o'clock? 5 What are they going to buy? 6 How much did Joe pay for his TV? 7 How many countries has Jenny been to? 8 Who did you see at the concert? 9 Who works for a TV company?

7 Progress Test p248

1 (2 marks each) 2 On Tuesday Harry's meeting his parents at the airport. 3 Tom and Liz are going to the cinema on Wednesday. 4 Jack and I are going to an exhibition on Thursday. 5 On Friday evening we're having a party. 6 Pete's going to his brother's house on Saturday. 7 On Sunday Rob and Alice are getting married.
2 2 any 3 some 4 a few 5 much 6 a lot of 7 many 8 a bit of
3 2 mine 3 ours 4 Hers 5 yours 6 Their 7 theirs
4 (2 marks each) 2 a tube of toothpaste 3 a bottle of perfume 4 a bar of soap 5 a pair of shorts 6 a packet of tea
5 2 for 3 – 4 with 5 on 6 for 7 on 8 to
6 2 I'm afraid 3 problem 4 wrong 5 doesn't work 6 I wonder if 7 look at it 8 Would you mind 9 I'll

8 Progress Test p249

1 2 since 3 ago 4 for 5 since
2 2 have … known 3 met 4 've been 5 did … become 6 retired 7 has been 8 has … had 9 bought 10 haven't seen 11 was
3 2 What's … like? 3 what are the people like? 4 What's the food like? 5 What's the weather like?
4 2 accepted 3 hostess 4 floor 5 fashionable 6 close 7 greeted 8 guests 9 spacious 10 view 11 admired 12 expected
5 2 freezing 3 industrial 4 relaxed 5 delicious 6 sociable 7 touristy 8 cosmopolitan
6 (2 marks each) 2 to find 3 arrive 4 to travel 5 to buy 6 to give 7 walking 8 doing

9 Progress Test p250

1 2 see; 'll give 3 'll miss; doesn't hurry 4 'll call; doesn't arrive 5 will … do; lose 6 won't pass; doesn't study 7 will … stay; don't find
2 2 before 3 after 4 until 5 If 6 as soon as
3 2 to come 3 love to 4 shall I 5 Why don't we 6 That'd be 7 Are you free 8 Where shall 9 How about
4 2 turned up 3 gets on … with 4 put up with 5 give up 6 took off 7 moved in 8 going out with
5 2 enough 3 too 4 enough 5 too much 6 too many 7 enough
6 2 overslept 3 stuck 4 left 5 forget 6 run
7 2 embarrassed 3 depressed 4 confident 5 annoyed 6 fed up 7 guilty 8 calm

10 Progress Test p251

1 (2 marks each) 2 is used 3 were written 4 Were … built 5 was made 6 was … painted 7 was invented 8 was directed 9 are grown
2 2 used to have 3 didn't use to wear 4 did … use to do 5 didn't use to be 6 Did ... use to play 7 didn't use to buy
3 2 anything 3 somebody 4 Nobody 5 anything 6 anywhere
4 2 the 3 a 4 the 5 the 6 a 7 the 8 the 9 an 10 the 11 the 12 – 13 –
5 2 try this on 3 fitting room 4 larger size 5 the sale 6 fits 7 suits 8 take it 9 bring it back 10 refund 11 to pay 12 receipt

11 Progress Test p252

1 (2 marks each) 2 didn't get 3 give 4 transfer 5 didn't get 6 had 7 lost 8 booked 9 checking

2 (2 marks each) 2 Tom has already booked his holiday. 3 Have you spoken to your boss yet? 4 We've already decided to move house. 5 I've just heard that my father is in hospital. 6 I haven't told my parents about the wedding yet.

3 2 robbed; stolen 3 broken into; stole 4 burgled; burglars 5 murdered 6 robbery 7 shot 8 suspects

4 2 that 3 where 4 that 5 who 6 which 7 where

5 2 Are you? 3 Has he? 4 Didn't they? 5 Doesn't she? 6 Did they? 7 Was she? 8 Don't you? 9 Haven't they?

12 Progress Test p253

CD3 ▸ 46 See p237 for instructions about administering the Listening Test.

1

JULIET You have reached the voicemail of Juliet Holdsworth. I'm afraid I can't take your call right now. Please leave a message after the tone.

[beep]

SANDRA Oh, hi, Juliet! It's me, Sandra. Um, a group of us are going dancing on Friday night – I think we're going to a nightclub called Lucky's. Do you want to come? Some of the girls are coming to my house for dinner first and then we're all meeting at 9.30 outside the club. Oh, and we'll probably share a taxi home afterwards, so you don't have to drive. Give me a call later! OK. Bye!

[beep]

FATHER Hello, Juliet! It's your father. (I hate these machines.) Hmm, I'm thinking of organising a lunch party for your mother's 50th birthday – are you able to come home for the weekend of the 18th? I'm planning to ask your Aunt Maud and Uncle Jim and your grandmother will probably come to stay for the whole week. I'm hoping to find a company to do the food … Well, I'll phone again later. Oh! Don't tell your mother – it's a surprise!

2

MAN I used to earn a lot more when I worked for a big multinational company, but I was often really stressed too. I worked 14 hours a day and didn't have any free time. My friends and family were always saying, "You shouldn't work so hard. You should find another job!" and so finally I thought, "Yes! They're right!" So here I am. I've lived in this village for a year now and I've had my own company since August, so, that's about six months. I used to worry about oversleeping in the morning or getting stuck in traffic, but now I don't have to drive anywhere. My office is only across the road and if I start late in the morning, I'll finish later in the evening.
My wife is also much happier here, too. And she only has to drive to the next village to visit her parents, or get on a train to London to go shopping or to see a play. The only problem is I don't earn as much as I used to … and I owe the bank a lot of money because I started this business on my own. But I'll pay it back as soon as I can. Of course, if I won the lottery, I wouldn't work at all! But I'd still live in the country – I wouldn't go back to the city for anything!

1 2F 3T 4F 5T 6T 7F 8T 9F

2 (2 marks each) 2c 3b 4b 5b 6c 7c 8b

3 (2 marks each) 2 My mum told me (that) she would pay for the flight. 3 He said (that) Kim was working in a hotel. 4 She said (that) her son was going to move to Italy. 5 My niece told me (that) she couldn't come for dinner. 6 She said (that) she needed to buy her dad a present. 7 Anna told me (that) she didn't understand what to do. 8 They said (that) they weren't going on holiday. 9 My son said (that) he could help me with my shopping.

4 (2 marks each) 2 cost 3 borrowed 4 owe 5 Have ... won 6 lent 7 earned 8 spend

5 2 gave 3 'll pass 4 weren't 5 could 6 would … spend 7 didn't have 8 would … do

6 2 got 3 taking 4 have … taken 5 get 6 Do … take 7 take 8 got 9 to take 10 take 11 got 12 takes; get

7 2 about 3 for 4 for 5 on 6 for 7 with 8 by 9 on

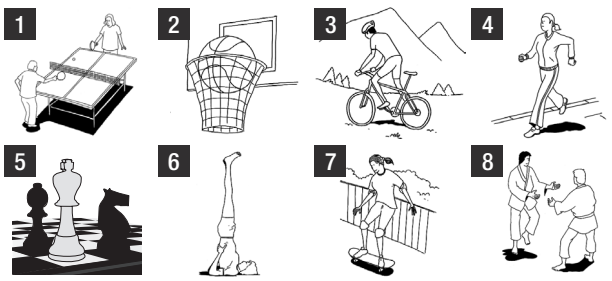
8 2 've visited 3 asking 4 to find 5 talking 6 have … had 7 invented 8 play 9 are watching 10 give 11 to buy 12 met; was walking

9 2 it's 3 really sorry 4 have to 5 Oh, dear 6 Did she 7 don't worry 8 could you 9 I'll 10 That'd be

1 Progress Test 25 minutes

Name Score 50

1 Write the words for these free time activities.



1 *table tennis*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

7

2 Fill in the gaps about free time activities with these words/phrases. You can use the words more than once.

do go go to play

1 Do you *play* volleyball?
2 I'd like to _____ an art gallery next weekend.
3 I'm bored. Let's _____ cards.
4 I try to _____ yoga every day.
5 My friends _____ running six times a week.
6 We _____ gymnastics every weekend.

5

3 Choose the correct words.

1 (*Where*)/*Which* do you live?
2 *How much*/*How many* cousins have you got?
3 *Which*/*How* newspaper do you read?
4 *Why*/*Who* are you always late?
5 *How often*/*How long* does it take you to get to work?
6 *How much*/*How many* do you spend on travel a week?
7 *How long*/*How far* is the university from your home?
8 Do you work *for*/*in* a factory?
9 My brother works *for*/*with* an airline.
10 Last summer I worked *with*/*in* a hotel.
11 I work *with*/*for* volunteers.

10

4 Make sentences and questions with these words.

1 theatre / on / We / the / go / never / to / Friday .
We never go to the theatre on Friday.
2 goes / a / Sue / week / concerts / usually / to / once .
_____
3 don't / mountain biking / I / go / very often .
_____
4 sister / coffee / My / drinks / hardly ever .
_____
5 twice / We / sport / a / always / week / do .
_____
6 they / every / tennis / Do / weekend / play ?
_____

10

5 Fill in the gaps with these words/phrases.

~~know~~ good idea near here that's right see you
Didn't we get together Whereabouts aren't you

A How do you [1] *know* Kim?
B We work for the same company.
A [2] _____ meet at Kim's wedding?
B Yes, [3] _____ . You're a doctor, [4] _____ ?
A Yes, I am. Do you live [5] _____ ?
B No, I live in Italy now.
A Really? [6] _____ in Italy?
B In a town called Livorno.
A We should [7] _____ sometime.
B Yes, that's a [8] _____ . See you later.
A Yes, [9] _____ .

8

6 Write questions for the underlined words.

1 He lives in Germany.
Where does he live?
2 Matthew works for a bank.
_____
3 Gary lives in Brazil.
_____
4 Nick and Jo are coming to stay tomorrow.
_____
5 Wendy and Vince have got four children.
_____
6 My sister wrote this book.
_____

10

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2 Progress Test 25 minutes

Name Score /50

1 Write the Past Simple of these verbs.

1 need *needed*
2 become _____
3 sell _____
4 leave _____
5 have _____
6 stop _____
7 visit _____
8 die _____
9 live _____
10 go _____

/9

2 Choose the correct words.

1 I went to an exhibition *in*/(*last*) weekend.
2 Gary texted me two hours *last*/*ago*.
3 We went out *yesterday*/*last* morning.
4 Fiona lived abroad *in*/*in the* nineties.
5 I bought my TV six months *ago*/*last*.
6 Did you phone me *last*/*at* weekend?
7 Where were you *in*/*last* night?
8 They lived there *in*/*on* 2010.
9 We *didn't*/*wasn't* have any money.
10 She *didn't*/*wasn't* at home.

/9

3 Fill in the gaps with a preposition.

1 ask someone *out*
2 get married _____ someone
3 go out _____ someone
4 go _____ a date
5 get engaged _____ your boyfriend
6 fall _____ love
7 break up _____ someone

/6

4 Fill in the gaps with these words. Use one word twice.

when so because while until

1 She was very happy *when* she heard the news.
2 He got up late _____ he didn't have any breakfast.
3 The phone rang _____ he was checking his emails.
4 I didn't have time to go shopping _____ the weekend.
5 She went to bed early _____ she was tired.
6 My father worked _____ he was 65, then he retired.

/5

5 Put the verbs in brackets in the Past Continuous.

1 She *was reading* (read) a magazine when I got there.
2 When he called, I _____ (wait) for a bus.
3 What _____ they _____ (do) when you saw them?
4 We _____ (not watch) TV at 9.30.
5 You _____ (talk) to Jan when I saw you.
6 What _____ he _____ (do) in the park?

/5

6 Read about John. Put the verbs in brackets in the Past Simple or Past Continuous.

This story [1] *happened* (happen) to John, a friend of mine, ten years ago. He [2]_____ (travel) back to the UK from Japan and he [3]_____ (meet) a Japanese woman on the plane. He [4]_____ (start) talking to her and learned that she was working in London. It [5]_____ (rain) when they [6]_____ (get) to the airport, so John [7]_____ (decide) to get a taxi. While he [8]_____ (wait) in the queue, he [9]_____ (see) the Japanese woman again. He [10]_____ (offer) her a lift home and gave her his phone number. Six months later he [11]_____ (ask) her to marry him.

/10

7 Write responses to these sentences. ✓ = it's the same for me, ✗ = it's different for me.

1 A I don't like Mondays. B *Oh, I do.* ✗
2 A I didn't go on holiday last year.
B _____ ✓
3 A I went to London last weekend.
B _____ ✓
4 A I hate washing up.
B _____ ✗
5 A I don't like watching football.
B _____ ✓
6 A I'm a journalist.
B _____ ✓
7 A I didn't go out last night.
B _____ ✗

/6

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Instructions p237

3 Progress Test 25 minutes

Name Score 50

1 Fill in the gaps with the correct form of *have to* and complete the short answers.

1 I *have to* get up at 6.30 on school days.
2 A vet _____ learn a lot about animals.
3 My parents _____ borrow a lot of money when they started their business.
4 A _____ football referees _____ learn a lot of rules?
B Yes, they _____ .
5 I _____ (not) study very hard when I was at at school.
6 A _____ he _____ work last night?
B No, he _____ .
7 Rob _____ (not) go to school today because it's a holiday. 8

2 Fill in the gaps with these verbs.

~~lose~~ go for fill in apply earn be

1 *lose* your job
2 _____ an application form
3 _____ a lot of money
4 _____ for a job
5 _____ unemployed
6 _____ an interview 5

3 Read Joanna's letter. Put the verbs in brackets in the Present Simple or the Present Continuous.

Dear Marian

I [1] *'m writing* (write) this letter from Cannes in the south of France. I [2]_____ (sit) by a swimming pool and I [3]_____ (have) a great time! At the moment I [4]_____ (stay) with a friend near the beach. And I've got a job with a travel company. It [5]_____ (need) people with languages and I can speak French. I [6]_____ (help) travellers with any problems and [7]_____ (tell) them about the town. I only arrived two weeks ago so I [8]_____ (learn) about the job. I [9]_____ (love) the work, but the hours are long. I never [10]_____ (get) any free weekends. I'm at work now and two people [11]_____ (wait) to ask me a question. I'll write again soon.

Love Joanna 10

4 Complete these phrases about employment.

1 my own o *f f* i *c* e
2 friendly c _ _ l _ _ _ u _ s
3 f _ _ x _ _ _ e working hours
4 lots of r _ _ p _ _ s _ _ _ l _ _ y
5 on-the-job t _ _ _ n _ _ g
6 job s _ c _ _ _ _ y
7 opportunities for p _ _ m _ t _ _ n
8 a good s _ l _ _ y
9 s _ _ _ pay 8

5 Write a noun for each of these verbs.

1 discuss *discussion*
2 visit _____
3 examine _____
4 collect _____
5 improve _____
6 decide _____
7 act _____
8 argue _____
9 clean _____
10 assist _____
11 test _____ 10

6 Fill in the gaps in the conversations with these words and phrases.

~~can't~~ couldn't I'll worry Oh, dear have to had to Another time happened I'm sorry

1
TOM I'm really sorry. I [1] *can't* come to the cinema tonight. I [2]_____ study for an exam.
ANN Don't [3]_____ . [4]_____ , maybe.

2
JIM I'm sorry I [5]_____ see you last night. I was feeling ill so I went to bed early.
SUE [6]_____! Are you all right now?

3
BOB [7]_____ I didn't come round last night.
MIA Oh, right. What [8]_____ ?
BOB I [9]_____ work late. [10]_____ see you this evening, I promise. 9

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4 Progress Test 25 minutes

Name Score /50

1 Write the Past Simple and the past participle of these irregular verbs.

1	spend	*spent*	*spent*
2	give		
3	write		
4	see		
5	meet		
6	hear		

/10

2 Put the verbs in brackets in the Present Perfect or the Past Simple and complete the short answers.

1

A [1] *Have* you ever *been* (go) to Asia?

B Yes, I [2]_____ , actually. I [3]_____ (travel) round India last year.

A What [4]_____ you _____ (like) best about the country?

B Oh, the mountains, I think. I [5]_____ (take) some great photos of the Himalayas.

2

A [6]_____ any of your friends ever _____ (take) singing lessons?

B No, they [7]_____ , but one of my cousins had a few lessons. Her teacher [8]_____ (ask) her to stop because she was so bad, but she sings in a famous band now.

/7

3 Complete the adjectives with *-ing* or *-ed*.

1 Mark's a very bor*ing* man.
2 My dad's very interest___ in politics.
3 That was a really excit___ holiday.
4 He was so tir___ that he fell asleep.
5 I think flying is very frighten___ .
6 I was surpris___ that he got the job.
7 That noise is very annoy___ .
8 She was so bor___ that she went home.
9 Are you worr___ about the future?
10 What's the most interest___ place you've been to?
11 That was the most relax___ holiday I've ever had.

/10

4 Write the right word or phrase for these definitions.

1 These programmes on TV give us information about tennis, football, etc. s*ports programmes*
2 On these TV programmes people win prizes by answering questions. g_____
3 On these TV programmes a presenter often interviews famous people. c_____
4 These TV programmes are very popular stories about a group of people. s_____
5 These programmes give information about real situations and people. d_____
6 These are serious plays for the radio, TV or the theatre. d_____

/5

5 Write the types of film and music.

FILMS

1 a m *u s i* c *a* l
2 a l _ _ e s _ _ _ y
3 an a _ v _ _ _ u _ _ f _ _ _
4 a s _ _ _ _ c _ - f _ _ t _ _ n f _ _ _
5 a h _ _ r _ _ f _ _ _
6 an a _ _ m _ t _ d f _ _ _

MUSIC

7 j _ _ _
8 d _ _ _ e m _ _ _ _
9 r _ g _ _ e
10 c _ _ _ s _ _ al m _ _ _ _
11 h _ _ h _ _
12 o _ _ _ _

/11

6 Fill in the gaps with these words/phrases.

~~think~~ don't think so Do you think don't agree definitely not sure have to right

IAN Do you [1] *think* education should be free?
EVE Yes, [2]_____ .
JOE I'm [3]_____ about that. I think people should [4]_____ pay something.
EVE I'm sorry, I [5]_____ .

SAM [6]_____ we need a new car?
ZOE No, I [7]_____ . Our car is fine, it's just a bit old.
SAM Yes, maybe you're [8]_____ .

/7

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5 Progress Test 25 minutes

Name Score 50

1 Fill in the gaps with the correct form of these verbs.

spend have live ~~take~~ do learn

1 I've got my camera because I'd like to *take* some photos at the class party.
2 Frank _____ a course in Russian at the moment.
3 We _____ a fantastic time last night.
4 He wants _____ more time playing with his children.
5 She _____ how to use her computer at the moment.
6 I'm going to _____ abroad for a year.

10

2 Fill in the gaps with the correct form of *protect*, *produce* or *cause*.

1 Heavy rain *caused* floods in China last month.
2 We have to _____ more green energy.
3 We must _____ wildlife.
4 My country _____ a lot of oil.
5 Global warming _____ climate change.
6 We should all try to _____ the environment.
7 Thirty years ago, we _____ all our own food.

6

3 Choose the correct words/phrases.

1 Can you *play*/*playing* the guitar?
2 My dad is looking forward to *retire*/*retiring*.
3 What time are we going to *leave*/*leaving*?
4 I'm hoping to *find*/*finding* a job as a journalist.
5 We're planning to *visit*/*visiting* some friends.
6 Diana might *come*/*to come* with us this evening.

5

4 Fill in the gaps with a preposition.

1 We're flying *to* Ibiza next week.
2 Why did she go back _____ London?
3 How much did you pay _____ that camera?
4 They're going _____ a trip around the world.
5 What do you want to talk _____ today?
6 Can you help me look _____ my car keys?
7 She's going to take photos _____ animals on her holiday.
8 Did you hear _____ what happened last night?

7

5 Fill in the gaps with the correct form of *be going to* and complete the short answers.

1 I *'m going to* visit my cousin in Italy.
2 Where _____ she _____ study Spanish?
3 It's cold, so we _____ play tennis.
4 A _____ you _____ work tomorrow?
  B No, I _____ .
5 Martin and Fiona _____ drive to Milan.
6 A _____ your father _____ retire?
  B Yes, he _____ .

7

6 Fill in the gaps in the conversation with these phrases.

~~will you~~ I'll shall we Can you give me a hand That'd be

A Kelly, [1] *will you* help us at the disco on Saturday?
B Yes, of course. [2] _____ make some food.
A Thank you. [3] _____ great. We need to advertise the disco. Could you [4] _____ with that?
B Of course. And we could ask the local paper.
A That's a good idea. [5] _____ call them?
B OK. Now [6] _____ talk about the food?

5

7 Make sentences with these words.

1 make / we / posters / Shall / some ?
Shall we make some posters?
2 that / Do / to / want / you / do / me ?
_____
3 will / you / green energy / more people / Do / think / use ?
_____
_____
4 very / will / our / think / crowded / planet / be / I .
_____
_____
5 we'll / a / have / Australia / wonderful / in / I'm / time / sure .
_____
_____
6 don't / ask / concert / organise / Why / we / Steve / to / the ?
_____
_____

10

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6 Progress Test 50 minutes

Name Score 100

1 CD2 32 **Listen to two friends, Phil and Natalie, talking about their favourite films. Are these sentences true or false?**

1 Phil hated *The Godfather*. F
2 *The Matrix* is one of Phil's favourite films.
3 Phil thought *Inception* was boring.
4 Natalie likes sci-fi films.
5 She might watch *Inception* at the weekend.
6 She thought *Avatar* was boring.
7 Phil didn't enjoy watching *Titanic*.
8 Natalie wants to see *Titanic* again.

7

2 CD2 32 **Listen to the job interview with James Drummond and choose the correct answer for each question.**

1 When did James start working for a newspaper?
a when he finished school
b while he was still a student
c after he left university
2 James worked for a newspaper called …
a *Business Today*.
b *Moscow Business*.
c *Business News*.
3 Why did he go to the Czech Republic?
a He had a job there.
b For a holiday.
c To see some friends.
4 When James first arrived in Russia …
a he could speak Russian fluently.
b he didn't know any Russian.
c he could speak Russian quite well.
5 What does James say about travelling for work?
a He travelled a lot in his last job.
b He wants to go back to Russia.
c He wants to travel in the future.
6 James thinks it is important for a journalist to …
a speak a lot of foreign languages.
b be friendly and aggressive.
c be organised and friendly.
7 The interviewer says that the job includes …
a opportunities for promotion and long holidays.
b on-the-job training and flexible hours.
c a good salary and on-the-job training.

12

3 **Write the relationship words.**

1 Your father's brother is your *uncle* .
2 Someone who lives next door is your _____ .
3 Your manager at work is your _____ .
4 Your husband's mother is your _____ .
5 Someone you share a flat with is your _____ .
6 Your sister's son is your _____ .
7 Someone you work with is a _____ .
8 Your mother's second husband is your _____ .
9 Someone who works for a company is an _____ .
10 Your mother's sister is your _____ .
11 Your sister's daughter is your _____ .
12 Your mother's father is your _____ .
13 The woman who you were married to before you got divorced is your _____ .

12

4 **Write the adjectives.**

1 You plan things well. o*rganised*
2 You always put things in the right place. t_____
3 You're naturally good at something. t_____
4 You always do the things you promise to do. r_____
5 You're certain you can do things well. c_____
6 You aways tell the truth. h_____

5

5 **Write the comparative and superlative forms.**

1	rich	*richer*	*richest*
2	bad	_____	_____
3	easy	_____	_____
4	patient	_____	_____
5	thin	_____	_____
6	reliable	_____	_____
7	happy	_____	_____
8	aggressive	_____	_____
9	rude	_____	_____
10	fat	_____	_____
11	moody	_____	_____

20

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6 Read John's school report. Fill in the gaps with the correct form of the adjective in brackets.

John is the [1] *brightest* (bright) boy in the class. He's also the [2] _____ (good) at most sports and he's [3] _____ (popular) than anyone else. Perhaps everyone likes him because he's also very helpful. His exercise books are [4] _____ (organised) than anyone else's and he helps the boys who aren't as [5] _____ (intelligent) as him with their homework. His friends are much [6] _____ (big) than him. John is still very small because he's the [7] _____ (young) boy in the class so he isn't as [8] _____ (good) at basketball as the others. Some of the other boys are much [9] _____ (lazy) than John in class. But he's as [10] _____ (easy-going) as them. I think I'm the [11] _____ (lucky) teacher in the school because the children in my class are much [12] _____ (nice) and also [13] _____ (mature) than children in the other classes!

12

7 Choose the correct words.

1

A Hello. Is Roy Parker [1]*here/(there)*, please?

B I'm sorry he's in a meeting. Can I [2]*give/take* a message?

A Yes, please. My name's Georgia Ashby. [3]*Shall/Could* you ask Roy to phone me [4]*back/again*?

2

A [5]*Can/Will* I speak to Antonia Grimshaw, please?

B [6]*Hold/Stop* the line, please. I'll [7]*get/put* you through. … I'm sorry, she's [8]*in/on* a meeting.

A Just tell her Michael phoned, please. She can get me [9]*in/on* my mobile.

3

A Hello, Smith and Company. How [10]*will/can* I help you?

B Hello. This is Greg Brumfield's sister. Is he there?

A No, I'm [11]*afraid/worried* he's not at the moment.

B Oh, could you ask him [12]*phone/to phone* me? He can [13]*get/talk* me at home tonight.

12

8 Write the opposite of these adjectives.

1 healthy *unhealthy*

2 polite _____

3 mature _____

4 correct _____

5 honest _____

6 patient _____

7 helpful _____

8 possible _____

9 employed _____

10 organised _____

11 considerate _____

12 intelligent _____

13 ambitious _____

12

9 Make questions to ask about the underlined words.

1 Dad's <u>washing the car</u>.
What *'s Dad doing* ?

2 They had lunch <u>in the park</u>.
Where _____ ?

3 Sue goes to London <u>once a week</u>.
How often _____ ?

4 Jack <u>was watching TV</u> at 8 o'clock.
What _____ ?

5 They're going to buy <u>a boat</u>.
What _____ ?

6 Joe paid <u>£2,000</u> for his TV.
How much _____ ?

7 Jenny's been to <u>30 countries</u>.
How many _____ ?

8 I saw <u>Brad Pitt</u> at the concert!
Who _____ ?

9 <u>Karen</u> works for a TV company.
Who _____ ?

8

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7 Progress Test 25 minutes

Name Score 50

1 Write sentences about these people's plans for next week. Use the Present Continuous.

1 Monday / I / play tennis / Jo .
On Monday I'm playing tennis with Jo.

2 Tuesday / Harry / meet / parents / airport .

3 Tom and Liz / go / cinema / Wednesday .

4 Jack and I / go / an exibition / Thursday .

5 Friday evening / we / have / party .

6 Pete / go / his brother's house / Saturday .

7 Sunday / Rob and Alice / get / married .

12

2 Choose the correct words.

1 There aren't *much*/(*many*) coffee cups.
2 Is there *a few*/*any* shaving gel in the bathroom?
3 I bought *some*/*any* coffee this morning.
4 I found *a bit of*/*a few* nice T-shirts in that shop.
5 We didn't bring *much*/*many* sun cream with us.
6 There are *many*/*a lot of* hats in this shop window.
7 How *much*/*many* books have you read?
8 I've only got *a bit of*/*a few* make-up.

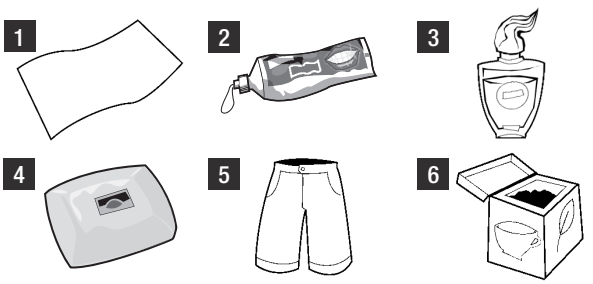
7

3 Choose the correct words.

1 That's (*my*)/*mine* bag.
2 That blue jacket is *my*/*mine*.
3 A Is that her shampoo?
B No, it's *our*/*ours*.
4 A Where are Jane's CDs?
B *Her*/*Hers* are over there, I think.
5 These are my glasses. Where are *your*/*yours*?
6 *Their*/*Theirs* car is in the car park.
7 That's not our towel, it's *their*/*theirs*.

6

4 Write a phrase with *of* for each picture.



1 *a piece of paper*
2 _____
3 _____
4 _____
5 _____
6 _____

10

5 Fill in the gaps with a preposition or – (no preposition).

1 I'd like to go *to* the beach this afternoon.
2 Would you like to go _____ a walk?
3 He's going _____ camping in the mountains.
4 I want to go to Paris _____ my girlfriend.
5 We went _____ a tour of the city.
6 We're going _____ a drink later.
7 Are you going _____ a business trip this year?
8 I went _____ a beautiful village yesterday.

7

6 Fill in the gaps in this telephone conversation with these words and phrases.

~~help~~ doesn't work wrong Would you mind look at it I'll problem I wonder if I'm afraid

A Apex Car Hire. How can I [1] *help* you?
B Good morning. This is Mrs Whitely. I hired a car from you yesterday.
A Yes, Mrs Whitely. I remember.
B [2] _____ I've got a bit of a [3] _____ .
A Oh, dear. What's [4] _____ ?
B The air conditioning [5] _____ so the car's very hot. [6] _____ you could send someone to [7] _____ , please?
A [8] _____ bringing the car to our office, Mrs Whitely? We have a garage here.
B I see. All right. [9] _____ bring it round this afternoon.

8

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8 Progress Test 25 minutes

Name Score /50

1 Fill in the gaps with *for*, *since* or *ago*.

1 We've had this car *for* fifteen years.
2 He's lived in Edinburgh _____ he was a child.
3 I bought this computer five years _____ .
4 We've been in this school _____ nine months.
5 She's had that watch _____ she was ten. /4

2 Put the verbs in brackets in the Past Simple or the Present Perfect.

The police are interviewing people about a man called Mr Johnson. He [1] *disappeared* (disappear) three days ago.

A How long [2]_____ you _____ (know) Alan Johnson?
B Oh, a very long time. We first [3]_____ (meet) in 1985. I started as an engineer in his father's factory and I [4]_____ (be) here since then.
A When [5]_____ he _____ (become) the manager of the factory?
B In 1995, I think – when his father [6]_____ (retire). Alan [7]_____ (be) a good boss to me.
A He owns another factory in France, doesn't he? How long [8]_____ he _____ (have) it?
B He [9]_____ (buy) it three years ago. Since then we [10]_____ (not see) him much.
A I see. So when [11]_____ (be) his last visit to this factory?
B Two weeks ago. /10

3 Complete this interview with a student who is studying English in Cambridge.

A [1] *Do you like* England?
B Yes, I love it. I'm spending a year in Cambridge.
A [2]_____ Cambridge _____ ?
B It's a beautiful city with some wonderful old buildings.
A And [3]_____ ?
B They're very nice. I've made some good friends.
A [4]_____ ?
B It's very good. English food is better than people think.
A [5]_____ ?
B It's a bit cold because it's winter and it's windy. /4

4 Fill in the gaps with these words.

~~invited~~ guests admired close view accepted greeted floor expected fashionable spacious hostess

Last week my friend Dorothy [1] *invited* me to dinner. I [2]_____ immediately because she's a wonderful [3]_____ . She lives on the fifth [4]_____ of a building in a very [5]_____ part of town, quite [6]_____ to Hyde Park. When I arrived there, she [7]_____ me at the door and introduced me to the other [8]_____ . Her flat is very [9]_____ and it's got a great [10]_____ of the park. Everyone [11]_____ her engagement ring and I [12]_____ the food to be excellent, but unfortunately, the dinner was terrible! /11

5 Write the adjectives.

1 with a nice taste t*asty*
2 extremely cold f_____
3 with a lot of factories i_____
4 not worried or stressed r_____
5 very tasty d_____
6 enjoy meeting new people s_____
7 with lots of tourists t_____
8 full of people, shops, etc. from different countries c_____ /7

6 Fill in the gaps with the correct form of these verbs.

~~go~~ buy travel give walk find do arrive

1 I prefer *going* to work by car.
2 She needs _____ a job.
3 I must _____ on time for the lesson tomorrow.
4 My friend is planning _____ around Europe this summer.
5 They forgot _____ some milk.
6 Our boss decided _____ us all an extra day's holiday at Christmas.
7 You should avoid _____ on your own in that area at night.
8 Have you finished _____ your homework? /14

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9 Progress Test 25 minutes

Name Score /50

1 Make first conditional sentences. Fill in the gaps with the correct form of the verbs in brackets.

1 If we *find* (find) a pub, we *'ll stop* (stop) for lunch.
2 If I _____ (see) your girlfriend, I _____ (give) her your message.
3 She _____ (miss) the train if she _____ (not hurry).
4 We _____ (call) a taxi if the bus _____ (not arrive) soon.
5 What _____ they _____ (do) if they _____ (lose) all their money?
6 Sarah _____ (not pass) her exams if she _____ (not study).
7 Where _____ we _____ (stay) if we _____ (not find) a hotel?

/12

2 Choose the correct words or phrases.

1 He'll call us *(when)/until* he arrives.
2 I think I'll do my homework *if/before* I go out.
3 I'll travel round the world *after/before* I retire because I'll have more time then.
4 We stayed *until/as soon as* the bar closed.
5 *Before/If* we're late, we'll take a taxi.
6 I'll call you *until/as soon as* I get my exam results.

/5

3 Fill in the gaps with these words/phrases.

~~anything~~ love to Are you free shall I Where shall That'd be How about to come Why don't we

1 A Are you doing [1] *anything* next Friday? I'm having a party. Would you like [2] _____ ?
B I'd [3] _____ . What time [4] _____ come around?
A Oh, about 8.

2 A Hello, Jo. I haven't seen you for ages. [5] _____ go for lunch sometime?
B [6] _____ great.
A [7] _____ on Tuesday?
B Yes, I think I am. [8] _____ we meet?
A [9] _____ the café in Elm Street?
B That's fine. See you then.

/8

4 Fill in the gaps with the correct form of these phrasal verbs.

~~sit down~~ go out with put up with give up get on with turn up take off move in

1 Please *sit down* . Mr Brown will see you now.
2 Jules _____ two hours late yesterday!
3 Tara _____ well _____ her parents.
4 The hotel guests had to _____ the noise from the bar.
5 Why don't you _____ smoking?
6 He _____ his clothes and got into bed.
7 A new couple have just _____ next door.
8 He's started _____ a new girlfriend.

/7

5 Fill in the gaps with *too*, *too much*, *too many* or *enough*.

1 There aren't *enough* places for children to play.
2 He doesn't get _____ sleep.
3 He's _____ tired to go to Rob's party.
4 I don't think children spend _____ time doing exercise.
5 Our teacher always gives us _____ homework. It takes hours.
6 She's got fifteen cats! That's _____ .
7 Do we have _____ time for coffee?

/6

6 Complete the words in these sentences.

1 I g*ot* lost when I was in Rome.
2 I o_____ yesterday morning and got to work three hours late!
3 I hate getting s_____ in traffic.
4 Oh no! I've l_____ my wallet at home.
5 Do you ever f_____ people's birthdays?
6 We've r_____ out of coffee.

/5

7 Write the missing letters in these adjectives to describe feelings.

1 b *o r e* d
2 e _ b _ _ _ a _ _ _ d
3 d _ p _ _ _ s _ d
4 c _ _ f _ d _ _ t
5 a _ _ _ y _ d
6 f _ _ u _
7 g _ _ l _ y
8 c _ _ m

/7

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10 Progress Test 25 minutes

Name Score 50

1 Fill in the gaps with the correct passive form of these verbs.

~~manufacture~~	direct	build	use	
make	grow	invent	write	paint

1 Rolls Royce cars *are manufactured* in the UK.
2 eBay _____ by millions of people every day.
3 The plays *Hamlet* and *Macbeth* _____ by William Shakespeare.
4 _____ those houses _____ in the nineteenth century?
5 That cake _____ by my mother.
6 Who _____ that picture _____ by?
7 The piano _____ in the eighteenth century.
8 The film *ET* _____ by Steven Spielberg.
9 A lot of the vegetables we eat _____ in other countries.

16

2 Fill in the gaps with the correct form of *used to* and the verbs in brackets.

1 My aunt *used to make* (make) bread every day, but now she buys it.
2 David _____ (have) long hair, but now he's bald.
3 My niece _____ (not wear) dresses, but she does now.
4 Which sports _____ you _____ (do) at primary school?
5 There _____ (not be) any shops open on Sundays in the UK.
6 _____ people _____ (play) computer games in the 1980s?
7 A hundred years ago people _____ (not buy) frozen food.

6

3 Choose the correct words.

1 Is *somewhere/(anybody)* going with you later?
2 Do you want *everything/anything* from the shops?
3 I know *somebody/anybody* who drives a Ferrari.
4 *Nobody/Anybody* came to her party last Saturday.
5 We haven't got *nothing/anything* to eat for lunch.
6 You can't go *nowhere/anywhere* by car on the island of Sark.

5

4 Fill in the gaps with *a*, *an*, *the* or – (no article).

Anita Roddick was born in 1942 in [1] *a* small town on [2] _____ south coast of England called Littlehampton. Her mother and stepfather had [3] _____ café in Littlehampton. Anita's mother took over [4] _____ café when her husband died and Anita had to help after school and at [5] _____ weekend.

Anita trained to be [6] _____ teacher and then travelled round [7] _____ world. She got married to Gordon Roddick in 1971 and [8] _____ couple opened [9] _____ international restaurant in Littlehampton.

While Gordon was abroad for two years in [10] _____ 1970s, Anita opened [11] _____ first Body Shop. The shop sold [12] _____ beauty products made from plants and flowers and has never tested its products on [13] _____ animals. Now there are over 2,500 shops in over 60 countries. Anita died in September 2007 and she left all her money to charity.

THE BODY SHOP®

12

5 Read this conversation in a clothes shop. Fill in the gaps with these words/phrases.

~~help~~	larger size	the sale	bring it back	
suits	fits	try this on	fitting room	refund
to pay	receipt	take it		

A Hi. Would you like any [1] *help*?
B Yes, please. Can I [2] _____ ?
A Sure. The [3] _____ is over there.
B It's a bit small. Can I try a [4] _____ ?
A Of course. Here's the same dress in a 12. And it's in [5] _____ .
B Thanks. ... Yes, that [6] _____ perfectly.
A Yes, it really [7] _____ you.
B OK, I'll [8] _____ . If I [9] _____ , can I get a [10] _____ ?
A Yes, you can. How would you like [11] _____ ?
B By credit card, please.
A OK. Here's your [12] _____ . Bye.

11

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11 Progress Test 25 minutes

Name Score 50

1 Fill in the gaps with the correct form of these verbs. You can use each verb more than once.

get have lost book give check transfer

1 *Have* you ever *had* a car accident?
2 We _____ (not) paid last week.
3 Don't forget to _____ your mum a call later.
4 Can you _____ some money to my account?
5 I'm afraid I _____ (not) your message, so I was late.
6 He _____ an operation yesterday and he's coming home tomorrow.
7 Jamie _____ his job yesterday, so he's really upset.
8 Last year we _____ our summer holiday online.
9 I remember _____ my bank account two days ago.

16

2 Make sentences and questions with these words.

1 cousins / on / gone / Joanna's / have / holiday / just .
Joanna's cousins have just gone on holiday.
2 already / his / Tom / booked / holiday / has .
_____
_____
3 spoken / you / your / yet / to / Have / boss ?
_____
_____
4 house / already / decided / to / We've / move .
_____
_____
5 I've / in / that / heard / is / father / just / hospital / my .
_____
_____
6 wedding / I / my / the / told / haven't / parents / yet / about .
_____
_____

10

3 Choose the correct words.

1 The police *arrested/stole* three people.
2 I was *robbed/stolen* last night. My bag and my phone were *robbed/stolen*.
3 My car was *broken into/burgled* last night. They *stole/burgled* my satnav.
4 Someone *stole/burgled* my flat last week. The police arrested the *burgles/burglars* two days ago.
5 The police think he was *shoot/murdered*.
6 Did you hear about that bank *rob/robbery*?
7 Mark was *shot/bullet* in the leg.
8 The police arrested three *suspects/victims*.

10

4 Choose the correct words.

1 That's the book *who/that* I gave you.
2 Is he the person *which/that* damaged your car?
3 That's the shop *which/where* I bought those shoes.
4 I can't find the CD *that/where* I borrowed from you.
5 There's the doctor *which/who* helped my aunt.
6 This is the beach *which/where* we liked best.
7 Do you remember the market *which/where* you bought some DVDs?

6

5 Write echo questions.

1 A Francesca isn't coming with us tomorrow.
B *Isn't she* ?
2 A Tonio and I are travelling to China next year.
B _____ ?
3 A Tom's found a job in a computer company.
B _____ ?
4 A They didn't like the film they saw last night.
B _____ ?
5 A Amanda doesn't work in London any more.
B _____ ?
6 A Andrew and Sheila moved house last week.
B _____ ?
7 A My sister was working in Buenos Aires.
B _____ ?
8 A I don't like Indian food.
B _____ ?
9 A My parents haven't been to the USA.
B _____ ?

8

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12 Progress Test 50 minutes

Name Score /100

1 CD3 46 **Listen to two voicemail messages. Are these sentences true (T) or false (F)?**

1 The two people are calling a woman named Juliet. *T*

FIRST MESSAGE

2 Sandra and some friends want to go dancing on Saturday night.
3 Some of the group are going to eat at Sandra's house first.
4 Everyone is meeting at ten o'clock outside the club.
5 They will probably go home by taxi.

SECOND MESSAGE

6 Juliet's father wants to organise a party for his wife.
7 The party is going to be on the 8th.
8 Juliet's grandmother is going to stay for a week.
9 It's OK for Juliet to talk to her mother about the party.

/8

2 CD3 46 **Listen to the man talking about his life. Choose the correct answers.**

1 How did the man feel when he worked for a multinational company?
a satisfied (b) stressed c bored
2 How many hours a day did he work?
a 10 hours b 12 hours c 14 hours
3 His friends thought that he should ...
a work harder. b find an easier job.
c move to the country.
4 How long has he had his own company?
a a year b six months c a year and a half
5 How does he get to his new office?
a He drives. b He walks. c He takes a train.
6 Where do his wife's parents live?
a in London b in the same village
c in the next village
7 Who has he borrowed money from?
a his wife's parents b his friends c the bank
8 What would he do if he won the lottery?
a He'd continue working.
b He'd stop working.
c He'd move back to the city.

/14

3 **Write these sentences in reported speech.**

1 "I want to earn more money."
John said *he wanted to earn more money* .
2 "I'll pay for the flight."
My mum told me _____ .
3 "Kim's working in a hotel."
He said _____ .
4 "My son's going to move to Italy."
She said _____ .
5 "I can't come for dinner."
My niece told me _____ .
6 "I need to buy my dad a present."
She said _____ .
7 "I don't understand what to do."
Anna told me _____ .
8 "We're not going on holiday."
They said _____ .
9 "I can help you with your shopping."
My son said _____ .

/16

4 **Fill in the gaps with the correct form of these verbs.**

~~save~~ earn owe lend cost spend borrow win

1 He *'s saving* money to go on holiday.
2 My mobile phone _____ me a lot of money last month. I couldn't pay the bill.
3 I _____ some money from my father last year to buy a car.
4 If you _____ money to the bank, you always have to pay it back.
5 _____ you ever _____ any money in a competition?
6 Adam _____ me £10 last night for a taxi home.
7 In my last job I _____ about £2,000 more than I do now.
8 How much do you usually _____ on clothes every year?

/14

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5 **Complete these first and second conditional sentences with the correct form of the verbs in brackets.**

1 If he offered me a job, I *'d accept* (accept) it.
2 If someone _____ (give) me a million pounds, I'd stop working.
3 If he studies harder, he _____ (pass) his exam easily.
4 Cities would be much cleaner if there _____ (not be) so many cars.
5 If I _____ (can) do any job, I'd work as a journalist.
6 What _____ you _____ (spend) the money on if you won the competition?
7 If you _____ (not have) any children, would you look for a job abroad?
8 If someone told you to hold a tarantula, _____ you _____ (do) it?

7

6 **Fill in the gaps with the correct form of *take* or *get*.**

1 I *'ve got* a terrible cold.
2 When I lived in Tokyo, I _____ lost all the time.
3 I'm looking forward to _____ it easy when I retire.
4 How many exams _____ you _____ in your life?
5 I often _____ a headache when I sit at the computer.
6 _____ you _____ sugar in tea?
7 My children often ask me for advice, but they never _____ it!
8 I _____ very stressed last night.
9 I forgot _____ notes in the meeting.
10 I used to _____ a lot of risks.
11 I _____ every answer right on my last test.
12 My wife always _____ a long time to _____ ready in the morning. It drives me crazy!

12

7 **Fill in the gaps with a preposition.**

1 I stayed *at* home last night.
2 What are you talking _____ ?
3 He used to work _____ an airline.
4 She did magic shows _____ ten years.
5 We're going _____ a trip to Paris.
6 I'm going to apply _____ a job in a hotel.
7 I can't put up _____ the noise any longer.
8 The World Cup was won _____ Spain.
9 Can I try this skirt _____ , please?

8

8 **Fill in the gaps with the correct form of the verbs in brackets.**

1 My cousin *got* (get) married last year.
2 I _____ (visit) 20 countries in my life.
3 Would you mind _____ (ask) someone to fix it for me?
4 We're trying _____ (find) a new flat.
5 I'd avoid _____ (talk) to her if I were you.
6 That's a beautiful painting. How long _____ you _____ (have) it?
7 Who _____ (invent) the television?
8 I used to _____ (play) football all the time.
9 My children _____ (watch) TV at the moment.
10 Could you _____ (give) me a hand?
11 We're planning _____ (buy) a camper van.
12 I _____ (meet) an old friend yesterday while I _____ (walk) home from work.

12

9 **Fill in the gaps in the conversation with these words and phrases.**

~~speaking~~ really sorry I'll could you Did she
Oh, dear have to it's don't worry That'd be

TOM Tom Radford [1] *speaking* .
ANN Hello, [2]_____ Ann Jones. I'm [3]_____ , but I can't come to dinner with you tomorrow. I [4]_____ go to see my mother in hospital.
TOM [5]_____ ! What happened?
ANN She had a car accident yesterday.
TOM [6]_____ ? That's terrible.
ANN Luckily, she's not badly injured.
TOM Good. Anyway, [7]_____ about dinner. We can do it another time.
ANN Great. Tom, [8]_____ help me with something?
TOM Yes, of course. What is it?
ANN I'm going to stay at my mother's house for ten days and I can't take my dog with me … .
TOM [9]_____ have it here – no problem.
ANN Oh, Tom. [10]_____ great. Thanks.

9

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