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Navigate

Teacher's Guide

with Teacher's Support and Resource Disc
and Photocopiable Materials

Beginner → A1

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Oxford 3000™ *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

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Introduction to *Navigate*

Navigate is an English language course for adults that incorporates current knowledge about language learning with concern for teachers' views about what makes a good course.

Many English language courses today are based on market research, and that is appropriate. Teachers know what works in their classrooms, out of the many kinds of materials and activities they have available. However, relying only on market research discourages innovation: it ignores the wealth of knowledge about language learning and teaching that has been generated. *Navigate* has been developed in a cycle which begins by calling on both market research and the results of solid experimental evidence; and then by turning back to classrooms once more for piloting and evaluation of the resulting materials.

A course for adults

This is a course for adults, whether they want to use English for study, professional or social purposes. Information-rich texts and recordings cover a range of topics that are of interest and value for adults in today's world. Learners are encouraged to use their own knowledge and experience in communicative tasks. They are seen as motivated people who may have very busy lives and who want to use their time efficiently. Importantly, the activities in the course are based on how adults best learn foreign languages.

Grammar: accuracy and fluency

Adults learn grammar best when they combine a solid conscious understanding of rules with communicative practice using those rules (Norris & Ortega, 2000; Spada & Lightbown, 2008; Spada & Tomita, 2010). *Navigate* engages learners in thinking about grammar rules, and offers them a range of communicative activities. It does not skimp on information about grammar, or depend only on communicative practice for grammar learning. Texts and recordings are chosen to exemplify grammar features.

Learners are invited, when appropriate, to consider samples from a text or recording in order to complete grammar rules themselves. Alternatively, they are sometimes asked to find examples in a text that demonstrate a rule, or to classify sentences that fall into different rule categories. These kinds of activities mean that learners engage cognitively with the rules. This means that they will be more likely to notice instances of the rules when they encounter them (Klapper & Rees, 2003), and to incorporate the rules into their own usage on a long-term basis (Spada & Tomita, 2010).

Navigate also offers learners opportunities to develop fluency in using the grammar features. Aspects of a grammar feature that may keep learners from using it easily are isolated and practised. Then tasks are provided that push learners to use the target grammar features in communicative situations where the focus is on meaning.

For more on *Navigate's* approach to grammar, see pages 24–25 of this book.

Vocabulary: more than just knowing words

Why learn vocabulary? The intuitive answer is that it allows you to say (and write) what you want. However, the picture is more complex than this. Knowing the most important and useful vocabulary is also a key element in reading and listening; topic knowledge cannot compensate for vocabulary knowledge (Jensen & Hansen, 1995; Hu & Nation, 2000), and guessing from context usually results in guessing wrongly (Bensoussan & Laufer, 1984). Focusing on learning vocabulary generates a virtuous circle in terms of fluency: knowing the most important words and phrases means that reading and listening are more rewarding, and more reading and listening improves the ability to recall vocabulary quickly and easily.

Navigate's vocabulary syllabus is based on the *Oxford 3000*. This is a list of frequent and useful vocabulary items, compiled both on the basis of information in the British National Corpus and the Oxford Corpus Collection, and on consultation with a panel of over seventy language learning experts. That is to say, an initial selection based on corpus information about frequency has been refined using considerations of usefulness and coverage. To build *Navigate*'s vocabulary syllabus, the *Oxford 3000* has then been referenced to the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001), so that each level of the course focuses on level-appropriate vocabulary. For more information on the *Oxford 3000*, see pages 26–27 of this book.

Adult learners typically take responsibility for their learning, and vocabulary learning is an area where out-of-class work is important if learners want to make substantial progress. *Navigate* focuses on giving learners tools to maximize the efficiency of their personal work on vocabulary. One way it does this is to teach not only individual vocabulary items, but also a range of vocabulary systems, for example how common prefixes and suffixes are used. Another is to suggest strategies for vocabulary learning. In this way, learners are helped to grow their vocabulary and use it with greater ease.

Speaking: putting it all together

Based on a synthesis of research about how adults learn, (Nation & Newton, 2009) demonstrate that different kinds of activities are important in teaching speaking. *Language-focused learning* focuses explicitly and in detail on aspects of speaking such as comprehensible pronunciation, appropriately polite language for a given situation or tactics for holding the floor in a conversation. *Fluency development* gives learners focused practice in speaking more quickly and easily. *Meaning-focused output* provides opportunities to speak in order to communicate meaning, without explicitly focusing on using correct language.

Navigate covers all three kinds of activities. The course systematically teaches aspects of pronunciation and intonation that contribute to effective communication; appropriate expressions for a range of formal and informal situations; and ways of holding one's own in a conversation.

It offers activities to help learners speak more fluently. Very importantly, it offers a wealth of meaning-focused activities. Very often, these activities are tasks: they require learners to do something together to achieve something meaningful. These tasks meet Ur's (1981) criteria for a task that works: straightforward input, a requirement for interaction, an outcome that is challenging and achievable, and a design that makes it clear when learners have completed the task. Learners are not just asked to discuss a topic: they are asked to do something with some information that involves expressing thoughts or opinions and coming up with a recognizable outcome.

Reading: not just a guessing game

Typical English language courses tend to test rather than teach reading; and they often concentrate on meaning-focused strategies that assume learners should be helped to puzzle out the meaning in the text on the basis of prior knowledge. There is a large body of evidence that shows why this is inefficient, discussed in the essay on reading on pages 20–21 of this book. Activities such as thinking about the topic of the text in advance or trying to guess unknown words have limited benefit in helping learners to understand the text at hand. These activities have even less benefit in helping learners understand the next text they will read, and as Paul Nation (2009) notes, that is surely the goal of the classroom reading activity. *Navigate* focuses on explicit teaching of things like sound-spelling relations, vocabulary that appears often in certain kinds of texts, the ways that words like pronouns and discourse markers hold texts together, and techniques for simplifying difficult sentences. These will give learners ways of understanding the text they are reading, but more importantly the next text they will read.

Listening: a very different skill

Too many books treat listening as if it were just another kind of reading, using the same sorts of activities for both. *Navigate* takes into account that listening is linear – you can't look back at the text of something you're hearing – and that listening depends crucially on understanding the sounds of English and how they combine (Field, 2008). Practice on basic elements of listening will lead to faster progress, as learners acquire the tools to hear English better. People who read can stop, read again, and go back in the text; but listeners can't do this with the stream of speech. For listening, language-focused learning means starting with building blocks like discriminating the sounds of the language, recognizing the stress patterns of words, distinguishing word boundaries, identifying stressed and unstressed forms of common words, and holding chunks of language in mind for short periods. Concentrating on knowledge and skills like these will pay off more quickly than only focusing on meaning, and will make listening for meaning much more efficient. Fluency development in listening is important too: this means activities that teach learners to understand language spoken at natural speed, and give them progressive practice in getting better at it. *Navigate* includes activities that focus systematically on each of these areas separately, as well as giving opportunities to deploy this knowledge and these skills in more global listening. John Field's essay, on pages 22–23 of this book, gives more detail on this.

Writing for different purposes

Adults learning English for professional, academic or leisure activities will need to write different kinds of texts at different levels of formality. The *Navigate* writing syllabus is based on a so-called *genre* approach, which looks at the characteristics of the different kinds of texts students may be called upon to write. It implements this syllabus by way of activities that allow students to express their own meanings in drafting, discussing and redrafting texts. This has been shown to be an effective means of developing writing skills for adults (Hyland, 2011).

Navigate offers an innovative approach to developing reading and listening skills. This, combined with a solid speaking and writing syllabus, gives learners a sound foundation in the four skills. Grammar and vocabulary have equal importance throughout the course and learning is facilitated through the information-rich and engaging texts and recordings. It is the complete course for the 21st-century adult learner.

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Navigate content overview

Coursebook lesson 1

Unit topics

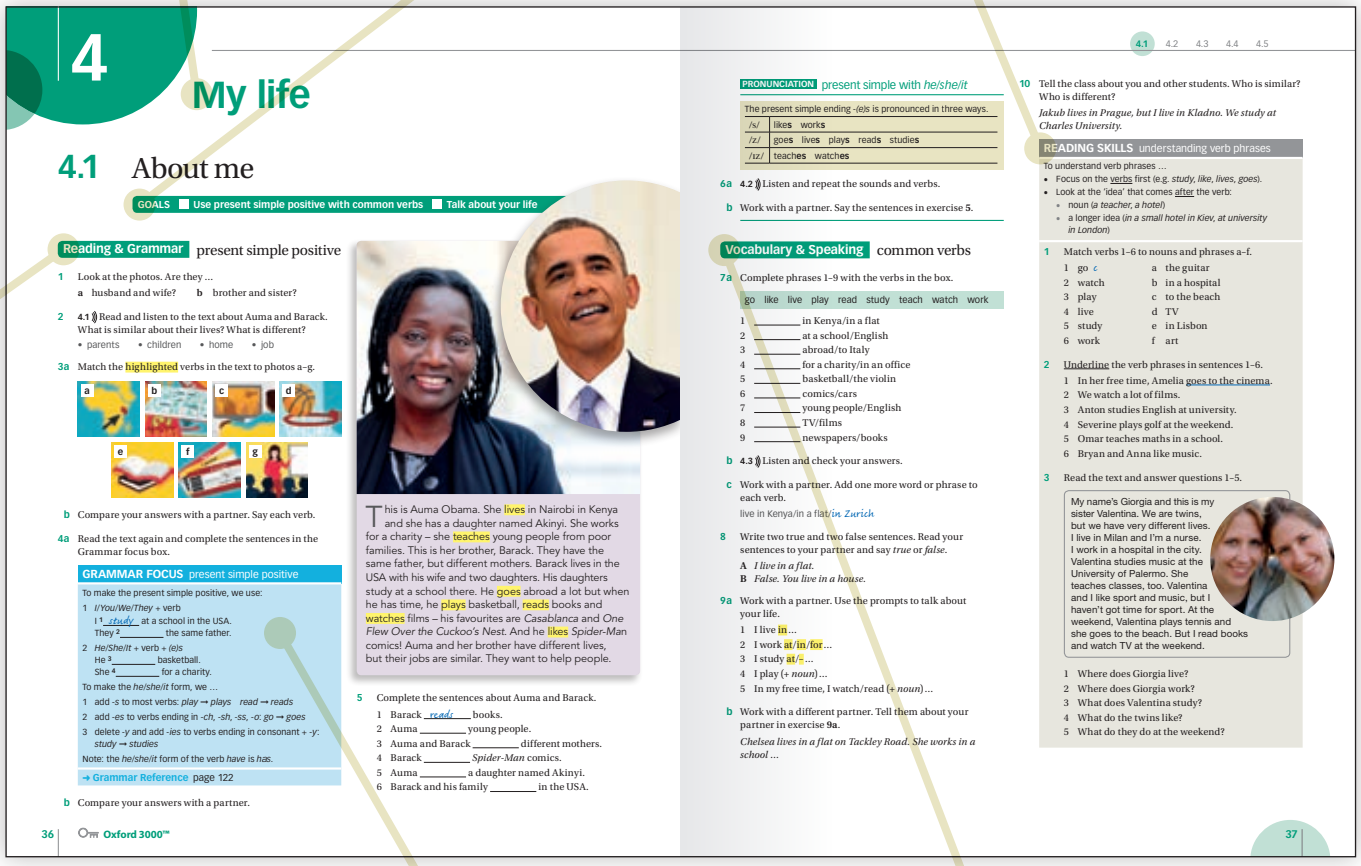
Navigate is created for adult students with content that appeals to learners at this level. The unit topics have been chosen with this in mind and vary from *My life* and *Our past* to *New places, new projects*.

Goals

The goals show students what they will be working on and what they will have learnt by the end of the lesson.

Decoding skills

Navigate contains reading texts of a wide variety of topics, text types and sources. In this section, students work on decoding skills to develop their reading. These decoding skills, for example understanding pronoun referencing, guessing meaning from context, recognizing words that look similar, etc. drill down to the micro level of reading, and enable students to develop strategies to help them master these skills. See pages 20–21 of this book for more information.



4 My life

4.1 About me

GOALS ■ Use present simple positive with common verbs ■ Talk about your life

Reading & Grammar present simple positive

1 Look at the photos. Are they ...
a husband and wife? b brother and sister?

2 4.1 Read and listen to the text about Auma and Barack. What is similar about their lives? What is different?
• parents • children • home • job

3a Match the highlighted verbs in the text to photos a–g.

b Compare your answers with a partner. Say each verb.

4a Read the text again and complete the sentences in the Grammar focus box.

GRAMMAR FOCUS present simple positive

To make the present simple positive, we use:
1 *I/You/We/They* + verb
I ¹ *study* at a school in the USA.
They ² _____ the same father.
2 *He/She/It* + verb + *(e)s*
He ³ _____ basketball.
She ⁴ _____ for a charity.
To make the *he/she/it* form, we ...
1 add *-s* to most verbs: *play → plays read → reads*
2 add *-es* to verbs ending in *-ch, -sh, -ss, -o*: *go → goes*
3 delete *-y* and add *-ies* to verbs ending in consonant + *-y*: *study → studies*
Note: the *he/she/it* form of the verb *have* is *has*.

→ Grammar Reference page 122

b Compare your answers with a partner.

This is Auma Obama. She lives in Nairobi in Kenya and she has a daughter named Akinyi. She works for a charity – she teaches young people from poor families. This is her brother, Barack. They have the same father, but different mothers. Barack lives in the USA with his wife and two daughters. His daughters study at a school there. He goes abroad a lot but when he has time, he plays basketball, reads books and watches films – his favourites are *Casablanca* and *One Flew Over the Cuckoo's Nest*. And he likes *Spider-Man* comics! Auma and her brother have different lives, but their jobs are similar. They want to help people.

5 Complete the sentences about Auma and Barack.
1 Barack *reads* books.
2 Auma _____ young people.
3 Auma and Barack _____ different mothers.
4 Barack _____ *Spider-Man* comics.
5 Auma _____ a daughter named Akinyi.
6 Barack and his family _____ in the USA.

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4.1 4.2 4.3 4.4 4.5

PRONUNCIATION present simple with *he/she/it*

The present simple ending *-(e)s* is pronounced in three ways.

/s/	likes works
/z/	goes lives plays reads studies
/ɪz/	teaches watches

6a 4.2 Listen and repeat the sounds and verbs.

b Work with a partner. Say the sentences in exercise 5.

Vocabulary & Speaking common verbs

7a Complete phrases 1–9 with the verbs in the box.

go like live play read study teach watch work

1 _____ in Kenya/in a flat
2 _____ at a school/English
3 _____ abroad/to Italy
4 _____ for a charity/in an office
5 _____ basketball/the violin
6 _____ comics/cars
7 _____ young people/English
8 _____ TV/films
9 _____ newspapers/books

b 4.3 Listen and check your answers.

c Work with a partner. Add one more word or phrase to each verb.
live in Kenya/in a flat/*in Zurich*

8 Write two true and two false sentences. Read your sentences to your partner and say *true* or *false*.
A *I live in a flat.*
B *False. You live in a house.*

9a Work with a partner. Use the prompts to talk about your life.
1 I live in ...
2 I work at/in/for ...
3 I study at/– ...
4 I play (+ *noun*) ...
5 In my free time, I watch/read (+ *noun*) ...

b Work with a different partner. Tell them about your partner in exercise 9a.
Chelsea lives in a flat on Tackley Road. She works in a school ...

10 Tell the class about you and other students. Who is similar? Who is different?
Jakub lives in Prague, but I live in Kladno. We study at Charles University.

READING SKILLS understanding verb phrases

To understand verb phrases ...
- Focus on the verbs first (e.g. *study, like, lives, goes*).
- Look at the 'idea' that comes after the verb:
  - noun (*a teacher, a hotel*)
  - a longer idea (*in a small hotel in Kiev, at university in London*)

1 Match verbs 1–6 to nouns and phrases a–f.

1 go *c*	a the guitar
2 watch	b in a hospital
3 play	c to the beach
4 live	d TV
5 study	e in Lisbon
6 work	f art

2 Underline the verb phrases in sentences 1–6.
1 In her free time, Amelia goes to the cinema.
2 We watch a lot of films.
3 Anton studies English at university.
4 Severine plays golf at the weekend.
5 Omar teaches maths in a school.
6 Bryan and Anna like music.

3 Read the text and answer questions 1–5.

My name's Giorgia and this is my sister Valentina. We are twins, but we have very different lives. I live in Milan and I'm a nurse. I work in a hospital in the city. Valentina studies music at the University of Palermo. She teaches classes, too. Valentina and I like sport and music, but I haven't got time for sport. At the weekend, Valentina plays tennis and she goes to the beach. But I read books and watch TV at the weekend.

1 Where does Giorgia live?
2 Where does Giorgia work?
3 What does Valentina study?
4 What do the twins like?
5 What do they do at the weekend?

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Reading & Grammar

Grammar forms the 'backbone' of *Navigate*. Lesson 1 introduces the first grammar point of the unit. It is always combined with a skill, either reading or listening. See page 24 of this book for more information.

Grammar focus box

At this level of *Navigate*, grammar is introduced deductively in most cases. Students are asked to complete the information in the Grammar focus box based on what has been introduced in previous exercises in the *Grammar & Listening* or *Grammar & Reading* exercises. The Grammar focus box is followed by a number of spoken and written exercises in which the grammar is practised further.

Vocabulary & Speaking

Navigate has a strong emphasis on active vocabulary learning. The first lesson in most units contains a *Vocabulary & Speaking*, a *Vocabulary & Listening* or a *Vocabulary & Reading* section in which essential vocabulary for the unit is introduced and practised. The vocabulary is taught in topic sets, allowing students to build their vocabulary range in a logical and systematic way.

Coursebook lesson 2

Vocabulary & Speaking

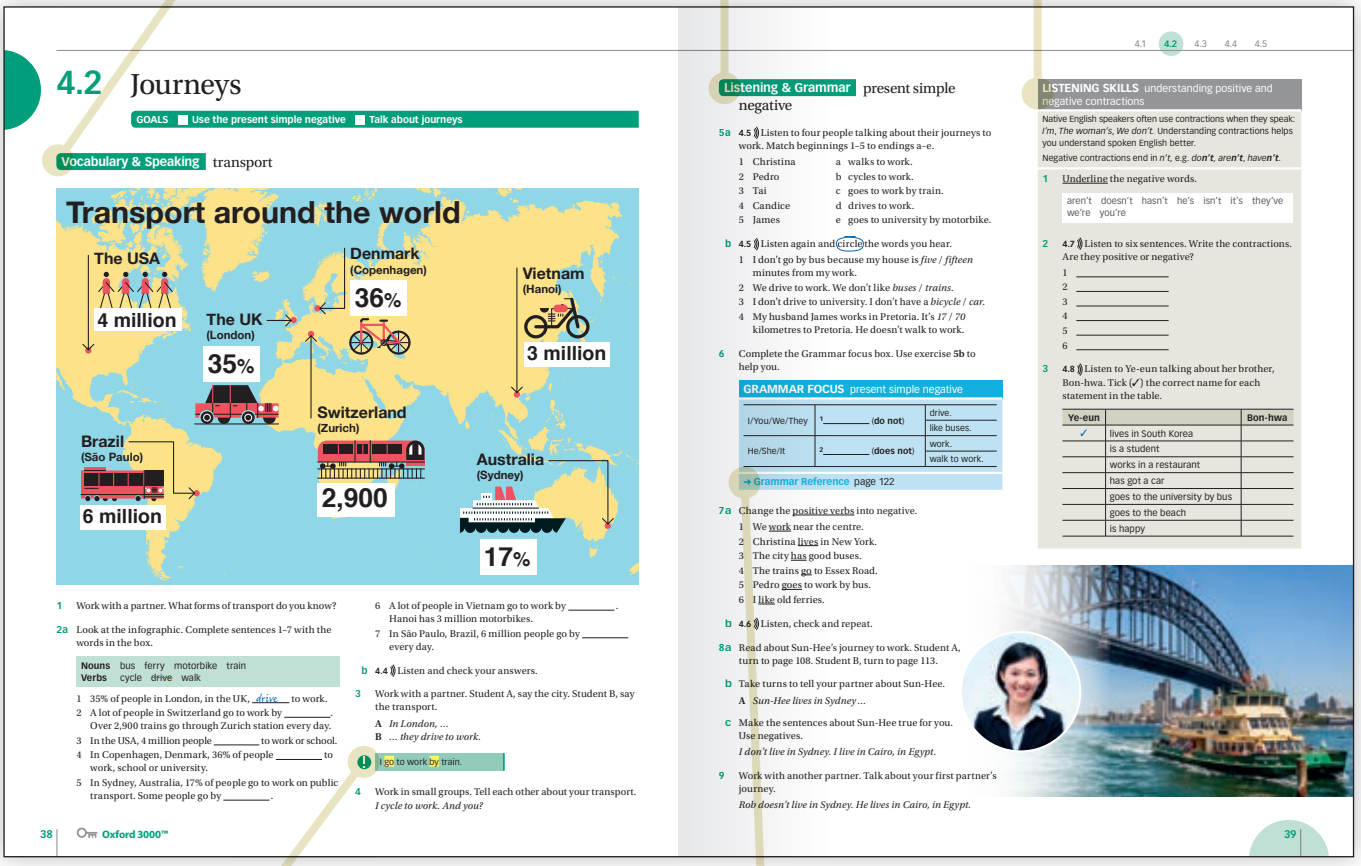
Navigate has a strong emphasis on everyday vocabulary that allows students to speak in some detail and depth on general topics. Here students work on forms of transport. All target vocabulary in the unit can also be found in the wordlists on the Teacher's Support and Resource Disc, the e-book and the DVD packed with the Coursebook.

Listening & Grammar

Lesson 2 provides the second grammar point of the unit. It is always presented through a reading text or audio extract, and is practised through both controlled and freer exercises.

Decoding skills

Navigate contains listening texts of a wide variety of topics, text types and sources. In this section, students work on decoding skills to develop their listening. These decoding skills, for example understanding chunks, recognizing the schwa sound, understanding words in connected speech, etc. drill down to the micro level of listening, and enable students to develop strategies to help them master these skills. See pages 22–23 of this book for more information.



4.1 4.2 4.3 4.4 4.5

4.2 Journeys

GOALS ☐ Use the present simple negative ☐ Talk about journeys

Vocabulary & Speaking transport

1 Work with a partner. What forms of transport do you know?

2a Look at the infographic. Complete sentences 1–7 with the words in the box.

Nouns bus ferry motorbike train
Verbs cycle ~~drive~~ walk

1 35% of people in London, in the UK, *drive* to work.
2 A lot of people in Switzerland go to work by _____. Over 2,900 trains go through Zurich station every day.
3 In the USA, 4 million people _____ to work or school.
4 In Copenhagen, Denmark, 36% of people _____ to work, school or university.
5 In Sydney, Australia, 17% of people go to work on public transport. Some people go by _____.
6 A lot of people in Vietnam go to work by _____. Hanoi has 3 million motorbikes.
7 In São Paulo, Brazil, 6 million people go by _____ every day.

b 4.4 Listen and check your answers.

3 Work with a partner. Student A, say the city. Student B, say the transport.
A *In London, …*
B *… they drive to work.*

I go to work by train.

4 Work in small groups. Tell each other about your transport.
I cycle to work. And you?

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Listening & Grammar present simple negative

5a 4.5 Listen to four people talking about their journeys to work. Match beginnings 1–5 to endings a–e.

1 Christina	a walks to work.
2 Pedro	b cycles to work.
3 Tai	c goes to work by train.
4 Candice	d drives to work.
5 James	e goes to university by motorbike.

b 4.5 Listen again and circle the words you hear.
1 I don't go by bus because my house is *five* / *fifteen* minutes from my work.
2 We drive to work. We don't like *buses* / *trains*.
3 I don't drive to university. I don't have a *bicycle* / *car*.
4 My husband James works in Pretoria. It's *17* / *70* kilometres to Pretoria. He doesn't walk to work.

6 Complete the Grammar focus box. Use exercise 5b to help you.

GRAMMAR FOCUS present simple negative

I/You/We/They	1 _____ (do not)	drive. / like buses.
He/She/It	2 _____ (does not)	work. / walk to work.

→ Grammar Reference page 122

7a Change the positive verbs into negative.
1 We work near the centre.
2 Christina lives in New York.
3 The city has good buses.
4 The trains go to Essex Road.
5 Pedro goes to work by bus.
6 I like old ferries.

b 4.6 Listen, check and repeat.

8a Read about Sun-Hee's journey to work. Student A, turn to page 108. Student B, turn to page 113.

b Take turns to tell your partner about Sun-Hee.
A *Sun-Hee lives in Sydney …*

c Make the sentences about Sun-Hee true for you. Use negatives.
I don't live in Sydney. I live in Cairo, in Egypt.

9 Work with another partner. Talk about your first partner's journey.
Rob doesn't live in Sydney. He lives in Cairo, in Egypt.

LISTENING SKILLS understanding positive and negative contractions

Native English speakers often use contractions when they speak: *I'm, The woman's, We don't.* Understanding contractions helps you understand spoken English better.

Negative contractions end in *n't*, e.g. *don't, aren't, haven't*.

1 Underline the negative words.

aren't doesn't hasn't he's isn't it's they've we're you're

2 4.7 Listen to six sentences. Write the contractions. Are they positive or negative?
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

3 4.8 Listen to Ye-eun talking about her brother, Bon-hwa. Tick (✓) the correct name for each statement in the table.

Ye-eun		Bon-hwa
✓	lives in South Korea	
	is a student	
	works in a restaurant	
	has got a car	
	goes to the university by bus	
	goes to the beach	
	is happy	

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Feature box

These feature boxes draw students' attention to specific areas of grammar or vocabulary, either to remind them of usage, for example *a pen* versus *an apple*, or because the structure used is not dealt with in detail at this level, for example the use of *some* with uncountable nouns. Here students are reminded that we use the preposition *by* when we talk about means of transport.

Grammar Reference

At the end of the Coursebook, the Grammar Reference section offers more detailed explanations of grammar and a series of practice exercises. This can be set as homework and then reviewed in class.

Navigate content overview

Coursebook lesson 3

Vocabulary & Listening

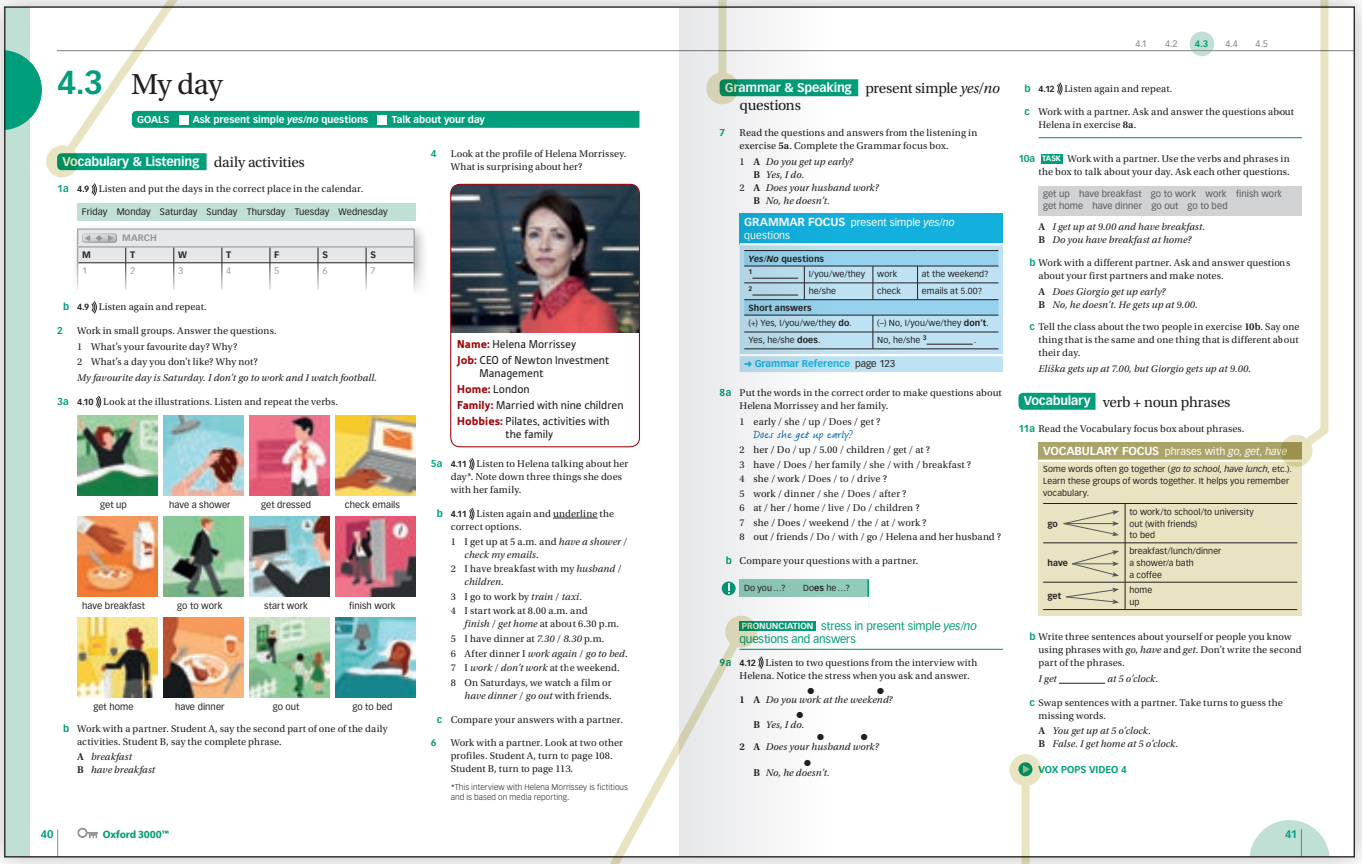
This lesson works on vocabulary and skills development. Students will, for instance, practise collocations, word building and word stress. The lesson also contains reading, writing, listening and/or speaking exercises.

Grammar & Speaking

Speaking is included throughout the course and also used both as controlled and freer practice of grammar. In this section, the students do a controlled exercise on present simple questions, then they work together, asking and answering questions about each other's daily routines using the present simple.

Vocabulary focus

Vocabulary focus boxes appear in this lesson to draw attention to a particular vocabulary area, in this case phrases with *go*, *get* and *have*. The students go on to do some exercises where they use the information in this study tip. In other units, Vocabulary boxes deal with adjectives + noun phrases, prepositions of time, etc.



4.1 4.2 4.3 4.4 4.5

4.3 My day

GOALS ☐ Ask present simple *yes/no* questions ☐ Talk about your day

Vocabulary & Listening daily activities

1a 4.9 Listen and put the days in the correct place in the calendar.

Friday Monday Saturday Sunday Thursday Tuesday Wednesday

MARCH

M	T	W	T	F	S	S
1	2	3	4	5	6	7

b 4.9 Listen again and repeat.

2 Work in small groups. Answer the questions.
1 What's your favourite day? Why?
2 What's a day you don't like? Why not?
My favourite day is Saturday. I don't go to work and I watch football.

3a 4.10 Look at the illustrations. Listen and repeat the verbs.

get up, have a shower, get dressed, check emails, have breakfast, go to work, start work, finish work, get home, have dinner, go out, go to bed

b Work with a partner. Student A, say the second part of one of the daily activities. Student B, say the complete phrase.
A *breakfast*
B *have breakfast*

4 Look at the profile of Helena Morrissey. What is surprising about her?

Name: Helena Morrissey
Job: CEO of Newton Investment Management
Home: London
Family: Married with nine children
Hobbies: Pilates, activities with the family

5a 4.11 Listen to Helena talking about her day*. Note down three things she does with her family.

b 4.11 Listen again and underline the correct options.
1 I get up at 5 a.m. and *have a shower* / *check my emails*.
2 I have breakfast with my *husband* / *children*.
3 I go to work by *train* / *taxi*.
4 I start work at 8.00 a.m. and *finish* / *get home* at about 6.30 p.m.
5 I have dinner at *7.30* / *8.30* p.m.
6 After dinner I *work again* / *go to bed*.
7 I *work* / *don't work* at the weekend.
8 On Saturdays, we watch a film or *have dinner* / *go out* with friends.

c Compare your answers with a partner.

6 Work with a partner. Look at two other profiles. Student A, turn to page 108. Student B, turn to page 113.

*This interview with Helena Morrissey is fictitious and is based on media reporting.

Grammar & Speaking present simple *yes/no* questions

7 Read the questions and answers from the listening in exercise 5a. Complete the Grammar focus box.
1 A *Do you get up early?*
B *Yes, I do.*
2 A *Does your husband work?*
B *No, he doesn't.*

GRAMMAR FOCUS present simple *yes/no* questions

Yes/No questions			
1 _____	I/you/we/they	work	at the weekend?
2 _____	he/she	check	emails at 5.00?
Short answers			
(+) Yes, I/you/we/they **do**.		(–) No, I/you/we/they **don't**.	
Yes, he/she **does**.		No, he/she 3_____.	

→ Grammar Reference page 123

8a Put the words in the correct order to make questions about Helena Morrissey and her family.
1 early / she / up / Does / get ?
Does she get up early?
2 her / Do / up / 5.00 / children / get / at ?
3 have / Does / her family / she / with / breakfast ?
4 she / work / Does / to / drive ?
5 work / dinner / she / Does / after ?
6 at / her / home / live / Do / children ?
7 she / Does / weekend / the / at / work ?
8 out / friends / Do / with / go / Helena and her husband ?

b Compare your questions with a partner.

Do you ...? Does he ...?

PRONUNCIATION stress in present simple *yes/no* questions and answers

9a 4.12 Listen to two questions from the interview with Helena. Notice the stress when you ask and answer.
1 A *Do you work at the weekend?*
B *Yes, I do.*
2 A *Does your husband work?*
B *No, he doesn't.*

b 4.12 Listen again and repeat.

c Work with a partner. Ask and answer the questions about Helena in exercise 8a.

10a TASK Work with a partner. Use the verbs and phrases in the box to talk about your day. Ask each other questions.

get up, have breakfast, go to work, work, finish work, get home, have dinner, go out, go to bed

A *I get up at 9.00 and have breakfast.*
B *Do you have breakfast at home?*

b Work with a different partner. Ask and answer questions about your first partners and make notes.
A *Does Giorgio get up early?*
B *No, he doesn't. He gets up at 9.00.*

c Tell the class about the two people in exercise 10b. Say one thing that is the same and one thing that is different about their day.
Eliška gets up at 7.00, but Giorgio gets up at 9.00.

Vocabulary verb + noun phrases

11a Read the Vocabulary focus box about phrases.

VOCABULARY FOCUS phrases with *go, get, have*

Some words often go together (*go to school, have lunch*, etc.). Learn these groups of words together. It helps you remember vocabulary.

go	to work/to school/to university out (with friends) to bed
have	breakfast/lunch/dinner a shower/a bath a coffee
get	home up

b Write three sentences about yourself or people you know using phrases with *go*, *have* and *get*. Don't write the second part of the phrases.
I get _____ at 5 o'clock.

c Swap sentences with a partner. Take turns to guess the missing words.
A *You get up at 5 o'clock.*
B *False. I get home at 5 o'clock.*

VOX POPS VIDEO 4

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Pronunciation

All the units contain pronunciation work. Pronunciation in *Navigate* is always relevant to the grammar or vocabulary input of the lesson. The pronunciation exercises focus mostly on speech production to improve intelligibility (for instance, word and sentence stress, linking).

Vox pops video

Most units contain a prompt to the Vox pops videos. The videos themselves can be found on the Coursebook DVD or Coursebook e-book, and the Worksheets that accompany them are on the Teacher's Support and Resource Disc. The Videos themselves feature a series of authentic interviews with people answering questions on a topic that has been covered in the lesson. They offer an opportunity for students to hear real people discussing the topics in the Coursebook.

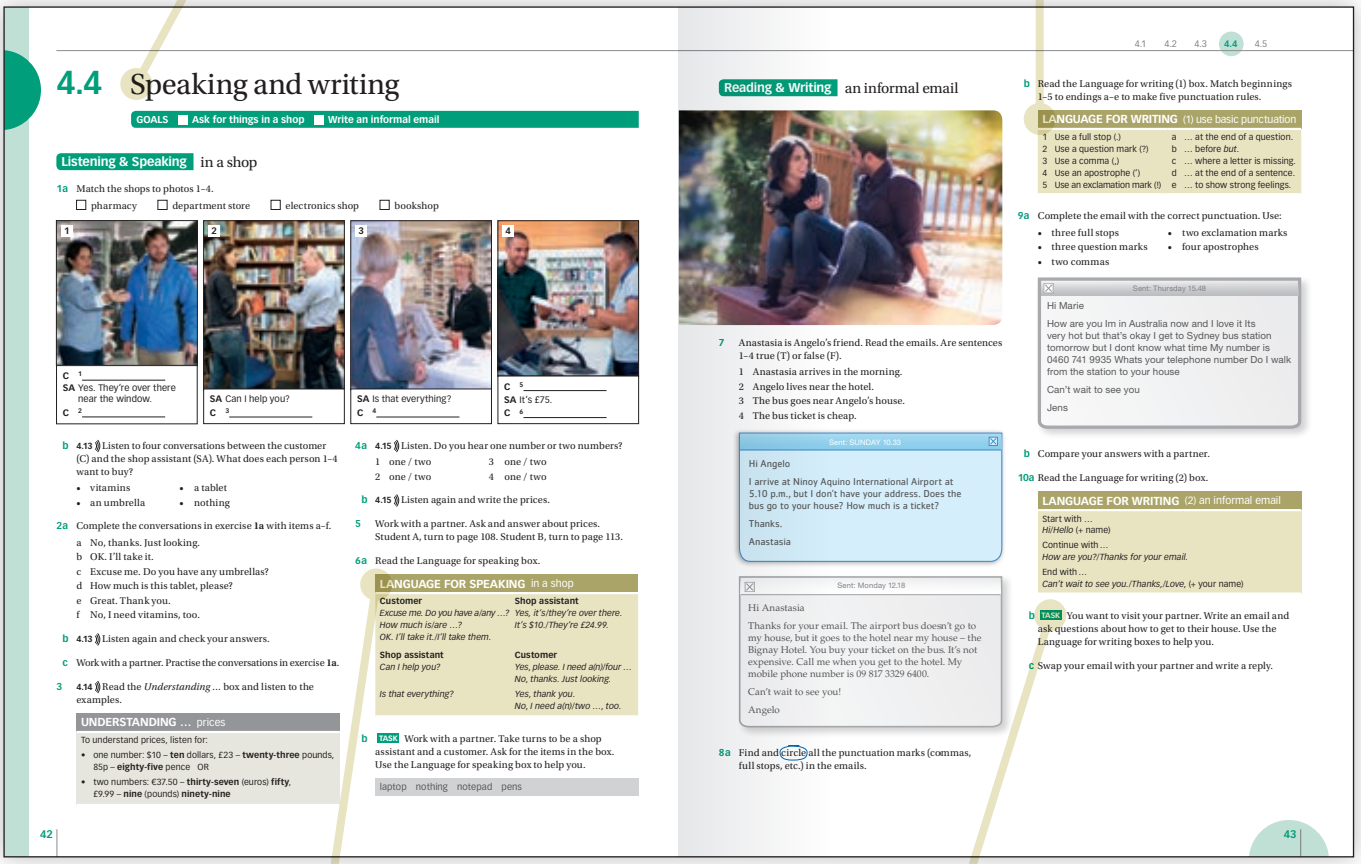
Coursebook lesson 4

Speaking and writing

Navigate understands that classes can be made up of adults learning English for many different reasons. In lesson 4 of every unit, *Speaking and writing*, *Navigate* provides appropriate communication practice for work, study or social life with an emphasis on language production. At the end of the speaking and writing sections, students complete a speaking or writing task. The lesson also contains two language focus boxes: *Language for speaking* and *Language for writing*.

Language for writing

The *Language for writing* box contains suggestions which students can use to complete their task in the writing section. There are various topics in this box throughout the Coursebook; here the focus is on punctuation, and writing informal emails. In other units, the boxes focus on topics such as *Using sequencers*, *Writing invitations and thank-you notes*.



4.1 4.2 4.3 4.4 4.5

4.4 Speaking and writing

GOALS ☐ Ask for things in a shop ☐ Write an informal email

Listening & Speaking in a shop

1a Match the shops to photos 1–4.
☐ pharmacy ☐ department store ☐ electronics shop ☐ bookshop

1 C 1 _____
SA Yes. They're over there near the window.
C 2 _____

2 SA Can I help you?
C 3 _____

3 SA Is that everything?
C 4 _____

4 C 5 _____
SA It's £75.
C 6 _____

b 4.13 Listen to four conversations between the customer (C) and the shop assistant (SA). What does each person 1–4 want to buy?
- vitamins
- a tablet
- an umbrella
- nothing

2a Complete the conversations in exercise 1a with items a–f.
a No, thanks. Just looking.
b OK. I'll take it.
c Excuse me. Do you have any umbrellas?
d How much is this tablet, please?
e Great. Thank you.
f No, I need vitamins, too.

b 4.13 Listen again and check your answers.

c Work with a partner. Practise the conversations in exercise 1a.

3 4.14 Read the *Understanding* ... box and listen to the examples.

UNDERSTANDING ... prices
To understand prices, listen for:
- one number: $10 – **ten** dollars, £23 – **twenty-three** pounds, 85p – **eighty-five** pence OR
- two numbers: €37.50 – **thirty-seven** (euros) **fifty**, £9.99 – **nine** (pounds) **ninety-nine**

4a 4.15 Listen. Do you hear one number or two numbers?
1 one / two 3 one / two
2 one / two 4 one / two

b 4.15 Listen again and write the prices.

5 Work with a partner. Ask and answer about prices. Student A, turn to page 108. Student B, turn to page 113.

6a Read the Language for speaking box.

LANGUAGE FOR SPEAKING in a shop

Customer	Shop assistant
Excuse me. Do you have a/any ...?	*Yes, it's/they're over there.*
How much is/are ...?	*It's $10./They're £24.99.*
OK. I'll take it./I'll take them.	
Shop assistant	**Customer**
Can I help you?	*Yes, please. I need a(n)/four ... No, thanks. Just looking.*
Is that everything?	*Yes, thank you. No, I need a(n)/two ..., too.*

b TASK Work with a partner. Take turns to be a shop assistant and a customer. Ask for the items in the box. Use the Language for speaking box to help you.

laptop nothing notepad pens

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Reading & Writing an informal email

7 Anastasia is Angelo's friend. Read the emails. Are sentences 1–4 true (T) or false (F).
1 Anastasia arrives in the morning.
2 Angelo lives near the hotel.
3 The bus goes near Angelo's house.
4 The bus ticket is cheap.

Sent: SUNDAY 10.33
Hi Angelo
I arrive at Ninoy Aquino International Airport at 5.10 p.m., but I don't have your address. Does the bus go to your house? How much is a ticket?
Thanks.
Anastasia

Sent: Monday 12.18
Hi Anastasia
Thanks for your email. The airport bus doesn't go to my house, but it goes to the hotel near my house – the Bignay Hotel. You buy your ticket on the bus. It's not expensive. Call me when you get to the hotel. My mobile phone number is 09 817 3329 6400.
Can't wait to see you!
Angelo

8a Find and circle all the punctuation marks (commas, full stops, etc.) in the emails.

b Read the Language for writing (1) box. Match beginnings 1–5 to endings a–e to make five punctuation rules.

LANGUAGE FOR WRITING (1) use basic punctuation

1	Use a full stop (.)	a	... at the end of a question.
2	Use a question mark (?)	b	... before *but*.
3	Use a comma (,)	c	... where a letter is missing.
4	Use an apostrophe (')	d	... at the end of a sentence.
5	Use an exclamation mark (!)	e	... to show strong feelings.

9a Complete the email with the correct punctuation. Use:
- three full stops
- three question marks
- two commas
- two exclamation marks
- four apostrophes

Sent: Thursday 15.48
Hi Marie
How are you Im in Australia now and I love it Its very hot but that's okay I get to Sydney bus station tomorrow but I dont know what time My number is 0460 741 9935 Whats your telephone number Do I walk from the station to your house
Can't wait to see you
Jens

b Compare your answers with a partner.

10a Read the Language for writing (2) box.

LANGUAGE FOR WRITING (2) an informal email
Start with ...
Hi/Hello (+ name)
Continue with ...
How are you?/Thanks for your email.
End with ...
Can't wait to see you./Thanks,/Love, (+ your name)

b TASK You want to visit your partner. Write an email and ask questions about how to get to their house. Use the Language for writing boxes to help you.

c Swap your email with your partner and write a reply.

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Language for speaking

The *Language for speaking* box contains phrases that students can use to complete a task about a particular topic. Here they have to ask for things in a shop and they can use the phrases in the box. Other *Language for speaking* boxes cover *Asking for and giving travel information* and *Ordering food*.

Task

Most lessons end with a task which allows students to practise with others what they have learnt in the lesson. They often work in pairs or groups to complete the task.

Navigate content overview

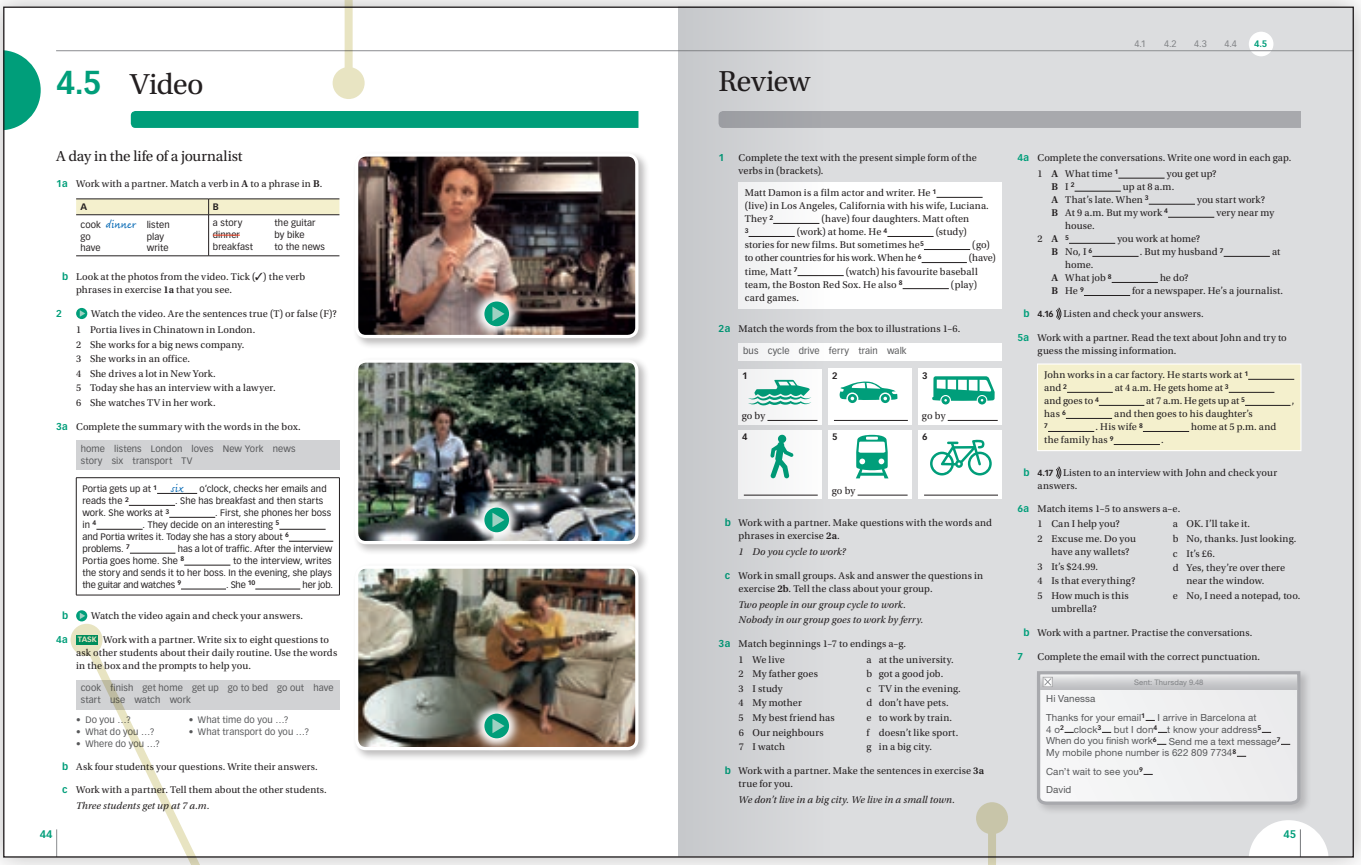
Coursebook lesson 5

Video

The Video page contains activities that accompany the unit video. This video is a documentary video or authentic interview. The video page starts with one or two warmer activities which set the scene before the students watch the video, followed by two activities which check understanding of the video. The final activity is a task based on what the students have just watched.

In A1 the video topics are:

Unit 1: At the hotel
Unit 2: Witney Antiques
Unit 3: A gadget-free life
Unit 4: A day in the life of a journalist
Unit 5: Architecture in Amsterdam
Unit 6: House searching
Unit 7: An unusual hobby
Unit 8: The Wright siblings
Unit 9: Whatever the weather
Unit 10: A New York café



4.1 4.2 4.3 4.4 4.5

4.5 Video

A day in the life of a journalist

1a Work with a partner. Match a verb in **A** to a phrase in **B**.

A	B
cook *dinner*	a story
go	~~dinner~~
have	breakfast
listen	the guitar
play	by bike
write	to the news

b Look at the photos from the video. Tick (✓) the verb phrases in exercise **1a** that you see.

2 Watch the video. Are the sentences true (T) or false (F)?
1 Portia lives in Chinatown in London.
2 She works for a big news company.
3 She works in an office.
4 She drives a lot in New York.
5 Today she has an interview with a lawyer.
6 She watches TV in her work.

3a Complete the summary with the words in the box.

home listens London loves New York news story six transport TV

Portia gets up at 1 *six* o'clock, checks her emails and reads the 2_____. She has breakfast and then starts work. She works at 3_____. First, she phones her boss in 4_____. They decide on an interesting 5_____ and Portia writes it. Today she has a story about 6_____ problems. 7_____ has a lot of traffic. After the interview Portia goes home. She 8_____ to the interview, writes the story and sends it to her boss. In the evening, she plays the guitar and watches 9_____. She 10_____ her job.

b Watch the video again and check your answers.

4a TASK Work with a partner. Write six to eight questions to ask other students about their daily routine. Use the words in the box and the prompts to help you.

cook finish get home get up go to bed go out have start use watch work

- Do you …?
- What do you …?
- Where do you …?
- What time do you …?
- What transport do you …?

b Ask four students your questions. Write their answers.

c Work with a partner. Tell them about the other students.
Three students get up at 7 a.m.

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Review

1 Complete the text with the present simple form of the verbs in (brackets).

Matt Damon is a film actor and writer. He 1_____ (live) in Los Angeles, California with his wife, Luciana. They 2_____ (have) four daughters. Matt often 3_____ (work) at home. He 4_____ (study) stories for new films. But sometimes he5_____ (go) to other countries for his work. When he 6_____ (have) time, Matt 7_____ (watch) his favourite baseball team, the Boston Red Sox. He also 8_____ (play) card games.

2a Match the words from the box to illustrations 1–6.

bus cycle drive ferry train walk

1 go by _____ 2 _____ 3 go by _____ 4 _____ 5 go by _____ 6 _____

b Work with a partner. Make questions with the words and phrases in exercise **2a**.
1 Do you cycle to work?

c Work in small groups. Ask and answer the questions in exercise **2b**. Tell the class about your group.
Two people in our group cycle to work.
Nobody in our group goes to work by ferry.

3a Match beginnings 1–7 to endings a–g.

1 We live	a at the university.
2 My father goes	b got a good job.
3 I study	c TV in the evening.
4 My mother	d don't have pets.
5 My best friend has	e to work by train.
6 Our neighbours	f doesn't like sport.
7 I watch	g in a big city.

b Work with a partner. Make the sentences in exercise **3a** true for you.
We don't live in a big city. We live in a small town.

4a Complete the conversations. Write one word in each gap.
1 A What time 1_____ you get up?
B I 2_____ up at 8 a.m.
A That's late. When 3_____ you start work?
B At 9 a.m. But my work 4_____ very near my house.
2 A 5_____ you work at home?
B No, I 6_____. But my husband 7_____ at home.
A What job 8_____ he do?
B He 9_____ for a newspaper. He's a journalist.

b 4.16 Listen and check your answers.

5a Work with a partner. Read the text about John and try to guess the missing information.

John works in a car factory. He starts work at 1_____ and 2_____ at 4 a.m. He gets home at 3_____ and goes to 4_____ at 7 a.m. He gets up at 5_____, has 6_____ and then goes to his daughter's 7_____. His wife 8_____ home at 5 p.m. and the family has 9_____.

b 4.17 Listen to an interview with John and check your answers.

6a Match items 1–5 to answers a–e.

1 Can I help you?	a OK. I'll take it.
2 Excuse me. Do you have any wallets?	b No, thanks. Just looking.
3 It's $24.99.	c It's £6.
4 Is that everything?	d Yes, they're over there near the window.
5 How much is this umbrella?	e No, I need a notepad, too.

b Work with a partner. Practise the conversations.

7 Complete the email with the correct punctuation.

Sent: Thursday 9.48
Hi Vanessa
Thanks for your email1__ I arrive in Barcelona at 4 o2__clock3__ but I don4__t know your address5__ When do you finish work6__ Send me a text message7__ My mobile phone number is 622 809 7734[8]__
Can't wait to see you.9__
David

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Task

The Task on the Video page is an outcome task which focuses on fluency. It can be a writing or speaking task. Here the students conduct a class survey to find out about other students' daily routines. Other tasks on Video pages are, for instance, going to an auction, talking about a café, writing an email about a trip to Amsterdam.

Review

The Review page contains revision of grammar, vocabulary and the skills practised in the unit. The Review activities can be set for homework, but are also specifically designed to be done in class incorporating pairwork and group work tasks to give learners additional opportunities to practise key language from the unit.

Workbook

Unit structure

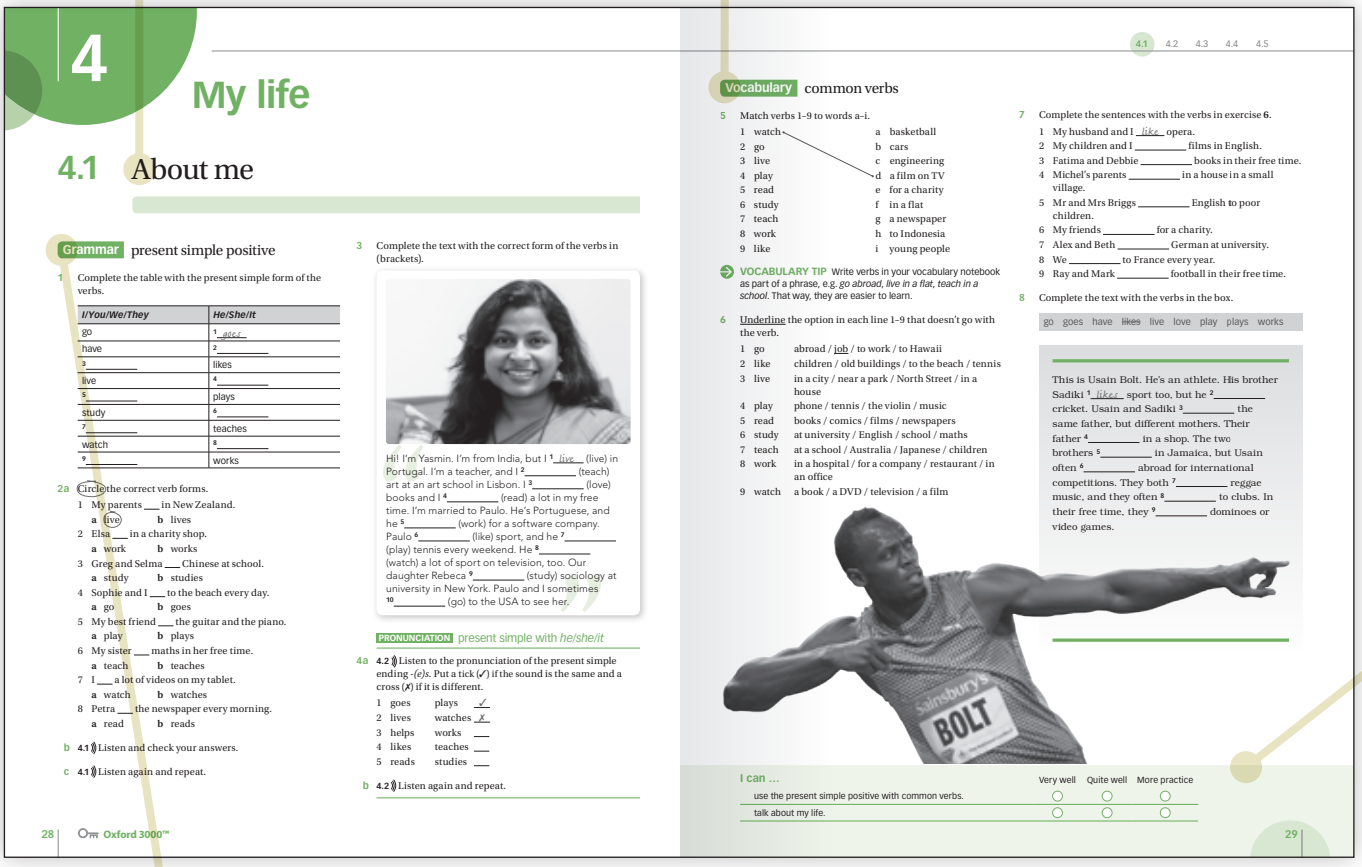
The Workbook follows the Coursebook lessons. The first three spreads each have two pages of exercises which correspond with the Coursebook contents of the same lessons. Spread 4 of the Workbook incorporates the material in lessons 4 and 5 of the Coursebook. The Workbook also contains lessons for extensive reading and listening, review exercises, audioscripts of the listening material in the Workbook and answer keys (with key version only).

Vocabulary

In the Workbook, students find further practice of the vocabulary which they learnt in the corresponding lesson of the Coursebook. They can do this individually and at their own pace. On this page students practise vocabulary to do with daily activities.

I can …

At the end of each Workbook spread, the *I can* statements remind students which goals they should have reached. If they feel they need more practice, they can use the Online Practice materials (see page 19 of this book).



4 My life

4.1 About me

Grammar present simple positive

1 Complete the table with the present simple form of the verbs.

I/You/We/They	He/She/It
go	1 goes
have	2 _____
3 _____	likes
live	4 _____
5 _____	plays
study	6 _____
7 _____	teaches
watch	8 _____
9 _____	works

2a Circle the correct verb forms.
1 My parents ___ in New Zealand. a live b lives
2 Elsa ___ in a charity shop. a work b works
3 Greg and Selma ___ Chinese at school. a study b studies
4 Sophie and I ___ to the beach every day. a go b goes
5 My best friend ___ the guitar and the piano. a play b plays
6 My sister ___ maths in her free time. a teach b teaches
7 I ___ a lot of videos on my tablet. a watch b watches
8 Petra ___ the newspaper every morning. a read b reads

b 4.1 Listen and check your answers.

c 4.1 Listen again and repeat.

3 Complete the text with the correct form of the verbs in (brackets).

Hi! I'm Yasmin. I'm from India, but I 1 live (live) in Portugal. I'm a teacher, and I 2 _____ (teach) art at an art school in Lisbon. I 3 _____ (love) books and I 4 _____ (read) a lot in my free time. I'm married to Paulo. He's Portuguese, and he 5 _____ (work) for a software company. Paulo 6 _____ (like) sport, and he 7 _____ (play) tennis every weekend. He 8 _____ (watch) a lot of sport on television, too. Our daughter Rebeca 9 _____ (study) sociology at university in New York. Paulo and I sometimes 10 _____ (go) to the USA to see her.

PRONUNCIATION present simple with *he/she/it*

4a 4.2 Listen to the pronunciation of the present simple ending *-(e)s*. Put a tick (✓) if the sound is the same and a cross (✗) if it is different.
1 goes plays ✓
2 lives watches ✗
3 helps works ___
4 likes teaches ___
5 reads studies ___

b 4.2 Listen again and repeat.

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4.1 4.2 4.3 4.4 4.5

Vocabulary common verbs

5 Match verbs 1–9 to words a–i.

1 watch	a basketball
2 go	b cars
3 live	c engineering
4 play	d a film on TV
5 read	e for a charity
6 study	f in a flat
7 teach	g a newspaper
8 work	h to Indonesia
9 like	i young people

VOCABULARY TIP Write verbs in your vocabulary notebook as part of a phrase, e.g. *go abroad, live in a flat, teach in a school*. That way, they are easier to learn.

6 Underline the option in each line 1–9 that doesn't go with the verb.
1 go abroad / job / to work / to Hawaii
2 like children / old buildings / to the beach / tennis
3 live in a city / near a park / North Street / in a house
4 play phone / tennis / the violin / music
5 read books / comics / films / newspapers
6 study at university / English / school / maths
7 teach at a school / Australia / Japanese / children
8 work in a hospital / for a company / restaurant / in an office
9 watch a book / a DVD / television / a film

7 Complete the sentences with the verbs in exercise 6.
1 My husband and I like opera.
2 My children and I _____ films in English.
3 Fatima and Debbie _____ books in their free time.
4 Michel's parents _____ in a house in a small village.
5 Mr and Mrs Briggs _____ English to poor children.
6 My friends _____ for a charity.
7 Alex and Beth _____ German at university.
8 We _____ to France every year.
9 Ray and Mark _____ football in their free time.

8 Complete the text with the verbs in the box.

go goes have ~~likes~~ live love play plays works

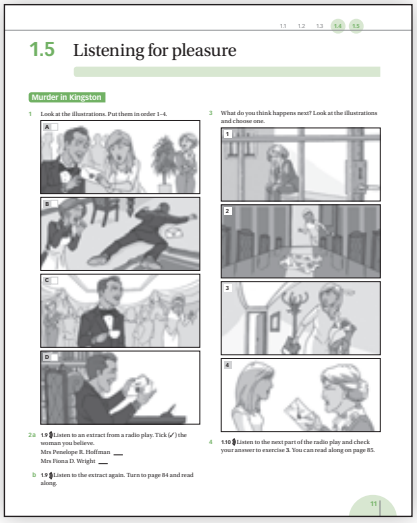
This is Usain Bolt. He's an athlete. His brother Sadiki 1 likes sport too, but he 2 _____ cricket. Usain and Sadiki 3 _____ the same father, but different mothers. Their father 4 _____ in a shop. The two brothers 5 _____ in Jamaica, but Usain often 6 _____ abroad for international competitions. They both 7 _____ reggae music, and they often 8 _____ to clubs. In their free time, they 9 _____ dominoes or video games.

I can … Very well Quite well More practice
use the present simple positive with common verbs. ○ ○ ○
talk about my life. ○ ○ ○

29

Grammar

In the Workbook, students find further practice of the grammar which they learnt in the corresponding lesson of the Coursebook. This page contains more exercises on the present simple as introduced in the Coursebook.



1.5 Listening for pleasure

Murder in Kingston

1 Look at the illustrations. Put them in order 1–4.

3 What do you think happens next? Look at the illustrations and choose one.

2a 1.9 Listen to an extract from a radio play. Tick (✓) the woman you believe.
Mrs Penelope R. Hoffman ___
Mrs Fiona D. Wright ___

b 1.9 Listen to the extract again. Turn to page 84 and read along.

4 1.10 Listen to the next part of the radio play and check your answer to exercise 3. You can read along on page 85.

11

Also in the Workbook

Reading for pleasure

The *Reading for pleasure* and *Listening for pleasure* pages appear once every two units in the Workbook. They offer students an opportunity for extensive reading or listening supported by a few exercises to ensure understanding. Here the students listen to an extract from a radio programme about a murder mystery.

Review

As well as a Review page in every unit of the Coursebook, the *Navigate* Workbook offers another chance for students to check what they have learnt with a Review page once every two units.

Navigate content overview

Teacher's Guide and Teacher's Support and Resource Disc

The Teacher's Guide and Teacher's Support and Resource Disc Pack is a complete support package for teachers. It is designed for both experienced and new teachers and offers a wealth of resources to supplement lessons with *Navigate*.

What's in the Teacher's Guide?

The Teacher's Guide contains thorough teaching notes for teachers to follow as they go through the Coursebook in their lessons. Answer keys are provided to all activities where appropriate and the audioscripts are embedded within the teaching notes for ease of reference.

As well as this, though, the Teacher's Guide offers numerous ideas and extra support in the shape of the following features, to be found throughout the teaching notes:

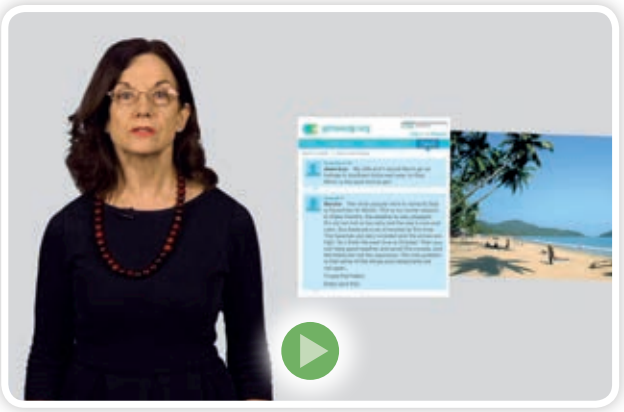
- **Lead-in:** an extra activity at the start of every unit to encourage engagement with the topic of the unit.
- **Extra activity:** an activity that offers an alternative approach to the one in the Coursebook for variety or to tailor the material to a specific teaching situation.
- **Extension:** an idea on how to extend the activity in the Coursebook, useful especially if learners have shown a strong interest in that topic.
- **Extra support/Extra challenge:** These are alternative ways of doing an activity where more staging may be required for learners who are struggling, or to keep stronger learners occupied in mixed-ability classes.
- **Pronunciation:** tips and notes for teaching pronunciation.
- **Watch out!:** potentially problematic language points or language that learners might ask about.
- **Feedback focus:** guidelines on what to monitor in an activity and how to give feedback.
- **Dictionary skills:** moments when it may be useful to develop learners' dictionary skills and ideas on how to do it.
- **Smart communication:** tips on small talk, appropriacy, and communication strategies.
- **Study tips:** tips to help learners assimilate what they have learnt.

The Teacher's Guide also includes the following features:

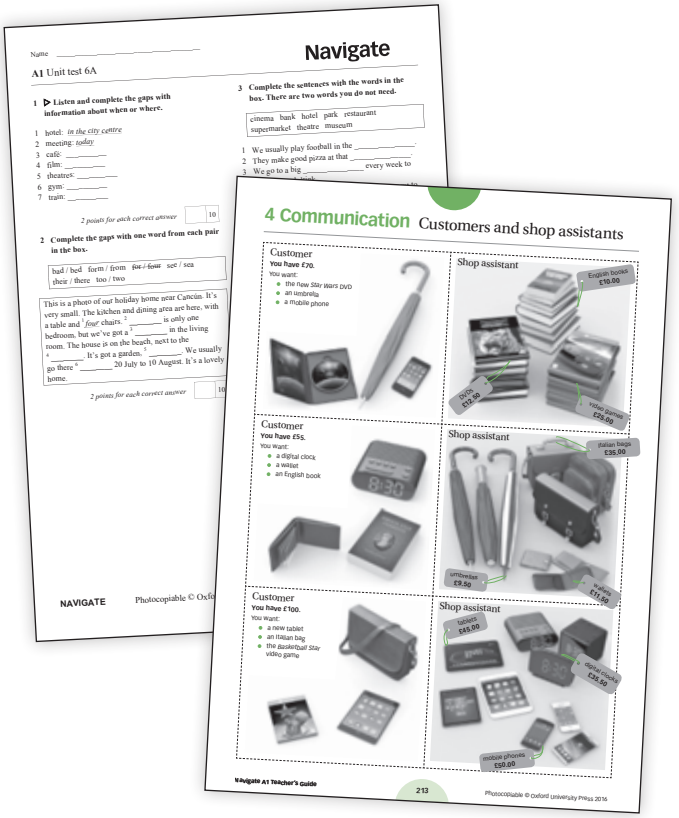
- Essays by influential authors and experts in the fields of reading, listening, grammar, the CEFR, testing and photocopiable materials. These essays have been written by people who have contributed to the development of material used in *Navigate*.
- Photocopiable materials: Extra grammar, vocabulary and communication activities as photocopiable worksheets.
- Photocopiable worksheets to accompany the Vox pops videos found on the Coursebook DVD.

What's on the Teacher's Support and Resource Disc?

- **Lesson overview videos:** Catherine Walter, *Navigate* Series Adviser, offers one-minute overviews of each of the main lessons of the Coursebook, including the methodology behind it and the benefit to the learner.



- **Tests:** a full range of Unit, Progress and Exit tests to enable you and your students to monitor progress throughout their course. Available in PDF and Word format, and in A/B versions. See page 32 of this book for more details.
- MP3 audio for all of the tests.
- All of the photocopiable material that is found at the back of the Teacher's Guide as downloadable PDFs.
- Wordlists (A-Z and unit-by-unit)
- Audioscripts in Word of all Coursebook, Workbook and Test audio.
- Student study record: a self-assessment form to be filled in by the student after each unit is completed.



e-Books

The *Navigate* e-books are digital versions of the Coursebooks and Workbooks. Learners study online on a computer or on a tablet, and their work is safely saved in the Cloud. The *Navigate* e-book Teacher's edition is the Coursebook with integrated teacher's notes as well as selected pop-up images. You can use it as a classroom presentation tool.

To access an e-book:

1 Go to **www.oxfordlearnersbookshelf.com**.

2 To use your e-books on a tablet, download the app, and register or log in.

To use your e-books on a computer, register or log in to the website.

3 **Note:** After you register, you can use your e-books on both a computer and a tablet.

4 Choose **Add a book**.

5 Enter your access code.

Watch this video for help on registering and using e-books: **www.brainshark.com/oup/OLBgetstarted**

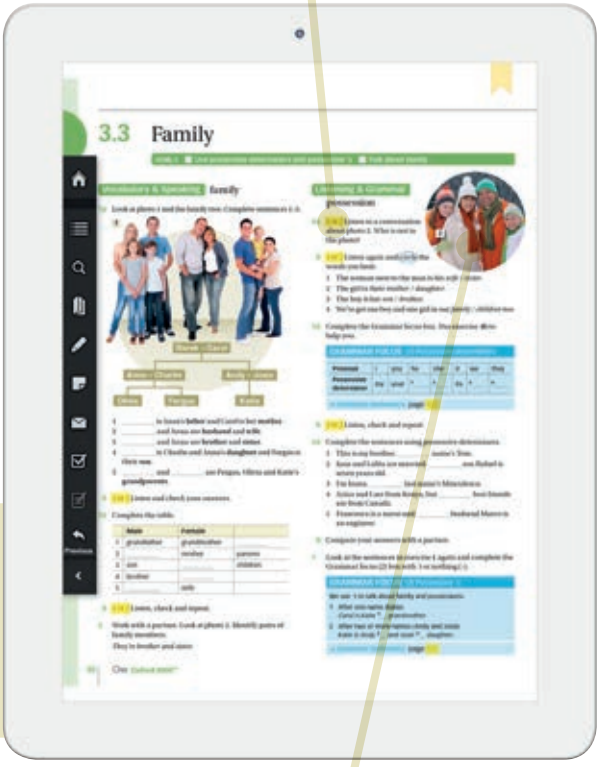
In the *Navigate* e-book Teacher's edition, the teacher's notes from the Teacher's Guide can be called up on the page where the information is needed.

Draw on the page or highlight text.

Find units quickly, jump to a page, or bookmark a page.



The listening materials that go with the course play straight from the page and are placed with the exercise where they are needed. The user can slow the material down to hear each word clearly and then speed up again. In addition, learners can improve pronunciation by listening to the audio, record their own and then compare to the original. The e-books also contain video material which can be played straight from the Video lesson page. The video material can be played full screen, or split screen to move around the pages and complete activities as you watch.



Automatic marking helps learners check progress and learn from their mistakes. They can also email a page to you to mark or to add to their learning portfolio.

The sticky note can be used to place comments with an exercise. These comments can either be written or recorded and can be placed anywhere on the page.

This tool allows the user to move back to the original page. For instance, if the user has moved from a lesson page to a Grammar reference page, clicking on this arrow will move the reader automatically back to the page they came from.

Many images in the *Navigate* e-book Teacher's edition can be enlarged by clicking on the image. This functionality can be used in class to discuss particular images in detail or to aid completion of exercises that go with the photos.

Navigate content overview

iTools

Navigate iTools is a digital tool, specifically designed for use on whiteboards, that can also be used with data projectors, and PCs or laptop computers. Pages from the Coursebook and Workbook are seen on screen with various tools to help the teacher present the material in class.

This tool appears with each exercise and allows the teacher to discuss an exercise in class whilst calling up the answers. Clicking on the key will pop up a box containing the exercise rubric and spaces which can hold the answers when you click on the relevant buttons in the bottom of the box. There are three options: 'see next answer', 'see all answers', and 'hide all answers'.

The Grammar reference page can be reached by clicking on the book icon placed near the Grammar focus box. The user jumps to the relevant Grammar reference page and can return to the original page again by using the arrow button at the bottom of the page.



Resources

Navigate iTools includes a number of resources for use in the classroom:

- The Vox pops worksheets.
- Photocopiable materials from the Teacher's Guide are available to download here, as are wordlists.
- New Grammar Powerpoint presentations for display on your whiteboard help you teach the grammar from the Coursebook in a more interactive way.

This tool allows the teacher to play the audio material that is relevant to the exercise. The teacher can also reveal the audio script so that students can read along whilst they listen.

Video can be played on your whiteboard by clicking the icon.

Online practice

Our online practice course gives your learners targeted extra practice at the level that's right for them. Supported by the online Learning Management System, teachers and administrators can assign media-rich activities for the classroom or at home, and measure learners' progress.

Each learning module uses a step-by-step process, engaging learners' interest, then encouraging them to explore, practise and reflect on their learning.

Learners can study independently with a wide range of support materials: Cultural glossaries, Language models, Wordlists, Grammar and Vocabulary Reference, hints and tips, automatic marking and instant feedback.

You can monitor your learners' progress with a variety of management tools, including a Gradebook and User Progress statistics.

Create your own new content to meet the needs of your learners, including speaking and writing tasks, tests, discussions and live chat. You can also upload videos, audio and PowerPoint® presentations.

Oxford Online Skills

(General English, Bundle 2)

Helps learners focus on developing their Listening, Speaking, Reading and Writing skills, in the classroom or at home

- Engage learners with 30 hours of media-rich activities per level, including videos, interactive infographics and striking photography, on culturally diverse topics.
- Topics complement those found in *Navigate*. For example: Technology, humour, illusions, looking ahead.
- Learners' access codes come on a special card included with their Coursebook.
- Variety of top-up materials if you'd like more skills practice for your learners. Choose more modules for general English with General English Bundle 1, or focus on Academic English, all four skills or paired skills (Reading & Writing, Listening & Speaking). The choice is yours. Find out more at **www.oup.com/elt**.



The *Navigate* approach – Reading

Reading tomorrow's text better – Catherine Walter

Learning to play beautiful music does not start with playing beautiful music. No one would expect to start learning the cello by trying to play a concerto; rather, they would learn how to use the bow and to finger the notes, to transition quickly and accurately from one note to another, to relate the musical notation on the page with the physical movements needed to play, and to work on making all that happen smoothly.

In the same way, becoming skilled at reading comprehension in a second language is not best achieved solely by practising comprehension. Of course, the goal of reading activities in an English language course is to help learners achieve better comprehension of the English language texts that they read. However, this does not mean that all of the activities in the classroom should be comprehension activities.

To read well in a second language, readers need to decode written text accurately and fluently (Grabe, 2009). Accurate decoding means being able to make a connection between the words on the page, how they sound and what they mean. Making a connection between the written words and how they sound is important because readers of alphabetic languages immediately convert what they read to silent speech in their minds, using that silent speech to build a mental representation of the text (Gathercole & Baddeley, 1993).

- *Second language readers need practice in matching common spellings and the way they sound, and they need to recognize common words that are spelt irregularly.*

Just as fluent playing of a piece of music is not only achieved by playing it again and again, but by playing scales and doing other exercises, fluency in reading comprehension is not best achieved only by extensive reading – although this has a part to play. Fluency development activities can help (Nation, 2009).

- *Second language readers need to focus on reading fast and without hesitation.*

Knowing how the words sound is useless if the reader does not know what the words mean. Contrary to popular myth, skilled readers who are reading a text for information or pleasure do not spend a lot of time guessing unknown words, because they already know all the words. Skilled readers do not sample bits of the text and deduce what the rest of the text means; they process the entire text, rapidly and automatically (Grabe, 2009). Skilled readers do not use context to infer meaning as often as less-skilled readers do: they do not need to, because they know the words (Juel, 1999). Second language readers who guess unknown words usually guess them wrongly (Bensoussan & Laufer, 1984). To read a text comfortably without using a dictionary, second language readers need to know the meanings of 98% of the words in a text (Hu & Nation, 2000). Note that topic familiarity cannot compensate for second language proficiency (Jensen & Hansen, 1995).

- *Second language readers need to learn the most common and useful words at their level, and they need to be able to recognize them quickly and automatically.*
- *They need to be aware of vocabulary systems, such as how prefixes and suffixes work, so that they can recognize word families, and can learn more vocabulary independently.*
- *More time should be spent on learning vocabulary than on learning to guess unknown words; teaching about guessing unknown words should be strategic.*
- *Activating learners' prior knowledge about a text they are about to read has a very limited effect on how well they will understand it.*

To read well, second language readers need to be able, accurately and fluently, to break down the grammar of the sentences they are reading. They also need to know how these sentences are put together to make a text. Recognizing how sentences are assembled in a text means, for example, recognizing the uses of determiners like *this* and *that*, of words like *which* that link one part of a sentence to another, of expressions like *on the other hand* that say what the writer thinks about what follows.

- *Texts for language learners should contain high-frequency grammatical features in natural contexts.*
- *Second language readers should learn how ideas are linked within texts, e.g. with pronouns, lexical links and discourse markers.*

Paul Nation (2009) points out that what happens in many second language reading activities is that the learners are helped to understand the text in front of them. Nation says that the question for the teacher of reading should rather be:

How does today's teaching make tomorrow's text easier to read?

This is the aim of many of the teaching activities in *Navigate*. Some of the activities that contribute to better reading are not specifically labelled as reading activities. For example, there is work on matching spelling and sounds. There is a carefully staged vocabulary syllabus based on the *Oxford 3000* list of frequent and useful words (Oxford University Press, 2014). There is regular work on vocabulary systems.

In addition, each reading text

- has intrinsic interest, so that learners will want to read it
- contains high-frequency, useful vocabulary
- contains useful grammatical features in natural contexts
- exemplifies features of natural connected texts.

Generally, the reading texts in *Navigate* are the starting point for intensive language-focused learning of reading skills. That is to say, the activities surrounding them are part of a structured programme which aims to prepare learners to read the next text they will encounter more skilfully.

The activities do this by

- helping learners to read more accurately and/or more fluently
- focusing on aspects of the current text that commonly occur in other texts
- prompting learners to understand and reflect upon the ways in which important grammar and discourse features are exemplified in the text
- concentrating on working with features that occur more often in written than spoken language
- providing activities that help learners to understand the text as a whole
- providing teacher and learner with information about the learner's performance, as a basis for future work.

All these teaching activities contribute to a structured programme which will move learners more efficiently towards becoming better readers of English.

References

Bensoussan, M. and Laufer, B. (1984). Lexical guessing in context in EFL reading comprehension. *Journal of Research in Reading*, 7(1), 15-32.

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Hu, M. H. & Nation, P. (2000). Unknown vocabulary density and reading comprehension. *Reading in a Foreign Language* 13/1:403-430.

Jensen, C. & Hansen, C. (1995). The effect of prior knowledge on EAP listening-test performance. *Language Testing* 12:99-119.

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Reading in *Navigate*

Navigate includes micro-skills work on reading, helping learners to identify common aspects of reading texts, which in turn enables them to develop their reading skills in general.

READING SKILLS *and, but, because*

To understand connections between ideas, look for:

1 **and** – adds information
2 **but** – gives different information
3 **because** – gives reasons

*Kuniko's got a beautiful red top **and** her shoes are red, too.*
*I like Ramon's jeans, **but** I don't like his hat.*
*I don't drive to work **because** I haven't got a car.*

READING SKILLS words that look similar

Some words in English look very similar. Notice the spelling, the function (noun, verb, etc.) and the meaning of each word in a similar pair.

- f**or** – f**our**: *There's a living room for all the flats.*
  Maria's got four children.
- r**ea**d – r**e**d: *I often read comics at the weekend.*
  Has he got a red jacket?

READING SKILLS guessing meaning from context

When you don't know a word, look at the words next to it, but also at the whole sentence or paragraph. This helps you guess the meaning.

There were lots of people at the station because it was rush hour.

- *hour* refers to time
- There are lots of people so the station is busy.

→ *rush hour* = the busy time

This approach is used in combination with a more top-down approach to reading where students read content-rich texts as vehicles for grammar or vocabulary learning, and to stimulate discussion on a topic of general interest to adults. All reading texts have been carefully graded. Vocabulary level in the texts is checked against CEFR levels to ensure that only a minimum number of words are above the level expected to be understood by learners at the level of the Coursebook.



The *Navigate* approach – Listening

Training better listeners – John Field

In the early days of ELT, listening was mainly employed as a means of presenting new language in a dialogue context. In time, teachers and teacher trainers came to recognize the importance of teaching the four skills for their own sake, but there remained the problem of precisely how to do it. For listening, they fell back on a method widely used in L1 and L2 reading, as well as in early listening tests – namely the comprehension question. More enlightened teachers played short sections of a recording and asked oral comprehension questions; but coursebook materials often relied on a conventional lesson format where the teacher sets comprehension questions in advance of listening, plays a three- or four-minute recording and then checks answers.

This approach became very entrenched in ELT methodology, but it was not without its critics. The most commonly expressed reservation was that it *tested* listening rather than *teaching* it. Other drawbacks were less often mentioned. The method is very teacher centred. The comprehension questions are often in written form so that the task taps into reading as well as listening. The focus on 'comprehension' diverts attention from the fact that there is much more to listening than just the end-product. Above all, if a learner gives the right answer to a question, it tells us nothing about the way in which they arrived at that answer, so we cannot help them to listen better.

Today, listening instruction has moved on. Current approaches treat listening as a form of expertise, like driving a car or learning chess. A novice trying to acquire expertise in any skill starts out by needing to focus a lot of attention on the basic processes that make up the skill (in the case of listening, an L2 learner might need to concentrate on just recognizing words). With time and practice, however, these basic processes become more and more automatic and demand less attention. This enables the novice to perform more efficiently – in the case of the L2 listener, to switch attention from word recognition to building up a wider picture of the speaker's purpose and the conversation as a whole.

This perspective suggests the need to practise the fundamentals of the listening skill as intensively as possible in the early stages of a teaching programme. It also suggests the wisdom of reserving some of the more complex processes associated with context, interpretation or line of argument for higher-level learners.

L2 listeners' needs can be tackled in three ways

Exposure to the input

Learners need to hear short clips which illustrate some of the phonetic features of English that prevent listeners from recognizing words. Words in connected speech do not have standard forms like they do in writing. Because speakers take short cuts in producing them, they are often subject to elision (*didn't* → *'dint'*), assimilation (*ten pounds* → *'tem pounds'*), liaison (*tie up* → *'tieyup'*, *go out* → *'gowout'*) or resyllabification (*find out* → *'fine doubt'*). Words that are of lesser importance in an utterance are often reduced. Function words in English have weak forms (*have*, *of*, *a* and *are* can all be represented by the single weak sound schwa /ə/), and words in commonly occurring chunks of language often get downgraded in prominence (*Do you know what I mean?* can be reduced to as little as '*Narp mean?*').

The best way of dealing with these perceptual problems is by using small-scale exercises that focus on examples of just one of the features mentioned. The teacher reads aloud these examples or plays a recording of them and learners transcribe them. But this is no conventional dictation exercise: it employs speech that is as natural as possible, not read-aloud; and learners are not penalized for spelling errors. For examples, see Field, 2008: Chap. 9.

Training in expertise

Psycholinguistic models of listening have demonstrated that the skill demands five distinct operations:

- Decoding: matching the signals that reach our ears to the sound system of the language
- Lexical search: matching groups of sounds to words in our oral vocabulary
- Parsing: combining groups of words into grammatical units to obtain a simple point of information
- Meaning construction: interpreting the information in terms of context and the goals of the speaker
- Discourse construction: adding the information to what has gone before.

All five can be practised by means of small-scale exercises. In terms of lexical search, a major challenge when listening to any language is that there are no consistent gaps between words in connected speech like those in writing. It is the listener who has to decide where one word ends and the next begins (Field, 2003). A useful exercise is therefore for the learner to listen to a short passage of natural speech and write down any words that he/she has recognized, then to replay the passage several times, each time adding more words. This kind of task is best done at the learner's own pace – for homework or in a listening centre. Parsing can be practised by playing half of a sentence and asking learners to use what they have heard so far to predict the rest. Discourse construction can be practised by asking learners to fill in a blank Table of Contents form. For multiple examples of these exercise types, see Field 2008: Chaps. 10–13.

Compensating for gaps

It has been suggested that lower-level L2 learners need a great deal of practice in cracking the code of speech before they can move on to building more complex meanings. This

takes time, and learners feel frustrated when, despite their listening instruction, they find they understand little of what they hear on the internet or on TV, DVD and film. There is thus a further need to train learners (especially adults) in strategies which enable them to make the most of the little they are able to extract from a piece of real-world speech, at least until their listening improves. In one type of strategy practice, they listen to a short recording, try to work out the gist of what they have heard, share ideas in pairs, and then listen again (perhaps more than once) in order to check if they were right and to add new information. This type of task helps learners who dislike the uncertainty of not recognizing every single word, by encouraging them to make guesses. It also helps those who are more willing to take risks, by making them check their (sometimes rash) guesses against what comes next. The fact is that listening to speech (even in one's first language) is always a highly approximate process. Because words in speech vary so much, all listeners keep having to form hypotheses about what they have heard and revising those hypotheses as they hear more.

The tasks that have been suggested in this three-pronged approach focus on particular components of listening and are mainly small scale (some constituting just five minutes of intensive practice). So where does that leave the conventional comprehension task? Well, we do still need it. We need it in order to integrate many of the processes that have been mentioned. They do not operate in isolation and a listener has to learn to use them in conjunction with each other. The traditional comprehension recording also provides exposure to a wide range of voices, either in conversation or monologue. Adjusting to unfamiliar voices is a part of listening that we take for granted in our first language; but it can be demanding when the speaker is talking in a second language.

But we should perhaps rethink some aspects of the traditional comprehension task. Teachers and materials providers need to draw more heavily on authentic material – or at least use studio material that resembles natural speech in its pausing patterns, hesitations, overlaps, false starts, etc. Careful thought also needs to be given to the role of the comprehension question. It is quite possible to design questions that tap specifically into one of the five levels of processing identified above. This should be done in a way that reflects the capabilities of learners, with an emphasis at lower levels on questions that target word-level cues and factual information.

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John Field is Senior Lecturer in the CRELLA research unit at the University of Bedfordshire, UK. He is especially known for his work on second language listening; and his *Listening in the Language Classroom* (CUP, 2008) has become a standard work in the field. His background in psycholinguistics (on which he has also written widely) informs much of his thinking. He is currently applying it to the notion of cognitive validity in L2 testing; and is developing new types of listening test which more accurately reflect the components of the skill. In another life, John was a materials writer and teacher trainer: writing coursebook series for Saudi Arabia and Hong Kong, radio programmes for the BBC World Service, and TV programmes for the Open University of China. He continues to advise publishers on materials design.

Listening in *Navigate*

The approach to listening in *Navigate* draws significantly on John Field's research, through a carefully graded listening skills syllabus focusing on features of the spoken language. These decoding skills for listening can be found at the end of one of the first three spreads and include the following areas:

LISTENING SKILLS recognizing questions



The word order helps you to recognize statements and questions.

Statement: *You* ***are*** on holiday.
Question: ***Are*** *you* on holiday?

LISTENING SKILLS the schwa sound /ə/

In English, many unstressed words are pronounced with a schwa /ə/, e.g. *can, are, a/an, from, at, for,* etc. Recognizing the schwa sound can help you to understand spoken English better.

LISTENING SKILLS understanding final *'s*

The final ***'s*** can mean: *is, has* or possession. Listening for what comes after ***'s*** helps you understand the sentence.

Structure	Meaning	Example
1 ***'s*** + *a(n)* + noun	***is***	*Ida**'s** a chef. = Ida **is** a chef.*
2 ***'s*** + adjective	***is***	*Ali**'s** funny. = Ali **is** funny.*
3 ***'s*** + *got*	***has***	*Kayo**'s** got two sons. = Kayo **has** got two sons.*
4 ***'s*** + noun	**possession**	*Filipa**'s** house is in Warsaw. (= her house)*

LISTENING SKILLS past or present

To decide if a sentence is in the present or the past …

1 listen for verb endings:
- no ending means present simple: *We live in Rome.*
- third person *-s* ending means present simple: *She lives in Rome.*
- *-ed* ending means past simple: *We lived in Rome.*

2 listen for time words and dates. They can help you, too.
I play a lot of football ***now****.* (= present time)
I lived in Madrid ***in 2009****.* (= past date)

The *Navigate* approach – Grammar

Grammar: What is the best way to learn it? – Catherine Walter

Attitudes towards planned grammar teaching vary across the world. Some attitudes derive from theoretical stances that have not stood the test of time; yet they persist, here and there, in teacher education programmes, in national advice to teachers and in some language teaching materials.

One of the problems here may well be memories of classrooms where students learnt grammar rules, but didn't use them in communicative activities. It became clear that this was not a good way for learners to become good communicators in their second language. This led to proposals in which learning of grammar rules was seen as counterproductive.

One idea that emerged was that grammar should be taught only when the need for a particular grammar feature emerged spontaneously. The idea was that in the course of a communicative activity, the learner would want to say something, but lacked the necessary grammar. This was seen as the perfect time for the teacher to offer that grammar. However, there are three problems here. Firstly, in a classroom, different learners may be ready for a grammar point at different times. Secondly, it is not possible to construct a series of tasks from which every important grammar feature will emerge. Thirdly, classrooms are unpredictable. If the teacher is depending on what emerges in class for the whole grammar syllabus, they need to be able to give a clear, accurate, level-appropriate explanation of any feature that happens to emerge. This is not an easy task, and the chances of a teacher's improvising consistently good rules are small.

Some writers have proposed eliminating the teaching of grammar altogether. Krashen (1982) held that learners only need *comprehensible input*, a bit more advanced than the language they can already produce. He claimed that this would lead learners progressively towards proficiency. This approach has been clearly shown not to work, in careful studies by researchers such as Swain (1985) and Genesee (1987).

Another proposal is the Natural Order Hypothesis (Meisel, Clahsen & Pienemann, 1981): the idea that there is a natural developmental sequence for acquiring second language grammar features, no matter the order of teaching. This hypothesis has some evidence behind it, although only for a very few structures of the language. Even for those few structures, Goldschneider and DeKeyser (2005) demonstrated in a rigorous meta-analysis that the developmental order is strongly predicted by salience – how much the feature stands out in the language. Given this finding, it is clear that making a grammar feature more salient to the learner, for example by explicit teaching, should be a way of fostering learning.

It has also been claimed that peer-peer support, where students in a class help one another to learn, is an effective way of teaching grammar. This is based on a sound framework (Vygotsky, 1978), but the framework supposes an expert-novice pair, not two novices. Research has described some interesting interactions; but the peers almost always come up with a non-standard grammar form.

One respected framework for language acquisition that supports explicit grammar teaching is the input-interaction-output framework, in which the learner is gradually pushed to restructure their internal second language grammar so it approaches standard grammar more closely. Here, explicit grammar teaching is seen as valuable because it

- helps learners to notice grammar features in the input
- encourages learners to notice the differences between how they say something and how proficient speakers say it
- provides information about what *doesn't* happen in the language.

Another strong current approach, *task-supported instruction*, holds that it is important for learners to use their language in tasks, where the main focus is on meaning, but where the learners need to interact in their second language to reach an outcome. Early on, it was hoped that tasks would be enough to make grammar emerge. However, all serious scholars working in this paradigm (e.g. Skehan, 2003; Willis & Willis, 2007) now agree that pre-task and post-task explicit focus on grammar is necessary.

In a skills-based approach, where language learning is seen like learning to drive or to play a musical instrument, teaching grammar rules is highly valued. Learning the rules is seen as a precursor to being able to use those rules. As DeKeyser (1998) says, while you are learning to walk the walk, the rule is a crutch to lean on.

However, these are theories. What about the evidence? There have been rigorous meta-analyses finding that:

- explicit teaching of grammar rules yields better results than implicit teaching (Norris & Ortega, 2000)
- explicit teaching yields better results for both simple and complex forms (Spada and Tomita, 2010)
- explicit teaching of rules, combined with communicative practice, leads to unconscious knowledge of the grammar forms that lasts over time (Spada and Lightbown, 2008)
- there is no difference in results between integrating the teaching of rules with a communicative activity and teaching them separately (Spada and Tomita, 2010). In other words, presentation-practice-production works just as well as more integrated methods.

To summarize: there is theoretical support and hard evidence that teaching grammar rules, combined with communicative practice, is the best way for adults in classrooms to learn to use the grammar of their new language.

Navigate often teaches rules 'inductively': learners are given a bank of examples of the rule. Then they see part of the rule and are guided to think about how to complete it. There is evidence that for appropriate rules this works as well, and perhaps better, than giving the rule first (e.g. VanPatten & Oikkonen, 1996; Ming & Maarof, 2010).

Navigate also provides a wealth of communicative activities where the focus is on meaning, but which are structured so as to encourage the use of the rules that have been taught. This provides the second ingredient of the recipe that has been shown to be the best way for adults to learn to become more proficient users of second language grammar.

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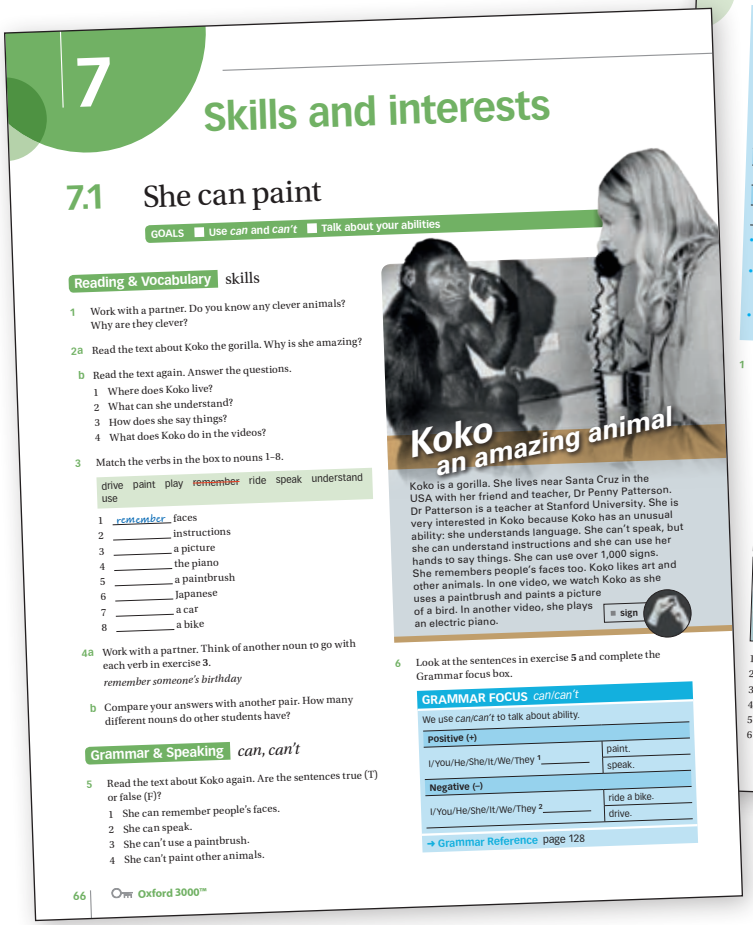
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Grammar teaching in *Navigate*

Grammar is taught in context through texts and audio recordings, and then followed up with Grammar focus boxes which offer the rules of the grammar point in a succinct and level-appropriate way.

Exercises to practise the grammar point offer controlled practice, and a speaking task gives learners the opportunity to reproduce the grammar point in a semi-controlled way.

The Grammar reference section at the back of the Coursebook offers more detailed grammar explanations and further controlled practice, to give learners as much opportunity as possible to assimilate the grammar point.



7

Skills and interests

7.1 She can paint

GOALS ■ Use *can* and *can't* ■ Talk about your abilities

Reading & Vocabulary skills

1 Work with a partner. Do you know any clever animals? Why are they clever?

2a Read the text about Koko the gorilla. Why is she amazing?

b Read the text again. Answer the questions.
1 Where does Koko live?
2 What can she understand?
3 How does she say things?
4 What does Koko do in the videos?

3 Match the verbs in the box to nouns 1–8.

drive paint play ~~remember~~ ride speak understand use

1 remember faces
2 _____ instructions
3 _____ a picture
4 _____ the piano
5 _____ a paintbrush
6 _____ Japanese
7 _____ a car
8 _____ a bike

4a Work with a partner. Think of another noun to go with each verb in exercise 3.
remember someone's birthday

b Compare your answers with another pair. How many different nouns do other students have?

Grammar & Speaking *can, can't*

5 Read the text about Koko again. Are the sentences true (T) or false (F)?
1 She can remember people's faces.
2 She can speak.
3 She can't use a paintbrush.
4 She can't paint other animals.

Koko an amazing animal

Koko is a gorilla. She lives near Santa Cruz in the USA with her friend and teacher, Dr Penny Patterson. Dr Patterson is a teacher at Stanford University. She is very interested in Koko because Koko has an unusual ability: she understands language. She can't speak, but she can understand instructions and she can use her hands to say things. She can use over 1,000 signs. She remembers people's faces too. Koko likes art and other animals. In one video, we watch Koko as she uses a paintbrush and paints a picture of a bird. In another video, she plays an electric piano.

■ sign

6 Look at the sentences in exercise 5 and complete the Grammar focus box.

GRAMMAR FOCUS *can/can't*

We use *can/can't* to talk about ability.

Positive (+)		
I/You/He/She/It/We/They 1 _____		paint.
		speak.
Negative (–)		
I/You/He/She/It/We/They 2 _____		ride a bike.
		drive.

→ Grammar Reference page 128

66 Oxford 3000™

7.1 *can/can't*

GR7.1
1 I **can** sing.
2 You **can't** remember my name.
3 She **can** speak Hungarian.
4 He **can't** understand the film.
5 We **can** use a computer.
6 They **can't** dance.

Positive (+)		
I/You/He/She/It/We/They	**can**	play the guitar.
Negative (–)		
I/You/He/She/It/We/They	**can't** (cannot)	ride a bicycle.

- We use *can/can't* + verb to talk about people's abilities.
*They **can** swim.*
- *Can* is the same for all subjects (*I, you,* etc.). We don't add *-s* for *he/she/it.*
*He can **sing**.* NOT ~~He can sings.~~
- After *can* we use the infinitive without *to*.
*I can't **play** the piano.* NOT ~~I can't to play the piano.~~

1 Look at the illustrations. Write sentences with *can/can't*.

1 He *can play the piano.*
2 She _____
3 You _____
4 I _____
5 They _____
6 We _____

2 Complete the sentences with *can/can't* and two verbs in the box.

do ~~drive~~ fly paint play (×2) read remember (×2) ~~ride~~ speak use

1 He ✓ *can ride* a bicycle, but he ✗ *can't drive* a car.
2 You ✗ _____ a computer, but you ✓ _____ a picture.
3 She ✓ _____ English, but she ✗ _____ English books.
4 I ✓ _____ the guitar, but I ✗ _____ easy maths.
5 Birds ✓ _____, but they ✗ _____ tennis.
6 I ✓ _____ faces, but I ✗ _____ names.

7.2 *Can you ...?*

GR7.2
1 A **Can** you type?
B Yes, I **can**.
2 A **Can** he swim?
B No, he **can't**.

Yes/No questions (?)		
Can	I/you/he/she/it/we/they	speak Spanish?
Short answers		
Yes, I/you/he/she/it/we/they		**can**.
No, I/you/he/she/it/we/they		**can't** (cannot).

- We use *Can* + subject + infinitive without *to* to ask about people's abilities.
***Can he speak** English?* NOT ~~Can he to speak English?~~
- We don't use *do/does* with *can* for questions.
***Can** you use Excel?* NOT ~~Do you can use Excel?~~

1 Circle the correct option.
A Tell me about you. Can you 1 (*use*) / *play* a computer?
B Yes, I can.
A Can you 2 *type / types* fast?
B No, I 3 *can't / can*, but I can 4 *read / reads* fast.
A OK, 5 *can you / do you can* speak French?
B I can read and write French, but I 6 *can't / can* speak well.
A Can you 7 *drive / ride*?
B 8 *Yes / No*, I can, but I haven't got a car.
A Can you 9 *use / take* a camera?
B Yes, but not well.
A Can you 10 *swim / to swim*?
B Yes, but very badly.

The *Navigate* approach – Vocabulary

Vocabulary and the *Oxford 3000*

Vocabulary is a crucial area of adult language learning and *Navigate* puts a strong emphasis on it. As well as useful and transferable vocabulary sets that allow students to speak in some detail and depth on general topics, there is a dedicated page in every unit on vocabulary development which covers areas like word families, prefixes or suffixes, collocations and fixed expressions.

In developing the vocabulary syllabus across the six levels of *Navigate*, special attention was paid to the *Oxford 3000* – a tool to help teachers and learners focus on the key vocabulary needed to become proficient in English. The *Oxford 3000* is integrated into the vocabulary syllabus and items from the coursebook that appear in the *Oxford 3000* are indicated by a key symbol in the wordlists found on the Student's DVD, the Coursebook e-book, and on the Teacher's Support and Resource Disc. As you would expect, at the lower levels of *Navigate* a high proportion of words on these wordlists are in the *Oxford 3000*, and as students progress through the course to higher levels they will learn more vocabulary that sits outside this core 3000.

But what exactly is the *Oxford 3000*? Read on to find out.

The *Oxford 3000* – The words students need to know to succeed in English

Which words should students learn to succeed in English?

The English language contains literally thousands of words and, as language teachers or language learners, it is often difficult to know which words are the most important to learn. To help with this, Oxford University Press's ELT dictionary team created the *Oxford 3000* – a list of the 3000 words that students really need to know in English. It was drawn up in collaboration with teachers and language experts. The *Oxford 3000* words are included in most OUP learner's dictionaries, including the Oxford Advanced Learner's Dictionary.

The *Oxford 3000* words are marked with a key in OUP's learner's dictionaries, and are available on the **www.oxfordlearnersdictionaries.com** website. You can look up the entry for each word, and hear it pronounced in either British or American English. At elementary level OUP learner's dictionaries focus on the *Oxford 2000*, which includes 2000 of the words on the *Oxford 3000* list.

How was the *Oxford 3000* created?

There were three key requirements in creating the *Oxford 3000*:

1 sources – to provide evidence of how the English language is actually used

2 criteria – to use when analysing the sources

3 expertise – to provide insights into the vocabulary needs of learners of English.

1 Sources

The *Oxford 3000* is a corpus-based list. A corpus is an electronic database of language from different subject areas and contexts which can be searched using special software. When lexicographers analyse a particular word in the corpus, the corpus shows all of the occurrences of that word, the contexts in which it is used, and the grammatical patterns of the surrounding words.

The *Oxford 3000* is informed by the:

- British National Corpus (100 million words)
- Oxford Corpus Collection (developed by Oxford University Press and including different types of English – British English, American English, business English, etc.)

By using this combination of corpora, we can understand how English is currently used, and which words are used most frequently.

2 Criteria

When deciding which words should be in the *Oxford 3000*, corpus frequency alone was not used as a guide to inclusion. Three core criteria were identified:

- frequency – the words which appear most often in English
- range – the words which appear frequently AND across a broad range of different contexts
- familiarity – words that are not necessarily used the most frequently, but are important in general English.

The combination of frequency, range and familiarity means that the *Oxford 3000* is more pedagogically informed than a list of words based on frequency alone. For example, when the corpus was analysed, it was found that we talk about 'Friday' and 'Saturday' more frequently than 'Tuesday' or 'Wednesday'. However, when learning the days of the week, it is useful to learn all of them at the same time – not just the most frequent ones. For this reason, all the days of the week appear in the *Oxford 3000*.

3 Expertise

A group of lexicographers and around seventy English language teachers from English language schools all over the world worked together on the *Oxford 3000*, bringing classroom experience and linguistic expertise together to create a list that truly supports the needs of language learners.

Why use the *Oxford 3000*?

When the research team looked at the corpora using the criteria mentioned above, they found that around 3000 words covered 80–85% of vocabulary in a general English text.

Here are the results of the research into frequency and coverage – that is, how much text is covered by the thousand most frequent words, the next thousand most frequent words, the third thousand most frequent words, and so on.

most frequent word families	coverage	total
1st 1000	74.1%	
2nd 1000	7.2%	2000 = 81.3% coverage (74.1% + 7.2%)
3rd 1000	3.9%	3000 = 85.2% coverage (81.3% + 3.9%)
4th 1000	2.4%	4000 = 87.6% coverage (85.2% + 2.4%)
5th 1000	1.8%	5000 = 89.4% coverage (87.6% + 1.8%)
12,500 word families cover 95% of text.		

By learning the first 3000 words, students build a very strong vocabulary base which covers a significant majority of the words they will see in texts. The *Oxford 3000* therefore provides a useful springboard for expanding vocabulary and is a valuable guide in vocabulary learning. If a learner comes across a new word and it is in the *Oxford 3000*, they can be sure that it is important to learn it.

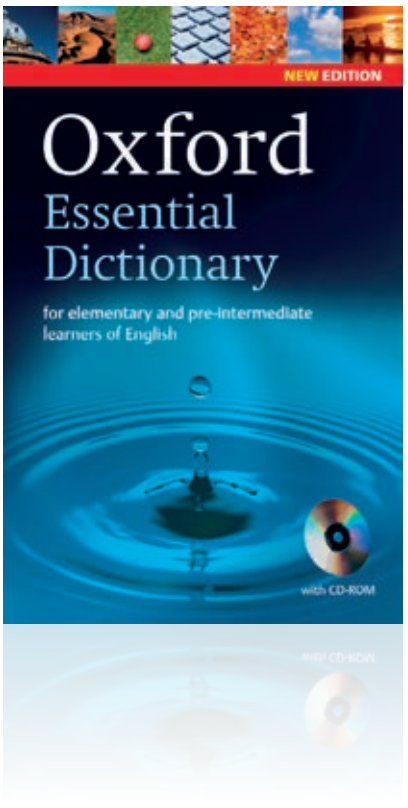
Beyond the *Oxford 3000*

As students advance in their learning, the vocabulary they need will depend on the areas of English that they are interested in. The *Oxford 3000* will give them a good base for expanding their lexical knowledge.

Dictionaries and the *Oxford 3000*

Oxford Essential Dictionary

The *Oxford Essential Dictionary* identifies the 2,000 most important words to know, taken from the *Oxford 3000*. Explanations include over 13,000 example sentences showing how words are used. Four hundred illustrations make difficult words easy to understand. Five hundred blue note boxes feature tips on culture, grammar, pronunciation, speaking, spelling and word building. *Which Word?* notes help with easily confused words and common errors (e.g. *accept/except*, *among/between*).



The *Oxford 3000* app

Oxford 3000 is a list of the most important and useful words to know in English informed by corpus-based research. In a recent survey, over 60% of teachers told us they believe that learning the *Oxford 3000* expands their students' vocabulary. The new Learn the *Oxford 3000* app for iPad™/iPhone® helps students learn the *Oxford 3000* with practice exercises and tests to check progress.

The *Navigate* approach – Photocopiables

Photocopiable Teacher's Resource Materials – Jill Hadfield

What are photocopiable resource materials?

The resource materials in *Navigate* Teacher's Guide are one-page photocopiable activities that can be used to provide further practice of the target language in this book. There are 30 activities, divided into three sections: Grammar, Vocabulary and Communication, and they practise the target grammar, lexis and functions in the book.

What types of activity will I find?

There are two main types of activity in the photocopiable materials: linguistic activities and communicative activities.

Linguistic activities focus on accuracy and finding the right answer, inserting the correct word in a gap-fill, for example. These are familiar exercise types and require correct answers which are given in the Answer Key in the Teachers' Notes.

Communicative activities have non-linguistic goals: solving a puzzle or finding differences in two pictures, for example. The emphasis is more on fluency and on using the target language as a means to an end. The communicative activities in this book fall into two types: open-ended activities such as discussions or role-plays with no fixed end point or goal, and closed-task, game-like activities, such as board games or guessing games with a fixed goal.

Why use them?

The activities can be used to provide extra practice or revision in speaking, reading and writing the target language in each unit. The different types of activity provide different types of practice, which will appeal to different learner preferences. The linguistic activities provide practice in recalling the target language and using it accurately, and the communicative activities provide practice in recalling the target language and using it, integrated with other language, to complete a task. Some of these activities are designed with a game-like element: that is, they have a goal such as guessing or solving a problem, which students have to work together to achieve. This provides variety and a change of focus for the students and makes the practice fun and enjoyable. The element of play is also relaxing and lowers the affective filter (Krashen, 1987) which makes learners less inhibited and more willing to use the language, and the fact that the activities have a goal is motivating for the learners and gives them a sense of satisfaction when they have achieved the goal. Other activities have a personalization element which is also motivating for the learners and leads to positive affect. Both personalized and playful activities involve the learners in investing more of themselves in the language, leading to deeper processing which helps retention of language items (Schmitt, 2000).

When should I use them?

The activities can be used immediately at the end of each relevant section in the book for extra practice. Alternatively, they could be used later in the course for revision or review.

How should I use them?

The activities are for pair, group or whole class mingling work. This means you will have to think carefully about:

- how to arrange the groupings
- how to set up the activities and give instructions
- what your role will be during the activities
- what the different requirements of the 3 different activity types will be regarding monitoring, finishing off the activity and giving feedback.

Classroom layout

If you have desks arranged in groups of tables, you probably will have 4–6 students at each group of tables. This makes pairwork and groupwork easy. Mingling activities can be done in the spaces between the tables, or in a space at the front of the class if tables are pushed back a bit.

If you have desks in a U-shape, adjacent pairs can easily work together. Groups of three and four are best arranged by asking one or two students to move and sit opposite another pair of students. This makes it much easier for students to listen and talk to each other than if they are sitting in a line. Whole class mingling activities are easily arranged by asking students to move to the space in the centre of the U.

Even if you have fixed and immovable desks arranged in rows, you can adapt the arrangement to pair and group work by asking adjacent students to work with each other, or those in the row in front to turn around and work with the students behind them. Whole class mingling activities may cause more of a problem if space is limited, but you can adapt the activities so that only half the class is standing up and moving while the other half remain seated.

Setting up the activities

The activities often have several stages. This means you will have to be very clear in your own mind about how the stages follow each other. Here are some tips for giving instructions:

- Use simple language: simple vocabulary and simple sentence structure.
- One step, one sentence, then pause and make sure they have understood. Very often you may have to give an instruction, then wait for each group or pair to carry it out, before going on with the next, e.g. *Take a counter each … OK … have you all got a counter? … Place your counter on the START square …*
- Use checking questions, for example, *Are you working in pairs or on your own?*
- Use demonstration: show how to carry out an activity by doing it yourself for the class to watch, or by playing the first round of the game with one group while the class watches.

Teacher's role

Your role during the activity will vary. At the start you will be an Instruction Giver. During the activity you will have to be a Monitor, circulating and listening to the students in order to monitor progress, give help where needed, and note errors for feedback at the end of the activity. Depending on your class you may also have to be an Explainer if students have misunderstood what to do (if a number of them have misunderstood, you will need to stop the activity and give the instructions again), or a Controller, if students are off-task or not speaking English. Finally, you will need to stop the activity and give feedback. Your exact role during and at the end of the activities will vary according to the type of activity.

Linguistic activities

Some of these activities are to be done in pairs and some individually. If students are working individually (e.g. for a gap-fill), get them to check their answers in pairs before you give feedback. If they are working in pairs, get them to check with another pair. These activities are accuracy based and have one right answer. This means that you will need to go through the correct answers with the class at the end and explain any problems. It is a good idea to have visual support in the form of answers on the board or on a handout for students who may misunderstand the oral answers.

Communicative activities – open-ended

These activities do not have an outcome or come to a pre-arranged end. You will therefore have to keep a close eye on students to see when they are running out of ideas. If they come to a stop early while you feel the activity has more mileage, you may have to encourage them, or suggest new ideas. You will have to decide when to stop the activity – make sure students have come up with enough ideas, but don't let it go on so long that they get bored. There are no 'right answers' to these activities, so feedback is a matter of 'rounding off' the activity by asking students to share ideas.

Communicative activities – closed task

These game-like activities will come to an end automatically when the goal has been achieved. Some groups may achieve their goal earlier than others. You can keep them occupied by putting groups together and asking them to compare solutions. These activities often have an answer or 'solution,' so feedback will involve going through solutions and checking answers in much the same way as for the linguistic activities.

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Jill Hadfield has worked as a teacher trainer in Britain, France and New Zealand and worked on development projects with Ministries of Education and aid agencies in China, Tibet and Madagascar. She has also conducted short courses, seminars and workshops for teachers in many other countries. She is currently Associate Professor on the Language Teacher Education team in the Department of Language Studies at Unitec, New Zealand and has been appointed International Ambassador for IATEFL. She has written over thirty books, including the *Communication Games* series (Pearson), *Excellent!*, a 3 level primary course (Pearson), the *Oxford Basics* series, *Classroom Dynamics* and *An Introduction to Teaching English* (OUP). Her latest book, *Motivating Learning*, co-authored with Zoltan Dornyei, was published in 2013 by Routledge in the *Research and Resources in Language Teaching* series, of which she is also series editor.

Photocopiable Teacher's Resource Materials in *Navigate*

The photocopiable Teacher's Resource Materials for *Navigate* can be found at the back of this Teacher's Guide, as well as on the *Teacher's Support and Resource Disc*, packaged with the *Teacher's Guide*, as downloadable PDFs. They are also available to download from the *Navigate iTools* classroom presentation software product.



The *Navigate* approach – The CEFR

The CEFR – Anthony Green

The *Common European Framework of Reference for Languages* (or CEFR), published by the Council of Europe in 2001, is intended to help teachers and others to develop and connect language syllabuses, curriculum guidelines, examinations and textbooks. It takes what it describes as an 'action-oriented approach' to language education: the purpose of learning a language is to enable the learner to communicate increasingly effectively in a growing range of social situations that are relevant to his or her individual needs.

For many educational systems, the CEFR's concern with effective communication represents a shift in emphasis. Instead of focusing on what learners know about a language – how many words they know or how accurately they can apply grammar rules – the key question for the CEFR is what learners might actually want to do with the language or languages they are learning – the activities they might need to carry out and the ideas they might want to express. Achievement in language learning is measured by the learner's degree of success in using languages to negotiate their way through the world around them.

Although practical communication is seen to be a fundamental goal, the CEFR does not try to suggest how this goal should be reached. It is not a recipe book that tells course designers what to include or that tells teachers how to teach. Instead, it offers a common set of terms that can apply to learners of different languages in different countries within a variety of educational systems. These common terms make it easier to draw comparisons and connect what happens in language education in one setting to what happens elsewhere.

It is part of the Council of Europe's educational philosophy of lifelong learning that learners should be able to move easily between informal learning, schools, universities and workplace training courses in different places to pick up and keep track of the practical skills that they need. This is much easier if everyone shares the same basic terms for talking about teaching and learning. If a 'Beginner' level class in one school is like an 'Elementary' level class in another school, or a 'Preliminary' class in a third and the 'Getting Started' book in textbook series X is like the 'Grade 2' book in series Y, life in the English classroom can soon get very confusing.

Having a shared descriptive language is very useful for course designers because it helps us to see how a particular course can fit into a learner's individual language learning career. In the CEFR, levels of language ability are set out – running from *Basic* (A1 and A2), through *Independent* (B1 and B2) up to *Proficient* (C1 and C2). These levels are based on teachers' judgements of the relative difficulty of Can Do statements describing how learners are able to use language. For example, at the A1 level a learner, 'can use simple phrases and sentences to describe where he/she lives and people he/she knows', but at B2 'can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest'. The system helps learners to monitor their progress, find suitable learning materials and identify which qualifications might be within their reach.

Of course, not every learner will need or want to 'present clear, detailed descriptions on a wide range of subjects'. The framework is not a specification of what learners ought to know, it simply provides examples of what is typically taught and learnt at each level. Users are free (in fact they are encouraged) to add to the comprehensive, but far from exhaustive range of Can Do activities presented. People do not all choose to learn languages for the same reasons: they prioritize different skills and aspire to reach different objectives. Nor does everyone progress in their language learning in quite the same way. Someone who has learnt a language informally while living in a country where that language is spoken may chat confidently with friends and colleagues, but find it more difficult to read a novel. On the other hand, someone who has learnt from books may read and translate with assurance, but struggle to keep up with the dialogue in films.

The framework captures such differences by providing a terminology for the range of social situations where learners may need to use languages and the kinds of knowledge, skills and abilities – competencies – they might bring into play to achieve effective communication. Developing language abilities can involve 'horizontal' growth – coping with new contexts for language use – as well as 'vertical' progression through the CEFR levels. Horizontal progress could include shifts in the focus for learning between the written and spoken language, between more receptive language use (reading and listening) to more interactive (exchanging text messages and emails or participating in conversation) as well as shifts between different social domains (such as shifting from more academic to more occupational, workplace related language use).

Increasingly, English language textbooks include Can Do objectives derived from the CEFR in each unit. However, unlike *Navigate*, most have only incorporated the CEFR retrospectively, often after publication. This can certainly help to situate them in relation to other courses and systems of qualifications, but using the framework in the development process can bring much greater benefits. This is because in addition to providing a shared terminology, the framework poses challenging questions that help designers and other users to think about, describe and explain why they choose to learn, teach or assess language abilities in the way that they do. These questions keep the language learner at the heart of every decision. Examples of the wide range of issues that developers are invited to consider include, 'the communicative tasks in the personal, public, occupational and/or educational domains that the learner will need to tackle', 'how communicative and learning activities relate to the learner's drives, motivations and interests' and the 'provision … made for learners to become increasingly independent in their learning and use of language'.

Although the CEFR can provide us with shared terms, it is clear that people working in different places may sometimes understand the framework in quite different ways. The Can Do statements are inevitably open to a range of interpretations. For example, phrases and sentences that are considered 'simple' by one teacher may seem rather 'complex' to another. There have been complaints that the A2 level represented in one textbook is as difficult as the B1 level in another. This has serious implications: if there is not at least a similar understanding of the levels among users of the framework, many of the potential benefits of the CEFR will be lost.

Recognizing the need to build shared interpretations and to provide more concrete guidance, the Council of Europe has called for the production of 'Reference Level Descriptions' which can show in much greater detail how the CEFR applies to specific languages. For English, a good deal of work has already been done. *Threshold* (first published in 1975, but updated in 1990) is effectively a specification of B1 level objectives. Other books cover CEFR A1 (*Breakthrough*), A2 (*Waystage*) and B2 and above (*Vantage*). All of these are available in print or as free e-books via the English Profile website at **www.englishprofile.org**. At the same site, you can find information about the ongoing work of English Profile which aims to further build our shared understanding of the CEFR as it applies to English.

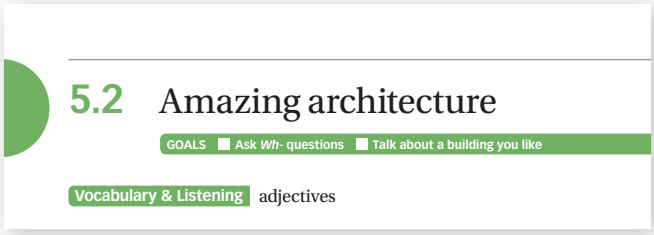
To make the most of the CEFR and its place in the *Navigate* series, I would encourage teachers to learn more about the framework and the ways in which it can help to guide the teaching and learning process (as well as some of the many criticisms that have been made of its use). It is worth taking the time to find out about the overall descriptive scheme as well as the more familiar levels. The best place to start is the Council of Europe Language Policy Division website (**www.coe.int/t/dg4/linguistic**) where the rather more reader-friendly *Guide for Users*, the CEFR itself and many related resources can be downloaded free of charge.

Anthony Green is Professor of Language Assessment at the University of Bedfordshire, UK. He has published widely on language assessment issues and his recent book *Language Functions Revisited* (2012) sets out to fill the gap between the broad descriptions of levels provided in the CEFR and the level of detail required for applications such as syllabus or test design. His main research interests concern the design and use of language assessments and relationships between assessment, teaching and learning.

Reference to the CEFR in *Navigate*

The contents pages of *Navigate* Coursebook show not only what language points are taught in each unit, but also what the communicative goals are. Teachers and learners can relate their learning to real-world situations and see at a glance what Can Do activities they will become competent in.

Each lesson shows clear communicative goals.



5.2 Amazing architecture

GOALS ■ Ask *Wh-* questions ■ Talk about a building you like

Vocabulary & Listening adjectives



6.4 Speaking and writing

GOALS ■ Explain problems ■ Write a hotel review

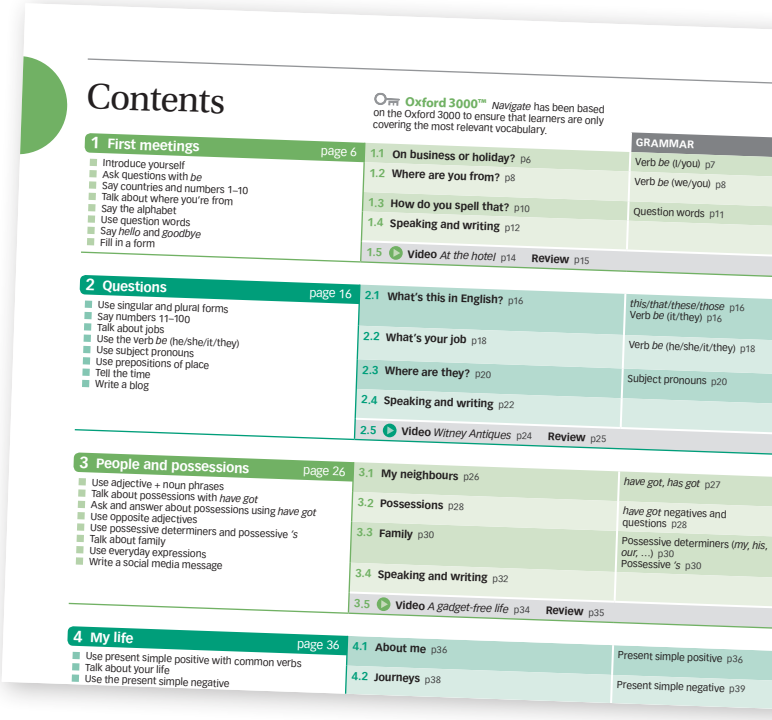
Listening & Speaking explaining problems

1 Work with a partner. Think of three common problems in hotels.
old beds, ...

3a 6.17 Listen to the conversations ag the sentences.
1 _____ air conditioning. The the _____.
2 It's A_____.

The *Navigate* Workbook allows students to self-assess on Can Do statements at the end of every section, giving them the opportunity to check their progress and manage their learning.

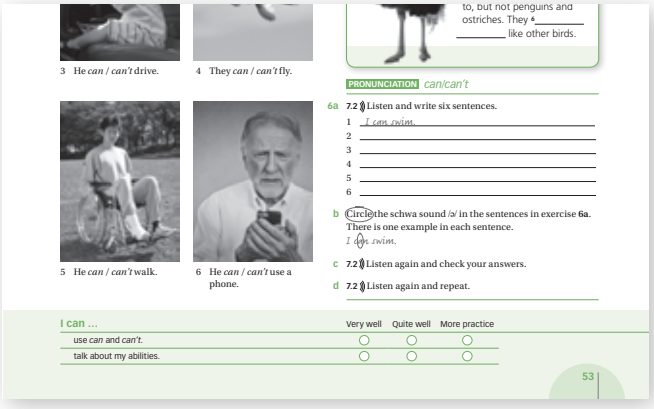
Teachers can also download a CEFR mapping document from the *Navigate* Teacher's website (**www.oup.com/elt/teacher/navigate**) to see full details of how the competencies from the CEFR are covered in each level of *Navigate*.



Contents

Oxford 3000™ *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

			GRAMMAR
1 First meetings page 6	■ Introduce yourself ■ Ask questions with *be* ■ Say countries and numbers 1–10 ■ Talk about where you're from ■ Say the alphabet ■ Use question words ■ Say *hello* and *goodbye* ■ Fill in a form	1.1 On business or holiday? p6 1.2 Where are you from? p8 1.3 How do you spell that? p10 1.4 Speaking and writing p12 1.5 Video *At the hotel* p14 Review p15	Verb *be* (I/you) p7 Verb *be* (we/you) p8 Question words p11
2 Questions page 16	■ Use singular and plural forms ■ Say numbers 11–100 ■ Talk about jobs ■ Use the verb *be* (he/she/it/they) ■ Use subject pronouns ■ Use prepositions of place ■ Tell the time ■ Write a blog	2.1 What's this in English? p16 2.2 What's your job p18 2.3 Where are they? p20 2.4 Speaking and writing p22 2.5 Video *Witney Antiques* p24 Review p25	*this/that/these/those* p16 Verb *be* (it/they) p16 Verb *be* (he/she/it/they) p18 Subject pronouns p20
3 People and possessions page 26	■ Use adjective + noun phrases ■ Talk about possessions with *have got* ■ Ask and answer about possessions using *have got* ■ Use opposite adjectives ■ Use possessive determiners and possessive *'s* ■ Talk about family ■ Use everyday expressions ■ Write a social media message	3.1 My neighbours p26 3.2 Possessions p28 3.3 Family p30 3.4 Speaking and writing p32 3.5 Video *A gadget-free life* p34 Review p35	*have got, has got* p27 *have got* negatives and questions p28 Possessive determiners (*my, his, our, ...*) p30 Possessive *'s* p30
4 My life page 36	■ Use present simple positive with common verbs ■ Talk about your life ■ Use the present simple negative	4.1 About me p36 4.2 Journeys p38	Present simple positive p36 Present simple negative p39



3 He *can* / *can't* drive.
4 They *can* / *can't* fly.
to, but not penguins and ostriches. They 4_____ like other birds.
PRONUNCIATION *can/can't*
6a 7.2 Listen and write six sentences.
1 *I can swim.*
2 _____
3 _____
4 _____
5 _____
6 _____
b Circle the schwa sound /ə/ in the sentences in exercise 6a. There is one example in each sentence.
I can swim.
c 7.2 Listen again and check your answers.
d 7.2 Listen again and repeat.
5 He *can* / *can't* walk.
6 He *can* / *can't* use a phone.

I can ...	Very well	Quite well	More practice
use *can* and *can't*.	○	○	○
talk about my abilities.	○	○	○

53

The *Navigate* approach – Testing

The *Navigate* Testing Package – Imelda Maguire-Karayel

As all teachers know, assessment is central to effective syllabus design and is an essential part of effective teaching and learning. It not only allows learners to recognize their achievements and make progress, but it enables instructors to shape and adapt their teaching to specific needs. This is especially true in the case of busy adult learners who often have limited time for attending language courses. Two of the main constructs in modern language testing are validity and practicality. Validity is key, a test has to measure what it claims to, and practicality is essential as tests should be easy both for teachers to administer and learners to take.

The *Navigate* course comes complete with its own testing package. This package is included in the Teacher's Guide and is published in both Word and PDF formats. At A1 beginner level, the teacher is provided with a complete set of tests designed to test learners' understanding and proficiency: ten Unit tests, three Progress tests and one End-of-course test. Reflecting the course ideology, the tasks in the tests present learners with content that is both information rich and international in flavour, while allowing them to practise newly acquired language in a range of contexts.

Unit tests

The Unit tests measure learners' understanding of the key grammar, vocabulary and decoding skills presented in the unit, the latter being tested in a similar context to the one in the unit. Unit tests are intended to last up to sixty minutes and comprise eight tasks. Greater weight is given to vocabulary and grammar which is tested across five different task types. Vocabulary is typically tested through tasks such as multiple-choice questions, matching sentence endings, gap-fill, word formation or first letter tasks. Grammar is tested through tasks such as multiple-choice cloze, open cloze, or right/wrong questions, sentence transformation. The reading and listening decoding skills covered in each unit are tested across two tasks so that teachers and learners can see how effectively they have attained a command of potential blockages to comprehension. The functional language taught in the fourth lesson is also tested in an authentic context.

Learners take Unit tests once they have completed the corresponding unit, and teachers and learners alike can evaluate if the learning objectives for that particular unit have been achieved. Teachers can then, if necessary, spend more time covering language points which need more attention. If they think it is more appropriate for their learners, teachers may also administer certain sections of the test only to match the sections of the unit that have been covered in class. Times can be adjusted accordingly.

Progress tests

There are three Progress tests in the *Navigate* A1 beginner testing package, each one intended to last approximately sixty minutes and to be administered at regular intervals throughout the course. Progress tests are designed to test learners' proficiency. The content of each Progress test relates to the material covered in the units, but the Progress tests differ from the Unit tests in that they more closely resemble established international English Language exams. The vocabulary and grammar of the units is tested by task types such as open or multiple-choice cloze. All four language skills are tested in the Progress tests. The Listening tasks comprise two question types, such as true/false, gap fill and multiple choice questions, and can also cover some of the functional language from the three units. The Reading tasks also comprise two different task types, such as multiple matching, true/false/not given or multiple choice. Writing is tested through two tasks; the first is a short task testing discrete language items and the second is a longer task which requires the learner to produce a piece of extended written discourse. Writing tasks are authentic in that they reflect the real-world communication likely to be undertaken by learners. Genres include emails, text messages, form completion and social media posts. The Speaking tasks also assesses learners' grasp of the units' functional language by asking them to carry out a transactional role-play based on a set of prompts. It appears at the end of the Progress test on a separate page and can be done at a later time than the rest of the test, either in pairs or with the teacher acting as one of the speakers in the task.

General mark schemes are provided to assist teachers in marking both the Speaking and Writing tasks. Care has been taken to ensure that the topic in each of the tested skills relates to as many units as possible, thereby keeping the face validity of the Progress test high. For example, the content of the Listening section will usually relate to a different unit to the content of the Reading task. The same usually applies in the case of the Speaking and Writing skills.

End-of-course test

The End-of-course test also focuses on the four skills and tests target language from the entire course. As vocabulary and grammar are at the heart of the *Navigate* syllabus, these language systems are rigorously tested in the End-of-course test through task types such as gap fill, open cloze and multiple-choice questions, with the course's functional language incorporated across tasks. The main part of the test covers tasks on Vocabulary, Grammar, Reading and Listening. There are 100 points available for the main test. Teachers are also provided with optional Speaking and Writing tests worth 20 points each, so if students take all parts of the test, they can achieve a maximum score of 140. The Writing task can easily be set along with the main test, but this will increase the time needed to complete the test, so

teachers may prefer to set that part on a separate occasion. The Speaking tasks can be done at a time that is convenient for the teacher and students. This could be during normal class hours, by giving the class an extended task to do, and then taking pairs of students to a quiet space to do the Speaking test. Or the teacher may wish to set aside a different time for the Speaking test. It is advisable to do the Speaking test as soon as possible after the main test. As in the Progress tests, the tasks are exam-like in nature and general mark schemes are provided.

The *Navigate* tests are written by experts in the field of language assessment, many of whom also have years of EFL-teaching experience. As the test writers have extensive experience of writing for leading exam boards or assessment bodies, they bring knowledge of good practice in language assessment. The use of assessment experts also means that a consistent approach has been applied throughout the production of the tests. The test writers also contribute a deep understanding of aligning language to the CEFR. The result is a reliable, robust end-to-end testing package, which we are confident teachers and students using *Navigate* will find useful and rewarding as they work their way through the various levels of the course.



Imelda Maguire-Karayel has over twenty years' experience in ELT. She is an EFL/EAP teacher and teacher-trainer, a materials writer, and an educational consultant for adapting a BBC language education series for television.

She has taught in private language schools, ECIS-accredited schools and universities in Hong Kong, Greece, Turkey and the UK.

She has worked for Cambridge English and now works as an English language assessment consultant in the production of exam materials, exam practice materials, course-based assessment materials, and course books.

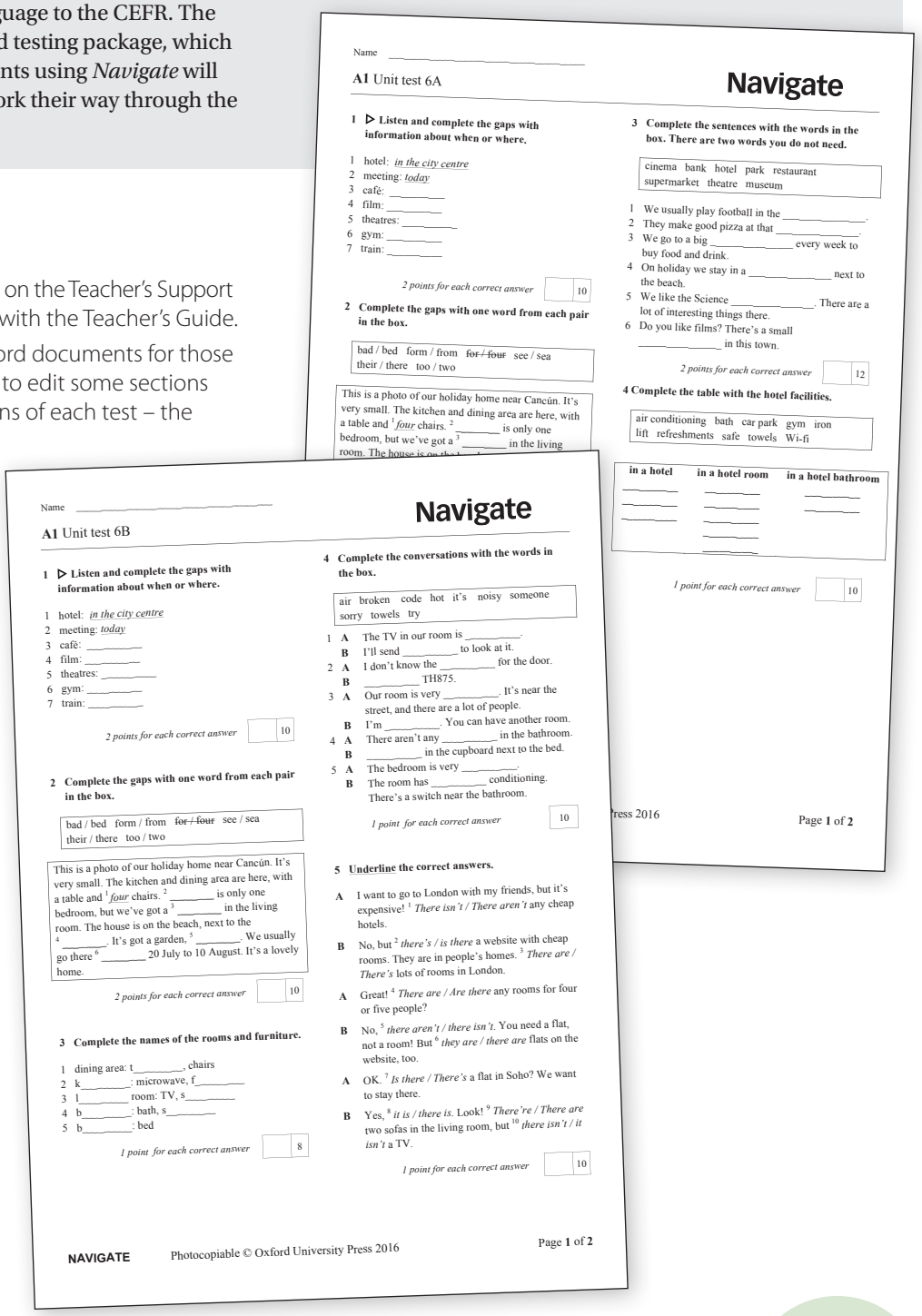
She has written course-based assessment and exam practice materials for *New Headway* (OUP), *English File* (OUP), *Touchstone* (CUP), and *Foundation IELTS Masterclass* (OUP)

The *Navigate* tests

All the tests for *Navigate* can be found on the Teacher's Support and Resource Disc that is packaged with the Teacher's Guide.

Tests are supplied as PDFs and as Word documents for those occasions where teachers may wish to edit some sections of the tests. There are A and B versions of each test – the B version containing the same content as the A version but in a different order, to mitigate potential cheating if learners are sitting close to each other whilst doing the test.

Audio MP3 files for the tests are also available on the Teacher's Support and Resource Disc. All tests that contain a listening task begin with this task so that there are no timing issues with the listening during a test.



Name _____

A1 Unit test 6A

Navigate

1 ▷ **Listen and complete the gaps with information about when or where.**

1 hotel: *in the city centre*
2 meeting: *today*
3 café: _____
4 film: _____
5 theatres: _____
6 gym: _____
7 train: _____

2 points for each correct answer 10

2 Complete the gaps with one word from each pair in the box.

bad / bed form / from ~~for / four~~ see / sea
their / there too / two

This is a photo of our holiday home near Cancún. It's very small. The kitchen and dining area are here, with a table and [1] *four* chairs. [2] _____ is only one bedroom, but we've got a [3] _____ in the living room. The house is on the [4] _____

3 Complete the sentences with the words in the box. There are two words you do not need.

cinema bank hotel park restaurant supermarket theatre museum

1 We usually play football in the _____.
2 They make good pizza at that _____.
3 We go to a big _____ every week to buy food and drink.
4 On holiday we stay in a _____ next to the beach.
5 We like the Science _____. There are a lot of interesting things there.
6 Do you like films? There's a small _____ in this town.

2 points for each correct answer 12

4 Complete the table with the hotel facilities.

air conditioning bath car park gym iron lift refreshments safe towels Wi-fi

in a hotel	in a hotel room	in a hotel bathroom

1 point for each correct answer 10

Name _____

A1 Unit test 6B

Navigate

1 ▷ **Listen and complete the gaps with information about when or where.**

1 hotel: *in the city centre*
2 meeting: *today*
3 café: _____
4 film: _____
5 theatres: _____
6 gym: _____
7 train: _____

2 points for each correct answer 10

2 Complete the gaps with one word from each pair in the box.

bad / bed form / from ~~for / four~~ see / sea
their / there too / two

This is a photo of our holiday home near Cancún. It's very small. The kitchen and dining area are here, with a table and [1] *four* chairs. [2] _____ is only one bedroom, but we've got a [3] _____ in the living room. The house is on the beach, next to the [4] _____. It's got a garden, [5] _____. We usually go there [6] _____ 20 July to 10 August. It's a lovely home.

2 points for each correct answer 10

3 Complete the names of the rooms and furniture.

1 dining area: t_____, chairs
2 k_____: microwave, f_____
3 l_____ room: TV, s_____
4 b_____: bath, s_____
5 b_____: bed

1 point for each correct answer 8

4 Complete the conversations with the words in the box.

air broken code hot it's noisy someone sorry towels try

1 A The TV in our room is _____.
B I'll send _____ to look at it.
2 A I don't know the _____ for the door.
B _____ TH875.
3 A Our room is very _____. It's near the street, and there are a lot of people.
B I'm _____. You can have another room.
4 A There aren't any _____ in the bathroom.
B _____ in the cupboard next to the bed.
5 A The bedroom is very _____.
B The room has _____ conditioning. There's a switch near the bathroom.

1 point for each correct answer 10

5 Underline the correct answers.

A I want to go to London with my friends, but it's expensive! [1] *There isn't / There aren't* any cheap hotels.

B No, but [2] *there's / is there* a website with cheap rooms. They are in people's homes. [3] *There are / There's* lots of rooms in London.

A Great! [4] *There are / Are there* any rooms for four or five people?

B No, [5] *there aren't / there isn't*. You need a flat, not a room! But [6] *they are / there are* flats on the website, too.

A OK. [7] *Is there / There's* a flat in Soho? We want to stay there.

B Yes, [8] *it is / there is*. Look! [9] *There're / There are* two sofas in the living room, but [10] *there isn't / it isn't* a TV.

1 point for each correct answer 10

NAVIGATE Photocopiable © Oxford University Press 2016 Page 1 of 2

1 First meetings

Unit overview

Language input

Verb *be* (I/you) (CB p7)	• *I'm here on holiday.* • *You aren't here to study.* • *Are you Alisa? Yes, I am.*
Verb *be* (we/you) (CB p8)	• *You are from China.* • *We aren't from the USA.* • *Are you from Brazil? No, we aren't.*
Question words (CB p11)	• *What …? Where …? How …?*
Grammar reference (CB pp116–117)	

Vocabulary development

Numbers 1–10 (CB p8)	• *one, two, … ten*
Countries (CB p8)	• *Australia, Brazil, the USA, …*
The alphabet (CB p10)	• *A, B, C, … X, Y, Z*

Skills development

Listening: recognizing questions (CB p7)
Reading: recognizing proper nouns (CB p9)
Speaking: saying *hello* and *goodbye* (CB p12)
Writing: filling in a form (CB p13)

Video

Documentary: At the hotel (CB p14)
Vox pops (Coursebook DVD & TG p220)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Dominos (TG p175 & TSRD) • Vocabulary: What's the picture? (TG p190 & TSRD) • Communication: Who are you? (TG p205 & TSRD)
Tests	• Unit 1 test (TSRD)
Unit 1 wordlist (TSRD)	

1.1 On business or on holiday?

Goals

- Introduce yourself
- Ask questions with *be*

Lead-in

- Write *hello* on the board in a large speech bubble.
- If possible, as students enter the classroom, stand at the door to greet them with a friendly *hello* (and a handshake if appropriate). If students are already in the classroom, greet them with a clear *hello* and encourage them to say *hello* back to you, using gesture to direct them.

Listening & Speaking saying *hello*

Exercise 1a 1.1

- Write the verbs *listen* and *read* on the board and pre-teach using mime (e.g. cup your ear for *listen*, and hold your hands open like a book for *read*). These are important instruction words needed throughout the course.
- Point to the photo and teach *hotel* to help students understand the setting. You could give names of real local hotels or famous international ones.
- Point to the photos of Paul and Alisa. Make sure students can see that they are part of the group in the main photo.
- Play track 1.1 and ask students to listen to and read the conversation in the speech bubbles.

Exercise 1b

- Greet several students to demonstrate how to do this, e.g. *Hi, I'm …* / *Hello, I'm …* Drill the contraction *I'm* /aɪm/ to ensure natural pronunciation from the start.
- Put students into A/B pairs and ask them to say their names to each other, e.g. *Hi, I'm Ali.* Student A starts.

Exercise 2a 1.2

PRONUNCIATION Explain 'stress' using demonstration and gesture. Write *hello* on the board and mark the stress on the second syllable. Model the pronunciation a few times. Show students how different it sounds with the first syllable stressed and indicate clearly that this is wrong. Model correctly again then drill students around the class and as a whole group. English is a stress-timed language and therefore even at beginner level we need to make it clear to students that this is important.

- Play track 1.2 and ask students to listen to the rhythm of the conversation and notice where the stress falls.

Exercise 2b 1.3

- Play track 1.3 for students to repeat.
- Correct any mistakes, particularly with the stress, and drill. Try to vary the way you drill pronunciation to make it interesting and memorable: drill individual students and the whole class; drill one half of the class first and then the other; drill all the men and then all the women. Use hand gestures to help indicate which students you want to speak (like the conductor of an orchestra).

Exercise 2c

- Put students into their A/B pairs from exercise 1b and ask them to practise the conversation, using their own names. Monitor carefully and make sure they swap roles so both students have a chance to practise all parts of the conversation. Note any errors and correct these with the whole class.

Exercise 3

- Put students into different pairs. Ask them to practise the conversation with their new partner.
- Listen carefully to catch any errors and correct them.

EXTENSION When you think students are ready, instruct them to stand up and move around the classroom saying *hello* and *hi* and introducing themselves to as many other students as possible. You could give a time limit for this.

Grammar & Listening verb *be* (I/you)

Exercise 4 1.4

Audio summary: People introducing themselves to each other in a hotel setting. They are on holiday, on business or studying.

- Pre-teach the phrases *on business*, *on holiday* and *to study* using pictures if possible or translation if you have a monolingual class. Drill the the words.
- To make sure students clearly understand *yes* and *no*, ask questions to get these one-word answers: *Are you here on business? Are you here on holiday? Are you here to study?*

EXTRA SUPPORT You could also write the words on the board with the stress marked as in exercise 3: ***bus****iness,* ***hol****iday* and ***stu****dy*.

- Explain to students that they are going to hear three conversations (show three fingers for clarity). They have to listen and tick the correct box for each person. Play the first conversation to demonstrate. Pause after Paul says *Yes, I am* and point to the tick in the book. Continue and pause after Havva, and elicit which box to tick.
- Play conversations 2 and 3. Students tick the correct boxes.
- Check the answers together. Demonstrate using the first conversation, e.g. *Paul. On business. Havva. On holiday.* Elicit answers like this for conversations 2 and 3 from two of the stronger students. Make sure the answers are audible. Beginner students may speak quietly because they are unconfident. Encourage them to speak up and praise them.

ANSWERS

Paul – on business Alisa – on business
Havva – on holiday Sunil – to study
Josué – on business Julie – on holiday

AUDIOSCRIPT 1.4

1

P Hello, I'm Paul.
H Hi, I'm Havva.
P Nice to meet you, Havva.
H And you. Are you here on business?
P Yes, I am. And you? Are you here on business?
H No, I'm not. I'm on holiday.

2
A Hello, I'm Alisa.
J Hi, I'm Josué.
A Nice to meet you. Are you here on business?
J Yes, I am.
A I'm here on business, too.
3
S Hello, I'm Sunil.
J Hi, I'm Julie.
S Nice to meet you, Julie.
J And you. Are you here on holiday?
S No, I'm not. I'm here to study. And you? Are you on holiday?
J Yes, I am.

Exercise 5a 1.5

- Play track 1.5 and ask students to listen to Havva and Paul's conversation and complete it.

EXTRA SUPPORT For less confident students, write *you*, *No*, *Yes*, *business*, *holiday* on the board and explain that these are the words they need. Alternatively, you could play the track once, but ask students not to write as they listen. Then allow time for students to remember and write.

EXTRA CHALLENGE Strong students could be challenged to remember the conversation, either alone or in pairs, and complete it. Then when they listen, they are checking whether they were correct.

Exercise 5b 1.6

- Play track 1.6 for students to check they have completed the conversation with the right words.
- Play the track again for students to repeat.
- You could put students into pairs to practise this conversation, particularly to ensure natural pronunciation.

ANSWERS
1 business 2 Yes 3 you 4 No 5 holiday

AUDIOSCRIPT 1.5 & 1.6

P Hello, I'm Paul.
H Hi, I'm Havva.
P Nice to meet you, Havva.
H And you. Are you here on business?
P Yes, I am. And you? Are you here on business?
H No, I'm not. I'm on holiday.

Exercise 6

- Refer students to the Grammar focus box. Point out the missing verb forms and ask them to find them in the conversation in 5a. Do number 1 as an example, eliciting the answer and highlighting it in the conversation.
- Students work alone to complete the Grammar focus box. They can compare answers in pairs before you check together by eliciting from different students.

WATCH OUT! Point out that the full forms of *be* are *I am/I am not* and *You are/You are not*, but that when we speak we use the contracted forms *I'm* /aɪm/ and *You're* /jɔː/. Drill these contractions and also the negative form *You aren't* /juˈ wɑːnt/.

ANSWERS
1 'm 2 Are 3 am 4 not

- Refer students to *Grammar reference* on p116. Ask them to read through the information. There are useful examples of each grammar point.
- There are four more exercises here that students can do for homework. Remind them to read the instructions carefully and to study the example before they start. You will need to check these answers during the next lesson.

Exercise 7a

- Ask students to find the photos of Sunil and Julie on the page. Ask: *Is Sunil on business?* (No. To study.) *Is Julie on business?* (No. On holiday.)
- Put students into pairs and ask them to read and complete Sunil and Julie's conversation. Point out that all the missing words are forms of the verb *be*.

EXTRA SUPPORT If students are struggling, refer them to the Grammar focus box.

Exercise 7b 1.7

- Play track 1.7 and ask students to listen to the conversation and check their answers. Play again, pausing after each line so students have more time to process what they hear and check it matches what they've written.
- Check answers as a class. Ask individual students to read out one line of the conversation including the gap they have completed with the verb *be*.
- You could ask students to practise the conversation in pairs. Listen for any mistakes and correct them.

ANSWERS
1 m 2 m 3 Are 4 m not 5 m 6 Are 7 am

AUDIOSCRIPT 1.7

S Hello, I'm Sunil.
J Hi, I'm Julie.
S Nice to meet you, Julie.
J And you. Are you here on holiday?
S No, I'm not. I'm here to study. And you? Are you on holiday?
J Yes, I am.

Exercise 8a

- Refer students to the mixed-up conversation which they have to put in order. Highlight that the first part is *Hi*, *I'm Julie* (indicated by the number *1*). Ask them to find which line is next. Do this one together as an example.
- Tell students to continue numbering the lines in the correct order to make the conversation between Julie and Paul. They can check their answers in pairs and help each other.
- Check answers by reading line 1 yourself and asking different students to read the subsequent lines.

ANSWERS
5 No, I'm not. I'm here on holiday.
2 I'm Paul. Nice to meet you, Julie.
3 And you. Are you here on business, Paul?
1 Hi, I'm Julie.
4 Yes, I am. And you? Are you here on business?

Exercise 8b

- Put students into pairs to practise the conversation. They can read from the book. Allow them time to practise two or three times and then tell them to swap roles.

EXTRA CHALLENGE Invite a strong pair to model the conversation in front of the class.

Exercise 9

- Put students into A/B pairs and ask them to read the prompts. Tell them to use the prompts to have a conversation. Encourage them to use their real names.
- Choose a strong student and demonstrate the conversation for the class. You start.

FEEDBACK FOCUS When monitoring, check specifically for the verb *be*. Mistakes in omitting *be* are common, e.g. ~~I here on business~~ / ~~You here to study?~~ / ~~No, I not~~. Also be careful that students make the short answer *Yes, I am* and not *Yes, I'm*.

EXTENSION Encourage students to mingle and introduce themselves to other students in the class. Monitor for errors and correct them with the class when they have finished.

Listening skills recognizing questions

- Read the information aloud to the class. Highlight how the word order changes from statement to question form. You could write the example sentences from the book on the board to focus students' attention. Also point out the punctuation: statements finish with a full stop and questions with a question mark.

Exercise 1

- Demonstrate by asking students whether number 1 is a statement or a question. Write it on the board and invite one student to come up and punctuate it correctly. Point to the end of the sentence so they understand they need to write a question mark or full stop.
- Put students into pairs to complete the exercise.
- Write the sentences on the board so you can check the answers together by inviting students up to the board to write question marks or full stops.

ANSWERS

1 Hello. Are you Angela?
2 You're here on business.
3 Are you here to study?
4 I am here on business.
5 Are you on holiday?

Exercise 2a 1.8

- Play the first sentence as a demonstration and refer students to the example answer on the page.
- Play the rest of the track for students to complete the exercise.

ANSWERS

1 S 2 S 3 Q 4 S 5 Q

AUDIOSCRIPT 1.8

1 I'm here to study.
2 You're here on holiday.
3 Are you Francesca?
4 I'm Peter. Nice to meet you.
5 Are you on business?

Exercise 2b

- Put students into pairs to compare their answers.

EXTRA CHALLENGE Ask stronger students to try to remember the statements and questions and write them down.

- Play track 1.8 again and elicit the answers from the class.

EXTRA ACTIVITY In their pairs, ask students to write two sentences and two questions. Tell them to take turns to read them aloud to another pair. They listen to the other pair's sentences and identify if they are questions or statements.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 I'm Demir.
2 I'm here on holiday.
3 You're here to study.
4 You're not here on holiday. (*or* You aren't …)

Exercise 2

1 I'm not Seunghee.
2 I'm not here on business.
3 You're not here on holiday. (*or* You aren't …)
4 You're not Saud. (*or* You aren't …)

Exercise 3

1 Hi, I'm Ahmed.
2 Are you Serina?
3 I'm here on holiday.
4 Are you here to study?
5 Yes, I am.

Exercise 4

1 'm 2 Are 3 am 4 Are 5 'm 6 'm 7 Are 8 'm

1.2 Where are you from?

Goals

- Say countries and numbers 1–10
- Talk about where you're from

Lead-in

- Write numbers 1–10 on the board.
- Put students into pairs. Ask them to tell their partner any English words they know for these numbers. It doesn't matter if they don't know, but it could be motivating if they do know a few of them. (They might remember 1–5 from 1.1 exercise 8.)

Vocabulary numbers 1–10, countries

Exercise 1a 1.9

- Explain that students will hear the numbers in column 1 first and then the numbers in column 2.
- Play track 1.9 and ask students to listen to the numbers. Pause after *one* and point to the example answer. Play to the end for students to complete the exercise.

EXTRA CHALLENGE Stronger students could try to write the numbers next to the words before listening.

- Check that students have the correct answers.

ANSWERS

two 2 five 5 four 4 one 1 three 3 eight 8
six 6 nine 9 ten 10 seven 7

AUDIOSCRIPT 1.9

one, two, three, four, five, six, seven, eight, nine, ten

Exercise 1b 1.9

- Play the track again and ask students to listen to the numbers and repeat them.

EXTRA SUPPORT If students do not know most of these numbers, write the words from *one* to *ten* on the board and drill them, showing the numbers they represent by using your fingers. Remove the words before students do the exercise.

EXTRA ACTIVITY Write the words on pieces of paper and tell students to put them in number order as quickly as possible, starting with *one*. They could do this in pairs or small groups. Alternatively, if appropriate for your class, divide students into groups of ten and give each student one word. In this version, the ten students would physically move themselves to form one line in number order. They could hold up their number and say it during feedback.

Exercise 2a

- Read out the countries in the box. Demonstrate the exercise by eliciting which country matches number 1 on the map (the USA). Ask students to match the rest of the countries to the numbers on the map.

Exercise 2b 1.10

- Play track 1.10 and pause after each country name to allow time for students to process the information and check their answers.

ANSWERS/AUDIOSCRIPT 1.10

1 the USA
2 Brazil
3 the UK
4 Spain
5 Russia
6 Turkey
7 China
8 Japan
9 Indonesia
10 Australia

Pronunciation saying names of countries

Exercise 3a 1.11

- Write the two example countries on the board with the stress marked and drill the pronunciation. To help students learn about and understand syllables, say *Australia* and ask how many syllables it has. You could show the syllables using the fingers on one hand. Ask which syllable is stressed. Do the same with *Brazil*.
- To help students focus on word stress, you could use a technique such as stress punching, where you punch your arm out in front of you for the stressed syllable. First you model and punch and then the students do it. Some students greatly benefit from physical action like this (but make sure there's enough room to do it safely!).
- Play track 1.11 and ask students to listen to the countries and mark the stress. Play again if necessary.
- Go through the answers together, making a list on the board with the stress marked. You could also elicit the number of syllables in each country name.

ANSWERS/AUDIOSCRIPT 1.11

1 Aust**ra**lia
2 Bra**zil**
3 **Chi**na
4 Indo**ne**sia
5 **Ja**pan
6 **Ru**ssia
7 Spain
8 **Tur**key
9 the UK
10 the USA

Exercise 3b 1.11

- Play track 1.11 again. Pause after each country and ask students to say the country several times, looking at the word stress marked on the board.

Exercise 4

- Put students into A/B pairs to test each other. Ask Student A to say a number from the map in exercise 2a and Student B says the corresponding country.
- Monitor carefully and note any pronunciation problems.
- Do error correction with the class. Write words on the board which were pronounced incorrectly and drill them again. Use stress punching to highlight the stress if that is the problem. Model any other sounds that are difficult and ask students to repeat. You could also play track 1.11 again if they are making a lot of mistakes.
- Tell students to swap roles and do the exercise again.

Exercise 5a

- Ask students to look at the chart. Explain that it shows the approximate number of people in the different countries in exercise 2a. Use the example answer to demonstrate that they have to match each country with a number.
- Students work in pairs to complete the rest of the chart.

Exercise 5b

- Teach the meaning of *I think* using gesture or a drawing of a person with a thought bubble.
- Write *I think number one is China* on the board and drill this sentence with the class until they find it easy to say. You could use back-chaining to help with pronunciation of the sentence, e.g. start at the end and say *China*, ask students to repeat, then add a little more (*is China*) and students repeat. Keep adding a little more (*number one is China*, etc.) until students are saying the whole sentence.
- Divide the class into groups of four, made up of two pairs. Ask them to compare their charts and say what they think.
- Monitor carefully and encourage them to use the full sentence with *I think* … because this gives them valuable practice of numbers, too.

Exercise 5c 1.12

- Play track 1.12 and ask students to listen to the sentences and check their answers.
- Check answers together by playing the track again, pausing after *is* each time and eliciting the country name before it is said by the speaker, e.g. *Number one is* …

ANSWERS/AUDIOSCRIPT 1.12

1 Number **one** is **Chi**na.
2 Number **two** is the **USA**.
3 Number **three** is Indo**ne**sia.
4 Number **four** is Bra**zil**.
5 Number **five** is **Ru**ssia.
6 Number **six** is **Ja**pan.
7 Number **seven** is **Tur**key.

8 Number **eight** is the **UK**.
9 Number **nine** is **Spain**.
10 Number **ten** is Aust**ra**lia.

Grammar & Speaking verb *be* (we/you)

Exercise 6a 1.13

- Play track 1.13 and ask students to listen to and read the conversation in the speech bubbles.

EXTRA CHALLENGE Ask students which sentences are questions and which are statements (as they did in 1.1 listening skills exercises).

AUDIOSCRIPT 1.13 & 1.14

A **Where** are you **from**?
B I'm from Bra**zil**. And **you**?
A I'm from Indo**nesi**a.

Exercise 6b 1.14

- Play track 1.14 for students to listen to the conversation and repeat. Pause at the end of each line.

PRONUNCIATION You could ask students to identify which words are stressed in each sentence and mark them with a dot. Do the first one as a demonstration. This kind of exercise helps students to understand which words in the sentence carry the most meaning and to get a feel for the rhythm of English. (See sentence stresses marked in audioscript 1.12.)

Exercise 6c

- Put students into pairs to practise the conversation. Monitor carefully and note any mistakes in pronouncing the names of the countries. Make sure students have a chance to practise both roles.
- After students have practised the conversation twice, drill the country names again if necessary.

EXTENSION With a multilingual class, you could help them learn the words for their own countries of origin. Then they can practise the conversation again, using their real countries. Ask some pairs to say their conversations for the class. They could point to their country on a map and all the students could practise the pronunciation of the new country names. Make sure you write the countries on the board and mark the stress clearly.

Exercise 7a 1.15

WATCH OUT! Before students do this, make sure they are aware that there's a St Petersburg and a Moscow in both Russia and the USA, and that there's an Aberdeen and a London in both the UK and the USA.

- Pre-teach the noun *city* by giving examples of big cities from the country where you're teaching. You could elicit the names of cities from different countries in exercise 2.
- Tell students they are going to hear two different conversations. Elicit who they can see in the photos (Alisa, Paul, Julie). Tell them that the man with Julie is Frank, Julie's boyfriend.
- Play the first conversation only and ask students to listen for city names. Then play again and this time students circle the correct countries and cities for Alisa and Paul.
- Play the second conversation between Julie and Paul twice. Students circle the correct countries and cities.
- Elicit the cities and countries from some students to check the answers.

EXTRA CHALLENGE Ask stronger students *Are Julie and Frank here on business?* to check whether they caught this information (No, on holiday).

ANSWERS
1 Russia 2 Moscow 3 the USA 4 Aberdeen
5 Australia 6 Perth

AUDIOSCRIPT 1.15

1
P Where are you from, Alisa?
A I'm from Russia.
P Where in Russia?
A I'm from Moscow. And you, Paul?
P I'm from Aberdeen. That's Aberdeen in the USA, not Aberdeen in the UK!
2
P So, Julie, you and Frank are here on holiday. Where are you from?
J We're from Australia.
P Where in Australia? Are you from Sydney?
F No, we aren't. We're from Perth.

Exercise 7b

- Ask students to read questions 1–4 and answers a–d.
- To demonstrate the exercise, read out question 1 and elicit the matching answer (c). Students match the rest of the questions and answers.
- Students could compare answers in pairs.

Exercise 7c 1.16

- Play track 1.16 and ask students to listen to the conversations and check their answers.

EXTENSION You could check that students understand that *Where …?* can be a question asking about any place (country or city). Write on the board *Where are you from?* and two answers *I'm from the USA* and *I'm from New York*. Elicit that the USA is a country and New York is a city. Make it clear that these answers are both correct.

AUDIOSCRIPT 1.16

1
A Where are you from, Alisa?
B I'm from Russia.
2
A And you, Paul?
B I'm from Aberdeen.
3
A Where in Australia?
B We're from Perth.
4
A Are you from Sydney?
B No, we aren't.

ANSWERS
1 c 2 d 3 b 4 a

Exercise 8

- Refer students to the Grammar focus box. To demonstrate the exercise, elicit the form to complete the first gap. If students don't understand what to do, ask them to look at the questions and answers in exercise 7.

- Students complete the rest of the Grammar focus box.
- Go through the answers together, making sure students read out the whole sentence from the Grammar focus box, not only the missing word. Drill the contractions: *we're* /wɪə/, *you're* /jɔː/ and *we aren't* /wiˈjɑːnt/.

ANSWERS

1 're **2** aren't **3** are **4** aren't

- Refer students to *Grammar reference* on p117. There are two more exercises here that students can do for homework.

Exercise 9a

- Put students into A/B pairs. Ask them to complete their part of the conversation with information about themselves, i.e. real information. They need to work together on this task.
- Monitor and help where needed.

EXTRA SUPPORT Ask students questions to help them complete the conversation with the right information, e.g. *Is number 4 a country or a city? Is number 7 a country or a city?*, etc.

Exercise 9b

- Ask each pair to work with another pair (to make groups of four students). Tell them to act out their conversations in their group to compare answers.
- Invite three or four pairs of students, from different cities/countries if possible, to act out their conversations in front of the class.

ANSWERS

1 are **2** you **3** I'm **6** I'm **8** I'm
4,5,7,9,10 Students' own answers

Exercise 10

- Put students into new A/B pairs. Refer them to the Communication pages and tell them to read their instructions and ask you about any words they don't understand.
- Ask all Student As to put their hand up (show with a gesture). Drill their city words together: Jakarta /ʤəˈkɑːtə/, Kyoto /kiːˈəʊtəʊ/, São Paolo /saʊˈpaʊluː/, Moscow /ˈmɒskəʊ/. Do the same with the Student B half of the class: Izmir /ˈɪzmɪə/, Benglou /bʌŋˈluː/, Seville /səˈvɪl/, Adelaide /ˈædəleɪd/.
- Show students that there is an example conversation they can use the first time and then they need to use the new city and country names in their conversations.

ANSWERS

Student A
A Where are you from?
B I'm from Japan/Brazil/Russia.
A Where in Japan/Brazil/Russia?
B I'm from Kyoto/São Paolo/Moscow.
Student B
A Where are you from?
B I'm from China/Spain/Australia.
A Where in China/Spain/Australia?
B I'm from Benglou/Seville/Adelaide.

EXTRA CHALLENGE After the first two conversations, ask students to cover the example conversation and try to do the activity from memory.

- Listen carefully and note any pronunciation errors, particularly in the contractions. When students have finished, correct any errors and drill pronunciation.
- You could ask some of the stronger students to come to the front of the class and act out their conversations.

Reading Skills recognizing proper nouns

- Read the information aloud to the class. Ask some students *What's your name?* and *Where are you from?* Write the answers on the board, point to them and say *proper noun*. Underline the capital letter at the beginning of each one.

Exercise 1

- Tell students to look at sentence 1. Ask *Where is the proper noun?* Confirm the answer (Carlos) and mime drawing a circle around it. Students find and circle the proper nouns in sentences 2–5.
- Elicit answers from the class. If the sentences are written on the board, you could invite students to come up and circle the proper nouns.

WATCH OUT! Some students may circle all the capital letters in the sentence. You will need to point out that every sentence begins with a capital letter and this is always true in English. Also highlight that the pronoun *I* is always capitalized.

ANSWERS

1 Carlos **2** Rashid **3** Canada **4** Chennai, India
5 Dave, Patsy, Mauritius

Exercise 2

- Put students into pairs and ask them to look at the table. Point out the three headings: *Person*, *Country* and *City*.
- Ask students to look at the sentences in exercise 1 and work together to decide where to write the proper nouns in the table. Use the example to demonstrate.
- Allow time for students to do the task in their pairs.
- Go through the answers together, eliciting the proper nouns and the correct categories.

EXTRA ACTIVITY Put students into teams of two or three. Ask them to add proper nouns to each column in the table. Give them a time limit. The team who add the most proper nouns in the time limit are the winners. (They can use proper nouns that they have learnt on their *Navigate* course or any other proper nouns they can think of.)

ANSWERS

1 Carlos – person
2 Rashid – person
3 Canada – country
4 Chennai – city, India – country
5 Dave – person, Patsy – person, Mauritius – country

Exercise 3

- Ask students to read questions 1–3 and think about the kind of information they need to look for in the text. Check understanding, e.g. *Which questions are about places?* They may need help with the question word *Who*. Explain that we use this question word about people.
- Monitor and help any students who are finding it difficult.
- Early finishers can check their answers in pairs.

- Go through the answers, checking students understand which proper nouns are countries and which are cities.

EXTENSION Ask students to add the proper nouns from the text to their table in exercise 2. Elicit the answers from the students (Person: Jacqui, Kevin; Country: the UK, the USA, Canada, Nicaragua; City: Boston, Guelph, Granada).

ANSWERS

1 Jacqui and Kevin
2 Jacqui is from Boston, the UK; Kevin is from Guelph, Canada
3 Granada, Nicaragua

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 I'm from Brazil.
2 We're not from Russia.
3 **A** Are you from Turkey? **B** No, we're not.
4 **A** Are you from Japan? **B** No, I'm not.
5 **A** Are you from China? **B** Yes, I am.
6 **A** Are you from the UK? **B** Yes, we are.

Exercise 2

1
A Are you from Spain?
B Yes, I am.
A Where in Spain?
B Valencia.
2
A Are you from Indonesia?
B Yes, I am.
A Where in Indonesia?
B Bandung.
3
A Are you from Australia?
B Yes, I am.
A Where in Australia?
B Brisbane.

1.3 How do you spell that?

Goals

- Say the alphabet
- Use question words

Lead-in

- Write the name of a country or city on the board. Ask where the capital letter is in this proper noun. Invite one student to circle the capital letter on the board.
- Draw students' attention to the letters of the alphabet in exercise 1. Point out that each letter has a capital and small version. This is especially important for students who have a different writing script in their own language.

Vocabulary the alphabet

Exercise 1 1.17

- Put students into pairs and give them a few moments to find out which letters they know in English by talking together and pointing at the alphabet.
- Play track 1.17 and ask students to listen to the letters of the alphabet and repeat. Play the track as many times as necessary to ensure good pronunciation.
- To make it more interesting, you could start a chain drill around the class: one student starts with *A*, then the next says *B*, etc. The second time, you could ask students to go faster. The third time, you could start more chain drills each time the previous one reaches *F*. Note: Make sure you always start chain drills with a different student each time, so they are not always saying the same letter!

EXTRA CHALLENGE When students have practised many times, ask them to start a chain drill from *Z* going back to *A*. (They will probably need to look in their books for this!)

! Point out that when we spell words aloud, we say *capital* for an upper-case letter, e.g. *capital C*, and if there are two of the same letters together, we say *double*, e.g. *double t*. Drill pronunciation of capital /ˈkæpɪtl/ and double /ˈdʌbl/.

- Write the following examples on the board and elicit how we say them (including *capital* and *double* where necessary): *mm*, *D*, *ss*, *G*, *pp*, *T*, *oo*, *I*, *ee*.

WATCH OUT! Students commonly mix up the pronunciation of *A* /eɪ/, *E* /iː/ and *I* /aɪ/. Other alphabet letters which can cause problems are *H* /eɪtʃ/, *R* /ɑː/ and *Y* /waɪ/. Also *G* /dʒiː/ and *J* /dʒeɪ/ are sometimes confused. These problems will probably be addressed in the pronunciation focus, but you may need to go back to them later or in another lesson.

Pronunciation the alphabet

- Students may never have seen phonemic script before. You will need to help them understand which sound the phonemic script corresponds to in each case. You can play the track to show this. If possible, model the sounds yourself so students can see how your lips and jaw move.
- Play track 1.18 which explains the seven sounds.

Exercise 2a 1.19

- Refer students to the table. It is a good idea to copy this onto the board for easy reference and feedback.
- Go through the examples, either modelling yourself or eliciting the pronunciation from students.
- Play track 1.19 and ask students to listen to the whole alphabet again and write the letters under the correct sound in the table. Do another example if necessary. *A* and *B* are already in the table, so ask about *C*. Play the track several times if necessary.
- Students could compare their tables in pairs.

AUDIOSCRIPT 1.19
A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

Exercise 2b 1.20

- Play track 1.20 and ask students to listen to the sound groups and check their answers.
- Play the track one more time so that students can repeat the letters of the alphabet in the seven sound groups.

ANSWERS/AUDIOSCRIPT 1.20
/eɪ/ A H J K
/iː/ B C D E G P T V

/e/ F L M N S X Z
/aɪ/ I Y
/əʊ/ O
/juː/ Q U W
/ɑː/ R

Exercise 3a 1.21

- Ask students to look at the pairs of letters in 1–10.

EXTRA SUPPORT Tell students to think about the pronunciation of each pair of letters. They could practise saying these in pairs before they listen.

- Write the first pair of letters on the board. Play the first letter only on track 1.21 and elicit which letter students heard (*g*). You could write *1* above the first letter (*j*) and 2 above the second letter (*g*) and then students just say *1* or *2*.
- Play the track all the way through for students to complete the exercise. Monitor carefully and pause the recording after each letter if necessary.
- Put students into pairs to check their answers. If there is a lot of confusion, play the track again.
- Go through the answers together by playing the track and stopping after each letter to elicit the answers. They can just say *1* for the first of the pair and *2* for the second. Write the answers on the board for clarity.

ANSWERS/AUDIOSCRIPT 1.21
1 g **2** e **3** f **4** c **5** r **6** y **7** i **8** q **9** h **10** o

Exercise 3b

- Put students into pairs. They have some abbreviations and acronyms to spell out. Ask them to take it in turns to say the letters and check each other's pronunciation is correct.
- When students have all had an opportunity to spell out the letters, drill each abbreviation/acronym with the class. You could also elicit whether students know the meaning of any of them. (If you don't have time for the extra activity below, you could explain or give background information in students' L1 if it's a monolingual class.)

EXTRA ACTIVITY/DICTIONARY SKILLS Give students dictionaries or tell them to use dictionaries they have on their mobile phones/tablets. Ask them to find out the meanings of the abbreviations. To make this a quicker process, give each pair just one or two to find. Conduct feedback and help students understand the meaning and where they might hear or read these abbreviations. Elicit as much as possible from the students.

Background note: Students may want to know what the abbreviations and acronyms stand for:
HR = human resources (the department in a company which deals with staff); *TV = television*; *FAQ = frequently asked questions* (this phrase is often found on websites where answers to common questions are given); *IMF = International Monetary Fund* (organization which promotes international financial stability, based in Washington DC, in the USA, founded in 1945, consisting of 188 member states); *ASAP = as soon as possible* (this phrase means *very quickly*); *WHO = World Health Organization* (health agency, based in Switzerland, part of the United Nations, created in 1948).

Exercise 4

- Put students into A/B pairs. Refer them to the Communication pages and tell them to read their instructions.
- Students take turns to read their alphabet letters to their partner, who writes them down. When they finish, they can look at each other's letters to check they are the same.
- Monitor and drill any problem letters with the class.
- Then students work with their partner to look at all the letters and decide what they mean (answers below). If you have time, they could use the internet or dictionaries to check the meanings of these abbreviations/acronyms.

ANSWERS
Student A:
1 Great Britain **2** European Union
3 For your information **4** Date of birth
Student B:
1 United Nations **2** Digital versatile disc **3** Federal Bureau of Investigation **4** Do it yourself

Exercise 5 1.22

EXTRA SUPPORT Ask students to listen and write down the letters you say. Spell out your name, letter by letter. Then elicit the name from one student. Praise if correct.

- Ask students to look at the pairs of names in 1–5.
- Demonstrate the activity by playing the first name on track 1.22 and eliciting which name students heard. As in exercise 3a, students could just say *1* for the first name in the pair or *2* for the second name. Mime drawing a circle around the correct name.
- Play the track in full for students to circle the correct names.
- Go through the answers by playing the track again and pausing to elicit the correct names.

EXTRA CHALLENGE As you check the answers, you could also ask students to spell them out.

ANSWERS
1 Elinor **2** Jacqui **3** Jorge **4** Paula **5** Joan

AUDIOSCRIPT 1.22
1 E-L-I-N-O-R
2 J-A-C-Q-U-I
3 J-O-R-G-E
4 P-A-U-L-A
5 J-O-A-N

Exercise 6 1.23

- Tell students they are going to hear four conversations of people on business. They do not need to understand everything. They only focus on the names, which are spelt out, and write them down.
- Play the first conversation on track 1.23 and ask students to listen for the name which is spelt out and write it down. Elicit the name from the class and ask a student to spell it.
- Play the rest of the track and ask students to listen to the conversations and write down the names.
- Elicit answers from students, asking them to spell each name, which will give useful practice of the alphabet.

ANSWERS
1 Bill **2** Aylin **3** Stephanie **4** Roger

AUDIOSCRIPT 1.23

1
A What's your name?
B My name's Bill.
A How do you spell that?
B B-I-L-L.
A B-I-L-L?
B Yes, that's right.

2
A What's your name?
B My name's Aylin.
A How do you spell that?
B A-Y-L-I-N
A A-Y-L-I-N?
B Yes, that's right.

3
A What's your name?
B My name's Stephanie.
A How do you spell that?
B S-T-E-P-H-A-N-I-E.
A S-T-E-P-H-A-N-I-E?
B Yes, that's right.

4
A What's your name?
B My name's Roger.
A How do you spell that?
B R-O-G-E-R.
A R-O-G-E-R?
B Yes, that's right.

Exercise 7a 1.24

- Ask students to read the conversation. Elicit or teach the meaning of the phrase *Yes, that's right*, perhaps with an appropriate gesture.
- Play track 1.24, pausing after each line for students to repeat. Play again if necessary, pausing after each line to address any pronunciation problems.

SMART COMMUNICATION Point out that we repeat the spelling we have heard, so we can check that it is correct. We sometimes repeat words for the same reason. This is a good technique which can be used face to face and on the phone.

Exercise 7b

- Put students into A/B pairs to take turns to practise the conversation in exercise 7a using their own names.

EXTRA SUPPORT Drill *What's your name?* with the class to ensure they make the contraction and that the correct words are stressed. Do the same with *How do you spell that?* They may also need to repeat the contraction of *name is*, i.e. *name's*. Remember to drill in different ways: around the class in both directions, drilling individual students in no specific order, and also whole-class drilling.

- Ask students to get up and have the conversation with other students in the class. Give a time limit if you wish. Encourage them to speak to a number of other students. Monitor for errors and correct them with the class when they have finished.

Grammar & listening question words

Exercise 8a

EXTRA SUPPORT This would be a good time for students to revise numbers as they will need them for phone numbers. You could quickly drill them around the class. Also, if there is any confusion about the new word phone /fəʊn/, show them a mobile handset to illustrate it. You could also drill the pronunciation of this word now as students may not understand that *ph* is pronounced /f/.

! Point out how to pronounce phone numbers: *0* is *oh* /əʊ/ and for two of the same numbers together we say *double*. This is the same as the students learnt for letters of the alphabet (e.g. *double t*).

- Point to the question words in the box and say them aloud. Ask students to use these words to complete questions 1–5. Point out that they need to use *Where* and *What* twice.

WATCH OUT! Students may know that we sometimes say *zero* for *0*. Praise students for their knowledge and say that it is possible to use *zero* in telephone numbers, but generally we say *oh*.

Exercise 8b

- Put students into pairs to compare their answers.
- Go through the answers together by asking some students to say the complete questions.
- For pronunciation practice, ask students to practise the mini dialogues in their pairs. Listen and correct any mistakes.

ANSWERS
1 What **2** How **3** Where **4** Where **5** What

Exercise 9

- Refer students to the Grammar focus box and ask them to match one question word 1–3 with an answer a–c. They can use exercise 8 to help them.
- Go through the answers together.

EXTRA ACTIVITY You could give students a quick oral test to check their understanding and memory: Ask *For a name we use . . . ?* (elicit *What*), *For a spelling we use . . . ?* (*How*) and so on for country, city, phone number.

ANSWERS
1 b **2** c **3** a

- Refer students to *Grammar reference* on p117. There are two more exercises here that students can do for homework.

Exercise 10a

- Ask students to read the beginnings of questions 1–5 and the possible endings a–e. Focus on number 1, and elicit the correct ending (d).
- Allow time for students to match 2–5 with the correct endings. Monitor and check they are making the right matches.

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

Exercise 10b

- Put students into pairs to check they have made the same questions. Elicit the answers to check them together.
- Tell students to ask each other the questions. Make sure they know to give real information in their answers. Also point out that they need to listen carefully to their partner's answer to question 2 and use the same country name in question 3.
- Monitor and note any problems with pronouncing the questions, and with spelling and numbers in the answers.
- Do any necessary error correction with the class.

Exercise 11a 1.25

Audio summary: Conversations between two different conference delegates and a receptionist who registers each person for the conference.

- Ask students to look at the photo. Teach or elicit *conference*.
- Ask students to read the form. Tell them they are going to hear two conversations and complete the form.

WATCH OUT! The convention in the UK and the USA is to give your first name, e.g. John, followed by your last name (also called your family name or surname), e.g. Blackwell. Point this out to students and use your own name as an example. You could elicit from some students to check understanding: *What's your first name?* and *What's your last name?* Also ask *What's your surname?* at this point as this is a common alternative to *last name*.

- Play track 1.25 for students to listen to conversation 1 and fill in column 1 of the form. If necessary, play the conversation again, pausing after each line to allow time for students to process the information and write their answers.
- Do the same with conversation 2.
- Go through the answers together. Help students practise spelling by asking *How do you spell that?* for the names. Also help them to remember *oh* for *0* and *double* when saying two identical numbers together, e.g. *double five*.

ANSWERS

First name:	Havva	Josué
Last name:	Yilmaz	Santos
Country:	Turkey	Brazil
Phone number:	00 90 540 15889450	00 55 22 834076199

AUDIOSCRIPT 1.25 & 1.26

1

Jane Hello. Are you here for the GHQ conference?
Havva Yes, I am.
Jane What's your name?
Havva My name's Yilmaz. Havva Yilmaz.
Jane How do you spell that?
Havva Y-I-L-M-A-Z.
Jane Where are you from, Havva?
Havva I'm from Turkey.
Jane And what's your phone number?
Havva It's 00 90 540 15889450.
Jane Thanks. Have a good day.

2

Jane Hello. Are you here for the GHQ conference?
Josué Yes, I am.
Jane What's your name?
Josué My name's Santos, Josué Santos.
Jane How do you spell that?
Josué Santos? S-A-N-T-O-S.
Jane Where are you from, Josué?
Josué I'm from Brazil.
Jane And what's your phone number?
Josué It's 00 55 22 834076199.
Jane Great. Well, have a good day, Josué.

Exercise 11b 1.26

- Ask students to read the conversation with Havva.

EXTRA CHALLENGE Stronger students can try to remember or work out the missing words before they listen.

- Play track 1.26 and ask students to listen to the conversation and complete it. You will need to play the track at least twice to give them opportunity to catch and write down the missing words. Pause after each line, if necessary, to give them more time.
- Students could compare answers in pairs before you check with the class. Ask one strong pair to read the conversation to the class or play the track again, pausing after each gap and eliciting the missing word(s).

ANSWERS

1 Are / here 2 I am 3 What's 4 name's Yilmaz 5 How 6 are you 7 I'm from Turkey 8 what's 9 good

Exercise 12

- Put students into pairs to practise the conversation in exercise 11b. Try to make different pairs from exercise 10. Make sure they swap roles after the first practice.
- When students have practised the conversation once or twice, ask them to do it again but use their own real information instead of Havva's.

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

1 What's 2 Where 3 Where 4 How 5 Are 6 Are

1.4 Speaking and writing

Goals

- Say *hello* and *goodbye*
- Fill in a form

Lead-in

- Mime waving. Show/explain that in the UK people wave for both *hello* and *goodbye*. You could also mime shaking hands for both *hello* and *goodbye*.
- Elicit in a simple way, whether people use these gestures for *hello* and/or *goodbye* in students' country/countries. You could also find out any other gestures they use – the students can show you. (Depending on the country, they may bow or hug or just smile, for example.)

Listening & Speaking *hello* and *goodbye*

Exercise 1 1.27

- Play track 1.27 and ask students to listen to the four conversations. They have to decide whether the people in each conversation are saying *hello* or saying *goodbye*.
- Check the answers together by playing the track again, pausing after each conversation to elicit the answer.

EXTENSION You can refer to the gapped conversation below each photo and ask students to find a *hello* word or a *goodbye* word or phrase (1 *Hi* 2 *Morning* 3 *Have a nice day* 4 *Bye*).

ANSWERS
Photo 1 Hello Photo 3 Goodbye
Photo 2 Hello Photo 4 Goodbye

AUDIOSCRIPT 1.27

1
A Hi. How are you?
B Fine, thanks. And you?
A Great, thanks.
2
A Morning, Patrick.
B Good morning.
3
A Have a nice day.
B Thanks. You, too.
4
A Bye. See you later.
B Goodbye.

Exercise 2a

- Ask students to read phrases a–d as you read them aloud. Demonstrate what to do by asking students to focus on conversation 1 and decide which phrase person B says (d).
- Students then complete the rest of the conversations. You could put them into pairs to compare answers.

ANSWERS
1 d **2** b **3** c **4** a

Exercise 2b 1.27

- Play track 1.27 again and ask students to listen to the conversations and check their answers.
- Play the track again, pausing after each sentence for students to repeat.

Exercise 2c

- Put students into A/B pairs to practise the conversations. Make sure they swap roles.
- Monitor for any pronunciation problems. You will be able to address these in exercise 3 by drilling the phrases.

Exercise 3

- Refer students to the Language for speaking box. Drill the phrases using varied techniques (around the room, whole class, pairs, individuals in random order, etc.).

PRONUNCIATION You could help students focus on word stress and sentence stress by modelling the phrases (or using track 1.27 as a model) and eliciting which words or parts of words are stressed in each phrase: ***Hi***./*Hel****lo***. *Good **morn**ing.*/***Morn**ing*. ***How** are **you**? **Fine**, thanks. And **you**? **Great**, thanks. **Have** a nice day. **Thanks**. **You**, **too**. Good**bye**.*/ ***Bye**. **Bye**. **See** you **la**ter.*

- Put students into new pairs and ask them to cover the photos and conversations in exercises 1 and 2.
- Ask them to use the *hello* column in the Language for speaking box to have conversations where they practise saying *hello* using the phrases. They can start with very basic conversations of one greeting and one reply.
- Monitor carefully. Then when you think students are ready, encourage them to make longer conversations including *How are you?* and an appropriate response. Correct any mistakes you hear or make a note of them to correct with the whole class at the end of the activity.
- Ask students to do the same with the *goodbye* column in the box. Here they will have short conversations of one phrase and an appropriate response.
- Do any necessary error correction with the class. Focus on problem sounds, word stress in the wrong place and incorrect sentence stress.

EXTRA ACTIVITY Ask students to move around the classroom using the phrases from the Language for speaking box to say *hello* and then *goodbye* to as many other students as possible. If the class is very large, put students into groups of six to eight. Demonstrate the activity with one student, if necessary, so they understand they should greet and then also say *goodbye* to the same person.

Exercise 4a 1.28

- Refer students to the *Understanding …* box. Play track 1.28 and ask them to read the phrases as they listen. Point out that the important thing is practice so that you can reply quickly. You could demonstrate a slow or hesitant reply in contrast to a quick one.

Exercise 4b 1.29

- Ask students to close their books. Do a few demonstrations yourself before playing the track. Say *Good morning* and gesture to elicit a quick reply from the class. (It doesn't matter if different students use different replies as long as they are correct.) Say *Have a nice day* and again gesture to encourage a quick reply: in this case, *Thanks. Bye.*
- Play track 1.29 and ask students to listen to the prompts and reply quickly after each one. You will need to pause after the first greeting and encourage them to reply. Try to ensure every student replies. If the class is very large, you could divide students into four groups and point to a different group in turn to respond to the next prompt.
- Continue to play the track, offering plenty of encouragement and praise as students reply.

EXTENSION Put students into pairs and tell them to practise as in the listening, using the phrases and replies from the *Understanding …* box. Student A starts and Student B responds. If necessary, Student A can look at the *Understanding …* box and use the *Hear* phrases, but some stronger students should be able to remember. Student B should remember the replies (not look in the book). After a few practice *hellos* and *goodbyes*, they should swap roles.

AUDIOSCRIPT 1.29

Hello. Good morning. How are you?
Have a nice day. Goodbye.
Have a good day. See you later.
Have a nice day. Good morning.
Hello. How are you? See you later.
Have a good day. Goodbye.

Reading & Writing filling in a form

Exercise 5

- Ask students to look at the photo of Josie and the hotel registration card and establish she's at a hotel. Ask them to read what Josie says and use the information to complete the registration card.

EXTRA CHALLENGE Fast finishers can think about how they would spell Josie's first and last name and the road and city where she lives. They can check their spelling with a partner.

- Encourage students to check their answers in pairs.
- Go through the answers together, eliciting spellings of first and last name, road and city (especially if any fast finishers have tried the Extra challenge). Teach the meaning of the *signature* by signing your own signature on the board.

ANSWERS

1 Josie 2 the USA 3 909 4 business

Exercise 6a

- Ask students to read what Josie says in exercise 5 again and underline all the capital letters. Refer them to the example so that they remember what capital letters are.
- Check that students have found all the capital letters.

ANSWERS

Hi, I'm Josie Harris from the USA. I'm here on business. My address is 909 Cameron Road, Austin, Texas.

Exercise 6b

- Refer students to the Language for writing box and ask them to read it carefully.

WATCH OUT! In some countries street names begin with lower case letters so it may be useful to point out that in English we use capital letters for all names in addresses, including street names.

EXTRA CHALLENGE With a strong group, you could tell them to cover the category names 1–6 and read the information in column 2. Elicit what each piece of information is, e.g. *Havva is a first name*, *London is a city*.

Ask students to match the category numbers to the capital letters in the information about Josie. Refer them to the example which shows them how to do this. To check understanding ask: *Why is the capital 'h' in 'Hi' number 5?*

ANSWERS

Hi – number 5 My – number 5 I – number 4
Cameron Road – number 6 Josie Harris – number 1 Austin, Texas – number 2 the USA – number 3

Exercise 6c

- Put students into pairs to check they have categorized the capital letters in the same way. Monitor and then check the answers with the class.

EXTRA ACTIVITY You could ask students to look at Josie's words in the speech bubble in exercise 5 again. Ask them to work alone and write the same sentences, but use their own information instead of Josie's (name, country, street, city). When they have finished, ask them to swap their writing with their partner and check that their partner has used capital letters correctly.

Exercise 7a

- Ask students to look at the hotel registration card and find the mistakes. Point out that there are five mistakes and make sure they realize they should be focusing on the use of capital letters. Find the first mistake as a class to convey the meaning of *mistake* and to demonstrate the exercise.
- Students find the rest of the mistakes. You could give a time limit to make it more challenging.

Exercise 7b

- In pairs, students compare the mistakes they found.

EXTRA CHALLENGE Encourage stronger students to try to say how they know it's a mistake, referring back to the Language for writing box.

- Go through the answers together, eliciting the corresponding category numbers from the Language for writing box if possible.

ANSWERS

zack – Zack australia – Australia street – Street
perth – Perth Holiday – holiday

Exercise 8a

- Refer students to the blank registration card. Tell them they are at the hotel. Ask them to complete the card with their own real information. They can choose their 'reason for visit': elicit *on business*, *on holiday* and *to study*.
- Monitor as students write their information.

WATCH OUT! Make sure students use capital and lower case letters, as in the other registration cards on the page. (Of course, in real life we may sometimes need to complete forms in all capitals, but here we want students to understand about capital and lower case letters.)

Exercise 8b

- Ask students to give their registration card to their partner. They should read the card, check carefully that they have used capital letters correctly, and circle any mistakes. If students are unsure, they can check with you.
- Ask students to give the registration card back to the writer.
- To finish off, with a monolingual class you could highlight any differences in the use of capital letters between the students' L1 and English. (This may also be possible with a multilingual class, but will obviously be more complicated due to the multiple L1s.)

1.5 Video

At a hotel

Presenter Leila is a receptionist in a hotel.
Leila Hi, I'm Leila. I'm from Hong Kong, but I'm in England to study. On Saturdays and Sundays, I'm a receptionist in a hotel.
Presenter The hotel is in London and it's very busy.

Leila Yes, yes … thank you. Goodbye. I'm sorry, sir. How can I help you?
Richard I'm here for the conference. My name's Turville.
Leila And how do you spell that?
Richard T-U-R-V-I-L-L-E.
Leila And what's your first name?
Richard Richard.
Leila Ah, yes. The conference and a room for one night?
Richard That's right. Here's my credit card.
Leila Great. Thank you. And are you from England?
Richard Yes.
Leila And what's your address, please?
Richard It's number 11, Stanley Park, Tunbridge Wells.
Leila Great. Thank you. And are you here on business?
Richard Yes, I'm here for the conference.
Leila Yes, of course. I'm sorry. Great. Here is your room key and the conference is just over there.
Richard Thanks. Bye.
Leila Some guests are here on business. They're usually very busy. But some guests are here on holiday.
Fabienne Hi! Is check-in here?
Leila Yes. What's your name, please?
Fabienne It's Fabienne Leclercq.
Leila Sorry, what's your surname?
Fabienne Leclercq.
Leila And how do you spell that?
Fabienne It's L-E-C-L-E-R-C-Q.
Leila Er, where are you from Ms. Leclercq?
Fabienne I'm from France. My home address is 12 Rue Pasteur, Bordeaux, France.
Leila Great. That's one room for three nights?
Fabienne That's right. Here's my credit card.
Leila Thank you. Are you here on business?
Fabienne Oh no! I'm here on holiday!
Leila Great. Sign here, please, and here's your room key.
Fabienne Thanks. See you later.
Leila Goodbye.
Richard Morning!
Leila Good morning, sir.
Richard Here's my key.
Leila Thank you.
Richard I'm late again! And thank you, too.
Leila That's OK, sir. Goodbye!
Fabienne Good morning!
Leila Good morning.
Fabienne How are you?
Leila I'm fine thank you. And you?
Fabienne Great. It's very nice here. Now, where's breakfast?
Leila It's in the restaurant. Just over there.
Fabienne Excellent! See you later.
Leila Have a nice day.
Fabienne You, too!

VIDEO ANSWERS

Exercise 1
credit card, guest, receptionist, registration card

Exercise 2
1 Hong Kong 2 London 3 England 4 on business
5 France 6 on holiday 7 restaurant

Exercise 3
1 Turville 2 Park 3 one 4 Leclercq 5 France
6 three

Exercise 4a
G Is check-in here?
G I'm here on holiday.
R Are you here on business?
R What's your address?
G Here's my credit card.
G Where's breakfast?
R Here's your room key.
R The restaurant is over there.
R What's your name?
G, R See you later.
G I'm from France.
R How do you spell that?
R Sign here, please.
G, R How are you?

Review

ANSWERS

Exercises 1a & 1b 1.30

ANSWERS/AUDIOSCRIPT
A Hello, I'm Gary.
B Hi, I'm Sally.
A Nice to meet you, Sally.
B You, too. Are you here on holiday?
A No, I'm not. I'm here on business. And you?
B I'm here to study.

Exercise 2a
1 What's 2 How 3 from 4 in 5 Are 6 your

Exercise 3a
A Are you B we're not, aren't A I'm from B Are you
A I am

Exercise 4
1 Spain 2 Turkey 3 Brazil 4 Russia 5 China
6 Indonesia

Exercise 5
1 Lynda 2 French 3 Yaroslavl 4 01632 9628837

AUDIOSCRIPT 1.31
1 My name's Lynda. L-Y-N-D-A.
2
A What's your last name?
B French. F-R-E-N-C-H.
3
A We're from Yaroslavl in Russia.
B Yaroslavl? How do you spell that?
A Y-A-R-O-S-L-A-V-L.
4
A What's your phone number?
B 016329628837.

Exercise 6
My name is **K**abelo. **I**'m from **J**ohannesburg in **S**outh **A**frica. **D**anisa and **I** are on holiday in **E**ngland. **W**e are in a hotel in **L**ondon.

Exercise 7a
1 e 2 f 3 a 4 c 5 d 6 b

2 Questions

Unit overview

Language input

this*/*that*/*these*/*those (CB p16)	• *this key, that apple, these pens, those books*
Verb *be* (it/they) (CB p16)	• *What's this? It's a bag.* • *What are those? They're apples.*
Verb *be* (he/she/it/they) (CB p18)	• *She is from Russia.* • *They aren't doctors.* • *Is he from Indonesia? No, he isn't.*
Subject pronouns (CB p20)	• *I, you, he, she, it, we, they*
Grammar reference (CB pp118–119)	

Vocabulary development

Objects (CB p16)	• *an apple, a book, a wallet, …*
Numbers 11–100 (CB p17)	• *eleven, twelve, … twenty-five, … a hundred*
Jobs (CB p18)	• *doctor, engineer, teacher, …*
Prepositions of place (CB p21)	• *in, on, near/next to*

Skills development

Listening: understanding singular and plural (CB p17)
Reading: understanding pronouns (1) (CB p19)
Speaking: telling the time (CB p22)
Writing: a blog (CB p23)

Video

Documentary: Witney Antiques (CB p24)
Vox pops (Coursebook DVD & TG p220)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Roll the dice (TG p175 & TSRD) • Vocabulary: Memory game (TG p190 & TSRD) • Communication: What's on TV? (TG p205 & TSRD)
Tests	• Unit 2 test (TSRD)
Unit 2 wordlist (TSRD)	

2.1 What's this in English?

Goals

- Use singular and plural forms
- Say numbers 11–100

Lead-in

- Ask students to look at the photos of David and the objects in his bag, covering up all the written parts of the page. A fun alternative would be real objects for those in the photos, which students can hold and pass around the class.
- Put students into pairs to share English words they know for any of the objects. Tell them to speak only, not write.
- After a minute, elicit any words for the objects from the students. Praise them (even if they know only a few).

Vocabulary & Speaking objects

Exercise 1a

- Ask students to read the words in the box and look for any they said in the Lead-in. Then students match the objects to the words. Use the example to show them what to do.

! Point out how we use the indefinite article *a/an* with singular nouns. Highlight that we use *an* before nouns starting with a vowel sound, using the example of *an umbrella*. Elicit the other example from the box (*an apple*) and model both words to show the vowel sounds.

Exercise 1b 2.1

- Play track 2.1 and ask students to listen and check their answers. Then play again, pausing after each word for students to repeat.
- You could write the words on the board and elicit the word stress: ***ap**ple*, ***lap**top*, ***note**pad*, ***tab**let*, *um**bre**lla*, ***wal**let*. (You could elicit that for all the two-syllable words, the stress is on the first part of the word.)

ANSWERS/AUDIOSCRIPT 2.1

1 a tablet
2 a phone
3 a wallet
4 a key
5 a notepad
6 an apple
7 a laptop
8 a pen
9 a book
10 an umbrella

Exercise 1c

- In A/B pairs, students take turns to test each other on the new vocabulary. Demonstrate with a strong student.
- Monitor carefully for any pronunciation mistakes. Do error correction with the whole class and drill problem words.

EXTRA ACTIVITY Test students in two teams by playing a memory game. You will need real objects: all or most of those in the photos. Put the objects on a tray and show them to the class. Secretly take two things off the tray then show the teams the tray again. They have to discuss which things are missing and write them down. Award one point for each correct answer. Do this several times. You can make it more difficult by removing more objects and/or giving a short time limit. The winning team is the one with the most points.

Exercise 2a 2.2

EXTRA SUPPORT As a quick check that students understand the number words, ask them to read the words and write the numbers in figures above them.

- Play track 2.2 and ask students to listen for the correct number words. Mime circling the correct answer if necessary. You could play again to give students a second chance to catch the numbers.

ANSWERS/AUDIOSCRIPT 2.2

1 five books
2 ten phones
3 three keys
4 eight pens
5 two wallets

Exercise 2b

- Put students into pairs to compare answers. Monitor to ensure they have the correct answers. If you notice any errors, play the track again, pausing to elicit the numbers.

Exercise 3

- Indicate, using finger gestures, that singular means one and plural means more than one. Ask students to look at the plural objects in exercise 2a, and elicit that you need to add *-s* to nouns to make them plural.
- Ask students to complete the table. Refer them back to exercise 2a if necessary. Students work alone, but they could compare answers in pairs.
- Monitor and check students write *an* for number 1. If not, refer them back to the **!** note in exercise 1a.
- Elicit answers from the class.

ANSWERS

1 an umbrella 2 books 3 phones 4 wallets

Exercise 4a 2.3

- Play track 2.3 and ask students to listen to the plural nouns and focus on the ends of the words. Model /s/ and /z/ and ask students to repeat these sounds.

PRONUNCIATION These sounds are made with the same mouth and tongue position, but with /z/ there is far more vibration. You can help students understand this by asking them to put their hands over their ears as they say the two sounds. The /z/ sound will be much louder.

- Play the track again, pausing after each word for students to repeat. Listen carefully and correct any pronunciation mistakes at the end by drilling the whole class. You can drill in a variety of ways: see p35 exercise 2b for ideas.

Exercise 4b

- Put students into new pairs and ask them to take turns to point to the objects and say the words as they did in exercise 1c, but this time one student says the singular word and the other says the plural. Remind them to be careful with *a* and *an* and the pronunciation of plural *-s*.
- Monitor carefully and correct any mistakes with each pair.

EXTRA ACTIVITY Using real objects if you have them, hold one up and make a gesture, using your fingers, to show singular or a plural number, e.g. pick up an apple and hold up three fingers. Call a student by name and they tell you the object, making sure to use the correct number and plural *-s* sound or the correct article (*a/an*). Make this a quick-fire activity, calling on students in random order to encourage them to think quickly. Praise good answers and

correct any mistakes. A strong class could continue this activity in pairs or small groups, pointing to objects in the photos on p16 rather than using real objects.

Grammar & Speaking *this/that/these/those;* verb *be* (it/they)

Exercise 5 2.4

- Ask students to look at the photos and name the objects the hands are pointing to (*a key*, *an apple*, *pens*, *books*).
- Play track 2.4 so that students can hear the pronunciation of *this*, *that*, *these*, *those*. Then play the track again, pausing after each word for students to repeat.

PRONUNCIATION Write the words on the board so you can point out the /s/ sound at the end of *this* and the /z/ sound at the end of *these* and *those* (as they practised these sounds in exercise 4). The /ð/ sound is sometimes difficult for students. Show them how the tongue is slightly protruding between the teeth and make the sound for them to copy. There is a high level of vibration in this sound and students can feel it on their tongues, especially if they hold their voice box between finger and thumb.

EXTRA SUPPORT To make the meaning absolutely clear in a physical way, use real objects positioned close to you and further away. Point to singular objects and elicit or say the words *this* and *that*. Then point to plural objects and elicit or say *these* and *those*.

Exercise 6a 2.5

- Play track 2.5 and ask students to listen to the mini conversations and complete them. Pause after the first conversation to elicit the missing word as a demonstration.

ANSWERS

1 umbrella **2** wallet **3** notepads **4** pens

AUDIOSCRIPT 2.5

1
A What's this in English?
B It's an umbrella.
2
A What's that in English?
B It's a wallet.
3
A What are these in English?
B They're notepads.
4
A What are those in English?
B They're pens.

Exercise 6b

- In pairs, students compare their answers. Monitor carefully and if the answers are correct, move on to the next exercise. If not, play track 2.5 again to check together.

Exercise 7a

- Refer students to the Grammar focus box and ask them to complete it using the correct forms of the verb *be*.
- Elicit the answer to number 1 as a demonstration. Refer students to mini conversations 1 and 2 in exercise 6a where they can see the *'s* contraction in context.
- Allow time for students to work alone to complete the box. They can compare their answers with a partner.
- Check the answers with the class by eliciting them.

ANSWERS

1 's **2** 's **3** 's **4** are **5** 're

- Refer students to *Grammar reference* on p118. There are two more exercises here that students can do for homework.

Exercise 7b

- Pre-teach *friend*: use a picture or translate into L1.
- Write the first conversation on the board to do as an example. Point to *What's*. Elicit that this uses the *it* form of *be* which is singular and so the answer must be singular: circle this. Point to *a tablet* and again elicit whether it is singular or plural to help them choose the singular form: *'s*.
- Monitor and assist any students who are struggling. Encourage them to look at the Grammar focus box.

Exercise 7c 2.6

- Play track 2.6 and ask students to listen to the conversations and check their answers. Pause after each line to elicit the correct answers from the class.

EXTENSION Put students into A/B pairs to practise the conversations. Make sure they swap roles so they practise both questions and responses. Monitor for any pronunciation problems. Correct them individually, but if many students are making the same mistakes, drill the whole class after the activity.

ANSWERS

1 this/'s **2** are/are **3** 's/It's **4** those/They're

AUDIOSCRIPT 2.6

1
A What's this?
B It's a tablet.
2
A What are these in English?
B They are keys.
3
A Who's that?
B It's my friend, Lynne.
4
A What are those in English?
B They're phones.

Exercise 8

- Pre-teach *I don't know* using gesture/body language and facial expression. Model a simple conversation, taking both parts yourself: Q: *What's this in English?* A: *I don't know.* Drill the phrase around the class.
- Put students into A/B pairs. Ask them to take turns to point at an object in the classroom and ask a question with *What*. Their partner answers with the name of the object or *I don't know*. Demonstrate with a strong student using an object from your bag (singular or plural). Ask *What's this?/What are these?* and elicit an answer. Do a second demonstration, choosing an object far from you. Point and ask *What's that?* and elicit an answer.

FEEDBACK FOCUS Students have a lot to remember now. Note any confusion with *this/that* and *these/those*. Also note any singular and plural mistakes with the verb *be*, articles (*a/an*) and noun endings.

EXTRA ACTIVITY If appropriate, you could allow students to ask you for any very useful nouns for objects they want to know, e.g. *door*, *chair*. Drill the pronunciation for singular and plural and make sure students know how to pronounce the plural *-s* ending in each case. Be careful not to teach a lot of new words – up to a maximum of eight new ones.

Vocabulary & Speaking numbers 11–100

Exercise 9 2.7

EXTRA ACTIVITY Test numbers 0–10 in English by holding up a certain number of fingers and eliciting the numbers. You could also ask *How do you spell that?* and elicit the correct alphabet letters for each number word.

- Play track 2.7 and ask students to listen and read the numbers. Play again, pausing after each number for students to repeat.

Pronunciation word stress: *-teen* and *-ty*

Exercise 10a 2.8

- Write the numbers on the board and mark the stress.
- Play track 2.8 and ask students to listen to the stress on each word. Point out that in numbers ending in *-teen* the stress is on the second syllable, whereas in multiples of ten the stress is on the first syllable.

Exercise 10b 2.8

- Play track 2.8 again, pausing after each number for students to repeat. Use your fingers to help them count the syllables in each number.

EXTENSION Put students into small groups. Point to one of the numbers on the board and elicit the pronunciation from one group at random. Encourage students to respond quickly. Repeat, pointing and eliciting several times with different groups. Correct any word stress problems.

Exercise 11 2.9

EXTRA SUPPORT Before listening, in pairs, students decide how each pair of numbers is pronounced, paying particular attention to word stress.

- Play track 2.9 and ask students to listen and decide which word the speaker says. Pause after the first one to check students have heard correctly. Then play to the end.
- Play the track one more time, pausing after each number to elicit which word students heard. For clarity, you could ask students to say *1* if they heard the first word in the pair and *2* if they heard the second word.

ANSWERS/AUDIOSCRIPT 2.9

1 thirty
2 fourteen
3 sixteen
4 eighty
5 ninety

Exercise 12

- Put students into pairs to take turns saying the numbers to each other. You could elicit that the numbers in 3 are in film titles (but students only say the numbers).
- Monitor carefully and note any pronunciation problems. Drill any problem numbers with the class.

ANSWERS

2 **fifteen, fifty-two, seventy, ninety-seven, forty-nine, fourteen, twenty-four, twenty-eight, eighty, eighteen, eighty-six, sixty-one, eleven**
3 ***The thirty-Nine Steps*, *Twenty-one Grams*, *Apollo Thirteen*, *Around the World in Eighty days*, *Forty-eight Hours***

EXTRA ACTIVITY Bingo. Put students into small groups. One student writes the numbers 11–30 on a piece of paper. This person is the caller. The other students (players) divide their paper into eight squares to make a Bingo card and write a number in each square: they can choose any numbers from 11 to 30 inclusive. The game begins when the caller says one number on their list and crosses it off. Any players who have the number on their Bingo card also cross it off. The winner is the player who crosses off all their numbers first and says *Bingo*. This game can be repeated with different callers and numbers 31–50, 51–75, 76–100.

Listening skills understanding singular and plural

Exercise 1 2.10

- In these four conversations, students listen for clues such as *this/these*, *'s/'re*, *a/an* and *-s* ending to identify whether the objects are singular or plural.

EXTRA CHALLENGE Stronger students may also be able to remember which objects are in each conversation.

- Play the first conversation on track 2.10 and pause to elicit the answer as a demonstration. Ask if anyone can remember the object (*an umbrella*). If necessary, remind them that *an* is singular. Play the track to the end.
- To check the answers as a class, play the track again, pausing after each conversation to elicit the answer (and the object(s) from stronger students).

ANSWERS

Singular 1 and 4 Plural 2 and 3

AUDIOSCRIPT 2.10

1
A What's this in English?
B It's an umbrella.
2
A What are these?
B They're apples, from England.
3
A What are these in English?
B They're keys.
4
A What's this? A laptop?
B No, it's a tablet.

Exercise 2 2.11

- Play track 2.11. Ask students to listen to the numbers and objects and write the numbers they hear. You could pause after the first one to check they understand what to do.
- Play the track to the end. Students complete the exercise.
- Elicit answers from students. You could write 1–6 on the board and invite students to come up and write

the numbers (and corresponding words for an extra challenge).

ANSWERS

1 eighteen 2 thirty-five 3 two 4 forty 5 one 6 nine

AUDIOSCRIPT

1 eighteen laptops
2 thirty-five pens
3 two umbrellas
4 forty apples
5 a book
6 nine bags

Exercise 3a 2.12

- There are four conversations and some are quite long. Tell students not to worry about understanding everything. They only have to listen for the numbers and objects.
- Play track 2.12 and ask students to listen to the first conversation. Pause and point out the example answer. Play on, pausing after each conversation for students to write the answers. Before conversation 3, point out that there are two objects and two numbers to write.

Exercise 3b

- Put students into pairs to compare their answers.
- Play the track one more time, pausing after each conversation and eliciting the numbers and objects.

ANSWERS

1 one/tablet 2 twenty-six/letters 3 thirty/students / fifteen/books 4 three/laptops

AUDIOSCRIPT 2.12

1
A Look at this!
B Wow! A tablet!
2
A How many letters are there in the English alphabet?
B There are twenty-six letters. A, B, C, D, E, F, G …
3
A There are thirty students and fifteen books.
B So we can work in pairs.
4
A Hello, I'm here for the conference. My name's Frantzen, Paul Frantzen.
B Welcome, Mr Frantzen. Nice to meet you.
A Nice to meet you, too. Um … where's the computer room?
B There are three laptops you can use over there.
A Thanks.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 **A** What's this? **B** It's an umbrella.
2 **A** What are these? **B** They're notepads.
3 **A** What's that? **B** It's a bag.
4 **A** What are those? **B** They're apples.
5 **A** Who's that? **B** It's my friend, Benny.
6 **A** Where are those people from? **B** They're from Chile.
7 **A** What's this in English? **B** It's a key.

Exercise 2

1 **A** this **B** It's
2 **A** that
3 **A** those **B** They're
4 **A** This
5 **A** those **B** They're
6 **A** that **B** It's

2.2 What's your job?

Goals

- Talk about jobs
- Use the verb *be* (he/she/it/they)

Lead-in

- Create a spidergram on the board for jobs. Write *job* in the centre of the board. Point to yourself and say *teacher*. Drill pronunciation around the class. Point to different students and say *student*. Drill this word too.
- Put students into small groups to brainstorm other words for jobs they may know. Add these to the spidergram.
- Ask students to look at the photos in exercise 1a, but to cover the words in the box. Do they know the words for any of these jobs?

Vocabulary & Speaking jobs

Exercise 1a

EXTENSION Use the webpage to revise countries. Write _____ *from?* (*Greece*) on the board and ask students to find the photo which matches (*Yanni Loukas*). Elicit the missing words in the question (*Where's he*). Ask the question about Yanni and elicit the answer (*Greece*). Put students into A/B pairs. Student A points at a photo on the webpage and asks the question. Student B replies with the correct country. Monitor that students remember to change *he* to *she* where necessary. Point this out if they forget. Correct any mispronounced countries with the class.

- Ask students to look at the words in the box as you read them aloud. Then students match the jobs to the people in the photos on the webpage. Point out the two examples which have been done for them (3 and 8).

DICTIONARY SKILLS There are only four more words for jobs here which the students may never have seen (*doctor*, *engineer*, *nurse*, *shop assistant*). You could allow students to work in pairs, use bilingual dictionaries to look up the meanings of two of these words each and then show each other the matching photo.

Exercise 1b 2.13

- Play track 2.13 and ask students to listen to the sentences and check their answers. Pause the track as necessary.
- Add the words to the spidergram on the board.

ANSWERS

1 engineer 2 student 3 waiter 4 nurse 5 doctor 6 shop assistant 7 teacher 8 taxi driver

AUDIOSCRIPT 2.13

1 Erik's an engineer.
2 Hassan's a student.
3 Thierry's a waiter.

4 Asya's a nurse.
5 Sonja's a doctor.
6 Kumiko's a shop assistant.
7 Daisy's a teacher.
8 Yanni's a taxi driver.

Pronunciation word stress: jobs

Exercise 2a 2.14

- Refer students to the example *doctor* and model it several times to show the word stress is on the first syllable.

EXTRA CHALLENGE Put students into pairs and ask them to say the words in exercise 1a to each other, to decide where the word stress is. Then when students listen to the track, they will be checking whether they are correct.

- Play track 2.14 and ask students to listen to the jobs and mark the stress, using a circle above the stressed syllable.
- Play the track again, pausing after each word to elicit which syllable the stress is on. Use your fingers to indicate the number of syllables and the one which is stressed. Mark the stress on the words in the spidergram on the board or invite students to come up and mark the stress.

Exercise 2b 2.14

- Play track 2.14 again for students to repeat the words. Drill each word several times.

> ! Point out how articles are used for these singular nouns. Read the two sentences aloud. Elicit why we use *an* in the second sentence (because *engineer* starts with vowel sound /e/).

ANSWERS/AUDIOSCRIPT 2.14
doctor **engi**neer nurse **shop** assistant **stu**dent **taxi** driver **teach**er **wai**ter

Exercise 3

EXTRA SUPPORT Model the sentence for photo 1: *Erik's an engineer*, and drill it with the whole class. Do this for all the photos, so students can practise saying the sentences before doing the exercise.

- Put students into A/B pairs to talk about the people on the webpage. They can take turns to point to a photo and say the person's job. Demonstrate with a strong student. Point to Hassan and say *Hassan* with rising intonation. The student says *Hassan's a student*.
- Monitor carefully while students are doing the activity. Ensure both students in each pair have a chance to talk about the jobs. Note any problems with pronunciation of the jobs and the use of articles.
- Do any necessary error correction with the whole class.

ANSWERS
1 Erik's an engineer. 2 Hassan's a student.
3 Thierry's a waiter. 4 Asya's a nurse.
5 Sonja's a doctor. 6 Kumiko's a shop assistant.
7 Daisy's a teacher. 8 Yanni's a taxi driver.

Exercise 4

- Refer students to the jobs diagram on the board. Ask them to think of friends from school with these jobs. Then, in pairs, students tell each other about their friends' jobs.
- Monitor and make a note of students, one of their friends' names and their job. Conduct class feedback by asking students questions about their friends, e.g. *Your friend Joshua. What's Joshua's job?* to elicit some sentences.

Grammar & Listening verb *be* (he/she/it/they)

Exercise 5a 2.15

- Point to the two photos. Ask students for their opinions: *Is he a student or a teacher? Are they nurses or doctors?*
- Play track 2.15 and ask students to listen to the conversation to find out whether they guessed the correct job for each photo. Elicit the answers by pointing to the photos and asking *This person? These people?* (At this stage, it's fine if students just say the job word, but make sure they are correct with singular and plural.)

ANSWERS
Photo 1: teacher Photo 2: nurses

AUDIOSCRIPT 2.15
A This is my friend Fernando.
B Is he a student?
A No, he isn't. He's a teacher in a school in Mexico.
B Is it a language school?
A Yes, it is. And these are my friends Jack and Katie.
B Are they doctors?
A No, they aren't. They're nurses in a hospital in London.

Exercise 5b 2.15

- Refer students to the gapped conversation.

EXTRA CHALLENGE Ask strong students to complete the conversation before they listen again.

- Play track 2.15 again and ask students to listen to the conversation and complete it. Then play again for students to check their answers.

EXTENSION Put students into A/B pairs to act out the conversation for extra pronunciation practice. Make sure they swap roles to practise both parts. Do any necessary correction with each pair as you monitor.

ANSWERS
1 student 2 teacher 3 doctors 4 nurses

Exercise 6

- Refer students to the Grammar focus box and ask them to read it carefully.

EXTRA SUPPORT You could write *he/she/it* and *they* on the board and elicit which are singular and which are plural. You could draw a stick picture next to each word to illustrate it or point to students in the room to illustrate gender and singular/plural.

- Ask students to use the conversation in exercise 5b to complete the box. Demonstrate how to complete the first gap by eliciting *'s* from students. Allow plenty of time for students to complete the exercise. Monitor and assist struggling students by showing them where to look in exercise 5b.
- Elicit answers from individual students.

WATCH OUT! In a number of languages the form of the verb changes to indicate both gender and singular/plural. For this reason, pronouns in English may be a difficult area

of grammar for some students, but choosing the incorrect pronoun, e.g. *she* for a man, can be very confusing and embarrassing. It is important to correct any mistakes from the beginning and explain clearly.

ANSWERS

1 's **2** 're **3** isn't **4** Is **5** Are **6** is **7** isn't **8** aren't

- Refer students to *Grammar reference* on pp118–119. There are two more exercises here that students can do for homework.

Exercise 7a

- Ask students to look at conversation 1. Point out that there are two words to choose from in the first sentence: *is/are*. Elicit the correct word *is* and, if possible, elicit that you need *is* because *a photo* is singular.
- Do the second example together, too. Elicit the correct answer *is it* and elicit that this is the correct word order for questions. Refer students to the Questions section of the Grammar focus box for examples.
- Students work alone to do the rest of the exercise. Monitor carefully and refer them to the Grammar focus box to help them decide which option is correct.
- You could ask two strong pairs to act out the conversations for the rest of the class to check their answers.

ANSWERS

1 is **2** is it **3** Is it **4** it isn't **5** It's **6** are **7** Are they **8** aren't **9** is **10** is

Exercise 7b

- Put students into new pairs for pronunciation practice. Ask them to act out the two conversations.

PRONUNCIATION It is sometimes difficult for students to pronounce the contractions of the verb *be*. If you notice this, stop the exercise and drill the contractions with the class: *he's* /hiːz/, *she's* /ʃiːz/, *it's* /ɪts/, *they're* /ðeə/, and *isn't* /ˈɪznt/, *aren't* /ɑːnt/

- Do any necessary error correction and invite one or two strong pairs to act out a conversation in front of the class.

Exercise 8

- Before you start, put students into pairs to brainstorm the names of countries from Unit 1. After a few minutes, elicit countries and write them on the board or refer students to the list in 1.2 exercise 2a.
- Ask students to look at the photos. Say *These are your friends*. Go through the pronunciation of the names to make the exercise easier: *Pieter* /ˈpiːtə/, *Selma* /ˈselmə/, *Reggie* /ˈredʒiː/and *Sara* /ˈsɑːrə/.
- Elicit the people's jobs from looking at the photos, and ask students to think about where the people are from, using the country names they brainstormed together.
- Use the conversation prompts with a strong student to demonstrate the exercise, then students do the same in their pairs.
- Invite some pairs to act out their conversations in front of the class. Praise and encourage them.
- Do any necessary error correction, particularly of the contractions of *be*.

Exercise 9

- Closed book. Write *job* on the board, together with blanks to complete to make questions: _____ _____ _____? (*Is he a …?*) _____ _____ _____? (*Is she a …?*) _____ _____? (*Are they …?*). Elicit the words to make the questions – you could draw a stick picture next to your question. Then write *country* on the board, with blanks as before (*Is he from …? Is she from …? Are they from …?*). Again, elicit the words to make the questions. Drill all the questions in different ways (loudly, quietly, half the class, etc.).
- Put students into new A/B pairs. Refer students to the Communication pages and ask them to read their instructions.
- Ask Student As to raise their hands. Model and drill the names they need for the exercise: *Lina* /ˈliːnə/, *Jason* /ˈdʒeɪsən/, *Steve* /stiːv/ and *Natasha* /nəˈtæʃə/. Do the same with the Student B names: *Zheng* /dʒen/, *Marina* /məˈriːnə/, *Adam* /ˈædəm/ and *Phyllis* /ˈfɪlɪs/.
- Students take turns to ask and answer questions about the people in their photos. Monitor and note any difficulties.

EXTENSION Fast finishers could write down the conversation they had about one of the photos. They can check their writing with the conversation prompts in exercise 8 or use the Grammar focus box.

- When students have finished, elicit information about the people in the photos. Say the name of each person with rising intonation, e.g. *Lina?* and elicit full sentences about job and country, e.g. *She's a shop assistant. She's from Indonesia.* Write errors on the board and elicit corrections from the class. Correct any pronunciation errors together.

EXTRA ACTIVITY Ask students to find an image of a person or two people together to print and bring to class or to cut from a magazine/newspaper. Put students into pairs and ask them to swap their pictures. Refer them to exercise 8 and ask them to have similar conversations about the pictures.

ANSWERS

Student A: Lina, shop assistant, Indonesia, Steve and Natasha, waiters, Australia, Jason, taxi driver, USA
Student B: Zheng, teacher, China, Marina, engineer, Spain, Adam and Phyllis, nurses, UK

Reading skills understanding pronouns (1)

- Read the information aloud to the class. Use the examples given and elicit that *Tony* can be replaced by the pronoun *he* and *my friends* by *they*. If necessary, elicit that *Tony* is singular and *friends* is plural.

Exercise 1

- Use the photo of the chef to teach the new job *chef*. Drill pronunciation /ʃef/.
- Ask students to read the text and underline all the pronouns. Then ask them to match one pronoun 1–4 with one name or place a–d. If necessary, do the first one together as an example. Elicit from or remind students that *it* is used for things and a restaurant is a thing.
- Elicit the answers from the class. Say the pronoun and ask a student to say the name it replaces in the text. You can elicit from the students or remind them that *he* is singular

and male, *she* is singular and female, and *they* is plural and either male or female or a mixture of the two.

ANSWERS
1 b 2 d 3 a 4 c

Exercise 2a

- Ask students to read sentence number 1. Elicit the answer, mime underlining it and point to the pronoun *he* in the text. Ask students to underline the correct answer for 2–6.

Exercise 2b

- Put students into pairs to compare their answers.
- Go through the answers together. For sentence 1, point to the relevant sentence in the text and elicit the pronoun which corresponds to the person, e.g. *She's an engineer*. Do the same for sentences 2–6, eliciting the pronouns which correspond to the person/people/thing.

ANSWERS
1 a chef 2 an engineer 3 Australia 4 Italian 5 Italy 6 holiday

Exercise 3

- Ask students to look at the text and underline all the pronouns.

EXTRA SUPPORT Read the first two sentences of the text aloud. Ask: *Who is 'he'?* (Arturo) and *Who is 'she'?* (Romina).

- Ask students to read questions 1–5. Remind them that *Who* is about people and *What* is about things. Students read the text to find the answers to the questions.
- Students can compare answers in pairs before you elicit the answers from the class.

ANSWERS
1 Arturo and Romina 2 Romina 3 Arturo 4 Romina 5 the language school

EXTENSION Ask fast finishers to write questions, starting with *Who …?* Or *What …?*, using the following nouns: *Mexico*, *on holiday*, *a doctor*, *in Cancún*. (*Who is from Mexico? Who is there on holiday? Who is a doctor? What's in Cancún?*) They can ask these questions to other students when they have finished the exercise. (Answers: *Arturo*, *Romina*, *Arturo*, *a hospital*)

EXTRA ACTIVITY Put students into pairs. Ask them to read the conversations in exercise 7a again and discuss what each pronoun refers to (*it* in conversation 1 is the house, *they* in conversation 2 are Jana and Milos). Elicit answers from the class. For homework, students could find one or two photos showing objects, places or people. They could bring them to class and have conversations similar to exercise 7a.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 I'm not a doctor.
2 She's not an engineer.
3 They're nurses.
4 They aren't shop assistants.
5 **A** Is it a laptop? **B** No, it isn't.
6 **A** Are they teachers? **B** Yes, they are.

Exercise 2
1 are 2 Are 3 they 4 're 5 they 6 's 7 's 8 's 9 's 10 Is 11 's

2.3 Where are they?

Goals
- Use subject pronouns
- Use prepositions of place

Lead-in
- Refer students to the title of the lesson *Where are they?* Elicit that *Where* is about places, countries and cities.
- Play a game to revise cities and countries. Write the number of spaces on the board for a particular city, e.g. _ _ _ _ _ _ (Paris). Tell students this is the name of a city and ask them to give you one alphabet letter at a time in order to guess the city name. If the letter is in the word, write it in the correct place. If it is not in the word, write it at the side of the board (so you and the students can remember which letters have been said). If students guess the city before there are ten letters at the side, they win. If you reach ten letters before they guess, the teacher wins. In each case, when they guess the name of the city, ask *Where is* (*city name*)*?* to elicit the country. (Suitable cities, from Unit 1, are: *Moscow*, *Russia*/*London*, *the UK*/*Sydney*, *Australia*/*Barcelona*, *Spain*.) You could include the town and country where the students are.

Grammar & Speaking subject pronouns

Exercise 1a
- Put students into pairs. Ask them to talk about the places in the photos and the maps, and allow time for them to write the people's names next to the correct location.
- Elicit places and names from the class.

ANSWERS
1 Champs-Élysées: Marie
2 Robson Street: John
3 Abbey Road: Sven and Max

Exercise 1b
- Still in their pairs, ask students to answer the two questions, choosing the correct answer a, b or c. They'll need to refer to the maps to work out the answers.

Exercise 1c 2.16
- Play track 2.16 and ask students to listen to the mini-conversations and check their answers.

WATCH OUT! *The Champs-Élysées* looks like a plural noun. Some students might question why we don't use *are*; it is the name of one street and is singular even though it ends in *-s*. (Of course, this word is French, not English.)

ANSWERS
1 c 2 a

AUDIOSCRIPT 2.16
1 **A** Where's Robson Street?
B It's in Vancouver, Canada.
2 **A** Where's the Champs-Élysées?
B It's in Paris, France.

Exercise 2
- Put students into A/B pairs. Refer them to the Communication pages and ask them to read their

instructions. (The aim of this exercise is for students to find out where the places in their photos are and write them on their maps.)

- Read out the names of the places that both students have to find so you can model the pronunciation. Also go through the example conversation, pointing out that students need to put *the* before all the place names apart from *Petra*.
- Students take turns to ask about the places. Monitor and note any difficulties they are having.
- When all students have finished, elicit where all the places are. Write any errors on the board and elicit corrections from the class.

ANSWERS

Student A

1 The Museo Frida Kahlo is in Mexico City, Mexico
2 The Paul Klee Centre is in Bern, Switzerland
3 The Borobudur Temple is in Java, Indonesia
4 The Purnululu National Park is in Australia

Student B

1 Museo Guggenheim is in Bilbao, Spain
2 The Roman Baths are in Bath, UK
3 Potala Palace is in Lhasa, China
4 Al-Deir is in Petra, Jordan

Exercise 3a

- Ask students to read sentences a–d and match them to 1–4. You could elicit that 1–3 are the names of people and 4 is the name of a place.
- Do the first one together if students are unsure what to do. Read out *He's on Robson Street* and point to the photos to elicit the name John. Point to the correct photo and say *He is John*.
- Students work alone to complete the exercise.

Exercise 3b 2.17

- Play track 2.17 and ask students to listen to the mini conversations and check their answers.
- Pause after each conversation, point again to the relevant photo and say the corresponding pronoun.

EXTENSION Put students into A/B pairs and ask them to practise the conversations. Student A starts. Make sure they change roles after a few minutes. In conversation 3 remind them that the question needs *are*, not *is* because there are two people. The aim is to reinforce the meaning of the subject pronouns with repetition.

ANSWERS

1 d 2 a 3 b 4 c

AUDIOSCRIPT 2.17

1
A Where's Marie?
B She's on the Champs-Élysées.
2
A Where's John?
B He's on Robson Street.
3
A Where are Sven and Max?
B They're on Abbey Road.
4
A Where's Abbey Road?
B It's in London, in the UK.

Exercise 4a

- Pre-teach *sister*, using a quick sketch of a family tree, or translation into L1 if appropriate. Elicit or tell students that the word is female and singular.
- Refer students to the Grammar focus box and allow time for them to read all the beginnings and endings. Do the first one together as a demonstration. Elicit the ending which matches the pronoun *I* (4).

EXTRA SUPPORT You could help students to conjugate the verb *be* from *I* to *they*, either by eliciting orally or by eliciting and writing on the board. Clean the board before they do the exercise.

- Students work alone to complete the exercise.
- Check answers by eliciting from some students. Encourage them to say the complete sentence.

ANSWERS

1 She 2 It 3 They 4 I 5 We 6 You 7 He

- Refer students to *Grammar reference* on p119. There are two more exercises here that students can do for homework.

Exercise 4b

- Ask students to read the first sentence and elicit the pronoun to complete it (*He*). Students work alone to complete the exercise.
- Check answers. Invite students to write the pronouns on the board, but they should say the whole sentence.

ANSWERS

1 He 2 We 3 you 4 She 5 It 6 They

Exercise 5a

- Ask students to read the conversation. Read out the first line and elicit the correct pronoun to complete the question (*you*). Elicit that they know this because Helen is talking to Lewis and he is just one person, therefore singular.
- You could put students into pairs to choose the correct words in the rest of the conversation. Monitor and assist any pairs who are struggling.

Exercise 5b 2.18

- Play track 2.18 and ask students to listen to the conversation and check their answers.

EXTENSION Put students into A/B pairs to practise the conversation. Monitor for any errors and do error correction with the class.

ANSWERS

1 you 2 you 3 I'm 4 I'm 5 It's 6 he 7 We're

AUDIOSCRIPT 2.18

A Hi, Lewis. Helen here. How are you?
B Fine, thanks.
A Are you at home?
B No, I'm in London.
A Really? Where in London?
B I'm at the Victoria and Albert Museum.
A Where's that?
B It's on Cromwell Road, near the Science Museum.
A Wow! Is Max with you?

B Yes, he is. We're here on holiday.

Exercise 5c

- Put students into A/B pairs. Point to the highlighted words in the conversation in exercise 5a. Explain that they have to change these words and have their own conversation. They can choose any names and places they wish.

EXTRA SUPPORT Go through the conversation in exercise 5a and elicit different names and places from the students. You could write these on the board for them to choose from during the exercise.

- Demonstrate the start of a conversation with a strong student. Stop after *Really? Where in . . .?* Then allow plenty of time for students to do the exercise. Monitor for any problems and do error correction at the end.

Vocabulary prepositions of place

Exercise 6

- Ask students to study the map and decide which city it is.
- Elicit suggestions and confirm the answer.

ANSWERS
Victoria, Canada

Exercise 7a

- Read out places 1–5 and ask students to find them on the map. They could circle or highlight them.
- Read out locations a–e then ask students to match each of the places they've highlighted on the map with a location.
- If students ask you about the prepositions, you can reassure them they will study these in the next exercise (8a).

Exercise 7b 2.19

- Play track 2.19 and ask students to listen to the conversations and check their answers.

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

AUDIOSCRIPT 2.19
1
A Where's Fisgard Street?
B It's in Chinatown.
2
A Where's the McPherson Playhouse?
B It's near City Hall.
3
A Where's the Robert Bateman Centre?
B It's on Belleville Street.
4
A Where's Thunderbird Park?
B It's next to the Royal British Columbia Museum.
5
A Where are the YMCA and YWCA?
B They're near the Courthouse.

Exercise 8a

- Refer students to the Vocabulary focus box and read out the information. Write *in*, *on* and *near/next to* on the board. Check students' understanding by saying the following: city (Paris), building (the Science Museum), country (Russia), area (Chinatown), street (Douglas Street), landmark (the Eiffel Tower). Elicit which preposition goes before each one. For each example, point to the correct preposition on the board then write the place next to the preposition.

WATCH OUT! Students might want to know the difference between *near* and *next to*. Show them, using the illustration in the Vocabulary focus box and/or physical objects, that *next to* means 'by the side of' whereas *near* means 'in the vicinity of' but not necessarily next to. Also note that the preposition *on* with streets is correct, but *in* with streets is becoming more frequent, e.g. *in Oxford Street*.

- Point out the note about *at*. You could write the phrases with *at* on the board.

PRONUNCIATION It's a good idea to drill all of the prepositions in a list (*in*, *on*, *near*, *next to*, *at*), but also drill them together with the nouns that follow them, e.g. *in Tokyo*, *near the station*. This is important because we do not usually put stress on prepositions, and students need to get a feel for the rhythm of English, i.e. that the words which carry most meaning – in this case nouns – are the words which stand out.

EXTENSION Ask students to look at exercise 7a again. Ask *Where's/Where are* for each place 1–5. Elicit the answer and ask why we use the particular preposition. Refer to the Vocabulary focus box as necessary.

Exercise 8b

- Ask students to read the sentences and complete them with the prepositions. Do the first one together if necessary.
- Monitor students as they do the exercise. Refer them to the Vocabulary focus box if they are struggling.
- Students can compare their answers in pairs before you check with the class. Read each sentence until you reach the missing preposition. Elicit it from students together with the place that follows. Pronunciation of the places is not the focus here. It is important to elicit why the preposition is correct.

ANSWERS
1 on **2** in **3** near/next to **4** in **5** near/next to

Exercise 9

- Ask students to find places 1–6 on the map and circle them.
- Refer students to the example questions and answers. Ask which place needs the question *Where are . . .?* (number 3). Elicit that this is because it is plural (*the Parliament Buildings*).

WATCH OUT! Point out that we don't use *the* with street names, e.g. *Store Street*, but we need *the* with buildings, e.g. *the Library*.

- Demonstrate a conversation with a strong student.
- Put students into A/B pairs to take turns to start a conversation about the places. Monitor carefully, particularly noting any mistakes with the prepositions.
- Do corrections at the end by writing incorrect sentences on the board and eliciting corrections from the class.

ANSWERS

1 It's on Broughton Street.
2 It's on Wharf Street.
3 They're near the Royal British Columbia Museum
4 It's near City Hall.
5 It's in Chinatown.
6 It's on Belleville Street/near the Robert Bateman Centre.

Exercise 10a

- Ask students to think about the town where they are studying and write down four places in the town.

EXTRA SUPPORT If students have difficulty, remind them to think about museums, bridges and special buildings. If the town where you are is too small, you could prompt them to think about the capital city or another large city they know well. You could also provide maps of the town or city to make this exercise more realistic.

Exercise 10b

- Put students into A/B pairs and ask them to swap the lists they have written. Tell them to have conversations like in exercise 9 about the places they have written down. Nominate two students to read out the example.
- Monitor students as they have their conversations and make sure they take turns to ask and respond.
- When students have finished, invite some pairs to act out their conversations in front of the class.
- To reinforce the vocabulary, at the end of each conversation, you could ask students why they needed the preposition they used, i.e. *on* for streets/roads and *near/next to* for buildings and landmarks.

EXTRA ACTIVITY Students could find photos of famous cities, buildings and landmarks from around the world as a homework task. They could bring these into class for you to make a *Where are they?* quiz, or students could ask questions and respond as in exercise 9.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 I 2 you 3 He 4 She 5 It 6 We 7 They 8 he

Exercise 2

1 **A** Where are you? **B** I'm on Richmond Street
2 **A** Where's the hospital? **B** It's on Marsh Road.
3 **A** Where's Ronnie's Bar? **B** It's on Broad Street.
4 **A** Where's Astrid? **B** She's at the station.
5 **A** Where's Pieter? **B** He's at the museum.
6 **A** Where are the students? **B** They're at school.

2.4 Speaking and writing

Goals

- Tell the time
- Write a blog

Lead-in

- Students will need numbers 0–59 for telling the time. Put them into small groups then start a chain drill in each group, with students saying numbers one after another. Monitor for any mistakes and correct them. Remind students that *0* is pronounced *oh*.
- Teach students *clock* by pointing to one in the classroom. Drill and write the word on the board. You could also teach *watch* by pointing to your watch.
- Write *What time is it?* on the board and drill this question.

Listening & Speaking the time

Exercise 1a 2.20

- Play track 2.20 and ask students to look at the clocks and listen to the times, but not to write anything.
- Ask students to read the times under the clocks. Elicit that all the missing words are numbers.

EXTRA CHALLENGE Ask strong students to complete the times with the missing words before they listen for a second time.

- Play the track again for students to complete the times.
- Students can check answers in pairs, but elicit answers from the whole class to ensure all the times are correct.

Exercise 1b 2.20

- Play track 2.20 again, pausing after each time for students to repeat.

PRONUNCIATION Model and drill the pronunciation of *o'clock* /əˈklɒk/ (to ensure students don't say /əʊˈklɒk/). Write the word on the board and mark the word stress with a circle.

WATCH OUT! Make sure students understand we use *o'clock* with whole hours (e.g. *one o'clock*) not parts of hours (e.g. NOT ~~two fifteen o'clock~~).

ANSWERS

1 one 2 five 3 three 4 fifteen 5 six 6 thirty 7 forty 8 twelve

AUDIOSCRIPT 2.20

1
A What time is it?
B It's one o'clock.
2
A What time is it?
B It's two oh five.
3
A What time is it?
B It's three ten.
4
A What time is it?
B It's four fifteen.
5
A What time is it?
B It's six twenty-five.
6
A What time is it?
B It's seven thirty.
7
A What time is it?
B It's nine forty.
8
A What time is it?
B It's twelve fifty-five.

Exercise 2

- Drill the question *What time is it?* several times.

- Put students into A/B pairs and ask them to act out the example conversation. Then tell them to have similar conversations using the times on the other clocks.

EXTRA CHALLENGE Fast finishers can continue these conversations, using the clocks in exercise 1a.

- Monitor carefully and make a note of any mistakes. Correct any errors with numbers and pronunciation.

EXTENSION Ask students *What time is it?* Point to the clock in the classroom to elicit the real time now. You could repeat this at various times during the lesson to check they remember numbers 0–59 and *o'clock* when appropriate.

Exercise 3 2.21

- Ask students to read the information in the Understanding … box about times. Then play track 2.21 and ask them to listen to the examples.
- To check students' understanding, you could drill the numbers around the classroom clock (i.e. *1–59*), either as a chain drill around the class or whole class together. Do this quite fast and elicit what happens after *59* (o'clock). Show this visually by pointing to each number on the clock as students say it and pointing to the *12* for *o'clock*.

Exercise 4 2.22

- Play track 2.22 and ask students to listen to the times and write them down. Play the track again if necessary.
- Students could compare answers in pairs before you check together by playing the track again, pausing after each time and eliciting the answer. Write the times on the board so students can check they have written them correctly.

ANSWERS/AUDIOSCRIPT 2.22

1 eleven fifteen
2 one thirty
3 twelve o'clock
4 nine forty-five
5 two forty
6 five twenty
7 seven thirty-three
8 ten oh seven

Exercise 5a 2.23

- Students are going to listen to conversations which are about times. Pre-teach the nouns *film*, *meeting* and *train*.
- Play track 2.23 and ask students to listen to the conversations and circle the correct word/words. Play the track again if necessary.

EXTRA SUPPORT For weaker students, pause after the times in the conversations to give them a helpful point of reference and enough time to circle the correct words.

Exercise 5b

- Put students into pairs to compare their answers, then check with the whole class. Choose three pairs of students to act out the conversations.

EXTENSION Students could work in A/B pairs to act out these three conversations to practise their pronunciation. Drill *What time's …* so students say the contraction naturally.

ANSWERS

1 at seven thirty 2 from 3 at ten forty-two

AUDIOSCRIPT 2.23

1
A What time's the film?
B It's at seven thirty.
A OK. Thanks.

2
A What time's the meeting?
B It's from two o'clock to four o'clock.
A OK. Good.

3
A Excuse me. What time's the next train?
B One moment. It's at ten forty-two.
A Great. Thanks.

Exercise 6a

SMART COMMUNICATION In the Language for speaking box students learn the phrase *Excuse me …* to begin a conversation with a stranger. Act out stopping a person in a street so they understand the function of this phrase. Model and drill the pronunciation, and write the phrase on the board with the word stress marked.

- Refer students to the Language for speaking box. Drill each phrase for asking about times and the corresponding phrase for answering about times, e.g. *What time is it? It's nine fifty. What time's the next bus? It's at five fifteen.*
- Point out the prepositions used with times. You could draw timelines on the board to explain that *at* is used for one moment in time and *from … to* is used for a period of time.

WATCH OUT! If you hear students making mistakes with *50* and *15*, you can refer them back to 2.1 exercise 10a and drill all the numbers ending in *-ty* and *-teen* again.

Exercise 6b

- Put students into A/B pairs. Refer them to the Communication pages and ask them to read their instructions. (The aim is to ask and answer questions to find out time information.)
- Elicit from students *Where are you?* (Student A: at a hotel; Student B: on holiday in London)

ANSWERS

Student A: Students' own answers, Breakfast is from 7.00 to 10.00., The airport bus goes at 11.15 and 4.30.
Student B: The next bus tour is at 2.30., The yoga class is from 6.15 to 7.45., Students' own answers

EXTRA SUPPORT Put students into pairs of two Student As and two Student Bs to plan their questions and responses. Then change the pairs to A/B for the exercise.

- Students take turns to find out the times for the things listed. Monitor and note any difficulties they have asking and responding to the questions.
- When all students have finished, write any errors on the board and elicit corrections from the class.

Reading & Writing a blog

Background note: The writing of blogs started in the 1990s. The word *blog* is formed from *web* and *log*. It is a website where someone writes regularly about themselves, recent events and topics that interest them, usually with photos. An introductory piece about the author is called a *blog profile* and other entries are called *posts*. A person who writes a blog is a *blogger* and the activity is *blogging*.

Exercise 7

Text summary: Two different blog profiles, containing photos, which give personal information about the writers.

- Closed book. Tell students they are going to read two blog profiles about Adriana Costa and Gio De Luca. Write the names on the board.
- You could ask students *Where is she* (Adriana) *from?* and *Where is he* (Gio) *from?* Put students into pairs to predict the countries of origin based upon just the names.
- Pre-teach *offices* and *electricity company*, which are in Gio's blog. Students then work alone to read the profiles and answer the questions.

EXTRA SUPPORT Put students into pairs for this exercise so they can help each other.

EXTRA CHALLENGE With a strong group, divide the class into two halves: A and B. A reads about Adriana and B reads about Gio. Then in A/B pairs they could ask each other the questions about the profile they read. Finally, they could read the other profile to check their partner's answers.

- Go through the answers, eliciting full sentences.

ANSWERS

1 She's from Brazil. He's from Italy.
2 She's eighteen. He's twenty-seven.
3 No, she isn't. Yes, he is.
4 Her friend is Pedro. His friend is Nevin.
5 The school's in Vancouver. The ENI offices are near Ciampino airport in Rome.

Exercise 8a

- Ask students to read the two sentences from Adriana's profile and find the differences between them.
- Elicit the differences from the class.

ANSWERS

1 is 's 2 am, 'm

Exercise 8b

- Read out the two uses (*a* and *b*). Explain that *spoken* is from the verb *speak*. Teach this verb or translate into L1 if appropriate. Also check students understand *letter* and *email*, using real examples if possible.
- Ask students to match the two sentences in exercise 8a to uses *a* and *b*. Make sure students understand that work situations need full forms of the verb *be*, but with friends and in speaking we use contracted forms. (This will be further explained in the Language for writing box.) Elicit whether we use contractions for blog profiles or not (yes).

ANSWERS

1 b 2 a

Exercise 9a

- Refer students to the Language for writing box and ask them to read the information carefully. You could drill the examples, paying particular attention to the contractions.

Exercise 9b

- Find the first two contractions together as a class. Then students continue and circle the rest of the contractions.
- Students can compare answers in pairs before you elicit the contractions from the class to check they've found them all.

ANSWERS

1 My name's Adriana. I'm eighteen and I'm from Brazil. I'm with my friend Pedro in this photo. He's a nice guy. He's from Brazil, too. I'm a student in a language school in Vancouver. Pedro isn't a student. He's a chef in a restaurant. It's an Italian restaurant and it's next to the school!
2 I'm Gio from Italy. I'm twenty-seven and I'm an engineer with ENI. ENI is an electricity company in Rome. The offices are near Ciampino airport. In this photo I'm with Nevin. She's twenty-five and she's a friend. Nevin's from Ankara in Turkey and she's a nurse. We're in an English class together.

Exercise 10a

- Tell students Huba hasn't used any contractions in her profile. Ask them to rewrite it using contractions where possible. Use the example as a demonstration.

EXTRA SUPPORT You could put students into pairs to help each other. Then in exercise 10b they could check their answers with another pair.

Exercise 10b

- Put students into pairs to compare their answers then go through Huba's profile with the class. You could invite students to come and write one sentence each on the board.

ANSWERS

My name's Huba. I'm from Hungary. I'm twenty-three and I'm a teacher at FLL Centre. FLL Centre's is a language school. It's in Budapest. In this photo I'm with my students. They're very nice.

Exercise 11a

- Ask students to look at the table. Check they understand all the headings by referring them to Adriana's profile and eliciting her information, e.g. *name?* (Adriana), *age?* (eighteen), etc. Point out that *other info* (*information*) means 'more details', and students can choose what they write. Elicit examples of 'other info' from Adriana and Gio's profiles: *He's a nice guy. ENI is an electricity company in Rome. We're in an English class together.*
- Ask students to complete the first column of the table with information about themselves. Then ask them to think of a friend and complete the second column with their details.
- Monitor and assist with spelling difficulties or if students need words for jobs or 'other info' they want to include.

Exercise 11b

- Ask students to write a short blog using the information in the table in exercise 11a. They can use the Language for writing box and the profiles of Adriana and Gio to help.
- Give students enough time and a lot of encouragement to do this writing exercise, particularly when writing about their friend. Refer them to the two profiles and the sentences *I'm with … in this photo* and *In this photo I'm with …* to help them start writing about their friend.

- Monitor and assist, reminding students to use contractions if they forget.

EXTRA CHALLENGE Ask fast finishers to check their writing carefully for spelling and to correct any mistakes.

Exercise 11c

- Put students into pairs and ask them to swap blogs and read each other's profile.
- Students also need to think of one or two questions to find out more information about their partner and their friend. Help the class think of possible questions, e.g. country: *Where in … are you / is he/she from? Is … a big country?*; job: *Where's your/his/her office? Is it near …?*, etc.
- Allow enough time for students to ask and answer their questions. Monitor and do error correction at the end.

EXTRA ACTIVITY For homework, students could write a blog profile about a famous person using the table in exercise 11a to guide them and the profiles on the page as models. Students could find a photo of the famous person to go with their blog. You could combine the finished blogs into a poster or display for the classroom.

2.5 Video

Witney Antiques

Presenter This is Witney Antiques. It's in a small village near Manchester, in the UK. This is Jonathan Witney. He's an English antiques dealer. This is his shop and these are Jonathan's favourite antiques.

Jonathan Hello, I'm Jonathan Witney and I'm an antiques dealer. I'm forty-five years old and this shop is thirty years old. The things in this shop are all very old. This table is from France and it's 155 years old. And that chair over there is from England and it's 300 years old.

Presenter All the things in this shop are beautiful antiques and some are very expensive. But they aren't Jonathan's favourite objects. These things are.

Jonathan This is *The Complete Works of Shakespeare*. This is *Romeo and Juliet* and this is *Hamlet*. There are lots of collections of Shakespeare, but this one, in this fantastic bookcase, is my favourite. Both the books and the case are around 100 years old and they are both English. The case is nice, but the books … the books are beautiful. One of my other favourite things is this clock. This shop is full of clocks. That big clock is from England and that beautiful clock is from Austria. Now this clock is old, but it isn't very expensive. But it's very special to me because it's my grandmother's old clock. Wait … listen … It's amazing, isn't it? I love that sound. These antiques are all very nice, and some are expensive. But these things aren't for sale. They aren't amazing antiques, but they're my favourites.

VIDEO ANSWERS

Exercise 1a

1 b 2 c 3 d 4 a

Exercise 1b

1 table/chair 2 books 3 some things are very expensive, but not the clock

Exercise 2

books in a bookcase his grandmother's clock

Exercise 3

1 F (thirty years old) 2 T 3 F (from England) 4 T
5 F (from England) 6 F (isn't expensive)
7 F (nearly 12 o'clock) 8 F (aren't for sale)

Review

Exercise 1a

1 this 2 a 3 those 4 They're 5 laptop 6 books 7 an

Exercises 2a & 2b

ANSWERS/AUDIOSCRIPT 2.24

The Fantastic 4	*12 Years a Slave*
84 Charing Cross Road	*100 Degrees Below Zero*
9 to 5	*17 Again*

Exercise 3a

1 This 2 What's 3 an 4 Is 5 a 6 he is 7 isn't 8 He's

Exercise 4a

Name Sara **Country** Brazil **Job** student
Where? University in Rio de Janeiro

AUDIOSCRIPT 2.25

A This is my friend, Sara.
B Is she from Spain?
A No she isn't. She's from Brazil.
B What's her job?
A She's a student.
B Is she at university?
A Yes, she is. We're at the same university in Rio de Janeiro.

Exercise 5a

Paolo and I are on holiday in New York. We are with our friends, Hannah and David. They are students at Columbia University in New York. Hannah is from California. She is twenty years old. David is from South Africa. He is twenty-one. Paolo, Hannah, David and I love New York. It is a great city.

Exercise 6a

1 on 2 near 3 on 4 next to 5 in 6 on

Exercise 6b

AUDIOSCRIPT 2.26

The Sherlock Holmes Museum is on Baker Street. It is near Marylebone and Baker Street stations. Madame Tussauds is on Marylebone Road. It is next to Baker Street station. London Zoo is in The Regent's Park. The entrance is on Prince Albert Road.

Exercise 7a

1 Excuse me. What time is it?
2 What time's the meeting?
3 Is the film at eight o'clock?
4 What time's the next bus?

Exercise 7b

a 2 b 4 c 1 d 3

3

People and possessions

Unit overview

Language input

have got, has got (CB p27)	• *They have got a lovely house.* • *It has got a nice garden.*
***have got* negatives and questions** (CB p28)	• *I haven't got a television. He hasn't got a bicycle.* • *Have they got a car? Yes, they have.*
Possessive determiners (CB p30)	• *my, your, his, her, its, our, their*
Possessive *'s* (CB p30)	• *Katie's grandmother, Andy and Josie's daughter*
Grammar reference (CB pp120–121)	

Vocabulary development

Adjective + noun phrases (1) (CB p26)	• *a clever woman, a funny film, …*
Irregular plurals (CB p26)	• *men, women, people, children*
Opposite adjectives (CB p29)	• *old – new, rich – poor, …*
Family (CB p30)	• *mother, father, sister, brother, …*

Skills development

Reading: identifying key words (CB p27)
Listening: understanding final *'s* (CB p31)
Speaking: using everyday expressions (CB p32)
Writing: a social media message (CB p33)

Video

Documentary: A gadget-free life (CB p34)
Vox pops (Coursebook DVD & TG p220)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Word families (TG p176 & TSRD) • Vocabulary: Picture bingo (TG p191 & TSRD) • Communication: Complete the conversations (TG p206 & TSRD)
Tests	• Unit 3 test (TSRD)
Unit 3 wordlist (TSRD)	

3.1 My neighbours

Goals

- Use adjective + noun phrases (1)
- Talk about possessions with *have got*

Lead-in

- Write the following questions on the board: *1 What is this? 2 Are the people in a restaurant? 3 Is this a cat or a dog? 4 Is this man at home? 5 Is this woman here on holiday or to study? 6 Is this in your country?*
- Put students into pairs. Ask them to look at the photos only in exercise 1a and answer the questions about each photo.
- Elicit ideas from the class. Help them to learn the nouns they need for each photo.

Vocabulary & Speaking adjective + noun phrases (1)

Exercise 1a

- Write the six phrases on the board and ask students to find a photo to match each one. They should write the numbers of the photos next to the phrases.

Exercise 1b 3.1

- Play track 3.1 and ask students to listen to the phrases and check their answers.
- Play the track again for students to repeat. Elicit the word stress of the adjective and noun in each phrase and mark it on the board. Ask students to mark the word stress with a circle in their notebooks.
- Drill the class. Say the noun, e.g. *woman*, and elicit the whole phrase. Also do quick individual drilling: say the noun and point to a student to say the whole phrase.

! Point out that we change the article according to the sound which follows it. So we say *a clever woman* because the sound is /k/ (a consonant sound), but *an old woman* because the sound is /ɒ/ (a vowel sound.) Add *an old woman* to your list on the board.

- Elicit from the class which words are nouns (*woman*, *book*, *city*, *film*, *dog*, *job*). Tell students the other words are adjectives (*clever*, *great*, *lovely*, *funny*, *friendly*, *hard*, *old*). Underline the adjectives in the phrases on the board.

ANSWERS/AUDIOSCRIPT 3.1

1 a great book 2 a funny film 3 a friendly dog
4 a hard job 5 a clever woman 6 a lovely city

Exercise 1c

- Act out the example conversation with a confident student as Student A. Do another example, e.g. say *Photo 4* and Student A says *a hard job*.
- Put students into A/B pairs to do the exercise. Give them a time limit. Monitor and check they are taking turns.
- Do error correction and drill any difficult words at the end.

Exercise 2

- Read out the words in the box and elicit that these are nouns. Check the meaning of *song* as it may be new.
- Ask one student to read the examples aloud. Elicit which word is the noun and which is the adjective in each phrase.
- Refer students to the adjectives you underlined on the board in exercise 1b. Elicit one or two more example sentences or give examples if students are unsure.
- In their pairs, students make sentences. One student in each pair can write them down.

EXTRA SUPPORT/EXTRA CHALLENGE You can limit the number of sentences students have to make (e.g. five) or for stronger students, set a time limit and ask them to make as many sentences as possible against the clock.

- Help struggling students: you could encourage them to use examples from the country they are studying in and recent films/books they may know.
- Monitor carefully and note any interesting sentences to elicit from students when they have finished.

EXTRA ACTIVITY Put two pairs together to compare their sentences by reading them to each other. The aim is to find out whether any of their sentences are the same.

Reading & Vocabulary irregular plurals

Exercise 3

Text summary: Two texts where the writers give information about where they live and about their neighbours.

- Write *neighbours* on the board. Elicit the meaning if possible or teach the word by drawing two houses with people. Translate into L1 if appropriate.
- Ask students to look at the photos of the man and the woman. Ask questions: *Where is Catherine/Sanjay from? What is her/his job?* Put students into pairs to discuss, but tell them not to read the texts now.
- Read the question in the rubric aloud and ask students to read the texts quickly to find the answer.
- Elicit the answer from one student. Follow up with *Who are the friendly neighbours?* (Amit and Syreeta)

EXTENSION To fully exploit the texts, ask extra questions such as *Who's at work from 8 a.m. to 7 p.m.?* (Catherine) *Who's a musician?* (Amit) *Who are lovely people?* (Amit and Syreeta) *Where's a nice place?* (Notre Dame de Paris) *Who's a clever woman?* (Syreeta) *Who's got two children?* (Amit and Syreeta) *Who's got five neighbours?* (Catherine). This helps them to practise understanding pronouns from Unit 2.

ANSWERS

Sanjay

Exercise 4a

- Ask students to look carefully at the table. Tell them that the plural of *man* is not *mans* because it is irregular. Ask them to find the plural in the text about Catherine. Elicit the answer and ask students to add it to the table.
- Students work alone to find the other irregular plural nouns in the texts. They can compare answers in pairs and show each other where they found the words in the text.

Exercise 4b 3.2

- Play track 3.2 and ask students to listen to the plural nouns and check their answers.

- Play again, pausing after each word for students to repeat.

PRONUNCIATION Highlight the change in vowel sound from *man* /mæn/ to *men* /men/ and drill it. *Woman* /ˈwʊmən/ and especially *women* /ˈwɪmɪn/ are often difficult for students, so drill these several times. Don't forget to use varied techniques, changing the speed, volume, etc. You could start a pronunciation whisper chain to travel around the class: whisper *woman* to the first student, they repeat it to the next and so on until the last student who then says the word aloud. If students' pronunciation has been accurate, the word in this case will be the same: *woman*.

ANSWERS

1 men 2 women 3 people 4 children

AUDIOSCRIPT 3.2

a man – men a person – people
a woman – women a child – children

Exercise 5

- Refer students to the illustration on page 108. Explain they have one minute to look it at and remember what is in it.
- After one minute, tell students to close their books and write down the objects and people in the illustration. Ask them to write the number of each, as in the example.
- Put students into pairs to talk about their answers. To check how much they've remembered, ask them to look again at the illustration.

ANSWERS

six phones, three men, four women, five apples, ten books, three bags, four children, one umbrella, eight pens, three wallets, one tablet, two notepads, seven keys, six mugs, one table, one sofa, two chairs, two windows

Grammar & Speaking *have got, has got*

Exercise 6a

- Ask students to read the sentences about the two texts in exercise 3 then read the texts again to find the information to complete them.

EXTRA CHALLENGE Strong students can try to remember the texts and complete the sentences before reading.

Exercise 6b

- Put students into pairs to compare answers.
- Elicit answers from different students, encouraging them to say the full sentences.

ANSWERS

1 neighbours 2 friends 3 hospital 4 two

Exercise 7

- Refer students to the Grammar focus box and allow time for them to read it. Then ask students to complete the box, using the sentences in exercise 6a to help them.

WATCH OUT! Students will need to use sentence 3 to work out *he/she/it*, but these pronouns are not used there – only the name *Amit*. If necessary, elicit which pronoun can be used instead of *Amit* (*he*).

- Monitor and show struggling students which sentence in exercise 6a to look at to find the information they need.
- Go through the answers, eliciting them from students.

! Point out that the contractions are important and drill *I've*, *I've got* and *He's*, *He's got* with the class.

ANSWERS

1 've got 2 's got

- Refer students to *Grammar reference* on p120. There are two more exercises here that students can do for homework.

Exercise 8a

- Point to the woman in the photo and say *This is Lena*. You could teach/elicit the meaning of the following words from the text: *artist*, *cat*, *painting*, *happy*.
- Ask students to read and complete the text. They can refer to the Grammar focus box as necessary. Remind them to use contractions.

EXTRA CHALLENGE Ask fast finishers to underline all the adjective + noun phrases in the text. Check these combinations after you check the answers in exercise 8b.

Exercise 8b

- Put students into pairs to compare their answers.
- Check the answers together, asking individual students to read the text aloud one sentence at a time. Don't forget to elicit the adjective + noun combinations from students who did the Extra challenge in exercise 8a (*great neighbours*, *lovely paintings*, *a hard job*, *a good friend*).

ANSWERS

1 have got/'ve got
2 has got/'s got
3 have got/'ve got
4 have got/'ve got
5 has got/'s got

Exercise 9a 3.3

- Ask students to read the two texts and think about what words might be missing in each gap. Elicit ideas from the class.
- Play track 3.3 and ask students to listen to the two people and complete the texts. If students are finding it difficult, pause after each sentence to allow them extra time to write.

AUDIOSCRIPT 3.3

1

Antony's my neighbour. He's got a flat in my building. He's a waiter in an Italian restaurant. He's a friendly man and he's got a nice cat. His name's Mr Muffin.

2

Mr and Mrs Thompson are my neighbours. They're from New Zealand and they're lovely people. Mr Thompson is a teacher in a big school and Mrs Thompson is a doctor. They've got four children and two dogs.

Exercise 9b

- Put students into pairs to compare their answers.
- Check the answers together by playing the track again, pausing to elicit the missing words.

Background note: In Britain, pets are often considered part of the family, so we sometimes use the pronouns *he/she* and *his/her* rather than *it* or *its*, e.g. *His name is Mr Muffin*. For animals which are not pets we use *it* and *its*.

ANSWERS

1 flat 2 waiter 3 restaurant 4 friendly 5 cat
6 neighbours 7 people 8 teacher 9 school
10 doctor 11 children 12 dogs

Exercise 10a

- Check students understand all the categories in the table: they may not know *pets*. Ask them to complete the table with information about their neighbours or families living near them. You could write information on the board about one of your neighbours as an example.
- Allow plenty of time for students to write their notes. Monitor and assist any students who are finding it difficult. Refer them back to the texts in exercise 9a for ideas.

Exercise 10b

- Put students into groups of three or four. You could demonstrate by making full sentences from the information you wrote on the board in exercise 10a. Also refer them back to the texts in exercise 9a.

FEEDBACK FOCUS In this exercise, students need to put together many different things they have learnt. Monitor for problems with: adjective + noun phrases; forms of *have got*; choosing the correct pronouns; forms of verb *be*.

- Conduct error correction at the end. Write common mistakes on the board and ask students (in their groups) to discuss what the mistakes are and how to correct them.

EXTENSION For homework, ask students to write a text similar to that in exercise 8a about themselves and their neighbours. Collect in the homework and check it is correct. Then use these texts as reading practice in a later lesson (or for asking *have got* questions at the end of 3.2).

Reading skills identifying key words

- Ask students to read the information. Teach or translate *important* to help students understand the information.

EXTRA CHALLENGE At the top of the board write: *house*, *lovely*, *neighbour*, *nice*, *friendly*, *woman*, *hospital*, *funny*, *hard*, *New York*. Divide the lower half of the board into two columns: *Nouns* and *Adjectives*. Put students into pairs. Ask them to copy the table into their notebooks and write the words in the correct column. Demonstrate by writing *house* in the *Noun* column. Go through the answers together.

Exercise 1a

- To help students identify the nouns in the text, check they have understood the different categories of nouns (thing, person, place). Elicit the categories for the following: *London* (place), *dog* (thing), *student* (person).
- Point to the example in the text and find the next noun together (*flat*). Students continue reading and identify the rest of the nouns in the text.

ANSWERS

Agnieska and I have got a lovely flat in Poznań in Poland. It's a great city. It's got big universities and lovely buildings, too. I'm a teacher in a university and Agnieska is a doctor. She's got a hard job. She's at the hospital from 8 a.m. to 7 p.m. every day.

Exercise 1b

- Put students into pairs to compare their answers and also think about why some of the nouns have capital letters.
- Elicit answers from the class to check together. When you elicit an answer with a capital letter, ask *Why is there a capital letter?* (because they are names: *Agnieska* – person, *Poznań* – city, *Poland* – country).

WATCH OUT! Strong students may notice that the text has *a university* and wonder why the article isn't *an*. Remind them that the choice of article is based on the sound of the word which follows: *university* doesn't begin with a vowel sound /juːnɪˈvɜːsətɪ/.

ANSWERS

Agnieska Poznań Poland

Exercise 2

EXTRA CHALLENGE Closed book. Ask students, in their pairs, to make a list of as many adjectives as they can remember from the lesson so far. Give a one-minute time limit. When the time is up, tell students to count their adjectives and ask the pair with the highest total to read them out. Praise and do any necessary error correction.

- Refer students to the text in exercise 1a. Ask them to find and circle all the adjectives. Then put them into pairs to identify which noun each adjective is describing.
- Check answers by reading out the text slowly. Students say *Stop!* loudly when you say an adjective. Elicit which noun the adjective refers to before you continue.

ANSWERS

lovely – flat great – city big – universities
lovely – buildings hard – job

Exercise 3a

- Ask students to cover the words in the boxes and look at the text about Sophia. Put students into pairs to talk about what type of word is missing in each gap: noun or adjective. Elicit ideas from the class.
- Before starting the completion exercise, you could check some of the words in the boxes, e.g. *interesting*, *room*, *work* and *manager*, as these may be new.
- Students use the words in the boxes to complete the text.

EXTRA SUPPORT Elicit the word for the first gap as a demonstration. If necessary, highlight that the article is *an* to help students find the correct word (because it must begin with a vowel sound).

Exercise 3b

- Put students into pairs to compare their answers.
- Elicit answers from the class. Check the meaning of *goldfish*: you could draw a quick picture.

ANSWERS

1 interesting 2 hotel 3 manager 4 room 5 work
6 hard 7 happy 8 children 9 pets

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 Jade's got four children.
2 They've got good neighbours.
3 She's got a friendly cat.
4 Oxford's got a big university.
5 My flat's got a lovely garden.
6 He's got a nice house.
7 I've got great friends.
8 You've got an interesting job.

Exercise 2
1 've got 2 's got 3 's got 4 've got 5 's got
6 've got 7 've got 8 's got 9 's got 10 've got

3.2 Possessions

Goals

- Ask and answer about possessions using *have got*
- Use opposite adjectives

Lead-in

- Take out three possessions from your bag which students know the word for (choose from: *a phone*, *a tablet*, *a wallet*, *an umbrella*, *a pen*, *a notebook*). Hold each object up and say *I've got a …* Elicit the word and put the object on the table. Point to the three things and say *my possessions*. Highlight this word in the lesson title.
- If appropriate, ask students to take out three possessions from their own bags to show a partner. Encourage them to say *I've got a …* as well as the word for the object.
- Ask some students to report to the class which three possessions their partner has got. Remind them to use *He/She has got …*

Grammar & Speaking *have got* negatives and questions

Exercise 1a

- Draw a percentage sign on the board and say *percent*. Write the word, mark the stress and drill /pə'sent/.
- Refer students to the 'Possessions in the world' information and explain that this is about all the people in the world. Elicit things that students can see in the infographic. Teach any new words, e.g. *bank account*.
- Put students into pairs. Point to the missing percentages in the infographic and ask students to decide which of the three percentages (2%, 9%, 20%) completes each gap.

Exercise 1b 3.4

- Play track 3.4 and ask students to listen to the sentences and check their guesses. Play again, pausing after sentences which have missing information, i.e. after *car*, *TV* and *pet*, to elicit the percentage.

ANSWERS
1 2% 2 9% 3 20%

AUDIOSCRIPT 3.4
70% of people in the world have got a mobile phone.
9% of people in the world have got a car.
20% of people in the world have got a TV.
30% of people in the world have got a bank account.
2% of people in the world have got a pet.
40% of people in the world have got a bicycle.

Exercise 2a

- Ask students to read sentences 1–4 and look again at the infographic in exercise 1a. Ask them to complete the sentences with the correct possessions. Monitor and help students who are struggling with *1 in 5*. Elicit the percent and tell them 20% if necessary.
- Put students into pairs to compare their answers. Remind them to be careful with sentences 3 and 4 because they contain negatives.

Exercise 2b 3.5

- Play track 3.5 and ask students to listen to the sentences and check their answers.

ANSWERS
1 bank account 2 TV 3 bicycle 4 car

AUDIOSCRIPT 3.5
1 30% of people in the world have got a bank account.
2 1 in 5 people in the world has got a TV.
3 60% of people in the world haven't got a bicycle.
4 91% of people in the world haven't got a car.

Exercise 3a 3.6

- Ask students to read the questions and answers. Then play track 3.6 and ask students to listen to the two people and complete the gaps.

AUDIOSCRIPT 3.6
1
A Have you got a bicycle?
B Yes, I have.
2
A Have you got a car?
B No, I haven't.
3
A Has your best friend got a pet?
B No, he hasn't.

Exercise 3b

- Put students into pairs to compare their answers. Monitor and check that their answers are correct.

PRONUNCIATION Drill these examples of full questions and positive and negative short answers. One good technique is back-chaining. For example, using question 1, begin at the end of the question: *a bicycle*. Say this two or three times. Then add *got*: *got a bicycle*. Again repeat. Then add *you*: *you got a bicycle*, etc. This way you build clearly, but step by step, until students are pronouncing the whole question naturally. Practise all the questions together and then practise the positive and negative answers.

- You could ask students to practise the conversations in pairs. After a few minutes, ask them to swap roles so each has a chance to ask and answer questions with *have got*.

ANSWERS
1 bicycle 2 Yes 3 car 4 No 5 pet 6 No

Exercise 4

- Refer students to the Grammar focus box and allow time for them to read the information. Ask them to look at the sentences in exercise 2a and the questions and answers in exercise 3a to help them complete the box.
- Check answers, eliciting the full sentences from the Grammar focus box, not only the missing words.

! Point out that we use contractions in writing and in speaking with *have got* in the negative form. Drill the contractions: *haven't got* /'hævənt gɒt/, *hasn't got* /'hæzənt gɒt/.

ANSWERS

1 haven't 2 Have 3 Has 4 have 5 hasn't

- Refer students to *Grammar reference* on pp120–121. There are two more exercises here that students can do for homework.

Exercise 5a

- Ask students to read and complete the conversations. Before they start, you could elicit why two of the words in the box (*Has* and *Have*) start with a capital letter (because they start a sentence in the conversation). It is a good idea to prompt students to notice punctuation and grammar which can help them use English effectively.
- Early finishers could check their answers in pairs.

WATCH OUT! Sometimes students forget that in positive short answers the full form of the auxiliary verb is needed, i.e. instead of writing *Yes, he has* they mistakenly write ~~Yes, he's~~. If you see students doing this, make sure you correct them and give them other examples: *Are you from Italy? Yes, I* am. *Are they doctors? Yes, they* are. *Have they got a dog? Yes, they* have. *Has she got a car? Yes, she* has.

Exercise 5b 3.7

- Play track 3.7 and ask students to listen to the conversations and check their answers. Play the track again, pausing after each gap to elicit the answer.

ANSWERS

1 Have 2 haven't 3 've 4 got 5 has 6 Has
7 hasn't 8 's

AUDIOSCRIPT 3.7

1
A Have you got a pet?
B No, I haven't. And you?
A Yes, I have. I've got a dog.
2
A Has your best friend got a mobile phone?
B Yes, he has.
3
A Has she got a car?
B No, she hasn't. She's got a bicycle.

Pronunciation stress in *yes/no* questions and answers

Exercise 6a 3.8

- Play track 3.8 and ask students to listen to the conversation and notice the stress patterns.

Exercise 6b 3.8

- Play track 3.8, pausing after each line and asking students to copy the speaker. Indicate with a hand gesture that the voice goes up at the end of *And you?*
- Model the conversation, saying only the stressed words with the correct intonation (*car?/haven't, you?/have, Mercedes*). This is an amusing way to show how important stress is in English. Even if you only hear the stressed words, you can understand the basic conversation.

Exercise 7

- Put students into A/B pairs and ask them to read then practise the two example conversations. After a few minutes, ask them to change the conversations to ask each other real questions. Demonstrate with a strong student, e.g. ask *Have you got a mobile phone?*
- Monitor and assist where necessary. You could refer students back to the infographic in exercise 1a if they can't think which possessions to ask about.
- If students are only asking *Have you got …?*, prompt them to ask questions about their neighbours and best friends too, so they practise *he/she/they* forms of *have got*.

EXTRA ACTIVITY Class survey/mingle activity. Ask students to choose one possession only. They then move around the class asking *Have you got …?* to every other student, and giving short answers to other students' questions. They must keep a tally of the yes and no answers they get – this is important! When students have finished, they sit down and analyse the results of their survey. They present their results in a sentence like in exercise 2a: *X% of the students in the class have/haven't got …* You could write the sentences on a large piece of paper to make a report/poster for the wall. If the class is very large, you could put them into groups of 8–10 and each group could produce a report/poster.

Vocabulary opposite adjectives

Exercise 8a 3.9

- Ask students to look at the illustrations in the Vocabulary focus box and elicit what they can see, e.g. *These are mobile phones. These are apples.*
- Ask students to read the adjectives under each illustration. Write *opposite* and the symbol ≠ on the board to help students understand.
- Play track 3.9 and ask students to listen to the pronunciation of the adjectives. Play again, pausing after each pair of adjectives for students to repeat. Correct any mistakes. Elicit the word stress on *ex**pen**sive*.

Exercise 8b

- Put students into pairs. Ask them to take turns to point to an illustration and describe it using the two adjectives. Point out the examples.
- Elicit ideas from the students and praise them.

Exercise 9a

- Use the example to demonstrate the exercise, then ask students to read sentences 2–5 and think about the kind of adjective they could use about the nouns in each sentence. Refer them to the adjectives in 3.1 exercise 1 so they have more adjectives to use. Put students into pairs and ask them to complete the sentences, choosing the correct article (*a/an*) to go before each adjective.

Exercise 9b

- Put two pairs together to compare answers.
- Elicit possible answers from the class, encouraging students to say the full sentence each time.

POSSIBLE ANSWERS

1 Switzerland is a rich/small/lovely/cold country.
2 Tim Berners-Lee is a clever/rich man.
3 *Romeo and Juliet* is a sad/great story.
4 New York is an expensive/a lovely/a big city.
5 My best friend is a funny/happy/clever/great person.

Exercise 10a

- Teach *true* /truː/ and *false* /fɔːls/. You could use obvious statements about yourself to show the meaning, e.g. *I'm a child* (false!) *I'm a man/I'm a woman* (true). Write the words on the board. Drill pronunciation.
- Ask students to write five sentences using adjectives. Tell them three sentences must be *true* (point to the word on the board) and two sentences *false*. Read the example sentence about the USA. Ask *Is this true?* (No, it's false.)
- Allow plenty of time for students to write their sentences.

EXTRA CHALLENGE Notice any fast finishers and ask them to write more sentences: two true and two false. After exercise 10b, you could ask these students to read out their sentences to challenge the class.

Exercise 10b

- Put students into new pairs (so they don't work with the same partner as in exercise 9a) to read their sentences to each other. Ask them to respond to their partner's sentence by saying *True* or *False* and to correct the false sentences. Refer them to the example.
- When students have finished, encourage some students to read a sentence aloud, and nominate another student in the class to respond. Continue this across the class until most students have either read a sentence or responded.

Listening & Speaking talking about possessions

Exercise 11a 3.10

- Tell students they are going to hear three people talking about their possessions. Play track 3.10, pausing between the conversations. Ask students to listen for the possession and the adjective in each conversation and write them in the table.

AUDIOSCRIPT 3.10

1
A Have you got a laptop?
B No, I haven't. And you?
A Yes, I have.
B Is it a new laptop?
A No, it's three years old.
2
A Have you got a bicycle?
B Yes, I do.
A Is it an expensive bicycle?
B Yes, it is.
3
A Have you got a pet?
B No, I haven't. And you?
A I've got a cat.
B Is it old?
A No, it's only two.

Exercise 11b

- Put students into pairs to compare their answers.
- Ask questions to elicit the answers from the class: e.g. in conversation 1, what is the possession? If students say *a laptop*, you'll need to prompt them for the adjective, e.g. *A new laptop?* (*No, an old laptop.*)

EXTRA CHALLENGE You could ask if anyone remembers how old the laptop is in conversation 1 or how old the cat is in conversation 3.

ANSWERS

	Possession	Adjective
1	laptop	old
2	bicycle	expensive
3	cat	old

Exercise 12a

- Ask students to remember conversation 3 from the previous exercise and to complete the gaps in the conversation.

Exercise 12b 3.11

- Play track 3.11 and ask students to listen to the conversation and check their answers.
- Elicit answers from the class. You could then put students into pairs to practise the conversation.

ANSWERS

1 Have 2 pet 3 cat 4 old 5 two

AUDIOSCRIPT 3.11

A Have you got a pet?
B No, I haven't. And you?
A I've got a cat.
B Is it old?
A No, it's only two.

Exercise 13a

- Put students into pairs and ask them to look at the possessions and adjectives in the box. You could ask them to find any opposite adjectives (*good/bad*, *big/small*, *old/new*, *cheap/expensive*, *cold/hot*).
- Write conversation prompts on the board to help students with positive answers: *Have you got a …? Yes, I have. Is it …? Yes, it is.* Ask students to use this framework and conversation 3 to help them have conversations together about the possessions.
- Monitor and encourage any struggling students. Prompt stronger students to give as much information as possible, especially using the adjectives. Make a note of any errors with *have got* or the adjectives.

Exercise 13b

- Put students into small groups to brainstorm other possessions they could talk about and make a list.
- Put students into pairs again and ask them to talk about three of the things on their list. Ask them to read the example conversation starter first. Monitor and encourage them to use adjectives with the nouns where possible. Ask extra questions, e.g. *Is it big?* to prompt more conversation.
- For class feedback, you could ask students to say what their partner has got, e.g. *Ibrahim's got an expensive pen.*
- Do any necessary error correction from this exercise and exercise 13a with the class.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 **A** Has she got a car? **B** Yes, she has.
2 She hasn't got an umbrella.
3 **A** Have we got a key? **B** No, we haven't.
4 **A** Have they got bank accounts? **B** Yes, they have.
5 You haven't got a job.
6 We haven't got a TV.
7 I haven't got a good friend in this class.

Exercise 2

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

3.3 Family

Goals

- Use possessive determiners and possessive *'s*
- Talk about family

Lead-in

- Write *family* on the board and mark the stress. Point to the photos on p30 to show the meaning of the word and drill the pronunciation /ˈfæməlɪ/.
- Say *I have four people in my family.* Write the sentence on the board. Ask *And you?* Put students into pairs to tell each other the size of their family. At this stage, if students know any family words, they will probably try and use them, so it is a good chance to see what they know.
- Elicit some family sizes from different students.

Vocabulary & Speaking family

Exercise 1a

- Point to the family tree and say *family tree*. Point to photo 1 and back to the family tree and say *It's this family*, to make the connection clear. Point to the grandfather and say *This is Derek*.
- Put students into pairs to decide which people in the photo correspond to which names on the family tree. Then ask students to complete sentences 1–5.

Exercise 1b 3.12

- Play track 3.12 and ask students to listen and check their answers. Play again, pausing to elicit the answers.

ANSWERS

1 Derek 2 Charlie 3 Andy 4 Olivia 5 Derek, Carol

AUDIOSCRIPT 3.12

1 Derek is Anna's father and Carol is her mother.
2 Charlie and Anna are husband and wife.
3 Andy and Anna are brother and sister.
4 Olivia is Charlie and Anna's daughter and Fergus is their son.
5 Derek and Carol are Fergus, Olivia, and Katie's grandparents.

Exercise 2a

- Refer students to the table of people in a family. Check that they understand *male* and *female* by pointing to the photo and asking *Is this person male?* Elicit that the third column in the table is for plural words.

WATCH OUT! The plural *parents* includes male (father) and female (mother). Likewise *children* includes both genders, so you can ask *Have you got any children?* to ask about sons and daughters. For brother and sister, we do have the word *siblings* which includes both genders, but it is more formal and less commonly used. We generally ask *Have you got any brothers and sisters?*

- Ask students to use the information in exercise 1a to help them complete the table.

Exercise 2b 3.13

- Play track 3.13 and ask students to listen and check their answers.
- Play the track again, pausing after each word for students to repeat. Elicit word stress in the multi-syllable words: the stress is on the first syllable. You could point this out and encourage students to mark the stress on the words.

PRONUNCIATION Many students find *parents* /ˈpeərənts/ difficult to pronounce correctly as they equate the letter *a* with /æ/, but in this word it is /eə/. *Daughter* /ˈdɔːtə/ also tends to cause problems.

ANSWERS

1 grandparents 2 father 3 daughter 4 sister
5 husband

AUDIOSCRIPT 3.13

1 grandfather grandmother grandparents
2 father mother parents
3 son daughter children
4 brother sister
5 husband wife

Exercise 3

- Put students into pairs to find pairs of family members in photo 2. Read out the example sentence to help them understand what to do. Ask students to point to the brother and sister in the photo.
- Monitor and encourage students to take turns to point at and label the pairs.
- Elicit answers from the class by pointing to the photo.

Listening & Grammar possession

Exercise 4a 3.14

- Tell students that they're going to hear two people talking about the family in photo 2. Play track 3.14 and ask students to listen to the conversation to find out who is not in the photo. Play a second time, if necessary, before you elicit the answer.

ANSWER

Their son, Marcus

AUDIOSCRIPT 3.14

A It's a nice family photo.
B Yes, it is. So is he the father?
A Yes, and the woman next to him is his wife.
B I see. And these two are their children?
A Yes, the girl is their daughter and the boy is her brother.
B We have one boy and one girl in our family, too.
A Ah, but they've got another son, Marcus. He's at university.

Exercise 4b 3.14

- Play track 3.14 again for students to circle the correct words in sentences 1–4.

EXTRA CHALLENGE Stronger students could try to circle the answers from memory before they listen.

- Go through the answers together by asking some students to say the complete sentences.

ANSWERS

1 wife 2 daughter 3 brother 4 family

Exercise 5a

- Refer students to the Grammar focus box and ask them to complete it with the correct possessive determiners. They can use exercise 4b to help them.

Exercise 5b 3.15

- Play track 3.15 and ask students to listen and check their answers.
- Play the track again, pausing for students to repeat the pronouns and determiners (which will also aid memory).

ANSWERS

1 his 2 her 3 our 4 their

AUDIOSCRIPT 3.15

I	my
you	your
he	his
she	her
it	its
we	our
they	their

EXTRA ACTIVITY To help students understand possessive determiners better, use physical action and objects. Point to or pick up objects which belong to people and use possessive determiners to label them, e.g. *my book* (hold up book and point to yourself), *her pen* (hold up pen and point to female student), *our classroom* (indicate the room and gesture to include everyone), etc. Students could take turns to do this, too.

- Refer students to *Grammar reference* on p121. There are two more exercises here that students can do for homework.

Exercise 6a

- Ask students to read and complete the sentences, referring to the Grammar focus box as necessary. Do the first one. Elicit that brother is male (so *he*) then elicit the possessive determiner to complete the sentence (*His*).
- Students work alone to complete the exercise. Monitor and check they are using the correct determiners.

Exercise 6b

- Put students into pairs to compare their answers.
- Go through the answers together, eliciting the correct possessive determiner in each sentence and also asking checking questions to make sure students really understand, e.g. for sentence 2, students need to understand that together Juan and Lolita are *they* so that they can choose *Their* correctly to complete the sentence.

WATCH OUT! You could also check that students have used capital letters for the start of new sentences. Sometimes we forget to check punctuation when eliciting answers orally.

ANSWERS

1 His 2 Their 3 My 4 our 5 her

Exercise 7

- Ask students to read the sentences in exercise 1 again and use these to complete the Grammar focus box. Make it clear they have to write *'s* or nothing (–) in the gaps.
- When checking answers, if they seem unsure about when not to use *'s* after a name, focus on the names in exercise 1a. Write *Anna's father* on the board and underline *'s*. Then write *Charlie and Anna's daughter* and again underline *'s*. Highlight that when something is the possession of two people, we put *'s* after the second name.

ANSWERS

1 's 2 – 3 's

Exercise 8a

- Ask students to read sentences 1–4 and decide where *'s* is needed. They can compare their answers in pairs.

Exercise 8b 3.16

- Play track 3.16 and ask students to listen to the sentences and check their answers. Play again, pausing after each sentence for students to repeat.

WATCH OUT! Even students who understand the grammar and know they need *'s*, sometimes fail to pronounce it. Make sure they say it clearly. In this exercise, *'s* is pronounced /z/ not /s/.

ANSWERS

1 brother's 2 Marichka and Mikolaj's 3 husband's
4 Xavier and Carmen's

AUDIOSCRIPT 3.16

1 Aideen is my brother's wife.
2 Marichka and Mikolaj's daughter is ten.
3 My husband's name is Shuang.
4 This is Xavier and Carmen's son, Cristóbal.

Exercise 9a

- Put students into pairs to discuss the possible family relationships in the photo, e.g. *Lee is Amy's father.*
- After a few minutes, ask students to read and complete the text about the family with possessive determiners or possessive *'s*. Monitor and refer struggling students to the Grammar focus boxes in exercises 5a and 7.

EXTRA CHALLENGE Put fast finishers into A/B pairs to ask each other *Who …?* questions about the people in the text, e.g. A *Who's Oliver?* B *He's Amy and Jerry's son.*

Exercise 9b

- Put students into pairs to compare their answers. Check together by inviting students to read a sentence at a time.

ANSWERS

1 our 2 their 3 her 4 Their 5 his 6 's 7 's
8 his 9 's 10 's

Listening & Speaking talk about family

Exercise 10a 3.17

- Tell students they are going to hear a woman called Elsa talking about her family. Ask students to read the statements about her family. Explain they are not correct.
- Play track 3.17 and ask students to listen for the correct information and change the statements. Elicit the changes in the first sentence as an example.
- Play the track again. Pause after Elsa's answers to allow time for students to process the information.
- Elicit the corrected statements from the class.

ANSWERS

1 Elsa has got two sisters.
2 Inga is twenty-one years old.
3 Agneta has got a job in a bank and Inga is a student.
4 Inga isn't married.
5 Agneta's husband is an engineer.

AUDIOSCRIPT 3.17

A Have you got any brothers and sisters?
B Yes, I've got two sisters.
A What are their names?
B Agneta and Inga. Agneta is twenty-six and Inga's twenty-one.
A What are their jobs?
B Well, Agneta's got a job in a bank and Inga's a student.
A Are they married?
B Inga isn't married, but Agneta is. Her husband's an engineer.

Exercise 10b

- Put students into pairs to complete the questions from the interview with Elsa. You may need to prompt them to use the form of *be* for *they* (for questions 2–4).

Exercise 10c 3.17

- Play track 3.17 again and ask students to listen to the questions and check their answers. Pause as necessary.

ANSWERS

1 Have, got 2 are their 3 are their 4 Are they

Exercise 11a

- Ask students to think about a family they know (which could be their own family) and write information in the table about the members of this family. Quickly elicit family words they remember, to encourage them to think about all these people in their chosen family.
- Allow students plenty of time for this preparation stage. You may need to help them with the words for different jobs.

Exercise 11b

- Put students into A/B pairs to take turns to talk about their chosen families, like Elsa did in exercise 10a. You could demonstrate the activity with one strong student, using the example conversation starter.
- Monitor carefully and note any points for correction (family vocabulary, pronouns, possessive *'s* or possessive determiners, *have got*). Write any sentences with mistakes on the board for everyone to correct together. Drill problem words, including problems with contractions.

EXTENSION Put students into new pairs and ask them to do the exercise again. With beginner students, it can be beneficial and build their confidence if they occasionally have a second opportunity to perform a task and are able to do so better than before.

Listening skills understanding final 's

- Slowly read the first two sentences aloud to students. Read each of the examples in the table and then the meaning and the structure. Focus attention on what comes after *'s*. You could ask questions to check students' understanding, e.g. *Ida's a chef. Which word is the noun?* (*chef*). *When* ***a*** *or* ***an*** *comes next, then* ***'s*** *means* ***is***.

Exercise 1a 3.18

- Ask students to read sentences 1–4. Then play track 3.18 and ask students to listen for the missing words to complete the sentences.
- Play the track again, pausing after each sentence to elicit the answers.

ANSWERS

1 's car 2 's a teacher 3 's rich 4 's got a

AUDIOSCRIPT 3.18

1 My mother's car is very old.
2 Frank's a teacher.
3 My grandfather's rich.
4 Sarah's got a friendly dog.

Exercise 1b

- Read sentence 1 in exercise 1a and point to the example answer. Say *The old car is my mother's possession.*
- Students work alone to complete the exercise. Monitor and refer them to the table before exercise 1a if necessary.
- Check answers with the class. Ask *Why?* to check they can point to what comes after *'s* (which is how you understand the meaning of *'s*).

ANSWERS

1 possession 2 is 3 is 4 has

Exercise 2 3.19

- Ask students to read questions 1–3. Then play track 3.19 and ask them to listen to Bruno and answer the questions.

ANSWERS

1 Bruno's friend.
2 He's an engineer.
3 Yes, he's got a daughter.

AUDIOSCRIPT 3.19

Carlo is my friend. He's an engineer. He's got a good job with the car company, Fiat. He's married and he's got a daughter.

Exercise 3a 3.20

- Tell students they are going to hear Mia talking about the four people in the table. You could tell them that Nicole and Ivy are female names and Robert and Tony are male.
- Explain that as students listen, they need to understand *'s* because Mia talks about who each person is and about the people, pets and other things in their lives.

- Play track 3.20 and ask students to listen to Mia and complete the table. Play again, pausing frequently to give students a second chance to complete the table.

ANSWERS

Nicole is Mia's neighbour. Nicole has got two children.
Ivy is Nicole's daughter. Ivy has got many friends.
Robert is Nicole's son. Robert has got a pet dog called Junior.
Tony is Nicole's husband. Tony has got a job in the school next to their building.

AUDIOSCRIPT 3.20

Nicole's our neighbour. She's got two young children, a boy and a girl. The girl's name is Ivy and she's got many friends in the building. The boy's name is Robert. He's got a pet dog called Junior.
Tony is Nicole's husband. He's got a job in the school next to our building.

Exercise 3b

- Put students into pairs to tell each other the answers using full sentences. Remind them to use *'s*.
- Read out the example sentence, then elicit the 'has got' information from the table, to ensure they say *She's got …*
- Monitor students' conversations and make sure they are taking turns. Note any problems with *'s* to correct when they have finished.

EXTRA ACTIVITY Draw a blank table on the board like in exercise 3a, but with only two rows. Ask students to think about two people they know and complete the table. Put students into pairs to tell each other about the people, using *'s*.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 It's my laptop.
2 They're our children.
3 It's their car.
4 It's his phone.
5 It's her umbrella.
6 It's your apple.
7 They're her sisters.
8 It's our flat.
9 They're my keys.
10 They're your wallets.

Exercise 2

1 This is my aunt's car.
2 This is my boss's phone.
3 This is Meg and Kane's teacher.
4 These are Jiang and Ting's books.
5 This is Colin's dog.
6 These are my brother's children.

3.4 Speaking and writing

Goals

- Use everyday expressions
- Write a social media message

Lead-in

- Bring some appropriate snack food or chocolate to the lesson. Offer it to a student. If they take some food and say *Thank you*, say *You're welcome*. If they don't take any food, smile and move on to another student. Continue to offer the food around the class.
- If nobody seems to know *thank you*, swap roles. Give the food to a student and motion that you would like some. Take some food and say *Thank you*.
- The aim is to just very briefly introduce the idea of everyday situations.

Listening & Speaking everyday expressions

SMART COMMUNICATION There are many everyday situations where we react automatically, using a set expression. Learners of English need to learn these chunks of language, together with their sound pattern (stress and intonation), so they can react quickly as they would do in their mother tongue. Note that in this lesson, students are only taught to say *Yes, of course* in response to a request. This is because saying *no* politely is more complex!

Exercise 1a 3.21

- Refer students to illustrations 1–8. Go through them in order and drill each expression.

EXTRA CHALLENGE Ask students to read responses a–h and try to match them to the illustrations (before they listen).

- Play track 3.21 and ask students to listen to the eight conversations and match the responses to the expressions in the illustrations.
- Play the track again for students to check their answers.

ANSWERS

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

AUDIOSCRIPT 3.21

1
A After you.
B Oh, thanks.
2
A Atishoo!
B Bless you!
3
A Tea?
B Yes, please.
4
A Thanks very much.
B You're welcome.
5
A Excuse me. That's my seat.
B Oh, I'm so sorry.
6
A Excuse me. Where's the toilet?
B Sorry, I don't know.
7
A Can I sit here?
B Yes, of course.
8
A Sorry I'm late.
B That's OK. Don't worry.

Exercise 1b 3.21

- Play track 3.21 again for students to repeat.

Exercise 1c

- Put students into A/B pairs and ask them to practise the conversations. Student A starts.

PRONUNCIATION Students may have difficulty producing the consonants in *Excuse me* /ɪk'skjuːz miː/ and the /θ/ sound in *thank you/thanks*. Spend extra time drilling these expressions, either before they begin the exercise or when doing error correction.

- Monitor carefully and note any pronunciation errors.
- When students have finished conversation 8, stop the exercise and do error correction with the class.
- Start the exercise again, with Student B starting this time.

Exercise 2 3.22

- Teach the adjective *polite* by pointing to the illustration with *Thanks very much* or translate into L1 if appropriate.
- Ask students to look at the information about understanding polite intonation. Read it aloud to the class and use hand gesture to indicate the changing pitch of the voice when intonation goes up and down.
- Play track 3.22 to model the examples, using hand gestures to indicate rising and falling intonation. You could also model them yourself. The important thing is that students hear the wide range of ups and downs in polite intonation. You could also ask students to copy this, using the example conversation.

Exercise 3a 3.23

- Tell students they are going to hear four expressions and have to decide if the speaker is polite or not. Play track 3.23 for students to listen to the expressions and tick the correct boxes. Pause after the first one (the example) and elicit what makes it polite then play on to the end.
- Students can compare answers in pairs. Then play the track again, pausing after each expression to elicit the answer.

ANSWERS

1, 2 and 4 – polite; 3 – not polite

AUDIOSCRIPT 3.23

1 Oh, sorry.
2 Thank you very much.
3 Sorry, I'm late.
4 Can I sit here?

Exercise 3b 3.23

- Ask students to read the responses in exercise 1a again. Then play track 3.23 again so students can choose the correct responses.
- Play the track one more time, pausing to elicit the response after each expression.

ANSWERS

1 b 2 e 3 b 4 d

Exercise 4

- Refer students to the Language for speaking box to read all the expressions and corresponding responses.
- Help students to make different everyday expressions by writing the following extra endings on the board and eliciting which of the expressions they could be used in: *… the station?*, *… don't understand*, *… use your pen?*, *… pen* (*Where's the station?/Sorry, I don't understand./Can I use your pen?/That's my pen.*).
- Put students into small groups of three or four. Ask them to practise by saying an expression and then saying the name of one of the other students in the group. The nominated student responds correctly. Point out that they can use the endings from the board as well as in the Language for speaking box.
- To begin with, students can refer to both columns in the Language for speaking box. Then after they have practised most of the expressions, ask them to cover the response column and respond from memory.

EXTRA ACTIVITY Students practise in pairs as above, but they start by saying a response. Their partner has to say what the first expression is.

STUDY TIP You could encourage students to make their own cards for revision of language learnt in their lessons. These everyday expressions are a good lexical set to demonstrate this study technique. Give students eight pieces of paper or card. On the front of each card they write one of the first expressions and on the back of the card they write the response. Then at any time, they have a handy way to test themselves.

Reading & Writing a social media message

Exercise 5a

Text summary: A social media message from Eva to her friend Nula, telling Nula about her holiday in London.

- Point to the social media message. Establish/elicit that it is from Eva to her friend Nula. Ask students to read questions 1–4 then read Eva's message to answer the questions.

EXTRA CHALLENGE For fast finishers, you could write an extra challenge on the board: Find five adjectives in the text. (Answers: *great*, *expensive*, *nice*, *small*, *big*)

- Check answers by eliciting full sentences. Also elicit adjectives from students who have done the Extra challenge. Check understanding by asking questions, e.g. *What is expensive?*

ANSWERS

1 She's in London.
2 She's with Sunil.
3 She's there on holiday.
4 It's in Kensington, near the city centre.

Exercise 5b

- Point out the small numbers 1–4 in Eva's social media message and ask students to read items a–d. Demonstrate how to match the numbers and items: point to number 1 in the message and ask *Which item is number 1?* (d).
- Students could compare answers in pairs before you check with the class.

ANSWERS
a 3 b 4 c 2 d 1

Exercise 6

- Put students into pairs to read the message and complete it. This will probably not take very long.
- Elicit answers from the class. Check they understand which items from exercise 5b match numbers 1–3 in the message (1 and 2 start the message, 3 ends the message). Elicit which part of the message says where the person is and why and also which part describes the place.

POSSIBLE ANSWERS
1 Hi, Hello 2 I hope you're well 3 Write to me soon

Exercise 7a

- Refer students to the Language for writing box. Read out the information and examples. Tell them that *nice* is a positive idea. Elicit that *near the city centre* is also a positive idea. Elicit that *not near the city centre* is a negative idea. Give two more examples and ask if the ideas are similar or contrasting, e.g. *London is nice, but it's cold. Our hotel is cheap and our room is big.*

Exercise 7b

- Point to the *but* words in bold in Eva's message.
- Do the example together. Ask students to look at the sentence about London and elicit the contrasting ideas.
- Ask students to find the ideas in the other *but* sentences.
- Check answers together.

WATCH OUT! Knowing how to use *and* and *but* depends on understanding when ideas are similar or contrasting, and even at this level you may find students have different opinions. For example, it's unlikely, but possible, that a student may think a small flat is nice. Be aware of this and elicit whether the ideas are similar or contrasting just to check students are all thinking the same way.

ANSWERS
for a conference/on holiday
great city/expensive city
nice flat/small flat

Exercise 7c

- Ask students to read the sentence about Sunil's sister and find *and*. Tell them to find the two ideas in this sentence. Elicit that they are similar.
- Ask students to find two more sentences which contain *and*, and find the two ideas. Check answers together.

ANSWERS
Sunil's sister is in London./Sunil's sister has got a flat in London.
Eva and Sunil are in a hotel in Kensington./Eva and Sunil's room is big.
Their hotel has a great restaurant./Their hotel is near the city centre

Exercise 8a

- Put students into pairs to read sentences 1–5 and discuss which word (*and* or *but*) is needed to complete them.
- Elicit answers from some pairs. Ask them if the ideas are similar or contrasting.

ANSWERS
1 but 2 but 3 and 4 but 5 and

Exercise 8b

- Look at the example together. Ask students to read the sentence beginning and the two possible endings. Elicit that the two ideas in the first sentence are similar, so we use *and*, while the two ideas in the second sentence are contrasting, so we use *but*.
- Put students into pairs to make sentences for 2–4.

EXTRA SUPPORT You may need to give some ideas to weaker learners, e.g. 2 *cheap/expensive* 3 *two sons/no sons* 4 *I like it/it's hard.*

- When students have finished, put two pairs together. Tell them to read their sentences to each other, but when they get to *and* or *but*, they make a noise instead then finish the sentence normally. Demonstrate with the example sentences, e.g. *It's a nice hotel BEEP it's cheap.* (Basically this is an oral 'fill the gaps' exercise.) The other pair decide if the missing word is *and* or *but*.
- Invite some pairs to say their sentences to the whole class, either with a noise, so the class can say the missing word afterwards, or just say the whole sentence aloud.

EXTENSION Ask students to write three more sentences which contain two ideas with *and* or *but*. These sentences can be about their own lives, people and places they know. Check and correct any errors as they write.

EXTRA ACTIVITY Ask students to write two contrasting ideas and two similar ideas for their partner to make into a sentence with *and* or *but*. You will need to monitor carefully that the pairs of ideas are appropriate.

Exercise 9a

- In pairs, students work on this creative task together. Tell them to think of another country and imagine they are there. Then ask them to read the prompt questions and think of answers. It is a good idea for them to write down their ideas. Demonstrate yourself by thinking of a country and answering the first three questions, e.g. *I'm in Africa. It's great. I'm on holiday.*
- Allow plenty of time for students to think of ideas. Monitor and help any pairs who are struggling.

Exercise 9b

- Put students into pairs to write a social media message using their ideas from exercise 9a.
- Refer them to the text in exercise 6 (or in exercise 5a if they are a strong group). Elicit what is needed in a social media message by referring students to the items in exercise 5b. Remind students to practise using *and* and *but* in their message.
- Allow plenty of time for students to do this exercise. Monitor and correct errors as you see them. Point out opportunities for students to add clauses to sentences using *and* or *but*, e.g. if they have written *It's great here*, prompt them to find a contrasting idea to add, e.g. *but it's hot.*

EXTRA CHALLENGE Fast finishers can be encouraged to check their writing carefully for mistakes and then add two more pieces of information.

Exercise 9c

- Direct each pair to swap their writing with another pair and allow time for students to read it. Ask students to compare this social media message with the one they wrote and find similarities and differences.
- Invite a number of pairs to say what is the same and different as in the example.

3.5 Video

A gadget-free life

Presenter Today, around 4.7 billion people have got a mobile phone and almost 2 billion people have got a smartphone. Twenty-five per cent of people have got a laptop. And around 6% of people have got tablets! And lots of people have got all three. But some people haven't got all these things. Christopher Jenkinson is from Oxford, in the UK. He's thirty and he's an artist. Christopher's friends have all got smartphones and tablets. But Christopher hasn't.

Christopher I haven't got a computer, a tablet or even a television. I've only got a phone. I've got a lovely flat near the centre of Oxford. It's big and I've got my office here. It's a really nice workspace … with no computers! Just my desk, paper, pens, pencils and notepads. It's very quiet in here – it's great! I'm at my desk a lot. But I've also got other interests. I've got lots and lots of books. Old books, new books and my favourite – comic books!

I haven't got a television, so in the evenings I often see my friends. We eat … we chat … and we sometimes play games. It's great fun.

I often go out on my bike, too. I haven't got a car, but that's OK - Oxford has got great cycle routes and lovely parks.

My friends have all got smartphones and tablets and they think I'm a bit strange because I haven't got those things. But everyone is different. I've got everything I want – a great job and fantastic friends. I'm very happy with my gadget-free life!

VIDEO ANSWERS

Exercise 1b

1 Oxford in England 2 thirty 3 He's an artist.
4 No, it's an office at home 5 Yes, very happy.

Exercise 3a

1 a smartphone 2 Twenty-five per cent
3 Six per cent 4 hasn't got 5 hasn't got, has got
6 a flat 7 is 8 comic books 9 hasn't got
10 have got

Exercise 3b

a desk, pens, paper, pencils, books (old and new),comic books, notepads

Review

ANSWERS/AUDIOSCRIPT 3.24

Exercise 1

1 Stefan Hell's a clever man.
2 *Birdman*'s a funny film.
3 Vienna's a nice city.
4 My neighbours are lovely people.
5 Morocco's a friendly country.
6 Is teaching a hard job?

Exercise 2

1 I've got **a new** bicycle.
2 They've got **a small** house.
3 It's **a cheap** laptop.
4 He isn't **a poor** man.
5 This coffee is **cold**.
6 It's **a bad** restaurant.
7 It's **a sad** film.
8 His father is very **old**.

Exercise 3

1 Have 2 haven't 3 's 4 got 5 hasn't 6 's
7 Have 8 haven't 9 haven't 10 hasn't 11 haven't
12 We've

AUDIOSCRIPT 3.25

1
A Have you and Fred got pets?
B No, we haven't. But my mother's got nine cats.
A Nine?! Has she got a big house?
B No, she hasn't. It's a small house, but it's got a garden.
2
A Have your parents got a car?
B No, they haven't. We haven't got cars in our family. I haven't got a car, my brother hasn't got a car and my parents haven't got a car.
A What transport have you got?
B We've got bicycles.

Exercise 4a

	Number 34	Number 38
People in the house	Four	Six
People's jobs	Charlie – waiter, Linda – nurse	University students
Pets	A dog	No

Exercise 4c

1 Charlie's 2 Charlie and Linda's 3 The children's
4 Caleb's

AUDIOSCRIPT 3.26

Our house is at number 36 Judson Street. We've got neighbours at number 34 and number 38.

Our neighbours at 34 are called Linda and Charlie. Charlie's a waiter in a restaurant. Linda's a nurse, but she's at home now because they've got two young children. They've got a dog, too – Benji. Our neighbours at 38 are university students. Six people live in the house. But they haven't got any pets. They love our street and they're very friendly.

Exercise 5a

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

Exercise 6a

1 well 2 in 3 a 4 is 5 are 6 's 7 and

4 My life

Unit overview

Language input

Present simple positive (CB p36)	• *I study at a school in the USA.* • *He plays basketball.*
Present simple negative (CB p39)	• *You don't drive.* • *She doesn't walk to work.*
Present simple *yes/no* questions (CB p41)	• *Do they work at the weekend? Yes, they do.* • *Does she check emails at 5.00? No, she doesn't.*
Grammar reference (CB pp122–123)	

Vocabulary development

Common verbs (CB p37)	• *go, like, live, play, …*
Transport (CB p38)	• *bus, ferry, …; cycle, drive, walk*
Daily activities (CB p40)	• *get up, have a shower, start work, …*
Verb + noun phrases (CB p41)	• *go to bed, have lunch, get home*

Skills development

Reading: understanding verb phrases (CB p37)

Listening: understanding positive and negative contractions (CB p39)

Speaking: in a shop (CB p42)

Writing: an informal email (CB p43)

Video

Documentary: A day in the life of a journalist (CB p44)

Vox pops (Coursebook DVD & TG p221)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Life survey (TG p176 & TSRD) • Vocabulary: How well do I know you? (TG p191 & TSRD) • Communication: Customers and shop assistants (TG p206 & TSRD)
Tests	• Unit 4 test (TSRD)
Unit 4 wordlist (TSRD)	

4.1 About me

Goals

- Use present simple positive with common verbs
- Talk about your life

Lead-in

- Write *Barack Obama* on the board and ask *Where's he from? What's his job?* Elicit answers from the class and teach any words they need: *He's from the USA. He's a politician.* Write *January 2009–November 2016* on the board and ask *Job?* to elicit or teach *president*. You could mark the word stress and drill pronunciation of the new words: *president* /ˈprezɪdənt/, *politician* /ˌpɒləˈtɪʃən/.

Reading & Grammar present simple positive

Exercise 1

- Point to the photos and read out the question. Elicit the answer from the class.

ANSWER

b brother and sister

> **Background note:** Barack Obama's wife, Michelle Obama, is famous and students may have seen photos of her. She is a lawyer and writer.

Exercise 2 4.1

> **Text summary:** A text about the lives of Barack and Auma Obama, giving details which include home, family, job and free-time activities.

- Tell students they are going to find out about the lives of Barack Obama and his sister. Point to the categories and check they understand *home* as the place where you live.

WATCH OUT! Help students understand the difference between *the same* and *similar*. Write two number 5s on the board and say *the same*. Write a number 5 and a number 6 on the board and say *similar*. You could also write a number 5 on the board and a very different number, e.g. 352, to elicit *different*. Note that *same* is almost always preceded by *the*, so it's a good idea to teach this as a phrase.

- Play track 4.1 and remind students to read as they listen to the text. Allow plenty of time for students to find the similarities and differences.
- They can compare answers in pairs before you check as a class. Elicit information in each of the categories and whether it is similar or different.
- Students may want to know the meaning of *charity* /ˈtʃærətɪ/. Teach it by giving examples of international charities (Oxfam, International Red Cross, International Red Crescent) or one local to where they are studying English. They also might not know *comics* (show a real example or picture) and *abroad* (in/to a different country).

ANSWERS

Parents: They've got the same father, but different mothers.
Children: Auma has got a daughter. Barack has got two daughters.
Home: Auma lives in Kenya and Barack lives in the USA.
Job: They both want to help people.

Exercise 3a

- Elicit that the highlighted words in the text are verbs. You could check that students know a verb is an action word.
- Students match the verbs and illustrations. Do the first one together, e.g. *a What is this country?* (Kenya) *Which verb in the text is about Auma Obama and Kenya?* (lives).

Exercise 3b

- Put students into pairs to compare their answers before you elicit answers from the class. Write the verbs on the board in a list. Model the pronunciation and drill the list in a fun way. Chain drill around the class first, then randomly. Students could nominate a person to say the next verb in the list.

EXTENSION Ask students to test each other on the verbs in pairs. One student points to an illustration and their partner says the corresponding verb. Make the students do this faster and faster, to increase the element of challenge and do as much practice as possible in a short time.

ANSWERS

lives a teaches g goes f plays d reads e watches c likes b

Exercise 4a

- Refer students to the Grammar focus box. Point out that the verbs are missing in the sentences and ask them to read the text again to find them. Read out the example sentence and say that *study* is the correct form of the verb after *I*.
- Allow time for students to work alone to complete sentences 2–4. Monitor and assist any struggling students, checking they are using the correct form of the verbs.

Exercise 4b

- Put students into pairs to compare answers. Then check answers together by eliciting from different students.
- Go through the forms of some of the verbs. Write *read books* on the board. Start with *I* and elicit the correct form from the whole class. Then do *you*, etc. until *they*. Praise if they remember the *-s* ending for *he*, *she* and *it*.
- Do the same with *study* and elicit the spelling for the third person singular form (*studies*). Refer students back to point 3 in the Grammar focus box if necessary.
- Finally, do the same with *watch TV*. Elicit the spelling for the third person singular (*watches*) and refer students back to the Grammar focus box (point 2).
- This kind of mechanical drilling technique is useful for some students who learn by hearing and speaking aloud.

WATCH OUT! Make sure students read the note about *have* at the bottom of the Grammar focus box so they don't try to use the rules and say *he haves*. Remind them that, like *be*, *have* is irregular. Also remind them that they know this verb well from Unit 3 where they used *have got* to talk about possession. Refer students to *she has a daughter* in the second line of the text in exercise 2. Explain that you can also say *She's got a daughter* and both are correct.

ANSWERS

1 study 2 have 3 plays 4 works

- Refer students to *Grammar reference* on p122. There are two more exercises here that students can do for homework.

Exercise 5

- Ask students to read sentences 1–6 and complete them with the correct verbs. They may need to refer back to the text.
- Ask fast finishers to check their work carefully, especially to make sure they have the correct ending for each verb.
- Students can compare answers in pairs before you check with the class. Elicit the pronoun in each case, i.e. Barack is *he* so we need to add *-s*. You could also ask *How do you spell that?* to check they remember the notes in the Grammar focus box.

ANSWERS
1 reads **2** teaches **3** have **4** likes **5** has **6** live

Pronunciation present simple with *he/she/it*

Ask students to read the information about how we say the endings of verbs for *he/she/it* forms.

Exercise 6a 4.2

- Play track 4.2 and ask students to listen to the three sounds and the verb endings.
- Play the track again, pausing after each sound and verb for students to repeat.
- If you can, model the sounds so students can see the position and movement of the mouth and copy it. To help students understand the difference between /s/ and /z/, ask them to hold their voice box between finger and thumb as they say these sounds. When they say /z/, they should feel vibration of the voice box, but not for the sound /s/. Elicit what happens with /ɪz/ (vibration).

EXTENSION Ask students to practise saying the verbs in pairs. They take turns to point to one of the verbs in the table and their partner says it aloud.

Exercise 6b

- Put students into A/B pairs to take turns to say the sentences in exercise 5. Monitor and note any errors with the pronunciation of the verb endings. Correct together.

Vocabulary & Speaking common verbs

Exercise 7a

- Ask students to read phrases 1–9 and elicit what kind of word is missing in each one (verb).
- Students use the verbs in the box to complete the phrases. Do the first one together as a demonstration.

WATCH OUT! In this exercise, students are using the infinitive of the verbs and do not need to change them. Some may find this confusing, but point out that there are no pronouns in these phrases.

Exercise 7b 4.3

- Play track 4.3 and ask students to listen to the phrases and check their answers. Then play the track again, pausing after each phrase to elicit the verb.

ANSWERS
1 live **2** study **3** go **4** work **5** play **6** like
7 teach **8** watch **9** read

AUDIOSCRIPT 4.3
1 live in Kenya/live in a flat
2 study at a school/study English
3 go abroad/go to Italy
4 work for a charity/work in an office
5 play basketball/play the violin
6 like comics/like cars
7 teach young people/teach English
8 watch TV/watch films
9 read newspapers/read books

Exercise 7c

- Read out the example. You could elicit more words and phrases which follow *live* (e.g. *other countries*, *buildings*, *cities*). Students then work in pairs to think of words or phrases for the other verbs.

EXTRA SUPPORT Do another verb together as a further example. Elicit words/phrases which follow *study* (*at university*, *Russian*, etc.).

DICTIONARY SKILLS If students want to express something specific which they don't know in English yet, refer them to a good bilingual dictionary to find the correct word or phrase. Check these new words carefully to make sure they have found what they want to express.

- Elicit ideas from the class. If students use words which some of the class don't know, teach the new words. Example words/phrases which they could add: 3 other countries, places they go on holiday 4 other workplaces (e.g. *school*, *shop*, *hospital*) 5 more sports (*tennis*, *football*) or musical instruments (*the piano*) 6 things (*animals*, *French food*, *art*) 7 other subjects (*German*, *sport*, *music*) 8 *sport*, *DVDs* 9 *magazines*, *comics*, *blogs*.

Exercise 8

- Write one true and one false sentence about yourself on the board, e.g. *I like tennis. I read newspapers*. Explain that one is true and one is false (remind students what these words mean if they have forgotten). Ask the class to decide which sentence is false, and confirm the answer.
- Ask students to write two true and two false sentences about themselves using the verbs in exercise 7a. Monitor carefully to ensure their sentences are correct.

EXTRA SUPPORT Weaker students could do the exercise in pairs and write sentences which are true and false about them as a pair, e.g. *We …*

- When students have finished, put them into pairs (or put two pairs together) to read their sentences to each other and decide which are true and which are false. Read the example conversation aloud to demonstrate.
- Invite some students with interesting sentences to say them to the class to guess which are true and which are false.

EXTENSION You could make this into a mingle activity to maximize student speaking practice. Students move around the classroom saying their sentences to several students, each of whom decides which sentences are true and false. If the class is too large to have a whole class mingle, you could divide students into groups of 6–8.

Exercise 9a

PRONUNCIATION Students meet the verb *live* and also the noun *life* /ˈlaɪf/ in this lesson. Write *I live in France. He lives in Turkey.* on the board. Drill the pronunciation. Write *My life. Their lives.* Elicit that these are nouns. Point out that the plural of *life* is *lives* /ˈlaɪvz/ which looks like the 3rd person singular of the verb *lives* /ˈlɪvz/, but the pronunciation is very different. This is a confusing point, so try to be clear!

- Ask students to read the prompts. Demonstrate the exercise by finishing some of the prompts to give information about your life. If necessary, teach or elicit the meaning of the phrase *in my free time* which is used in prompt 5.

EXTRA SUPPORT Allow students thinking and planning time. Encourage them not to write too much, however, as the aim is speaking practice.

- In their pairs, students use the prompts to tell each other about their lives. Ask them to try to remember what their partner says. They can take notes if appropriate.

Exercise 9b

- Put students into new pairs to tell their partner about the person they talked to in exercise 9a. Ask a student to read out the example before they start.

FEEDBACK FOCUS This exercise checks that students remember to change the endings for the verbs in the 3rd person form (*he/she*). Focus on this and make a note of any errors. Write these on the board at the end of the exercise and elicit corrections.

Exercise 10

- Read out the example. Ask students to think about their own lives and those of students they have talked to and heard about, and find similarities and differences.
- Give students a moment to think about what to say. Then elicit similarities and differences from some of the students. Praise good use of *and* and *but* which they learnt in Unit 3 for similar and contrasting ideas.
- Alternatively, to give more students the opportunity to talk, divide the class into groups of 7–8 and ask them to share the similarities and differences they found.

EXTRA ACTIVITY For homework, students could think of a friend or person they know well and find similarities and differences between their own life and their friend's life. Ask them to write 3–4 sentences and remind them to use *and/but*.

Reading skills understanding verb phrases

Go through the information. Refer students back to the text about the Obamas and ask them to look at the highlighted verbs and the noun phrases that come after them, e.g. *lives in Nairobi* and *teach young people from poor families*.

Exercise 1

- Ask students to look at the nouns and phrases in a–f. Elicit meanings or teach any words they don't know.
- Use the example to demonstrate the exercise before students work alone to complete it.
- Go through the answers together by saying a verb and eliciting the matching noun/phrase.
- Drill the verb phrases so students hear that the main stress falls on the verb and the noun. (The main focus of this lesson is reading skills, however.)

ANSWERS

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

Exercise 2

- Use the example to show how to find the verb first (*goes*) and then the 'longer idea' that follows (*to the cinema*).
- Students find the verb phrases in sentences 2–6.
- Elicit the answers from the class. Teach the meaning of some of the new words: *golf*, *cinema*, *weekend*.

ANSWERS

1 goes to the cinema
2 watch a lot of films
3 studies English
4 plays golf
5 teaches maths
6 like music

Exercise 3

- Point to the photo and ask *Are they sisters?* (yes). Teach the noun *twins*. Tell students that these twins are Giorgia and Valentina and they are going to read about their lives.
- Ask students to read questions 1–5 and then read the text to find the answers.
- Students can compare answers in pairs before you check with the class, asking students to give you the full sentences, e.g. *Giorgia lives in Milan.*

ANSWERS

1 Giorgia lives in Milan.
2 Giorgia works in a hospital.
3 Valentina studies music.
4 They like sport and music.
5 Valentina plays tennis and she goes to the beach. Giorgia reads books and watches TV.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 go 2 studies 3 live 4 watch 5 want 6 have 7 like 8 reads 9 play 10 teaches

Exercise 2

1 She lives in Abu Dhabi.
2 She has three children.
3 She teaches at the university.
4 She works from 7 a.m. to 2 p.m.
5 She likes her job.
6 She studies English and watches films.
7 She goes abroad a lot.

4.2 Journeys

Goals

- Use the present simple negative
- Talk about journeys

Lead-in

- Write *journey* /ˈdʒɜːni/ on the board and drill the pronunciation. Draw a quick picture of a house on one side of the board and a building on the other. Label them *home* and *work*. Point at *home*, motion across the board and end at *work* and say *My journey to work*. Between the

two buildings write *twenty minutes*. You can point to your watch or a clock to help them understand *minutes*.
- Say *My journey takes twenty minutes* and drill the phrase. Say it one more time and add *And you?* Encourage strong students to say how long their journey takes.

Vocabulary & Speaking transport

Exercise 1
- Closed book. Write *transport* on the board and start a spidergram by adding *car*.
- Put students into pairs to discuss all the forms of transport they know in English. After a few minutes, elicit words and add them to the board.
- Ask students to open their books and look at the infographic to see whether the pictures help them think of any more transport words.

Exercise 2a
- Read out the words in the box. Point out that some are nouns and some are verbs. Elicit or teach *ferry* as students may not have thought of this word in exercise 1. Add this and any other nouns to the spidergram on the board.
- You can make a separate section for transport verbs on the board, too. Teach meanings if you think students may not know them. You could mime walking and elicit the forms of transport you can drive (*car*, *bus*, *train*) and which form of transport *cycle* refers to (*bicycle*).

PRONUNCIATION Drill all the transport nouns and elicit where the word stress falls. It is good to continue to emphasize the importance of word stress and get students into the habit of thinking about this when they learn new words, e.g. *bus* /bʌs/, ***fer**ry* /'feri/, ***mo**torbike* /'məʊtəbaɪk/, *train* /treɪn/, *car* /kɑː/, ***bi**cycle* /'baɪsɪkl/.
- Ask students to read sentences 1–7 and look for the missing information in the infographic. Demonstrate by using the example: they find *35%* in the infographic and look at the picture of the form of transport it refers to.

Exercise 2b 4.4
- Play track 4.4 and ask students to listen to the sentences to check their answers.

ANSWERS
1 drive 2 train 3 walk 4 cycle 5 ferry
6 motorbike 7 bus

AUDIOSCRIPT 4.4
1 35% of people in London, in the UK, drive to work.
2 A lot of people in Switzerland go to work by train. Over 2,900 trains go through Zurich station every day.
3 In the USA, 4 million people walk to work or school.
4 In Copenhagen, Denmark, 36% of people cycle to work, school or university.
5 In Sydney, Australia, 17% of people go to work on public transport. Some people go by ferry.
6 A lot of people in Vietnam go to work by motorbike. Hanoi has 3 million motorbikes.
7 In São Paulo, Brazil, 6 million people go by bus every day.

Exercise 3
- Put students into A/B pairs to take turns to test each other (by saying the cities/countries and the corresponding transport). Refer them back to the sentences in exercise 2.
- Demonstrate the exercise with a strong pair using the example conversation. Then prompt B to say the next city (*In Zurich*) and A to respond (*they go to work by train*).
- Monitor this pair work and make sure students are taking turns. Note any pronunciation problems.

! Point out that we use *go* + *by* + form of transport to talk about how we go to work, university, etc.

Exercise 4
- Put students into small groups. Refer them to the example conversation to show them what to do.
- When all students in each group have had an opportunity to speak, conduct class feedback.

EXTENSION Ask students to raise their hands for the form of transport they use. Keep a note of approximately how many hands go up as you say each of *cycle*, *drive*, *walk*, *go by train*, *go by bus*, *go by motorbike* (and *go by ferry* if this is appropriate for the place where you are) and write the numbers and forms of transport on the board. Help students make sentences using … *people in this class* with percentages or *a lot of*.

Listening & Grammar present simple negative

Exercise 5a 4.5
- Ask students to read the five names and the transport information a–e. Then play track 4.5 and ask students to listen to the people and match each person with the form of transport for their journey to work/university.
- Play again, pausing after each person to elicit the answer.

ANSWERS
1 b 2 d 3 e 4 a 5 c

AUDIOSCRIPT 4.5
C My name's Christina. I live in Copenhagen and I cycle to work. I don't go by bus because my house is fifteen minutes from my work.
P My name's Pedro and I live in São Paulo with my brother. We drive to work in his car. We don't like buses – they have too many people.
T My name is Tai. I'm a student in Hanoi. I don't drive to university. I don't have a car. I go by motorbike. Motorbikes are very cheap here.
C My name is Candice. We live in Johannesburg in South Africa. I walk to work. But my husband James works in Pretoria. It's 70 kilometres to Pretoria. He doesn't walk to work. He goes by train.

Exercise 5b 4.5
- Ask students to prepare by reading sentences 1–4. Explain that they need to listen to the people and circle the correct word/number from the two which are given.
- Play track 4.5 again for students to complete the exercise.
- Students can compare answers in pairs before you elicit the answers from the class. If many students have made

mistakes, play the track again and pause after each answer to give them another chance to hear the words.

ANSWERS
1 fifteen 2 buses 3 car 4 seventy

Exercise 6

- Refer students to the Grammar focus box and ask them to complete the sentences using the sentences in exercise 5b. Monitor and assist where necessary. Remind students that they are looking for contractions.
- Elicit answers from the class and write them on the board. Underline the *s* in *doesn't* and point out that in the present simple positive form *he*, *she* and *it* need to have *s* added to the verb. It may help logical students to see that in the negative form we also need *s* (this time in the auxiliary verb *do*). Make it clear that the main verb does not change by pointing to the infinitives in the Grammar focus box.

PRONUNCIATION Drill the contractions *don't* /ˈdəʊnt/ and *doesn't* /ˈdʌzənt/ a number of times as individual items. Then add a verb in each case, e.g. *don't drive*, *doesn't work*, and drill the short phrase. Students may notice that the final /t/ is not pronounced when the word is followed by a consonant sound. Finally drill the full sentences in the Grammar focus box (using whichever pronoun you choose).

ANSWERS
1 don't 2 doesn't

- Refer students to *Grammar reference* on pp122–123. There are three more exercises here that students can do for homework.

Exercise 7a

- Ask students to use the Grammar focus box to help them make the verbs in 1–6 negative. Demonstrate by eliciting how to change the first verb (*don't*). You could ask *Why don't and not doesn't*? (because the pronoun is *we*).
- Allow enough time for students to change the sentences. Monitor and assist struggling learners by asking them to identify the pronoun in the sentence and look it up in the Grammar focus box.

WATCH OUT! Students may concentrate so much on getting the correct form of the auxiliary they forget to make sure it is followed by the infinitive, leading to mistakes such as *The city doesn't has good buses*. Be careful to point this out and correct it, either as you monitor or with class after the activity if many of them have made this mistake.

EXTRA CHALLENGE Ask fast finishers how they could make sentence 5 negative if it was *Pedro and Raquel*, not just *Pedro*.

Exercise 7b 4.6

- Play track 4.6 and ask students to listen to the sentences and check their answers. If necessary, elicit just the answers after students have listened to the track to ensure none have been missed. To further check understanding you could ask questions about these negative sentences, e.g. *In sentence 4, why is it* don't *not* doesn't*?* (because the trains are plural, so the pronoun is *they*).
- Play again for students to repeat the sentences.

ANSWERS/AUDIOSCRIPT 4.6
1 We don't work near the centre.
2 Christina doesn't live in New York.
3 The city doesn't have good buses.
4 The trains don't go to Essex Road.
5 Pedro doesn't go to work by bus.
6 I don't like old ferries.

Exercise 8a

- Put students into A/B pairs. Refer them to the Communication pages and ask them to look at the photo of Sun-Hee on p39 and read their information about her.

Exercise 8b

- Make sure students understand they have to change Sun-Hee's first person information (*I*) into 3rd person (*She*) and make the necessary changes to the form.
- Students take turns to tell their partner the information they have about Sun-Hee. Monitor and note errors with present simple positive and negative and correct at the end.

EXTENSION Ask fast finishers to write down as much information as they can remember that their partner told them about Sun-Hee. Then they check by turning to their partner's page and reading the information.

Exercise 8c

- Students change Sun-Hee's information so it is true for their own life and journey to work, using negatives as well as present simple positive in their sentences.

EXTRA SUPPORT Weaker students may need preparation time and may prefer to make some written notes before they talk to their partner.

- Allow plenty of time for students to talk to their partner. Ask them to listen carefully to the information about their partner's journey and try to remember what they say.
- Make a note of any errors, especially with present simple negative forms.

Exercise 9

- Put students into new pairs. Ask them to take turns to say what they remember about their first partner's journey.
- When students have finished, elicit any interesting information they found out about other students.
- Write any errors relating to the present simple tense on the board and elicit corrections.

Listening skills understanding positive and negative contractions

Ask students to read the information about contractions as you read it aloud. Elicit that *n't* is a contraction of (*not*).

Exercise 1

- Ask students to read the contracted words and find all the negatives. If necessary, go through the first word together. Elicit that it is negative.
- Monitor and refer any struggling students to the sentence which says *Negative contractions end in* n't.
- Elicit answers and drill the negative words: *aren't* /ɑːnt/, *doesn't* /ˈdʌznt/, *hasn't* /ˈhæznt/, *isn't* /ˈɪznt/.

EXTRA CHALLENGE For each negative word, elicit which pronouns it can be used with (*aren't* – you/we/they, *doesn't* – he/she/it, *hasn't* – he/she/it, *isn't* – he/she/it). Then elicit other negatives students know, or give them yourself and the pronouns they can be used with (*don't* – I/you/we/they, *haven't* – I/you/we/they).

ANSWERS
aren't doesn't hasn't isn't

Exercise 2 4.7

- Play track 4.7 and ask students to listen to the sentences and write the contractions they hear. Pause after each contraction to allow time for students to write. You could do the first sentence together as an example. Elicit that the contraction is *'s* (*my brother's*).
- Students can compare answers in pairs before you elicit answers from the class. Write them on the board and underline the *n't* endings for the negative contractions.

ANSWERS
1 's – positive
2 isn't – negative
3 's – positive
4 hasn't – negative
5 don't – negative
6 've – positive

AUDIOSCRIPT 4.7
1 My brother's got a house near Vancouver.
2 He likes the city a lot, but his house isn't in the city.
3 He's a taxi driver and he loves it.
4 He hasn't got a car.
5 His children are nineteen and twenty-three, but they don't drive.
6 They've got motorbikes.

Exercise 3 4.8

- Ask students to read the statements in the table. Then play track 4.8 and ask students to listen carefully to Ye-eun and tick the correct name for each statement.
- Put students into pairs to check and talk about their answers before you elicit answers from the class.

EXTRA ACTIVITY Put students into pairs and ask them to write a negative sentence for the statements in the table. Do an example together: *Bon-hwa doesn't live in South Korea.* Elicit the sentences from the class.

ANSWERS

Ye-eun		Bon-hwa
✓	lives in South Korea	✗
✓	is a student	✗
✗	works in a restaurant	✓
✗	has got a car	✓
✓	goes to the university by bus	✗
✗	goes to the beach	✓
✗	is happy	✓

AUDIOSCRIPT 4.8
My name's Ye-eun. I live with my parents in South Korea. My brother Bon-hwa doesn't live with us. He lives in Australia. I'm a student at university. Bon-hwa isn't a student. He's a chef in a restaurant. He's got a nice flat and a car. I haven't got a car. I go to the university by bus. At the weekend I study, but Bon-hwa goes to the beach. He's very happy in Australia. I want to go abroad, too!

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 doesn't watch 2 teach 3 goes 4 don't live
5 have 6 doesn't like 7 doesn't have 8 cycle

Exercise 2
1 Our city doesn't have a good school.
2 We don't live in the city centre.
3 Dan doesn't walk to work.
4 The buses don't go to the train station.
5 I don't like motorcycles.
6 Her sister doesn't watch TV.
7 You don't study at my school.

Exercise 3
1 live 2 work 3 teaches 4 have 5 walk 6 read
7 watches 8 plays 9 like

4.3 My day

Goals
- Ask present simple *yes/no* questions
- Talk about your day

Lead-in
- Bring in a real example of a *calendar* /ˈkælɪndə/ and a *diary* /ˈdaɪərɪ/ to teach these words. Show the objects and say the words. Write the words on the board, then drill pronunciation and elicit and mark the word stress.
- Ask *Have you got a calendar? Have you got a diary?* and elicit some short answers (*Yes, I have/No, I haven't*).

WATCH OUT! The word *agenda* exists in English but is used for a list of matters to be discussed at a meeting. It isn't a synonym for *diary*.

- Pointing to the calendar or diary, teach *week* and write it on the board. Ask *How many days are in one week?* Elicit the answer (seven) and write *day* on the board. Drill pronunciation of *day* and *week*.
- If you think students may be ready, you could ask *What day is it?* You could point to today's date on the calendar. Praise anyone who can give the correct answer, but if nobody can, tell them they are now going to learn the English words for days of the week.

Vocabulary & Listening daily activities

Exercise 1a 4.9

- Play track 4.9 and ask students to listen to the days of the week and write them in the calendar. Play again for weaker students, pausing to allow time to write.
- To check the answers, point to the calendar and elicit the days from the class. At this point, don't worry if they don't pronounce them perfectly.

ANSWERS/AUDIOSCRIPT 4.9
Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Exercise 1b 4.9

- Play the track again and ask students to listen to the days and repeat. Encourage them to count how many syllables each day has and mark the word stress in their notebooks.

EXTRA CHALLENGE You could also start a chain drill around the class, stopping and reversing the direction frequently to keep the level of interest and attention high.

PRONUNCIATION Students commonly mix up *Tuesday* /ˈtjuːzdeɪ/ and *Thursday* /ˈθɜːzdeɪ/ (probably due to similarities in spelling). Demonstrate the different sound at the beginning and the difference in the vowel sounds. *Wednesday* /ˈwenzdeɪ/ can also be difficult. Make sure students realize it is a two-syllable word. Drill these more than the other days if necessary. It is also a good idea to point out similarities in pronunciation. In this case, you could highlight that *Monday* /ˈmʌndeɪ/ and *Sunday* /ˈsʌndeɪ/ have the same vowel sound.

Exercise 2

- Ask students to read questions 1 and 2. Teach the word *favourite* /ˈfeɪvərɪt/ using the example. Translate into L1 if appropriate. Drill pronunciation.
- Tell a strong student to ask you question 2 so you can give another example to help students know how to do the exercise, e.g. *I don't like Friday. I am tired.*
- Put students into groups of three or four to take turns asking and answering the questions.

EXTRA CHALLENGE Ask students about other people in their group, e.g. *Jan, what is Petra's favourite day?* (If necessary, remind them to use the correct pronouns: *his/her*, *he/she*.)

Exercise 3a 4.10

- Write *daily activities* on the board. Point out *daily* is the adjective from *day*, meaning that we do these things every day. Refer students to the illustrations of daily activities.
- Play track 4.10 and ask students to listen to the verbs and repeat them. Listen carefully for any errors and drill any phrases students are finding difficult.

Exercise 3b

- Demonstrate by saying the second part of one of the phrases (*emails*) and asking which verb is needed (*check*). Elicit the whole phrase. Do another example if necessary.
- Put students into A/B pairs to do the activity. Monitor and ensure students swap roles.

EXTENSION Give a quick written test. Tell students to write numbers 1–10 down the side of a piece of paper. Explain that you will say part of a phrase and they need to write the whole phrase, e.g. *finish – finish work*. Remind them not to shout out, only write. Keep a note yourself of the parts of phrases you say. Check the answers together at the end.

EXTRA ACTIVITY (This is for students who benefit from physical movement, but may not be appropriate for all classes.) Put students into small groups. Ask each person to act out one of the daily activities for other people in the group to guess. Demonstrate by acting out one activity yourself and eliciting the phrase.

Exercise 4

- Ask students to read the instruction and the question. Teach the adjective *surprising*. You could draw a surprised face on the board or act a surprised expression yourself.
- Students read the profile to answer the question.
- Elicit the answer from a strong student. Also elicit that *CEO* is a good job (see background note) and explain that her business is connected with money (investment management). Check students understand *hobbies* by giving examples from the text about the Obamas in 4.1 exercise 1 or about the twins in 4.1 Reading skills section.

ANSWERS

She has nine children and is CEO of a company.

Background note: CEO is the acronym for Chief Executive Officer. This is the highest level manager in a company.

Exercise 5a 4.11

Audio summary: An interview with Helena Morrissey, a company CEO and mother of nine. She gives information about her routine.

- Ask students to read the instruction. Elicit how many things to write down (*three*). Play track 4.11 through once and ask students to listen to Helena. The track is quite long so students will probably need to listen a second time to catch and write down three things.
- Students can compare answers in pairs before you elicit from the class. Remind them to use *she* and the correct form of the verbs for third person singular.

POSSIBLE ANSWERS

She has breakfast with her children.
She has dinner with her family.
She watches films with her family at the weekend.

AUDIOSCRIPT 4.11

I So, Helena. Do you get up early?
H Yes, I do! From Monday to Friday I get up at 5.00 a.m. and check my emails. My children get up at about 6.30 and we have breakfast.
I What time do you go to work?
H I leave the house at 7.30 and I go to work by train. I start work at 8.00 and I finish at about 6 p.m. I get home at about 6.30.
I Do you have dinner with your family?
H Yes, I do. We eat at about 7.30. After dinner I work again, and I go to bed at ten.
I Does your husband work?
H No, he doesn't because we have nine children! They are aged from two years old to twenty-one.
I Do they all live at home?
H No, they don't. Seven children live at home.
I Do you work at the weekend?
H Yes, I do. But on Saturday evenings I watch a film with my family. And we sometimes go out with friends.

Exercise 5b 4.11

Background note: In this lesson, students see the time references *a.m.* and *p.m.* for the first time. These refer to the Latin phrases *ante meridiem*, meaning before midday, and *post meridiem*, meaning after midday.

WATCH OUT! Students need to understand that *a.m.* means *in the morning* and *p.m.* means *in the afternoon/evening* and that we often don't say them (even if they are written), when the time period is clear and doesn't need to be stated, e.g. *10.15 a.m.* is *ten fifteen* and *5.00 p.m.* is *five/five o'clock*. When we do say them, we pronounce them like separate letters of the alphabet: *a.m.* /eɪjem/, *p.m.* /piːjem/.

- Ask students to read sentences 1–8. Point out there are different options to choose from in each sentence.

EXTRA CHALLENGE Strong students can try to remember and underline the correct options before they listen again.

- Play track 4.11 again and ask students to choose the correct options in the sentences.

EXTRA SUPPORT With a weaker group, elicit the first answer by pausing the track after *emails*. Continue to play the track, but pause before the interviewer each time to allow time for students to process what they have heard.

Exercise 5c

- Put students into pairs to compare answers. Elicit answers from the class to ensure they are all correct. Encourage students to say the full sentences, including the underlined words, as this will help them with pronunciation.

ANSWERS

1 check my emails **2** children **3** train **4** get home **5** 7.30 **6** work again **7** work **8** go out

Exercise 6

- Put students into A/B pairs. Refer them to the communication pages and ask them to spend two minutes reading their profile. Tell them to think about how to say the words and the times as they will need to tell their partner this information.
- Ask all Student As to raise their hand. Drill the name of their person and the city where she lives: *Rachna Bhatnagar* /rʌtʃiˈnɑː/ /bhʌtˈnɑːgər/, *Trivandrum* /trɪˈvændrəm/. Do the same for Student B's information: *Marton Szentkiralyi* /ˈmɑːrtɔn/ /ˈsentkiraɪi/, *Debrecen* /ˈdebretsen/.

EXTRA SUPPORT Drill *fifteen* /ˌfɪfˈtiːn/ and *thirty* /ˈθɜːtɪ/ a few times with the class to help them say the times easily.

- Student A starts by telling Student B the information about the person in their profile. Student B reads the four times and listens carefully to find out what the person does then.

EXTRA SUPPORT Elicit how to start giving the different pieces of information. Read the example about jobs. Then say *For talking about her home, start with 'She …'*, and elicit *lives in*. Do the same for *family*, eliciting that they need the verb *be* (*She is …*). For times, remind them that we use *at* and elicit the first sentence *She gets up at …*

- When Student As have finished, ask Student Bs if they heard the information they needed. If they didn't, they can say the times to elicit the information, e.g. Student B: *6.15 a.m.?* Student A: *She has a shower at 6.15 a.m.*
- Then Student B talks about the person in their profile and Student A completes the listening and writing exercise.
- Monitor the activity carefully to note down any errors, e.g. correct form of the verb (third person singular), missing words or mispronouncing words. At the end, write errors on the board and ask students to think about and correct them in their pairs. Elicit answers from the class.

ANSWERS

Student A: 6.45 a.m. – check emails 6.30 p.m. – finish work 8 p.m. – play with children 11 p.m. – go to bed
Student B: 6.15 a.m. – have a shower 7.30 a.m. – start work 5.15 p.m. – get home 9 p.m. – read a book

Grammar & Speaking present simple *yes/no* questions

Exercise 7

EXTRA ACTIVITY Put students into pairs and ask them to remember as much as they can about Helena Morrissey who they listened to in exercise 5a. Elicit ideas from the class.

- Ask students to read the questions and answers. Elicit what time *early* is for Helena Morrissey (*5 a.m.*) and ask *Is 5 a.m. early for you?* to check the meaning of *early*.
- Refer students to the Grammar focus box and ask them to complete it using the questions and answers to help them.
- Elicit answers from the class. Point out how the auxiliary verb *do* is necessary at the beginning of the questions and at the end of short answers. You could ask them to underline all the forms of *do* in the Grammar focus box.
- It is a good idea to point out at this stage that questions starting with *Do* or *Does* normally need a *yes/no* answer, unlike questions starting with question words such as *Where*, *Who*, which need more information.

ANSWERS

1 Do **2** Does **3** doesn't

- Refer students to *Grammar reference* on p123. There are three more exercises here that students can do for homework.

Exercise 8a

- Show students how the exercise works using the example. Do the next sentence together as well. Point out or elicit that the first word in the question starts with a capital letter. When they give you *Do*, write it on the board. Then elicit the other words in order and write them up. Refer students to the Grammar focus box as you do this if necessary.
- Ask students to make questions 3–8. Monitor and assist any struggling students.

Exercise 8b

- Put students into pairs to compare their answers.
- Invite students to write their questions on the board. Check these answers are correct and elicit any corrections.

! Point out that the auxiliary verb *do* changes according to the pronoun which follows, so we need to know who we are asking our question to or about before we begin and choose the correct form of *do*.

ANSWERS

1 Does she get up early?
2 Do her children get up at 5.00?
3 Does she have breakfast with her family?
4 Does she drive to work?
5 Does she work after dinner?
6 Do her children live at home?
7 Does she work at the weekend?
8 Do Helena and her husband go out with friends?

Pronunciation stress in present simple *yes/no* questions and answers

Exercise 9a 4.12

- Play track 4.12 and ask students to read and listen to the questions and answers and focus on the stress.
- Elicit what type of words are stressed in the questions (nouns and verbs). Point out that auxiliary verb *do* is not stressed in questions. Elicit which words are stressed in short answers (the verb *do*).

Exercise 9b 4.12

- Play track 4.12 again, pausing for students to repeat.
- If students are having difficulty placing the stress on the correct words, try back-chaining, e.g. *weekend*, *the weekend*, *at the weekend*, *work at the weekend*, etc. Make sure you emphasize the correct words to show the stress.

Exercise 9c

- Put students into A/B pairs. Ask them to read the questions in exercise 8a again and think about the answers, remembering what they heard about Helena Morrissey. They can make a note of the answers. If they can't remember, refer them to the information in exercise 5b.
- Students practise the questions and answers with their partner. Monitor and check they are stressing the correct words. Make sure students swap roles after question 4.

Exercise 10a

- Put students into A/B pairs to practise the example conversation. Tell them they are going to continue the conversation using the verbs in the box. Ask them to prepare by writing a question for each daily activity in the box. Assist any pairs who are finding this difficult. Remind them to ask some time questions, e.g. *Do you … at 7 a.m.?* They can look at the questions in exercise 8a to give them ideas, but remind them they need to use *I* and *Do you …?*
- Ask Student A to start (by using the example if they wish) then monitor students' conversations and encourage them to ask questions about all the activities in the box. They will need to remember what their partner says or you could ask them to make notes about their partner's day.

Exercise 10b

- Put students into new pairs and ask them to practise the example conversation. Draw attention to the form of *do* in the question and short answer: *does/doesn't* for 3rd person singular (*he/she*).
- Tell students to ask and answer questions about their first partners. Monitor and if one student in a pair is dominating, ask them to ask questions and encourage the other student to give extra information in their answers.
- Note any errors with making questions and short answers, specifically using the correct form of auxiliary verb *do*.

Exercise 10c

- Ask students to think of the two students whose daily activities they found out about and find one thing which is the same and one which is different. Read the example sentence aloud to the class as a demonstration.
- Allow time for students to remember what they heard and/or look at any notes they have written. Elicit sentences from each student. If the class is too big for whole class feedback like this, divide into smaller groups of 6–8 and ask each group member to feed back to their group only.
- Monitor students' sentences closely. If they are in groups, note any excellent sentences for whole class feedback.
- Correct any errors by writing them on the board and eliciting corrections from students.

Vocabulary verb + noun phrases

Exercise 11a

- Refer students to the Vocabulary focus box. Explain that it is useful to learn these words together as phrases because we use them so often like this. You could read all the phrases aloud so students hear the word stress.

WATCH OUT! In verb + noun phrases, we usually need an article (*a/an* or *the*), but there are a few exceptions which students need to learn, e.g. *have breakfast/lunch/dinner* NOT ~~have a breakfast~~.

Exercise 11b

- Demonstrate the exercise by writing three sentences of your own on the board, e.g. *I have a ___ at 7 a.m./I go to ____ at 11 p.m./I get ___ at 5.30 p.m.* Elicit student guesses of the second part of the phrases.
- Ask students to write three sentences like yours using phrases with *get*, *go* and *have*. Point out that they can also write about people they know, e.g. *My brother …*, and that they need to use the third person form of the verb for these sentences (*has*, *goes*, *gets*). Monitor and tell students to write clearly as another student will read their sentences.

EXTRA CHALLENGE Ask strong students or fast finishers to write two more sentences.

Exercise 11c

- Put students into pairs and ask them to read the example conversation. Make it clear that they need to guess their partner's missing words.

- Invite some students to come up to the board and write one of their partner's sentences with the gap. Elicit from the class the word(s) needed to complete each sentence.

EXTENSION Ask students to write a list of five words for family members, e.g. *wife*, *daughter*, etc. Ask them to include one plural family word, e.g. *grandparents*. Put students into pairs and ask them to swap lists. They choose three of the words and write a true sentence with a gap for each word they've chosen, as in exercise 11b, e.g. *My sister gets ___ at 6 p.m.* They can use transport words as well as time, e.g. *My parents go ___ by car*. Students read their partner's sentences and guess the missing words.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 **A** Does **B** does
2 **A** Do **B** don't
3 **A** Do **B** do
4 **A** Does **B** doesn't
5 **A** Does **B** does

Exercise 2

1 Does she live with her parents?
2 Do they work in the city centre?
3 Does he have breakfast at 6 a.m.?
4 Does Abdul study English at the weekend?
5 Do your daughters want to go abroad?

Exercise 3

1 Do 2 don't 3 Do 4 Does 5 does 6 doesn't
7 Do 8 do 9 doesn't 10 Do

4.4 Speaking and writing

Goals

- Ask for things in a shop
- Write an informal email

Lead-in

- Write *bookshop* in large letters on a tent card and put it on the desk in front of you. Put several books on the desk to make a bookshop. Hold up a book and say *This is a good book* and invite a strong student up to 'buy' it. Clearly say the price, e.g. *It's five euros*, and mime selling the book to the student and taking the money.
- Write *You buy a book from a bookshop* on the board and point to the verb *buy* /ˈbaɪ/ as this is a word they need for this lesson. Write *shop assistant* /ˈʃɒp əˌsɪstənt/ and *customer* /ˈkʌstəmə/, too. Point to yourself and say *shop assistant*, and to the student who 'bought' the book and say *customer*. Drill the words on the board.

Listening & Speaking in a shop

Exercise 1a

- Ask students to look at the photos and find the bookshop. Elicit the number (2). Then ask students to read the names of the other shops and match them to a photo.
- Check the answers together and drill all the words. You could write them on the board and elicit the number of syllables and word stress: ***phar***macy, de***part***ment store, elec***tron***ics shop, ***book***shop.

ANSWERS
Photo 1: department store
Photo 2: bookshop
Photo 3: pharmacy
Photo 4: electronics shop

Exercise 1b 4.13

- Ask students to look at the list of items. Elicit which is the right shop to buy vitamins in (*pharmacy*). Do the same with *an umbrella* and *a tablet*.
- Tell students they are going to hear four different people shopping. Play track 4.13 and ask them to listen to the conversations and write the number of the person next to the thing they want to buy.
- Elicit answers from the class.

ANSWERS
1 an umbrella 2 nothing 3 vitamins 4 a tablet

AUDIOSCRIPT 4.13
1
C Excuse me. Do you have any umbrellas?
SA Yes. They're over there, near the window.
C Great. Thank you.
2
SA Can I help you?
C No, thanks. Just looking.
3
SA Is that everything?
C No, I need vitamins, too.
4
C How much is this tablet, please?
SA It's £75.
C OK. I'll take it.

Exercise 2a

- Point to the conversations under the photos in exercise 1a. Elicit that *C* is customer and *SA* is shop assistant.
- Ask students to read the customer sentences a–f and use them to complete the conversations. Elicit the first answer from the class as a demonstration.

Exercise 2b 4.13

- Play track 4.13 again for students to check their answers. Pause between the conversations to check all students have the correct answers.

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

Exercise 2c

- Choose a strong student to be the shop assistant, and act out all four conversations in front of the class.

EXTRA SUPPORT When you, the teacher, act out conversations, this benefits the students as you can add body language/visual cues to aid understanding, such as nodding for *OK, I'll take it*, shaking your head for *No thanks*, and perhaps a shrug of the shoulders for *Just looking*.

- Put students into A/B pairs to practise the conversations. Monitor for any pronunciation problems. You will be able to address these in exercise 6a by drilling the phrases.
- At this stage, students may have questions about the meaning of phrases such as *Is that everything?*, *I'll take it*

and *Just looking*. Help them to understand the meaning using gesture and, if appropriate, L1 translation.

Exercise 3 4.14

- Write *dollars*, *pounds*, *cents*, *euros*, *pence* on the board. Elicit that these are all money words and we sometimes need to use them when saying prices. Drill all the words.
- Refer students to the *Understanding …* box and ask them to read the information carefully. Elicit that we use the currency word with one number, e.g. *$10 = ten dollars*, but if we say two numbers, we often don't say the currency word, e.g. *£9.99 = nine ninety-nine*. Also point out that we need to remember to use plurals, e.g. *dollars*, *pounds*.

WATCH OUT! Like the word *children*, *pence* is an irregular plural noun, e.g. *ten pence*. We don't add *s*. The singular is *a penny*. (Refer students to 3.1 exercise 4a to review plural nouns if they are confused.) Encourage students to keep a list of irregular nouns which they can add to.

- Play track 4.14 and ask students to listen to the examples. Then play it again and ask them to repeat the prices.

PRONUNCIATION Make sure students are saying the two-number prices clearly. It is important to put equal stress on each number. You could say prices where there is not enough stress on the first or second number and explain how this makes it difficult to understand. Then model the prices correctly.

Exercise 4a 4.15

- Say an example price for the students, e.g. *It's thirty-seven fifty*, and elicit that there are two numbers *37* and *50*.
- Play track 4.15 and ask students to listen out for the prices and circle how many numbers they hear. Pause after number 1 to check students understand what to do and have circled the correct answer.
- Play the track again, pausing after each price to elicit whether it is one or two numbers.

ANSWERS

1 two **2** one **3** two **4** two

AUDIOSCRIPT 4.15

1 OK. That's €6.49, please.

2

A How much is this phone, please?

B It's £96.

3 It's a very expensive café. A cup of coffee is £5.75.

4

A How much are these, please?

B They're $24.90.

Exercise 4b

- Play track 4.15 again, pausing after each conversation to allow time for students to process the number(s) and write the prices.
- Go through the answers by inviting students up to write the prices on the board. Correct any errors.

ANSWERS

1 €6.49 **2** £96 **3** £5.75 **4** $24.90

Exercise 5

- Elicit or teach the question students need to find out prices: *How much is/are … ?* Write *How much is this laptop?* and *How much are these apples?* on the board. Drill these phrases to ensure natural pronunciation.
- Put students in to A/B pairs. Refer them to the Communication pages and tell them to read their instructions. Students then take turns to ask and answer about the prices of the items. They can write down the prices to remember them.

FEEDBACK FOCUS Monitor for errors in saying prices correctly as this is the main focus of the lesson. You should also make sure students are using singular and plurals correctly: *It's …/ They're …*

- In class feedback, elicit which of their partner's items are expensive and which they think are cheap.

EXTRA ACTIVITY Remind students of their money limit (£20/$20) and ask them *What do you spend your money on?* Allow time for students to write down some items and do some maths and then ask them to share their list of items with a partner.

ANSWERS

Student A: 1 pens: They're £6.99 for three **2** a book: It's £5.69 **3** apples: They're £2.59 per bag **4** an umbrella: It's £3.99 **5** vitamins: They're £6.89

Student B: 1 a pizza: It's $4.50 **2** DVDs: They're $5.35 for 20 **3** apples: They're $2.20 per kilo **4** a pen: It's $2.49 **5** a notepad: It's $3.89

Exercise 6a

SMART COMMUNICATION Students will see that we say *please*, *thank you* and *thanks* when we are shopping. Visitors to the UK and the USA often comment that we use these phrases more often than in their countries, so it is worth highlighting their importance and drilling pronunciation until it is automatic.

- Refer students to the Language for speaking box. Drill the phrases in the order they occur in the box as this is similar to how they are used in conversations. So drill *Excuse me …* and then *Yes, it's/they're …* Make sure students are using lively intonation and using sentence stress correctly.

EXTENSION Ask half the class to cover one side of the Language for speaking box and half to cover the other side. Give them an item (either singular or plural), e.g. pens. Conduct the first half of the class in *Excuse me. Do you have any pens?* and conduct the response from the other half *Yes, they're over there*. Continue with the other phrases. When you reach the *yes/no* responses, show students what to say with clear nodding or shaking of your head. If your class is too large to drill half at a time, this Extension will still work in pairs where one student covers one half of the box and their partner covers the other. If there is time, swap the two roles.

Exercise 6b

- Put students into A/B pairs and ask them to take turns to be the customer and shop assistant and ask and answer about the items in the box (Student A asks about laptops and notepad; Student B asks about nothing and pens). Refer them to the Language for speaking phrases and remind them to start each conversation with *Excuse me*.
- Monitor conversations carefully and do error correction at the end. You could invite confident pairs to act out their conversations to the class.

EXTENSION Put students into new pairs. Ask them to take four real objects from their bags and put them on the desk. Students take turns to be shop assistant and customer. They use the Language for speaking phrases to buy two of the things.

Reading & Writing an informal email

Exercise 7

Text summary: Two informal emails between friends; Anastasia and Angelo. They make arrangements for Anastasia's visit.

- As a lead-in, you could write on the board *Do you get work emails? Do you get emails from friends and family?* Put students into pairs to ask and answer.
- Explain that students are going to read emails between two friends: Anastasia and Angelo. Point to the heading *an informal email* and check they understand that *informal* means for friends and people you know well.
- Ask students to read sentences 1–4, then read the emails to find out if the sentences are true or false. Allow plenty of time for students to read and process the information.

EXTRA CHALLENGE Ask fast finishers to change any false sentences to make them true.

- Elicit answers from the class. Ask them to give the information that indicates the sentence is true/false, e.g. 1 F: *She doesn't arrive in the morning. She arrives at 5.10 p.m.*

ANSWERS
1 False 2 True 3 True 4 True

Exercise 8a

- Write some punctuation symbols (. , ' ? !) on the board. Elicit or teach the words for them and write them on the board next to the relevant mark.
- Find the first three punctuation marks in the emails together and circle them as examples. Allow time for students to find the rest of the punctuation marks.
- Students can compare answers in pairs before you check with the whole class.

ANSWERS
Hi Angelo
I arrive at Ninoy Aquino International Airport at 5.10 p.m., but I don't have your address. Does the bus go to your house? How much is a ticket?
Thanks.
Anastasia
Hi Anastasia
Thanks for your email. The airport bus doesn't go to my house, but it goes to the hotel near my house – the Bignay Hotel. You buy your ticket on the bus. It's not expensive. Call me when you get to the hotel. My mobile phone number is 09817 3329 6400.
Can't wait to see you!
Angelo

Exercise 8b

- Refer students to the Language for writing (1) box and ask them to read the five sentence endings a–e. Check they understand the words in a–e. You may need to teach the meaning of *at the end of* and *show strong feelings*.
- Ask students to make the five punctuation rules. Refer them to the emails to see how the punctuation marks are used if they are unsure.
- Elicit answers from the class and write them on the board. Ask students to give examples from the emails where possible. For *apostrophe*, check students know which letters are missing (*don't*, *it's*). For *exclamation mark*, the example is *Can't wait to see you!*. Elicit what feeling this shows; if they can't remember adjectives, model *sad* and *happy* with appropriate expressions and ask them to choose the correct feeling.

ANSWERS
1 d 2 a 3 b 4 c 5 e

Exercise 9a

- Explain that students are going to read another email between friends and put the correct punctuation back into the email. Point out that the instructions state how many of each mark are missing.
- Allow plenty of time for students to do the exercise and remind them to refer to the Language for writing box.

Exercise 9b

- Put students into pairs to check they have used punctuation in the same way. Then go through the answers together. You could read the email aloud and ask students to shout *Stop!* when there is a missing punctuation mark. Elicit which mark is missing and then start reading again.

ANSWERS
Hi Marie
How are you? I'm in Australia now and I love it! It's very hot, but that's okay. I get to Sydney bus station tomorrow, but I don't know what time. My number is 0460 741 9935. What's your telephone number? Do I walk from the station to your house?
Can't wait to see you!
Jens

Exercise 10a

- Refer students to the Language for writing (2) box and ask them to read the phrases for informal emails.

WATCH OUT! Students may remember *thank you* and want to know if it has the same meaning as *thanks*. This is a good chance to show how informal English is often shorter than formal English even if the meaning is basically the same.

Exercise 10b

- Refer students to the email from Anastasia to Angelo. Explain that they, like Anastasia, want to visit someone and need to ask for information. Ask them to write a similar email to their partner to find out how to get to their house. Refer them to the Language for writing box for phrases.
- Monitor carefully as students write their emails. Assist weaker students: point out that they can use the words in the instruction, too, i.e. *I want to visit you.*
- You could put students into pairs to check each other's emails or to look for similarities between them.

Exercise 10c

- Ask students to give their email to their partner. They should read each other's email and write a reply. Remind them of the useful phrases in the Language for writing box.

DICTIONARY SKILLS Students may want to make their emails realistic but not know specific words. First, encourage them to explain to you what they want to say, but if necessary, tell them to use a bilingual dictionary.

- You could display the sets of two emails around the class so that everyone has a chance to read other students' work. Alternatively, invite one or two pairs to read their emails aloud to the class.
- It is a good idea to collect the replies in order to mark them properly and return them the following lesson.

EXTRA ACTIVITY If you think it is appropriate, ask students to exchange email addresses with two or three classmates or you could set up special email addresses for language work only. Encourage students to send a short informal email to another student in the class once a week.

4.5 Video

A day in the life of a journalist

Portia Hi I'm Portia Agney. I'm a journalist. I live in Chinatown in New York City.
Presenter Portia gets up at about six o'clock. She checks her e-mails and reads the news. After that she has a shower, gets dressed and has some breakfast. She doesn't have a big meal. She has some fruit with yoghurt or she has cereal with milk. At about 7.30, she starts work. She works for a big news company and they have offices all over the world. But she doesn't work in an office, she works at home. First she phones her boss – he lives in London – and they talk about the news. They decide on an interesting story and that's when her day really begins.
Portia OK, so I have an interview with a lawyer in two hours. It's about transport problems so it's a good story! OK I have my bag, my pen, my phone. Let's go!
Presenter New Yorkers know a lot about transport problems! It's a very busy city with a lot of traffic! Portia travels a lot for her job, but she doesn't go by car or by bus – she goes by bike. It's a great way to travel around New York and she doesn't need to park!
Portia Now I have all the information I need, it's time to go home.
Presenter When she gets home, Portia listens to her interviews and writes the story. Then, she sends it to her boss. After she finishes work, she cooks dinner and then reads or plays the guitar. She loves the guitar – it's a great way to relax. At the end of the day, Portia watches TV – but she doesn't watch the news!
Portia And that's my day. It's a hard job, but I love it! And every day is different! But now it's time for bed!

VIDEO ANSWERS

Exercise 1a

1 cook dinner 2 go by bike 3 have breakfast
4 listen to the news 5 play the guitar 6 write a story

Exercise 1b

1 have breakfast 2 go by bike 3 play the guitar

Exercise 2

1 False 2 True 3 False 4 False 5 True 6 False

Exercise 3b

1 six 2 news 3 home 4 London 5 story
6 transport 7 New York 8 listens 9 TV 10 loves

Review

ANSWERS

Exercise 1

1 lives 2 have 3 works 4 studies 5 goes 6 has
7 watches 8 plays

Exercise 2a

1 ferry 2 drive 3 bus 4 walk 5 train 6 cycle

Exercise 3a

1 g 2 e 3 a 4 f 5 b 6 d 7 c

Exercise 4a

1 do 2 get 3 do 4 is 5 Do 6 don't 7 works
8 does 9 works

AUDIOSCRIPT 4.16

1
A What time do you get up?
B I get up at 8 a.m.
A That's late. When do you start work?
B At 9 a.m. But my work is very near my house.
2
A Do you work at home?
B No, I don't. But my husband works at home.
A What job does he do?
B He works for a newspaper. He's a journalist.

Exercise 5a

1 8 p.m. 2 finishes 3 5 a.m. 4 bed 5 2 p.m.
6 breakfast 7 school 8 gets 9 dinner

AUDIOSCRIPT 4.17

A Where do you work?
B I work in a car factory.
A What time do you start work?
B I work nights. I start at 8 p.m. and finish at 4 a.m.
A Wow! When do you go to bed?
B I get home at 5 a.m. and I go to bed at 7 a.m.
A What time do you get up?
B I get up around 2 p.m.
A 2 p.m.? What do you then?
B I have breakfast and I then I go to my daughter's school. Her school finishes at 3 p.m. Then we walk home together. My wife gets home at five and we have dinner together.

Exercise 6a

1 b 2 d 3 a 4 e 5 c

Exercise 7

1 . 2 ' 3 , 4 ' 5 . 6 ? 7 . 8 . 9 !

5

Style and design

Unit overview

Language input

Adverbs of frequency (CB p46)	• *I always buy my own clothes.* • *I sometimes wear casual clothes.*
***Wh*- questions** (CB p49)	• *Where do you live?* • *When does your family eat dinner?*
Present simple – all forms (CB p50)	• *I wear shoes in the street.* • *He doesn't live in the city.* • *Does he use fake tan? No, he doesn't.*
Grammar reference (CB pp124–125)	

Vocabulary development

Colours and clothes (CB p47)	• *green jumper, red top, blue jeans, …*
Adjectives (CB p48)	• *beautiful, big, different, …*
Parts of the body (CB p51)	• *arm, face, foot, hair, …*
Adjective modifiers (CB p51)	• *very cold, really long, …*

Skills development

Reading: *and, but, because* (CB p47)

Listening: understanding chunks (CB p49)

Speaking: asking for and giving travel information (CB p52)

Writing: making arrangements by text (CB p53)

Video

Documentary: Architecture in Amsterdam (CB p54)

Vox pops (Coursebook DVD & TG p221)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: *Where?, What?, When?, Why?* (TG p177 & TSRD) • Vocabulary: Who wears what? (TG p192 & TSRD) • Communication: Travel information (TG p207 & TSRD)
Tests	• Unit 5 test (TSRD)
Unit 5 wordlist (TSRD)	

5.1 Clothes style

Goals

- Use adverbs of frequency
- Talk about clothes

Lead-in

- Write *clothes* on the board and point to what you're wearing. Tell students it is a plural noun and drill the pronunciation /kləʊðz/. Teach or elicit two useful verbs which collocate well with *clothes*: *buy* and *wear*. Write the collocations on the board: *buy clothes*, *wear clothes*. You could also teach the verb phrase *go clothes shopping*.
- With a strong group, you could elicit some information about students' clothes-shopping habits. Write two sentences on the board and say them out loud: *My favourite clothes shop is Gap. I go clothes shopping with my sister*. Elicit similar sentences from some students by asking *And you?* Ask them to copy the main part of each sentence and change the name of the shop and the person they shop with. Prompt if necessary: *your friend/husband/wife/children?*, etc.
- The words and phrases in this lead-in are all used several times in the lesson.

Reading & Grammar adverbs of frequency

Exercise 1

- Use the photos to convey the meaning of *type*, and model the pronunciation for students to repeat /taɪp/. Then drill the adjectives for the four different types: *sports* /spɔːts/, *smart* /smɑːt/, *casual* /ˈkæʒʊəl/, *fashion* /ˈfæʃən/.
- Model how to form an answer to the question in the instruction: *I wear casual clothes and sports clothes*.
- Put students into pairs to tell each other about their clothes types. Elicit answers from some students about them and their partner. Encourage full sentences, e.g. *I wear sports clothes. He wears smart clothes.* Remind them to use *-s* for the third person singular verb form (*he/she*) if they forget.

Exercise 2a

Text summary: A magazine article about four different types of clothes, together with comments from three readers.

- Point to the first paragraph of the text and ask students to read it to find the answer to the question. Elicit the full answer from one student.
- You could check that all students understand *different* by asking *What is the opposite?* (*the same*). Students should remember this from Unit 4, but if necessary, show them three identical items, e.g. *three blue pens*, and elicit *the same*. Then show two different items to elicit *different*.

WATCH OUT! Drill pronunciation of *different* /ˈdɪfrənt/ as we say this with only two syllables, though students may think it has three.

ANSWERS

Most people wear different types of clothes at different times.

Exercise 2b

- Ask students to read questions 1–5. Teach the verb *enjoy* /ɪnˈdʒɔɪ/, which is in question 1.
- To understand the comments by Hussain, Philip and Sophie, students need to know the meaning of *I like*, *I love* and *I don't like*. You could write these phrases down one side of the board, with *I love* at the top, *I like* a little further down and *I don't like* nearer the bottom. Illustrate *I love* with a heart. Use facial expressions or draw faces on the board to convey the meaning of all three phrases.
- Ask students to read the three comments in the text and match each person to questions 1–5. They will need to write some names more than once.

EXTRA SUPPORT In some cases in this exercise, students need to work out the answers, not just find the sentences in the comments. You could put them into pairs so that they can help each other.

- Elicit the answers from the class as full sentences.

EXTRA CHALLENGE It is beneficial to encourage students to find justification for their answers in a reading text, e.g. *Sophie always enjoys clothes shopping* is similar to *I love shopping for clothes*.

ANSWERS

1 Sophie 2 Philip 3 Hussain 4 Philip 5 Hussain

Exercise 3a

- Write the highlighted sentence in Sophie's comment on the board: *Jenny's clothes are always amazing*. Elicit that *amazing* is an adjective and that Sophie is saying something very nice about Jenny's clothes.
- Refer students to the Grammar focus box. Read out the adverbs of frequency and encourage students to look at the percentage lines to help them understand the meanings.
- Ask students to use the questions in exercise 2b and the sentence on the board to help them choose between *before/after* in the sentence near the end of the box.
- Go through the answers. To help students understand the rule about where adverbs of frequency come, elicit the verbs in the questions in exercise 2b (*enjoy*, *buy*, *wear*, *go*, *wear*). Elicit that before each of these verbs there is an adverb of frequency. Then refer students to the example sentence from the text on the board. Elicit that *are* is the plural form of the verb *be*. This shows that the adverb of frequency comes after *be* (*Jenny's clothes are always* . . .).

ANSWERS

1 before 2 after

- Refer students to *Grammar reference* on p124. There are three more exercises here that students can do for homework.

Exercise 3b

- Pre-teach the adjective *exciting* which students will read in sentence 1. You may need to give a simple example situation, e.g. *It's my holiday on Saturday. It's exciting.* Mime the feeling if appropriate. Write *exciting* on the board, mark the stress and drill pronunciation /ɪkˈsaɪtɪŋ/.

- Ask students to read sentences 1–6 and add an adverb of frequency in the correct place. They can choose from any of the adverbs in the Grammar focus box. Remind them to look at the percentage lines to remember the meanings.

EXTRA SUPPORT Ask students to underline the verb in each sentence before they add an adverb, to help them use the rule in the Grammar focus box.

- Monitor and check students are using adverbs in the correct place. Help them correct any mistakes.

Exercise 3c

- Put students into pairs to read each other's sentences and check that the adverbs are in the correct place. Ask them to compare the meaning of the sentences and find ones where they agree and ones which are very different.

EXTENSION Ask students to decide if the sentences in the Grammar focus box are true or false for them. If a sentence is false, they make it true by changing the adverb. Put students into pairs to compare their sentences. A stronger group could add extra information, e.g. *I usually buy my own clothes.* (extra information: *My wife sometimes buys my clothes.*)

Vocabulary & Speaking colours and clothes

Exercise 4a 5.1

- Ask students to look at the colours. Play track 5.1 and pause after each colour for students to repeat.

EXTENSION Bring objects to class which are each of the eight colours. Put the objects on the students' desks and tell them to hold up one object at a time. Ask questions, e.g. *What's this/that? What colour is this/that?* This revises *this/that* from 2.1. (Use some plural items if you wish to revise *these/those*.) Then, put students into pairs to ask and answer *What colour is this/that?* about your objects or about objects from their bags or around the classroom.

AUDIOSCRIPT 5.1

yellow, green, red, brown, blue, white, grey, black

Exercise 4b

- Highlight the examples and then give your own. Tell one student to ask you the first question. Give a clear answer using the sentence starters in the example. Tell another student to ask you the second question and again give a clear answer to model the exercise, e.g. *My laptop is black.*
- Put students into pairs and ask them to take turns to ask and answer the questions.

FEEDBACK FOCUS There may be many kinds of errors here as students try to express themselves. Monitor for any pronunciation mistakes related to the colours. Save any other errors for correction after exercise 4c.

- Elicit sentences from some students. Model and drill the colour adjectives with the class. You could do this by holding up the object which is that colour.

Exercise 4c

- Put two pairs together to form groups of four. Ask students to think of two things for each colour. Monitor and assist with any new vocabulary they need.
- Elicit things from the class. Teach any new vocabulary or with a strong group, encourage peer teaching. Students could come and draw the items on the board. Limit this new lexis to eight words or so.
- Conduct error correction of mistakes noted in exercise 4b, e.g. using possessive *s* or the verb *be*. Elicit corrections from students as far as possible.

Exercise 5a

- Put students into pairs and refer them back to the four photos in exercise 1. Ask them to point to the clothes and say the colour words to each other.
- Ask students to read description 1. They may not know the clothes vocabulary, but ask them to use the colours to help find the matching photo. Elicit the answer from one pair.
- In their pairs, ask students to match descriptions 2–4.

Exercise 5b 5.2

- Play track 5.2 for students to check their answers. Pause after each description and elicit answers.
- Students may need further clarification of *top*. This is a rather unspecific word for a piece of clothing worn on the top part of the body. You could point to examples of tops students are wearing, e.g. *a T-shirt*.

WATCH OUT! *Trainers* and *shoes* are obviously countable. You can say *one trainer*, *two trainers*. *Trousers* and *jeans* are always plural and we don't use an article or a number before them. You can't have *a jeans* or *two jeans*. You have to say *a pair of jeans*. Point this out as it is likely to be different to how the word is used in many other languages.

ANSWERS

1 C 2 D 3 B 4 A

AUDIOSCRIPT 5.2

a A man in a yellow T-shirt, black trousers and white trainers. A woman in a grey top and a grey hat.
b A man in a blue jacket and trousers and a blue shirt. A woman in a red dress.
c A man in blue jeans and a green jumper. A woman in a red top and blue jeans.
d A man in a green jumper and brown trousers. A woman in a black top, a grey skirt and black shoes.

Pronunciation word stress: clothes

Exercise 6a 5.3

- Ask students to read the clothes words in the box. Refer them to the word stress table and model the one- and two-syllable word examples.

EXTRA CHALLENGE Put students into pairs to say the words to each other and decide which have two syllables before they listen to the audio track.

- Play track 5.3 and ask students to listen to the words and categorize them as one syllable or two syllables in the table.

AUDIOSCRIPT 5.3

dress hat jacket jeans jumper shirt
shoes skirt top trainers trousers T-shirt

Exercise 6b 5.4

- Play the track again for students to check their answers, pausing after each word for students to repeat.

ANSWERS/AUDIOSCRIPT 5.4

One-syllable words: dress, hat, jeans, shirt, shoes, skirt, top
Two-syllable words: jacket, jumper, trainers, trousers, T-shirt

Exercise 6c

- Put students into A/B pairs. Ask one pair to act out the example conversation to show the class what to do. Then students take turns to name the people and say the clothes.
- Monitor and note problems with pronunciation of the clothes vocabulary. Conduct error correction with the class, modelling and drilling any difficult words.

Exercise 7

- Refer students to the example conversation. If necessary, demonstrate yourself by describing one of the students' clothes, e.g. *He has black jeans.* Ask *Who is he?* If they can't guess, describe another clothes item on the same person, e.g. *He has a white shirt.*
- Put students into small groups of 3–4 to do the exercise. Monitor and encourage them to take turns.
- Elicit descriptions from two or three students and ask the class to guess the person.

EXTRA ACTIVITY Ask students to write their name on a piece of paper. Collect the pieces of paper. Put students into pairs and randomly give out the pieces of paper, two names to each pair. Students work with their partner to write three sentences about each of the two people whose names they have. They mustn't use the name of the person, only *he* or *she*. Monitor and correct any mistakes. (Stronger students can write more than three sentences about each person.) When they have finished, give each piece of writing to a different pair, who read it and identify the two students.

Reading skills *and, but, because*

- Ask students to read the information and the example sentences. Point out that the sentences with *and* and *but* connect two pieces of information. The important thing to notice is that the first piece of information in the second sentence is *I like* and the other piece of information is *I don't like*. These are different so the connector is *but*.
- To highlight the use of *because*, read out *I don't drive to work* … then ask *Why?* Continue with … *because I haven't got a car* and say that this is the reason why.

Exercise 1a

- Ask students to read the beginnings of the sentences. Tell them to think about what type of information comes next in the sentence, e.g. after *because* in sentence 1 there is a reason (why she lives in the city).

EXTRA SUPPORT Check students understand what type of information comes next for all the sentences by eliciting from the class (1 a reason 2 more information 3 different information 4 more information 5 different information 6 a reason).

- Give students a moment to think about what comes next in each sentence then ask them to find the correct ending a–f. Elicit the first one as an example if necessary.

Exercise 1b

- Put students into pairs to compare their answers.
- Check answers by eliciting them from some students.

ANSWERS

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

Exercise 2a

- Tell students they are going to read about two people who love fashion. Ask them to read questions 1–6 first. If necessary, explain *writer* in the first question.
- Students read the text to find the answers to the questions. Allow plenty of time for students to read as it is the longest text they have read so far. Encourage them to write full answers so that they use *and*, *but* or *because*, e.g. *The writer likes clothes in London because* …

Exercise 2b

- Put students into pairs to compare answers. Pair a stronger student with a weaker one so that they can help if the weaker student hasn't found the answer or has made a mistake.
- Check answers as a class by eliciting from the pairs. As you go through the answers, elicit that the *Why?* questions have answers with *because*. Also elicit the two pieces of information in answers with *and*, and the two pieces of different information in answers with *but*.

ANSWERS

1 Because they are different.
2 They like old clothes.
3 David wears his grandfather's old clothes – cowboy shirts and leather jackets.
4 She likes fashion from the 1950s and 1960s.
5 She works in a clothes shop and she's a clothes designer.
6 Their clothes aren't expensive, but they look great.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 never 2 sometimes 3 often 4 usually 5 always

Exercise 2

1 We never read newspapers in the morning.
2 I sometimes have breakfast in bed.
3 They usually get up early.
4 He always drives to work.
5 She doesn't often buy expensive clothes.

Exercise 3

1 usually wear
2 sometimes go
3 never buy
4 always wears
5 often visits
6 usually goes

5.2 Amazing architecture

Goals

- Ask *Wh-* questions
- Talk about a building you like

Lead-in

- Write the title of the lesson on the board. Elicit which word is an adjective (*amazing*) and which is a noun (*architecture*). Elicit that *amazing* is a very positive adjective (students know this word from 5.1). You could draw steps and write *amazing* on the top step and *good* a few steps lower, to show that *amazing* is much stronger.
- Ask students to look at the photos in the book. Elicit or teach that these are two buildings and that architecture is about buildings. Ask *Where are these buildings?* to engage them in the topic. Don't confirm any guesses at this stage as students will find out the information very soon.

Vocabulary & Listening adjectives

Exercise 1

- Ask students to read the adjectives in the box. You may need to teach *modern* and *unusual* as these are new.
- Put students into pairs to choose adjectives for the buildings in the photos. Elicit some adjectives from the class.

Exercise 2a 5.5

Audio summary: Two different conversations about the buildings in the photos. One person asks questions and the other provides details about the function, location, design and opening hours.

- Ask students to read the factfiles. Check they understand the categories, especially *function* (what people do in the building), *design feature* (special thing about it/different thing) and *opening times* (when you can visit).
- Play track 5.5 and ask students to listen to the conversations and complete the factfiles. Play the track again, pausing at regular intervals, i.e. after person A, to allow time for students to process what they have heard.

Exercise 2b

- Put students into pairs to compare their answers. Then play the track again, pausing after the missing information to elicit answers from the class. Elicit or teach the verb *to dance* and demonstrate dancing if necessary!

EXTENSION Ask students which building they like and why. If necessary, remind them that the question *Why . . . ?* asks for your reasons and you can answer starting with *because*.

ANSWERS

1 Germany 2 football 3 colour 4 6.00 5 office
6 people 7 10.00

AUDIOSCRIPT 5.5

1

A My favourite building is in Munich in Germany.
B What's its name?
A The Allianz Arena.
B What do people do there?
A They play football. It's a football stadium.
B And why do you like it?
A Because it changes colour – red, then blue, then white. Different teams play football there. It's red when the Bayern Munich team play and blue when 1860 Munich play.
A When does it change to white?
B It's white for the German national team.
B That's amazing. When is it open?
A It's open from ten a.m. to six p.m. every day.

2

B My favourite building is the Dancing House in the Czech Republic.
A Where is it?
B It's in Prague.
A What do people do there?
B They work there. It's an office building. But people eat there, too.
A Oh? Where do they eat?
B There's a restaurant on the top floor.
A Why do you like it?
B Because it's an exciting design. It's like two people dancing.
A When is it open?
B The restaurant is open from 12 midday to 10 o'clock at night.

Exercise 3a 5.6

- Ask students to read the summary of the conversation about The Allianz Arena. Then play track 5.6 and ask students to listen to the conversation and underline the correct words. Play the track again if necessary.

Exercise 3b

- Put students into pairs to compare their answers. Monitor and check that their answers are correct. If necessary, play the track again for students to check one final time.
- Elicit answers from the class.

ANSWERS

1 different 2 red 3 blue 4 white

Grammar & Speaking *Wh-* questions

Exercise 4a

- Put students into pairs. Ask them to use the question words in the box to complete the questions in the four extracts from the conversation about *The Dancing House*.

EXTRA SUPPORT Students first saw *What* and *Where* in 1.3. Elicit that these words are used to ask about things and places. Write *time* and *reason* on the board and elicit which of the other two question words matches them (*time – When*, *reason – Why*).

Exercise 4b 5.7

- Play track 5.7 and ask students to listen to the conversation and check their answers. Elicit answers from the class.

ANSWERS

1 Where 2 What 3 Why 4 When

Exercise 5

- Ask students to read the Grammar focus box and complete it using question words in 1–4 and correct forms of the verbs in 5–6.
- Check as a class by eliciting the answers.

ANSWERS

1 What 2 Where 3 When 4 Why 5 is 6 do

- Refer students to *Grammar reference* on pp124–125. There are three more exercises here that students can do for homework.

Exercise 6a

- Ask students to read the questions. Check they understand the adjective *useful*.
- Point out the example and elicit that it asks about place.
- Students complete the questions with the question words.

EXTRA SUPPORT You could tell students to use each question word twice. Also, to help them decide which questions are *Why* questions, ask them to find the questions which need an answer starting with *because*.

- Fast finishers could check their answers in pairs.

Exercise 6b 5.8

- Play track 5.8 and ask students to listen to the sentences and check their answers.
- Play the track again, pausing after each question for students to repeat.

PRONUNCIATION Ensure students notice that the tone of the voice in these questions goes down. Play the track again to raise their awareness.

ANSWERS

1 Where **2** What **3** When **4** Why **5** When
6 What **7** Where **8** Why

AUDIOSCRIPT 5.8

1 Where do you live?
2 What is your favourite colour?
3 When do the shops close on Saturday?
4 Why do people like fashion?
5 When does your family eat dinner?
6 What music do you like?
7 Where do you buy your clothes?
8 Why is English a useful language?

Exercise 6c

- Put students into pairs to ask and answer the questions. Assist by helping with any vocabulary they need.
- Ask pairs to say one question and answer for the class.

Exercise 7a

- Do question 1 together as an example. Elicit which is the first word and why (*Where* – because it has a capital letter and because it's the question word). Refer students to the information in the Grammar focus box to help them decide on the order of the words and elicit the words one by one.
- Allow plenty of time for students to reorder the rest of the questions. Monitor carefully, noting any word order errors.
- Elicit the answers from the class. You could invite students to the board to write the questions. Elicit any corrections from the class to ensure they all have the correct questions.

WATCH OUT! Students may be confused by question 7 as it has the same verb twice (*do*). Focus attention on the structure of questions 1, 2 and 4 to show them that it is the same and the main verb is the second one.

ANSWERS

1 Where do you go on holiday?
2 When do you speak English?
3 Where is your house?
4 Why do you study English?
5 When is your birthday?
6 What clothes do you wear at work?
7 What do you do at the weekend?

Exercise 7b

- Put students into new pairs to ask and answer the questions. Ask them to remember answers which are the same.

EXTRA SUPPORT Students may take notes to help them remember their and their partner's answers in feedback.

EXTRA CHALLENGE Ask students to also remember at least one answer that is different.

- Conduct feedback as a class by eliciting some answers students have in common. Remind them to use *we* and *our* where necessary. They could also use *and* in these sentences, e.g. *I like rock music and she likes rock music, too.*
- From students who did the extra challenge, also elicit answers that were different to give students practice in using *but*, e.g. *His favourite colour is blue, but I like green.*

Exercise 8

- Tell students they are going to ask and answer questions about two more amazing buildings. Some of the names may be difficult to pronounce. Elicit the question to ask about spelling: *How do you spell that?* Drill it with the class (students learnt this question in 1.3).

EXTRA SUPPORT You could quickly revise the letters of the alphabet, too. Ask students to write down the letters (and check they have twenty-six of them). Then chain drill around the class or ask students to test each other in pairs by taking turns to point at different letters and say them.

- Divide the class into two halves: A and B. Refer students to the Communication pages and ask them to look at the photos and read their instructions.

DICTIONARY SKILLS In pairs or small groups, students use dictionaries or translators to help them understand unknown vocabulary in their information. Monitor and assist if the meaning is still unclear.

- You could elicit the questions students need to ask about the buildings: *What's its name? Where is it? What is it? Why is it interesting? When is it open?*
- Put students into A/B pairs to take turns to ask and answer about the buildings in the photos. Monitor and note any errors, particularly making *Wh-* questions.
- When students have finished, they can check their answers by looking at their partner's page.
- Write any errors on the board and elicit corrections from the class. Also, correct any pronunciation errors together.

EXTENSION Referring to the photos, ask some students *Which building do you like? Why do you like it?* (Students will need to use *because* and probably some of the adjectives in exercise 1 in their answers.)

ANSWERS

Student A: **1** Royal Ontario Museum **2** Toronto, Canada **3** an art, science and history museum **4** old and new architecture, great for children **5** 10.00 a.m. to 5.30 p.m.

Student B: **1** Heydar Aliyev Center **2** Baku, Azerbaijan **3** A museum, library and cultural centre **4** Amazing design by Iraqi-British architect, Zaha Hadid; it doesn't have any straight lines **5** 10.00 a.m. to 11.30 p.m.

Exercise 9

- Ask students to think of a building they like. This can be in their own country or abroad and may be a building they have seen pictures of, read information about or visited. Allow time for students to think about the building and what they know about it. They can make notes, but this is a speaking exercise so discourage writing full sentences.
- In their pairs, students take turns to ask and answer questions about their building. Refer them to the example to show them what to do. Monitor and note any particularly interesting conversations. Ask these students to act out their conversations to the class.

EXTRA ACTIVITY Bring in or find on the internet images of some more interesting buildings from around the world. In pairs, students invent a factfile for one of the buildings. When the factfiles are ready, put two pairs together to ask and answer questions about their buildings.

Listening skills understanding chunks

- Read out the information about understanding chunks. You could draw bricks on the board or use Cuisenaire rods, Lego bricks or counters to demonstrate visually how individual words are grouped into chunks. Each individual piece represents one word but when put closer together in groups, they are a chunk. Ask students to look at the sentences in exercise 1 to see chunking.

Exercise 1 5.9

- Play track 5.9, pausing between the conversations, for students to try to hear the chunks. You could play it again, pausing after each sentence to drill with the class. The focus of the lesson is understanding chunks when listening, but saying these chunks may help reinforce the idea.

Exercise 2a 5.10

- Play track 5.10 and ask students to mark the chunks in the sentences. You could write the first sentence on the board and pause the track to elicit where students have marked the chunks, indicating this visually on the board.

EXTRA CHALLENGE Stronger students may like to try marking the chunks before they listen. They could do this in pairs.

- Play the track again if necessary. Chunking may be a new idea to many students, but it is important in understanding spoken English.

Exercise 2b

- Put students into pairs to compare their answers. Then elicit answers from the class. Make sure they clearly show the chunks by pausing between them.
- You may need to indicate where the chunks begin and end yourself with pauses, and using your hands to mime where the brackets are. Alternatively, write the sentences on the board and mark the chunks visually or nominate students to come up and mark the chunks themselves.

ANSWERS

1 [I play football] [every Thursday.]
2 [What car] [do you drive?]
3 [They live] [next to the station.]
4 [I never wear] [blue jeans.]

Exercise 3a 5.11

- Pre-teach *facilities* and give or elicit examples, e.g. *restaurant*, *parking*.
- Ask students to read the instruction. Prepare them for the listening by asking checking questions: *Is this one person or two people speaking?* (two – it's a conversation) *What is it about?* (the Marina Bay Sands building) *Where is it?* (Singapore) *What is the Marina Bay Sands?* (a hotel) *What information do you need to listen for?* (the facilities).
- Play track 5.11 and ask students to listen to the conversation and write the answer to the question.
- Elicit the answer from the class.

ANSWER

It's got shops, restaurants, a swimming pool and a museum.

AUDIOSCRIPT 5.11

A Do you know this building?
B No, what is it?
A It's Marina Bay Sands in Singapore. It's a big hotel with shops and restaurants. And it's got a swimming pool on the top floor.
B Wow! It looks amazing.
A I know. Look, it's got a museum of art and science, too. Do you want to go?
B I don't know. It's very expensive.

Exercise 3b 5.11

- Ask students to read the sentences from the conversation. In each sentence one of the chunks is correct and they have to listen to the conversation and circle the correct one.
- Play track 5.11 again, pausing after the first sentence to elicit the answer (*Do you know?*). Continue playing for students to complete the exercise.
- Elicit answers from the class.

ANSWERS

1 Do you know?
2 What is it?
3 It's a big hotel
4 It's got a swimming pool
5 It looks amazing
6 museum of art and science
7 Do you want to go?
8 It's very expensive.

Exercise 3c

- Put students into A/B pairs. Ask them to turn to the audioscript on p140 and practise the conversation. Monitor and note any problems with chunking the sentences appropriately. Make sure students swap roles.

- Write on the board sentences which students divided incorrectly in terms of chunks. Elicit the correct chunking, model clearly and ask students to repeat.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 Where 2 What 3 When 4 When 5 What
6 What 7 Why

Exercise 2
1 do 2 does 3 are 4 do 5 do 6 are

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

5.3 Styles around the world

Goals

- Use the present simple
- Talk about body parts
- Talk about style and fashion

Lead-in

- Write *style* on the board and drill the pronunciation /staɪl/. Elicit or teach the meaning of the word (the way you do something; the design of something).
- Write some examples of style in a list down the left side of the board: *style of clothes*, *style of architecture*, *lifestyle*. On the right side, write in a vertical list: *buildings*, *habits*, *jeans and top*. Put students into pairs to match the styles with the words on the right (*style of clothes – jeans and top*, *style of architecture – buildings*, *lifestyle – habits*). Explain and elicit examples of *habits* if necessary to ensure students understand this word.

Reading & Grammar different styles

Exercise 1

Text summary: A text which gives information about people in four different countries and their customs in relation to clothes and fashion.

- Put students into pairs. Ask them to read questions 1 and 2 and the example answer in 1. Check they understand that *etc.* is short for *et cetera*, which means they can also talk about other topics related to style.
- Encourage students as they discuss, then elicit answers.

EXTENSION You could also ask *Do you like the fashion style in your country? Why/Why not?*

Exercise 2

- Refer students to photos a–d. With a strong group, you could elicit reactions to the photos: just adjectives would be enough, e.g. *interesting*, *beautiful*.
- Ask students to read the text and find the paragraph to match each photo. Allow plenty of time for students to read, but encourage them not to use dictionaries as they can match the photos even if they don't understand all the words.
- Elicit answers from the class. You could ask which words in the text helped them to decide.
- Finish by reading the two questions at the end of the instruction. Elicit opinions or put students into small groups to discuss first and then elicit their opinions. Encourage students to include *because* to introduce their reasons.

EXTRA ACTIVITY Ask questions about the texts to check understanding and help students prepare for the next exercise:
In paragraph 1, it says the women wear a shawl. Which object in photo d is a shawl? (show in the photo)
In paragraph 2, what is fake tan? (You use it to change the colour of your skin.)
In photo a, what is in the woman's hair? (A piece of wood – you could find something wooden to show the meaning of the word.)
What adjectives are similar to 'strange' in paragraph 4? (*different*, *unusual*)

ANSWERS
1 d 2 c 3 a 4 b

Exercise 3

- Ask students to read sentences 1–6 and then read the text again to help choose the correct options.
- Students can compare answers in pairs before you check with the class.

ANSWERS
1 cold in their country
2 trousers
3 white
4 China
5 No, they don't.
6 Japan

WATCH OUT! You might want to check that students understand the difference between *don't always* and *never*. Write *they never wear shoes* on the board and ask if it has the same meaning as the first sentence in paragraph 4. Elicit that *don't always* means that they sometimes wear shoes, but not all the time.

Exercise 4

- Ask students to read the verbs in the box. Point out that *live* and *wear* are main verbs, while the other words are auxiliaries. Explain that the numbers are to show them how many times to use each verb form.
- Refer students to the Grammar focus box and ask them to complete it using the verbs. Tell them to look at the sentences in exercise 3 to help. You could do the first one together as a demonstration. Elicit which verb goes with *shoes* (*wear*). Ask why it is *wear* and not *wears* to check they understand we don't add *-s* for the *I/You/We/They* forms of positive present tense verbs.
- When students have finished the exercise, check answers with the class by eliciting full sentences.

EXTENSION Use a substitution drill to give further practice of the grammar rules for the present simple: Write *wear trainers* on the board. Stand next to the phrase and say a pronoun, e.g. *we*. Then encourage all the class to say the sentence *We wear trainers.*, using gesture like a conductor. Change the pronoun and repeat the choral eliciting of the sentence. Do this several times, ensuring that they use the correct form of the verb. Then do the same, but shake your head to indicate negative and elicit *doesn't wear* or *don't wear* according to your chosen pronoun. Use this method to practise questions and short answers, too.

ANSWERS

1 wear 2 lives 3 don't 4 doesn't 5 Do 6 Does 7 do 8 does 9 don't 10 doesn't

- Refer students to *Grammar reference* on p125. There are two more exercises here that students can do for homework.

Exercise 5

- Ask students to read and complete sentences 1–4. Remind them to be careful about whether the sentence is positive or negative and to refer to the Grammar focus box.
- Students can compare answers in pairs before you check with the class.

ANSWERS

1 does a Miao woman wear, puts
2 doesn't wear/does not wear
3 do Chinese women wear
4 don't like/do not like

Exercise 6a

- Put students into pairs and ask them to write questions about the text similar to 1 and 3 in exercise 5. Refer them to the prompts in the box to help them start their questions. Allow plenty of time for this exercise and ask students to write clearly (as other students will read their sentences).
- Monitor and assist pairs struggling to choose the topic of their questions. If necessary, point to things in the text that students could write questions about and elicit the question word they need to start: e.g. *The Chola women of Bolivia wear big skirts … – What do the Chola women wear?*
- Check students' questions for errors and elicit corrections from the pairs as you monitor.

EXTRA CHALLENGE Fast finishers can write two more questions.

Exercise 6b

- Students swap their questions with another pair and read the new questions. Ask them to read the text again to find the answers. When they have finished, put the two pairs together to show each other their answers.
- Elicit some questions and answers from the class. Ask students to say *the same* if they wrote the same questions and answers.
- Correct any errors with the present simple tense forms you have read or heard by saying the incorrect sentence/question and eliciting the correction from the class. You could also praise any very good examples of questions.

Vocabulary & Speaking parts of the body

Exercise 7a

- Ask students to read the words in the box which are all parts of the body. Refer them to the text in exercise 2, which contains these body parts in context.

EXTRA SUPPORT Note that the following suggestion may not be appropriate in all classes. Write the body parts words on the board. Point clearly to parts of your own body, say the word and ask students to repeat. Then point to the word on the board.

- Put students into pairs to label the photo of the man with the body parts words.

Exercise 7b 5.12

- Play track 5.12 and ask students to listen to the words and check their answers.

PRONUNCIATION Drill the words with the class. Most of them are one-syllable words and therefore the vowel sounds are particularly important. Write *foot* /fʊt/ on the board and add *school*, *book*, *look*, *good*, *room*, *choose*. Put students into pairs to decide which of these words sound like *foot*. Elicit and model that *book*, *look* and *good* all have the /ʊ/ sound and the others have a longer /uː/ sound. This exercise is to make students aware that the same spelling may be pronounced in different ways, so it is important to practise the pronunciation when learning new words. You could give another example: *head* /hed/, *read* /riːd/, *wear* /weə/.

ANSWERS/AUDIOSCRIPT 5.12

1 body 2 head 3 hair 4 face 5 arm 6 hand 7 leg 8 foot

Pronunciation plural forms

Exercise 8a 5.13

- Ask students to look at the singular and plural words in the box. Elicit that the pronunciation of the endings of the plural words is /z/ and not /s/. Drill the example words: *arms* /ɑːmz/ and *legs* /legz/.
- Explain that some plural noun endings are pronounced /ɪz/. Give an example: *one dress*, *two dresses* /'dresɪz/.

WATCH OUT! Students might try and put *bodies* in the /ɪz/ column, but when a word ends in /i/ (e.g. *city*, *family*), the plural ending is pronounced /z/.

- Play track 5.13 and ask students to listen to the plural forms of the body parts from exercise 1 and write them in the correct place in the table. Pause after each word, if necessary, to allow time for students to write.

AUDIOSCRIPT 5.13

arm – arms body – bodies face – faces hand – hands head – heads leg – legs

Exercise 8b 5.14

- Play track 5.14 for students to check their answers. Then play again for students to repeat.

ANSWERS/AUDIOSCRIPT 5.14

/z/: arms, bodies, hands, heads, legs
/ɪz/: faces

Exercise 8c

- Put students into A/B pairs to test each other on the singular and plural forms of the body parts.

> **!** Point out that some body parts words have irregular plural forms and that *hair*, i.e. *the hair on your head* doesn't have a plural form. For example: *He has long hair* (not *hairs*). Ask students to read the examples, and drill them with the class for pronunciation: *foot* /fʊt/, *feet* /fiːt/, *body* /'bɒdi/, *bodies* /'bɒdɪz/, *hair* /heə/.

- Refer students to the example to show them what to do. You could also ask a strong pair to model the exercise.

- Ask students to take turns to say a body part. Continue until they have said all the body parts at least once.

Exercise 9a

- Ask students to look at the photo only. Ask some questions: *Where are the women from? What colour are their faces? What colour are their clothes? What colour is their hair?*
- Ask students to use the photo to complete the text. All the missing words are body parts, but point out that they may be singular or plural.

Exercise 9b 5.15

- Play track 5.15 and ask students to listen to the description and check their answers. Play again, pausing before each gap to elicit the answer.

ANSWERS

1 hair 2 faces 3 heads 4 bodies 5 feet

AUDIOSCRIPT 5.15

These women are Japanese *Maiko*. Their style is very traditional. They have black hair and white faces. They put white and red flowers on top of their heads. On their bodies they wear a traditional dress called a *kimono*. On their feet they wear big shoes made of wood.

Exercise 10

- Ask students to read the instructions, and check they understand what to do. They will need individual thinking and planning time for this task. Monitor this stage carefully and assist with any vocabulary, but also allow students to use translators or dictionaries. Students should not write sentences, but may make notes in preparation.
- When students are ready, put them into pairs to take turns to tell their partner about the style or fashion they like. After this, you could put them into new pairs to describe to their partner the style or fashion that their first partner likes.

EXTENSION Find images of different styles or fashions and bring them in to class. Alternatively, ask students to find one image each of a style or fashion they like or don't like and bring it into class. Use the images to stimulate discussion and description as in exercise 10.

Vocabulary adjective modifiers

Exercise 11a 5.16

- Ask students to look at the illustrations in the box and read the sentences. Then play track 5.16 and ask students to listen to the sentences to notice which words have the most stress. Elicit that *very* and *really* are strongly stressed because their job is to make the adjective stronger. Point out the word order (the modifiers come before the adjective).
- Play the track again, pausing for students to repeat each sentence. Encourage them to make the stress strong on the adjective modifiers.

ANSWERS

very and *really* have the most stress

Exercise 11b

- Ask students to decide where the adjective modifiers go in the sentences. Refer them to the sentences in the Vocabulary box to help them decide.
- Elicit answers from the class. Model and drill the sentences so students can practise stressing *very* and *really*.

ANSWERS

1 That hat is very nice.
2 She's got a really lovely face.
3 My jacket is very old.
4 They wear really beautiful clothes.

Exercise 11c

- Remind students that these modifiers work with adjectives. Ask them to read the example sentence. Elicit the noun, adjective and adjective modifier.
- Students work in pairs to make sentences and write them down. Allow plenty of time for them to do this. Refer them to the texts in exercises 2 and 9a to give them ideas, if necessary. Monitor and correct errors as you see them.
- Stop the exercise when all pairs have written at least three sentences. Ask some students to write one of their sentences on the board. Praise, and correct if necessary.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 I sometimes wear really long skirts.
2 She has lots of beautiful clothes.
3 **A** Do you wear shoes at home? **B** No, I don't.
4 He doesn't like smart clothes.
5 We have different hairstyles.
6 **A** Does he put cream on his face? **B** Yes, he does.

Exercise 2

1 do, come 2 live 3 work 4 have 5 wear 6 wear
7 has 8 do, wear 9 've got 10 Do, like 11 like

5.4 Speaking and writing

Goals

- Ask for and give travel information
- Make arrangements by text

Lead-in

- Put students into small groups. Ask them to remember forms of transport (which they studied in 4.2). Give a one-minute time limit for students to brainstorm.
- When you reach the time limit, ask each group how many words they have and elicit words from the group with the highest total. Write the words on the board. Praise the winning team. Elicit any transport words that other groups have which are not on the board. (The list could include *bus*, *train*, *motorbike*, *bicycle*, *ferry*.) Elicit or teach *plane* to add to the list, using a picture/drawing on the board. Elicit or teach *metro* using a metro map or picture.
- Elicit, using a picture or real ticket, that for bus, train and plane journeys you need a *ticket*. Drill pronunciation with the class /ˈtɪkɪt/.

- Write questions on the board: *Which types of transport do you like? Why?* Get students to ask you the questions so you can give example answers, e.g. *I like buses because they're cheap. I like planes because they're fast.*
- Ask students to ask and answer the questions in their groups. When they have discussed for a few minutes, elicit some answers from the class.

Listening & Speaking asking for and giving travel information

Exercise 1a 5.17

Audio summary: Four conversations where Angelo Santos requests travel information while on holiday.

- Ask students to read 1–4, and check they understand all the words. Teach *station* if they don't know the meaning and be clear this means the place where you get a train from, but can also be the place where you get a bus.
- Play track 5.17 and ask students to listen to the four conversations and circle the correct answers.
- Elicit answers from the class.

ANSWERS
1 bus 2 Las Arenas 3 time 4 price of a ticket

AUDIOSCRIPT 5.17
1
A Excuse me. Where do I buy a ticket?
B You buy your ticket on the bus.
A OK, thanks.
2
A Hello. Does this bus go to Las Arenas?
B No, it doesn't. The number thirteen goes to Las Arenas. The metro goes there, too.
A Oh, OK.
3
A Excuse me. What time is the next metro to Las Arenas?
B It leaves at 9.35.
A Great, thanks.
4
A Hello. How much is it to Las Arenas?
B It's €2.15 single.

Exercise 1b 5.17

- Ask students to read Angelo's questions.

EXTRA CHALLENGE Stronger students can complete the questions before they listen to the track again.

- Play track 5.17 again for students to complete the questions. Elicit the answers in full sentences.

ANSWERS
1 buy 2 go 3 next 4 much

Exercise 2a

- Ask students to read answers a–d and find the matching questions in exercise 1b. Monitor and help struggling students make the connections in meaning, e.g. *In answer c, is 9.35 a time or a price? Look for the question about time.*

Exercise 2b

- Put students into pairs to compare their answers. Then elicit matching questions and answers from the class. Point out the grammar or vocabulary clues in the questions and answers, e.g. 1 The answer to question 2 is *no* or *yes* because questions with *do* or *does* generally have *yes/no* answers 2 Question 4 asks *How much?* so the answer contains a price.

WATCH OUT! A common mistake is to omit the pronoun *it* in question 4 (*How much is to …?*). Remind students that *it* is for things, and in this case the thing is the journey.

ANSWERS
1 d 2 b 3 c 4 a

Exercise 3a 5.18

- Play track 5.18 to model the pronunciation of the questions. Pause after each one for students to repeat.
- You could also try the back-chaining method to drill these questions (see exercise 3b in 3.2).

AUDIOSCRIPT 5.18
1 Where do I buy a ticket?
2 Does this bus go to Las Arenas?
3 What time is the next metro to Las Arenas?
4 How much is it to Las Arenas?

Exercise 3b

- Put students into A/B pairs to practise the conversations. Make sure they take turns to ask and answer the questions. Listen carefully and make a note of any errors in pronunciation, either stressing words wrongly in the questions and answers or errors with individual words.
- Invite some pairs to act out one conversation for the class.
- Correct any pronunciation mistakes and drill the class.

EXTENSION Students, in pairs, choose one conversation and practise it again, changing one piece of information (place, time, price). Pairs act out their new conversation to the class. Ask students listening to identify the change they have made.

Exercise 4a

- Elicit or teach the noun phrase *travel announcement*. You could play a few words of track 5.20 to illustrate it.
- Refer students to the *Understanding …* box and ask them to read the information. Then play track 5.19 and ask them to listen to the examples.
- Check understanding of *late*. Write a bus time on the board, e.g. *10.20 a.m.*, and tell them the bus is fifteen minutes late. Ask *Does the bus arrive at 10.05 or 10.35?* (10.35).
- Elicit/teach *platform*, *gate*, *flight* and *bus stop*. Ask check questions, e.g. *Which place is in a station?* (platform) *Which place is in an airport?* (gate) *Where do you find bus stops?* (on the street). Drill the words, eliciting that the stress is on the first syllable in ***plat****form* and ***bus*** *stop*.

WATCH OUT! It is difficult for students to know how to pronounce *flight* from its spelling. Drill the pronunciation several times /flaɪt/. Point out that *igh* in the middle of a word is usually pronounced /aɪ/ and that learning unusual-looking spelling patterns can make pronouncing new words with the same pattern easier.

- Drill the examples in the box, including the numbers, to show how they're pronounced in announcements. Point out that letters are used as well as numbers, and that

numbers up to 100 are said as usual, but from 101 we often separate the numbers into single digits, e.g. *one-oh-one*.

Exercise 4b 5.20

Audio summary: Six different announcements in stations and airports.

- Ask students to read the information they need to listen for in each announcement. Then play track 5.20, pausing after each announcement to allow time for students to write the answers.

AUDIOSCRIPT 5.20

1 If there is anyone flying to Istanbul tonight, would you please …
2 We are sorry to announce that the 8.45 to London Paddington …
3 … the doors will close two minutes before departure.
4 Will passengers for the next train to New York, please …
5 This bus will depart in approximately fourteen minutes.
6 This is an announcement for passengers on flight FW1632 leaving at …

Exercise 4c

- Put students into pairs to compare their answers.
- You could play the track again, pausing after each announcement to elicit the correct information. Write answers on the board; sometimes mistakes can be made with letters and numbers when only hearing them.

ANSWERS

1 Place: Istanbul
2 Time: 8.45
3 Time: two minutes
4 Place: New York
5 Time: fourteen minutes
6 Flight: FW1632

Exercise 5a

- Refer students to the Language for speaking box and ask them to read the travel information phrases carefully.

WATCH OUT! Prepositions are important in these phrases. Make sure students understand questions with *from* are asking about the start of the journey and questions with *to* are asking about the end of the journey (the destination).

- Drill all the phrases in the box with the class.

PRONUNCIATION You could use the questions and answers in the box for students to practise chunking, which they studied in 5.2. Put students into pairs. Ask them to read the sentences aloud to each other and decide where the chunks of language start and finish, e.g. [*Where do I*] [*buy a ticket?*]. You will need to check this carefully with the class, but it should help them pronounce the sentences more naturally.

- Put students into pairs to find which questions in 'Ask for information' have answers in 'Give information': *Where do I buy a ticket?* (*You buy your ticket …*) *What time is the next …?* (*It leaves at …*) *How much is it to …?* (*It's …*).
- Elicit responses to the other questions: *Where does the … go from?* (*It goes from platform … / stop …*) *Does this … go to …?* (*Yes, it does / No, it doesn't. It goes to …*).
- You could also elicit a question for the response *It arrives at 4.15* (e.g. *What time does flight BA66 from Paris arrive?*).

Exercise 5b

- Put students into A/B pairs. Refer them to the communication pages and ask them to look at the photo and read their instructions. Drill the place names: *Puebla* /ˈpweblə/ and *Bingen* /ˈbɪŋen/.
- For the first conversation, Student A is the traveller and Student B works at the information desk at the airport. Check they understand these roles.
- Refer students to the Language for speaking box to help them ask the correct questions and respond appropriately. Allow students a few minutes' planning time.

SMART COMMUNICATION In a second language, asking for information can make you feel very nervous. It is a good idea to write down what type of information you need and you can also plan what questions to ask.

- Student A starts the activity and asks questions to get the travel information to complete their table. Student B responds using information from their page. The process is repeated for Student B to complete their table. Monitor and help students choose the best questions to get the information they need.
- When students have finished, they can check they have the correct information by looking at their partner's page.

ANSWERS

Student A: Bus leaves every hour $10 for a single ticket Buy ticket at ticket office in airport
Student B: Train leaves at 9.53 a.m., 10.26 a.m., 11.05 a.m. It costs 13 euros Buy ticket at ticket machines

Reading & Writing making arrangements by text

Exercise 6a

- Pre-teach *arrangement*. You could show students a page of your diary and point to some of the arrangements. Write the word on the board, drill pronunciation and mark the word stress. Also elicit that *text* can be both a noun and a verb, e.g. *She sends texts. She texts me.*
- Ask students to read sentences 1–3 and choose the correct adverb of frequency for them.

Exercise 6b

- Put students into pairs to compare their answers.
- Conduct feedback. Ask if any pairs make arrangements the same way. If appropriate, tell students how you make arrangements and why, e.g. *I usually send a text because it is easy/quick/because I don't have time to talk on the phone.* You could ask strong students to say why they like one particular way to make arrangements. Encourage them to use *because* and help them express what they want to say.

Exercise 7a

- Explain that the box shows texts and their replies which form a conversation about making an arrangement. Elicit which text is the first in the conversation (**e** *Hi, Hannah. …*). Put students into pairs to work out the correct order following this first text. Monitor and point out clues to struggling students, e.g. *OK. What time?* is going to be followed by a text with a time in it.

- Elicit answers from the class by nominating two strong students to act out the text conversation.

ANSWERS

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

Exercise 7b

- Write *time*, *place* and *reason* on the board. Tell students to underline words/phrases in the texts giving information about these three things. Look at text *a* as an example. Say that there is one time word and one place phrase and elicit these (*about 2.00* = time, *by the museum* = place).
- Allow time for students to underline the words/phrases in the rest of the texts. Monitor and assist struggling students.
- Elicit the answers from the class.

ANSWERS

a About 2.00. By the museum?
b I need a new jacket. Do you want to come into town with me?

Exercise 8

- In this exercise, students categorize phrases according to the time/place/reason. Ask them to read phrases 1–8 and copy them into the correct column in the table.

STUDY TIP Students often complete this kind of exercise by writing the number of the phrase rather than the whole phrase. This is quick but if they write the whole phrases, their brains may remember them more easily, so you should recommend completing the table in full.

- Go through the answers together. You could divide the board into three columns and invite students to write the phrases in the correct place. Correct any errors.

ANSWERS

Time	Place	Reason
4 at 3 o'clock	2 on the High Street	1 I need to go to the pharmacy.
5 at midday	3 in the park	6 I want to buy a tablet.
8 on Tuesday	7 near the bank	

Exercise 9a

- Ask students to read the conversation and point out they only have Speaker A's sentences.
- Ask students to read sentences a–c which belong to Speaker B and decide where to add them in the conversation. Monitor and assist students who are struggling by helping them notice clues, e.g. Student A says *6.30 p.m.* so Student B's question to get that answer is about time.

Exercise 9b

- Put students into pairs to compare their answers.
- Elicit answers from the class, either line by line or by asking a strong pair to act out the conversation. Highlight the use of the pronoun in *Where is it on?* and elicit that *it* refers to *the new James Bond film*. (They learnt about pronouns in Reading skills in 2.2 and it is good to continually review what students have learnt.)

EXTENSION To fully check students' understanding of the details of the conversation, ask further questions: *What's the name of the cinema?* (The Regal) *What film are they going to see?* (the new *James Bond* film) *Does the film start at 6.15 or 6.30?* (6.30 p.m.).

ANSWERS

1 b Yes. Where is it on?
2 c What time?
3 a OK. See you at the cinema at 6.15.

Exercise 10a

- Refer students to the Language for writing box and ask them to read the information. Check understanding of the adjectives *long* and *short* using gesture. You could refer back to the conversation in exercise 9a and point out short sentences, e.g. *at the Regal*, rather than *It's on at the Regal*. Ask *Why do we keep texts short?* (because it's quick).

Exercise 10b

- Put students into pairs to read the text conversation. Ask them to focus on sentences 1–4, which are too long, and make them shorter. Monitor and assist by referring students to the examples in the Language for writing box.
- Elicit answers from some pairs. Note that students may have slightly different answers to those below. If an answer is short and makes sense, accept it, e.g. 2 *Yes, a lot.* 3 *Jamie's restaurant? 2.30?* 4 *Why?/Why then?*

ANSWERS

1 Where? 2 Yes. 3 Jamie's at 2.30? 4 Why 2.30?

Exercise 11a

- Divide the class into two halves, A and B, and tell them to read their instruction (A or B). Then ask students to write a short text to begin their text conversation. Make it clear they are writing this first text for another student to reply to. Monitor and, if necessary, refer students to the texts in exercises 7 and 10b for ideas about how to start.

EXTRA SUPPORT Students with the same task could work in pairs on this first text.

Exercise 11b

- Put students into A/B pairs and ask them to swap texts with their partner and write a reply.

Exercise 11c

- When students have written their replies, ask them to swap back and respond to the new text. Continue until the arrangement is completed and they know the place and time of the meeting.

EXTRA CHALLENGE Fast finishers can read their text conversations together carefully and check that their sentences are short, referring to the Language for writing box for guidance.

- Invite some pairs to read out their text conversations. Elicit from other pairs how their conversations are the same or different.

EXTRA ACTIVITY If students are happy to exchange mobile phone numbers with another student in the class, and you feel this is appropriate, they can practise the skills they have learnt in a more authentic way.

5.5 Video

Architecture in Amsterdam

Amsterdam is the capital city of The Netherlands, in the north-west of Europe. It's a very popular place for tourists. Around 4.6 million people visit the city every year. But what do they do here?

When people visit Amsterdam, they often take a boat trip on the city's famous canals. From here, they see the canal houses. These buildings are hundreds of years old and today they are symbols of the city. A lot of these houses are now museums, and tourists sometimes go inside. But they usually just stay on the boat and enjoy the views. A lot of the city's important buildings are along here.

This is Amsterdam Centraal, the city's main railway station. It's in the city centre and it's about 130 years old.

With about 250,000 passengers every day, it's usually very busy here. But visitors don't always come to travel. They often come to see the building itself. Amsterdam Centraal has wonderful designs on the walls and a very unusual clock. Amsterdam's famous Rijksmuseum is very similar. It's about 140 years old and it's very near the centre. It has wonderful art on the walls. Tourists often come to enjoy the building's fantastic design. But not every building in Amsterdam is old. There are lots of exciting and modern buildings all over the city.

This is the Muziekgebouw – a concert hall for modern music. It is on the canal and it's very near Amsterdam Centraal. But this building is very different. It's a very interesting design and at the side is a large black box – the Bimhuis, a special space for jazz.

This is another unusual building in the city – the NEMO science centre. It's twenty-two metres tall and it has a huge copper roof. Visitors often go to the top because of the great views over the whole city.

Amsterdam has all kinds of architecture. From the Rijksmuseum to the Bimhuis, from Centraal to NEMO, the city is a fantastic mix of the old and the new.

VIDEO ANSWERS

Exercise 2

1, 5, 7, 8, 9

Exercise 3

1 c, f 2 d, j 3 e, h 4 a, i 5 b, g

Review

ANSWERS

Exercise 1a

yellow green blue white red brown black grey

Exercise 2a

1 I never wear yellow clothes.
2 My father sometimes wears sports clothes.
3 My work clothes are always smart.
4 I usually buy my clothes online.
5 I often go clothes shopping at the weekend.

Exercise 3a

1 What 2 What 3 Is 4 When 5 Do 6 Why

Exercise 3b

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

AUDIOSCRIPT 5.21

A What's the name of that building over there?
B It's called the Gherkin.
A What do people do there?
B They work. It's an office building.
A Is it open to the public?
B No, it isn't, but people visit the plaza.
A When is the plaza open?
B Every day.
A Do you like the building?
B Yes, I do.
A Why do you like it?
B Because it's very different.

Exercise 4a

1a Where on the body does a Tuareg man wear a *tagelmust*?
1b Why is a *tagelmust* important in the Sahara desert?
2 What colour are these men's football shirts?
3 Where do Indian women put henna?
4 Why do people in Russia wear hats like this?
5 When does a woman wear this dress?

AUDIOSCRIPT 5.22

The *tagelmust* is a really long piece of cloth: five to ten metres. Tuareg men wear it on their heads and faces. Its colour is often blue, but sometimes it is black. Blue is a rich colour for the Tuareg people. Men wear the *tagelmust* because it is beautiful and because the sun and wind is very strong in the Sahara. They don't wear it in the house but they always wear it outside.

Exercise 5a

1 really 2 heads 3 faces 4 blue 5 black 6 rich 7 beautiful 8 very 9 don't 10 always

Exercise 6a

1 next 2 go 3 Excuse, Does 4 do 5 much

6

Places and facilities

Unit overview

Language input

there is/there are (CB p57)	• *There's a cinema. There are three schools.* • *There isn't a theatre. There aren't any parks.*
Is there …?/Are there? (CB p58)	• *Is there a safe in the room? No, there isn't.* • *Are there any towels in the room? Yes, there are.*
each* and *all the (CB p61)	• *Each room has got a bath.* • *All the flats have got lovely balconies.*
Grammar reference (CB pp126–127)	

Vocabulary development

Places in a town (CB p56)	• *bank, cinema, park, …*
Hotel facilities (CB p58)	• *air conditioning, bath, car park, …*
Rooms and furniture (CB p60)	• *kitchen, bedroom, microwave, TV, …*

Skills development

Listening: understanding *where* and *when* (CB p59)
Reading: words that look similar (CB p61)
Speaking: explaining problems (CB p62)
Writing: a hotel review (CB p63)

Video

Documentary: House searching (CB p64)
Vox pops (Coursebook DVD & TG p221)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Twin towns (TG p177 & TSRD) • Vocabulary: In my hotel (TG p192 & TSRD) • Communication: Problems, problems (TG p207 & TSRD)
Tests	• Unit 6 test (TSRD)
Unit 6 wordlist (TSRD)	

6.1 Two towns

Goals

- Use *there is/there are*
- Talk about places in a town

Lead-in

- Write *famous* on the board. Mark the word stress and drill pronunciation /ˈfeɪməs/. Tell students *London is famous for Big Ben* and *Paris is famous for the Eiffel Tower*. Add a personal example of your own: *My town is famous for …*
- Ask students *What is your town famous for?* Elicit sentences from the class.

Reading & Vocabulary places in a town

Exercise 1a

Text summary: Two texts about two different towns in the USA, written by someone who lives there. Each text gives information and also the writer's opinions about the town.

- Refer students to the maps with each text so they can see that the towns are both in the USA, but in different areas. Say the names of the towns: ***Lew****isburg* /ˈluːɪsbɜːg/ and *Mount* ***An****gel* /ˈmaʊntˈeɪnʤl/. Point out that *Mt.* is the abbreviation of *Mount*.
- Ask students to read the instruction. Check they understand what information they are looking for as they read.
- Allow plenty of time for students to read the two texts. Remind them they don't need to understand every word and discourage use of dictionaries at this point.
- Elicit answers from the class.

ANSWERS

Jack: Lewisburg has the facilities of a big town: museums, cinemas, shops, etc. and there are a lot of things to do. There's also an amazing bakery, which is Jack's favourite place in town.
Sara: She likes the restaurants, her favourite is the Glockenspiel. The country is beautiful and the sea is only two hours away by car.

Exercise 1b

- Ask students to read sentences 1–6. Check meaning of *festival*, *tourists* and *sea*, which may be new.
- Ask students to read the texts again to find out which town each sentence is about. Do the first sentence as an example. Tell students to look at the photos: *Which person is old?* (Jack – so try reading his text first). Give students a moment to find the answer. Elicit the sentence which gives the answer: *I'm sixty-eight and it's a great place for people like me.*

STUDY TIP Encourage students to underline in pencil where they find the answers in the text. Being able to show the evidence for your answers is helpful. If the answer is incorrect, it is sometimes easier to see how you made a mistake if you can refer to underlined passages.

Exercise 1c

- Put students into pairs to compare answers. Encourage them to show the evidence in the texts for their answers.
- Elicit answers from the class, making reference to the sentences in the texts which contain the information.

ANSWERS

1 Lewisburg 2 Mt. Angel 3 Lewisburg 4 Mt. Angel
5 Lewisburg 6 Mt. Angel

Exercise 2a

- Ask students to look at the illustrations and words for places in a town. Explain that these places are *facilities*. Go through the different facilities, asking *What do you do there?* (The answers can be very basic/simple, e.g. *put money in*, or *eat*, as this is just to check understanding.)
- Ask students to look at the texts again and write *L* or *MA* for the town which has each facility.

Exercise 2b

- Put students into pairs to compare their answers. Again, encourage them to point to the words in the texts.
- Elicit full answers from the class. You could model the first sentence: *Mount Angel has got a bank.*

ANSWERS

Bank MA
Cinema L
Hotel L
Café None
Museum L
park None
restaurant MA, L
shop L
supermarket MA
theatre L

Exercise 3a 6.1

- Play track 6.1 and ask students to listen to the words. Pause after each one for students to repeat.
- It is a good idea to ask students to count the syllables and mark the stress on the multi-syllable words: ***cin****ema*, *ho****tel***, ***ca****fé*, *mu****se****um*, ***rest****aurant*, ***su****permarket*, ***the****atre*.

WATCH OUT! Some of these words are similar in many other languages. This may make pronouncing them in a different way quite challenging, so students will need practice. Also *restaurant* is pronounced with only two syllables in British English, though it commonly has three in American pronunciation.

AUDIOSCRIPT 6.1

bank cinema hotel café museum
park restaurant shop supermarket theatre

Exercise 3b

- Put students into A/B pairs to take turns to test each other on the words using the pictures. Refer them to the example to show them what to do.

EXTENSION If students are from the same area, say the names of well-known local theatres, cinemas, banks, supermarkets, etc. to elicit the vocabulary, e.g. *What's Interspar? A supermarket.* Students could test each other in this way, too.

EXTRA ACTIVITY Ask students to read the texts again and find any other words for places in a town. Possible answers: *bakery*, *golf course*. Teach the meanings and pronunciation of these words.

Exercise 4

- Read the question aloud to the class and tell students to discuss it in pairs. Refer them to the example sentence to show them what to do.
- Monitor and prompt quiet students, e.g. *There's a festival in Mount Angel. Do you like festivals?*
- Elicit ideas from the class.

WATCH OUT! If students say *The country is beautiful* make sure they know that this is another meaning of *country* from the one they have learnt. It is not about different political countries such as Italy, the USA. It means *countryside* – the natural land around towns and cities.

Grammar *there is/there are*

Exercise 5a

- Ask students to find the missing words in the sentences by looking at the texts again.

Exercise 5b

- Put students into pairs to compare their answers. If some students haven't been able to find the answer in the texts, their partner may be able to show them.
- Check answers as a class by eliciting them from students.

ANSWERS

1 four **2** nine **3** any **4** Lewisburg **5** Mt. Angel

Exercise 6

- Refer students to the table in the Grammar focus box. Ask them to complete it using the example sentences in exercise 5a to help them.
- Check answers with the class. Obviously, singular and plural are very important aspects of this grammar point. Elicit that *a supermarket* is singular so we use *is* and *cinemas* is plural so we need *are*. Point out that we use *any* with the negative plural sentence *There aren't any parks*.

ANSWERS

1 There's **2** are **3** isn't **4** aren't

- Refer students to *Grammar reference* on p126. There is one more exercise here that students can do for homework.

Exercise 7a

- Put students into pairs and ask them to read the sentences about Lewisburg and underline the correct words. With a weaker group, elicit the first answer as a demonstration. Ask about *facilities*: *Is it singular or plural?*
- Monitor pairs and refer them back to the Grammar focus box and example sentences if necessary.
- Tell students you will check the answers after exercise 7b.

Exercise 7b

- Still in their pairs, ask students to complete the sentences about Mt. Angel using the correct form. Assist weaker students by eliciting if the words are singular or plural, and refer them back to the text to find out whether Mt. Angel has got the facilities or not, so they can decide whether to use positive or negative. Point out that in number 6 *any* tells them whether to use positive or negative. You could refer students to the Grammar focus box note.

ANSWERS

1 are **2** 's **3** are **4** 's **5** There are **6** There aren't **7** There isn't **8** There's

Exercise 7c 6.2

- Play track 6.2 for students to listen to the sentences and check all the answers to exercise 7. If students have difficulty with any of the answers, ask questions to help them understand why the answer is singular or plural/ positive or negative.

Exercise 7d 6.2

- Play the track a final time, pausing for students to repeat.

AUDIOSCRIPT 6.2

1 There are good facilities.
2 There's a great bakery.
3 There are 4,000 people.
4 There's a theatre.
5 There are supermarkets and banks.
6 There aren't any hotels.
7 There isn't a theatre.
8 There's a German restaurant.

Exercise 8a

- Allow plenty of time for students to think about their town and write their lists. Encourage them to think about all the facilities in exercise 2a and any others they know. Students may want to ask you or use dictionaries to find the words for specific facilities. Assist with this, but limit it to two new words or phrases so it doesn't take too long and there won't be too many things for them to peer explain.
- Monitor and ensure students are writing lists containing both singular and plural (including how many, e.g. *two banks*) and that their lists have a minimum of four facilities.

WATCH OUT! Many languages do not use articles *a/an* in the same way as English and a common error is to omit these words. You could encourage students to write the articles for singular items in their lists to help them remember to include it when they speak.

Exercise 8b

- Put students into small groups to take turns to talk about their towns. Point out the instruction to use *and* and *but*. There is an example sentence to help them. You could write more sentences on the board to elicit these two connectors (to show they remember how to use them): *There's a supermarket ____ there are two banks.* (and) *There are three parks ____ there aren't any hotels*. (but). Elicit that *there's* and *there are* give similar information, so we use *and*. Elicit that *there are* and *there aren't* give different information so we use *but*.
- Nominate one student in each group to start. Monitor carefully and note errors with *there is/are* and *there isn't/ aren't*. Ensure students take turns and they all say a minimum of three sentences about their town.

EXTRA CHALLENGE Ask students to prompt each other to say more about their town with words for facilities they haven't mentioned, e.g. *Cafés?* The speaker responds about that facility, e.g. *There aren't any cafés.*

- Conduct error correction by writing sentences with mistakes on the board and asking students to discuss in their groups where the error is. Elicit the corrections.

Vocabulary recording vocabulary

Exercise 9

- Ask students to read the Vocabulary focus box. Elicit the different ways to record vocabulary shown in the box. Point out that when you yourself write on the board, you often use these techniques. Ask students which of these ways they like. If appropriate, you could ask pairs of students to show each other their notebooks.
- You could also mention that example sentences are usually more memorable if they are personal, i.e. they are about people, places and things in your life or experience.

Exercise 10a

- Ask students to look at the three circles and the words inside them. Point out the example.
- Students work alone to put the words in the box in the right group. The aim is to practise recording vocabulary, so these are all words which students should already know.

Exercise 10b

- Ask students to think of two places, two colours and two other adjectives to add to the diagrams. Of course, they may add more than two to each one.
- Monitor and encourage weaker students to look back in their student's book or their own notebooks to find words they learnt in previous lessons.

Exercise 10c

- Put students into pairs to compare their answers. Encourage them to add their partner's words to their own diagrams if they think they are categorized correctly.
- Create the diagrams on the board by eliciting the words from the box first and then extra words that the students have thought of. You could invite students to write the words in the correct places on the board.

ANSWERS

Places: building, museum, office, shop, theatre
Colours: black, blue, green, red, white
Other adjectives: big, exciting, interesting, modern, old

Exercise 11a

- Ask students to read the instruction carefully, together with the example. Refer them to points 2 and 3 in the Vocabulary focus box for further examples.
- Students work alone to complete the exercise. Monitor carefully to check they are accurately labelling the part of speech and number and marking the word stress correctly. Also check whether their example sentences make sense and are grammatically correct.
- For feedback later, you could make a note of any excellent examples and the students who have written them so you remember who to elicit from in exercise 12b.

DICTIONARY SKILLS This is a good time to encourage students to use dictionaries to check their notes are accurate, as good monolingual and bilingual dictionaries will list parts of speech and indicate pronunciation, including word stress. Monolingual dictionaries also contain useful example sentences. Allow students extra time when they have finished their notes to check the information in a dictionary.

Exercise 11b

- Put students into pairs to compare their notes.
- Nominate a few students to say one of the words they chose to the class and give their example sentence.

Exercise 12a

- In their pairs, students make their own diagrams. They can choose any topics, but you could guide them towards vocabulary they have learnt so far on the course, e.g. *family*, *clothes*, *objects*, *transport*.

EXTRA SUPPORT Suggest a maximum of five words per diagram for weaker students.

- When students have chosen topics and started making their diagrams, remind them to add information as they did in exercise 11a.
- Monitor and correct errors as you see them. Help students to remember more words for each diagram, especially if they don't have very many.
- Allow plenty of time for this creative task, but give a time limit to the end so all pairs can finish at a similar moment.

Exercise 12b

- Put pairs together into small groups and ask them to show each other their diagrams. Students can offer suggestions of more words to add to each other's diagrams and together create notes and example sentences to go with them.
- Praise the class for their hard work and encourage them to use the techniques in the lessons which follow.

EXTENSION Display the diagrams around the classroom for all students to read all of the diagrams.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 There's a football stadium.
2 There aren't any buses.
3 There's a park.
4 There is a café.
5 There are two shops.
6 There isn't a hospital.
7 There aren't any museums.
8 There are two hotels.
9 There are two restaurants.
10 There isn't a cinema.

6.2 Is there Wi-fi?

Goals

- Talk about hotel facilities
- Ask questions with *Is there . . .?/Are there . . .?*

Lead-in

- Write *hotel* on the board and check students pronounce it correctly with the stress on the second syllable. Ask *When*

do you stay in a hotel? Elicit responses from the class, e.g. *on holiday*, *on business*.

- Put students into pairs or small groups. Ask them to think of any famous hotels and make a list of the names. If they can't think of any famous hotels, they could think of two hotels in their own area.
- Elicit hotel names and ask others in the class if they know them. Ask simple questions about the hotels: *Where is it? Is it big? Is it expensive? Is it modern?*
- The aim of the Lead-in is to help students start thinking about hotels in general before they focus on hotel facilities.

Vocabulary & Speaking hotel facilities

Exercise 1a

- Tell students to look at the icons and think in their own language what hotel facility each picture represents. Then ask students to read the words in the box and find the matching icons. Put them into pairs to help each other complete the exercise or check answers if they've finished.

Exercise 1b 6.3

- Play track 6.3 and ask students to listen to the words and check their answers.
- Play the track again, pausing after each word for students to repeat it.

WATCH OUT! *Wi-fi* is a word which is used in many countries but often pronounced /wiːfiː/ whereas in English the pronunciation is /ˈwaɪ faɪ/. Other points to note are: *refreshments* is always plural (we don't ask for *a refreshment*); *air conditioning* and *Wi-fi* don't need an article (i.e. not *an air conditioning/a Wi-fi*) and we don't make these words plural either (because they are uncountable nouns). Students may make these kinds of mistakes when using these words and you will need to correct them.

ANSWERS/AUDIOSCRIPT 6.3

1 Wi-fi 2 air conditioning 3 iron 4 refreshments
5 lift 6 safe 7 bath 8 gym 9 car park 10 towels

Exercise 2a

- Demonstrate by picking five of the items and writing them on the board. Point to the items and say *These are important for me*. Say one of the other items, e.g. *car park*, and say *It isn't important for me – I go by taxi. I don't drive.*
- Ask students to think about when they stay in hotels and choose five things from the list that are important for them. Ask them to write the items in their notebooks.

Exercise 2b

- Read out the examples, then put students into small groups to share the items in their lists. Nominate a strong student in each group to start.
- Monitor carefully and make sure everyone in each group has a chance to talk about their list. Note any pronunciation errors and correct these after the exercise.

Exercise 3a

Text summary: Two texts giving information about different and interesting hotels – one in Germany and the other in Chile.

- Ask students to look at the photos. They are going to read about these two interesting hotels. Tell them to choose an adjective from the words they know to describe them. Elicit ideas from the class.
- Allow plenty of time for students to read the two texts and answer the questions.

Exercise 3b

- Put students into pairs to compare their answers. Monitor and check that they are correct.
- Elicit or teach some of the new words in the texts: *factory*, *theme*, *eco-hotel*, *tree house*, *fishing*. Use pictures, mime and real examples (e.g. a factory they may know). Students could check in an online dictionary to find out about the word stress of new words. They could add this to notes they make about the new vocabulary and you could remind them of the methods for recording vocabulary in 6.1 exercise 9.
- In pairs, students discuss the question. Encourage them to say why they like their chosen hotel. Elicit some answers.

EXTRA SUPPORT Model the exercise for a weaker group before they do it. Say *I like the Magic Mountain Hotel because it's interesting/it has a swimming pool.*

ANSWERS

V8 Hotel
1 It's in Boblingen, Germany.
2 It's got free parking, Wi-fi and a gym.

Magic Mountain Hotel
1 It's in Chile.
2 The hotel has twelve rooms, a restaurant, and a swimming pool.

Exercise 4

- Put students into A/B pairs. Refer them to the Communication pages and ask them to read their information. Explain that they have more information about the hotels in exercise 3 and have to tell each other what facilities the hotels have/haven't got.
- Ask students to read the example sentences to help them know how to start. Make sure students understand that tick = facilities at the hotel and cross = facilities aren't at the hotel. Point out the use of *have got* (which they studied in 3.1)
- Students take turns to talk about the facilities in each hotel. Monitor and assist if necessary.
- Finally, students discuss the questions in 4. Elicit some students' answers.

ANSWERS

The V8 Hotel is best for someone on a business trip
The Magic Mountain Hotel is best for someone on holiday

Listening & Grammar *Is there …?/Are there …?*

Exercise 5a 6.4

- Ask students to read the instruction. Check they understand how many pieces of information to listen for. Use the photo to elicit the meaning of *hotel reception*. You could teach *receptionist* /rɪˈsepʃənɪst/, too.

- Play track 6.4 and ask students to listen to the conversations and write down the three things the people ask about.
- Check answers by eliciting them from the class.

ANSWERS
Wi-fi, gym and towels in the gym

Exercise 5b 6.4

- Ask students to read the two conversations they listened to.

EXTRA CHALLENGE Strong students could try to remember the missing words before they listen again.

- Play track 6.4 again for students to complete the conversations. Elicit the answers from the class.

ANSWERS
1 two **2** Wi-fi **3** Yes **4** gym **5** towels **6** towel

AUDIOSCRIPT 6.4

1
A Hi. I have a reservation. The name is Davis.
B Yes, sir. A room for two nights.
A That's right. Is there Wi-fi in the room?
B Yes, there is. The password is 'guest'.
2
A Hello. Is there a gym in the hotel?
B Yes, there is. It's on level 1.
A Oh, great. Are there any towels in the gym?
B No, there aren't. Please take a towel from your room.

Exercise 6

- Refer students to the Grammar focus box and ask them to complete the questions and short answers with the correct forms of the verb *be*. Remind them to look at the conversations in exercise 5b to help them.

! Point out that some nouns, called uncountable nouns, do not need an article. They take the third person singular form of the verb. Two examples are *Wi-fi* and *air conditioning*. In questions, we ask *Is there Wi-fi? Is there air conditioning?*

- Go through the answers, eliciting the missing verb forms. Point out that we ask questions in the singular if there's usually one of something, e.g. *Is there a phone in the room?* (NOT: ~~Are there any phones?~~), but in the plural if we expect more than one item of something, e.g. *Are there any towels in the gym?* (NOT: ~~Is there a towel?~~)

ANSWERS
1 Is **2** Are **3** is **4** aren't

- Refer students to *Grammar reference* on pp126–127. There are two more exercises here that students can do for homework.

Exercise 7a

- Do the first one together as a demonstration. Tell students to read A's line in the mini conversation. Elicit which is the correct option and why (*Is there* because this first sentence is a question).
- In pairs, students underline the correct options in 2–8.

Exercise 7b 6.5

- Play track 6.5 and ask students to listen to the conversations and check their answers.

PRONUNCIATION Point out that the /r/ sound in *there* is a connecting sound and pronounced clearly when the following word begins with a vowel, e.g. *there is* /ðeərɪz/, *there isn't* /ðeə'rɪznt/, *there are* /ðeə'rɑː/, *there aren't* /ðeə'rɑːnt/, *Is there a* /'ɪzðeərə/, *Are there any* /'ɑːðeərenɪ/. Model these examples for students and drill the class in a variety of ways. (Note that there is more focus on linking in 6.3, exercise 8.)

ANSWERS
1 Is there **2** there is. **3** They are **4** Is there
5 there isn't **6** there's **7** Are there **8** there are

Pronunciation *Is there …?/Are there …?*

Exercise 8 6.6

- Play track 6.6 and ask students to listen to the questions and answers and notice the stress.

Exercise 9a 6.7

- Ask students to read the questions and answers in 1–4. Then play track 6.7, pausing after each question and answer for students to repeat.

Exercise 9b

- Put students into A/B pairs to practise the questions and answers.

EXTRA SUPPORT Encourage students to work with a partner and mark the stress on the correct words in each question and answer before they practise them.

- Monitor and correct any sentence stress errors. Make sure students swap roles to practise both questions and answers.

Exercise 10

- Tell students they are going to act out four more conversations about hotel facilities and take turns to be the guest and receptionist. Ask them to read the instructions and the prompts for Students A and B. Elicit or teach the meaning of *instructions* (in relation to air conditioning) and *ironing board*.
- Use the example conversation to demonstrate the activity: nominate two students to act out the conversation.
- Put students into A/B pairs (different to their pairs in exercise 9b). Ask them to use their prompts to ask and answer questions about hotel facilities.
- Monitor carefully and note any errors in grammar and pronunciation. Correct any errors with the class by writing them on the board and eliciting what is wrong. Drill any mispronounced words or phrases.

EXTENSION For extra practice, ask students in their pairs to choose two more facilities from the pictures in exercise 1a and have similar conversations about them, asking questions and responding.

EXTRA ACTIVITY For homework, ask students to write a short text of 2–4 sentences about the facilities in their hotel based on the information they got from the receptionist in their conversations.

Listening skills understanding *where* and *when*

- Ask students to read the information as you read it aloud to them. To check understanding, ask *Which word is about place?* (where) *Which word is about time?* (when).
- Point out that the information is true for positive and negative sentences and questions too. There are examples of positive and negative. You could give examples of questions: *Is there a bus at ten o'clock? Are there any refreshments in my room?*

Exercise 1 6.8

- Ask students to look at the table. Explain that in the four sentences they are going to hear there is something (*what*) and either a place or a time.
- Play the first conversation of track 6.8. This is the example, so ask students to listen and notice the *what* and *where* in the conversation.
- Play the track to the end so students can listen to the other conversations and complete the table.
- Elicit answers from the class.

ANSWERS

1 phone, room, –
2 bus, – , 2.15
3 two hotels, town, –
4 six people, photo, –

AUDIOSCRIPT 6.8

1 There's a phone in the room.
2 There's a bus at 2.15.
3 There are two hotels in the town.
4 There are six people in the photo.

Exercise 2 6.9

- Ask students to read the four incomplete questions. Help them notice whether the missing noun is going to be singular or plural by looking at *Is there . . .?/Are there . . .?*
- Play track 6.9 and ask students to listen to the questions and complete them.
- Check answers by eliciting them from the class.

ANSWERS

1 towels, room
2 bus, airport
3 restaurant, hotel
4 shops, museum

AUDIOSCRIPT 6.9

1 Are there any towels in the room?
2 Is there a bus to the airport?
3 Is there a restaurant in the hotel?
4 Are there any shops near the museum?

Exercise 3 6.10

- Tell students they are going to hear the questions in exercise 2 followed by answers this time. They have to listen out for the information about place or time.
- Play track 6.10 and ask students to listen to the conversations and write the answers.
- Students can compare answers in pairs before you check with the class by playing the track again and pausing to elicit answers. You could ask in each case if the information is about where or when.

ANSWERS

1 Yes, in the bathroom.
2 Yes, at 10 o'clock and at 2 o'clock.
3 No, café near the hotel.
4 No, shops in the city centre.

AUDIOSCRIPT 6.10

1 Are there any towels in the room?
Yes, there are towels in the bathroom.
2 Is there a bus to the airport?
Yes, there's a bus at ten o'clock and at two o'clock.
3 Is there a restaurant in the hotel?
Sorry, no, there isn't. There's a café near the hotel.
4 Are there any shops near the museum?
No, there aren't. But there are shops in the city centre.

Exercise 4a 6.11

- Tell students they are going to hear a conversation about another hotel. Ask them to read the instruction and the five questions. Pre-teach *checkout* and you could also teach *check-in* at the same time. Tell students it is a long conversation and they don't need to understand everything: just listen for the answers to the questions.
- Play track 6.11 and ask students to listen to the conversation and answer the questions.

AUDIOSCRIPT 6.11

A Good morning. I need some information about your hotel.
B Yes, of course.
A My flight arrives at 4.30 a.m. on Friday. What's the best way to get from the airport to the hotel?
B The bus is the best way to get here. There are two buses: the 98 and the 99. The 99 goes every thirty minutes. There's a bus stop on London Road, near the airport.
A Thanks. Is the hotel near the city centre? Is it OK to walk?
B Yes, the hotel is IN the city centre. It's a five-minute walk from the bus station.
A Oh, good. Umm, is there Wi-fi in the hotel?
B There is free Wi-fi in reception, but not in the rooms.
A Oh. And is there a restaurant in the hotel?
B There's a small restaurant where we serve breakfast. Breakfast is between seven o'clock and ten o'clock.
A That's OK. What time is check-in and checkout from the hotel?
B Check-in is after 2 p.m. and checkout is before 11 a.m.
A Great! Thank you very much.
B You're welcome.

Exercise 4b

- Put students into pairs to compare their answers. Then elicit answers from the class and ask in each case whether the information is about when or where.
- Check students understand *before* and *after* relating to time: *Check-in is after 2 p.m. Can you check in at 1 p.m.?* (no). *Checkout is before 11 a.m. Can you check out at 11.30?* (no).

ANSWERS

1 It's on London Road, near the airport.
2 The hotel is in the city centre. It's a five-minute walk from the bus station.
3 There is free Wi-fi in reception.
4 Breakfast is between seven o'clock and ten o'clock.
5 Checkout is before 11 a.m.

EXTRA ACTIVITY To exploit the listening text, write some more questions about where and when on the board: *When does the number 99 bus go?* (every thirty minutes) *Where do they serve breakfast?* (in the hotel restaurant) *What time is check-in at the hotel?* (after 2 p.m.) Play the track again for students to find the answers.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 There's 2 Is there 3 there is 4 Is there
5 there isn't 6 Are there 7 There's 8 there aren't
9 Is there 10 Are there 11 there's

Exercise 2

1 **A** Is there a bed? **B** Yes, there is.
2 **A** Are there any towels? **B** No, there aren't.
3 **A** Is there a TV? **B** Yes, there is.
4 **A** Are there any newspapers? **B** Yes, there are.
5 **A** Is there a bath? **B** Yes, there is.
6 **A** Is there a fridge? **B** No, there isn't.
7 **A** Are there any refreshments? **B** Yes, there are.
8 **A** Is there a phone? **B** No, there isn't.
9 **A** Is there an iron? **B** No, there isn't.
10 **A** Are there any keys? **B** No, there aren't.

6.3 Has each flat got a kitchen?

Goals

- Use *each* and *all the*
- Describe rooms and furniture

Lead-in

- Write questions on the board: Student A: *Is this building modern? Is it big? Is it in a small town?* Student B: *Is it new? Is it an office building? Do you like it?* Put students into A/B pairs. Ask them to look at the photos only in exercise 1 and ask and answer the questions on the board.
- The aim of the Lead-in is to practise short answers and to engage students in the topic of the lesson.

Listening & Vocabulary rooms and furniture

Exercise 1

- Ask students to look at the phrase *book now* at the bottom of the advert. Elicit or teach that *book* here is a verb and booking a room or an apartment means sending an email or making a phone call to say how many days you want to stay there. Explain that the photos and text are an *advert* and teach the meaning of this word.
- Ask students to read the three questions about the advert. Then put students into pairs to find the answers in the text. Tell them not to check all the new words in a dictionary as the next exercises will clarify the meanings.
- Elicit answers from the class.

ANSWERS

1 Ho Chi Minh City
2 in a quiet area, ten minutes from the city centre by taxi
3 twenty-four hours, seven days a week

Exercise 2a 6.12

- Tell students they are going to hear a conversation about the flats. Ask them to read sentences 1 and 2 so they know what to listen for. Remind them that this is all the information they need and not to worry about other things they don't understand.
- Play track 6.12 and ask students to listen to the conversation and choose the correct options.
- Elicit answers from the class.

ANSWERS

1 isn't 2 want

AUDIOSCRIPT 6.12

A So, we have three nights in Ho Chi Minh City.
B I know. It's very exciting. There are some really nice flats on this website.
A Are they expensive?
B No, they're only £30 a night. In each flat there's a bedroom with a big bed and a TV.
A Have all the flats got their own kitchen?
B Yes, there's a small kitchen with a fridge and microwave, and a dining area with two chairs … Are you on the internet?
A Yes, I am.
B OK. I'll send you the link to the flats.
A One moment … OK, yes, I've got it now … Oh – there isn't a living room.
B Yes, there is. In Photo 4. There's one living room for all the flats.
A Oh, yes. I see. It's got a nice big sofa … And is there a bath in the bathroom?
B No, there isn't. Each bathroom has got a shower and a toilet.
A OK. And is there a garden for each flat?
B No, there isn't. But all the flats have got lovely balconies with a big table. In Photo 6. What do you think?
A Yes, it looks great. Let's book it.

Exercise 2b 6.12

- Refer students to the lists of rooms and facilities in the advert. Then play track 6.12 again and ask students to tick which of the things on the list the friends talk about.

EXTRA CHALLENGE Stronger students could discuss what they remember about the flats before they listen again.

- Elicit which rooms/areas and facilities they talked about.

ANSWERS

bedroom, kitchen, dining area, living room, bathroom, TV, microwave, balcony

Exercise 3a

- Tell students that the photos are of the flats in Ho Chi Minh City. Ask them to read the words in the box and use them to label the numbered items in the photos.

Exercise 3b 6.13

- Play track 6.13 and ask students to listen to the words and check their answers.
- Play the track again, pausing after each word for students to repeat. They can mark the word stress in the multi-syllable words to help them remember the pronunciation.

ANSWERS/AUDIOSCRIPT 6.13

1 bed 2 TV 3 fridge 4 microwave 5 chair 6 sofa 7 shower 8 table

Exercise 4a

- Ask students to read sentences 1–7 about the photos then complete them using words from the advert and the box in exercise 3a. Point out the example answer.
- Students could compare their answers in pairs.

Exercise 4b 6.14

- Play track 6.14 and ask students to listen to the sentences and check their answers.
- Play the track again, pausing for students to repeat.

EXTRA ACTIVITY Put students into pairs to choose vocabulary from this lesson to create vocabulary diagrams as they did in 6.1 exercise 10. Encourage them to add information about the parts of speech and word stress and example sentences to show the meaning.

ANSWERS

1 bedroom 2 bedroom 3 fridge, microwave
4 chairs 5 living room 6 balcony 7 shower

AUDIOSCRIPT 6.14

1 The bed is in the bedroom.
2 The TV is in the bedroom.
3 The fridge and the microwave are in the kitchen.
4 The two chairs are in the dining area.
5 The sofa is in the living room.
6 The table is on the balcony.
7 The shower is in the bathroom.

Grammar & Speaking *each* and *all the*

Exercise 5a

- Put students into pairs to remember what rooms and facilities the two speakers mentioned about the flat in the conversation in exercise 2a, e.g. *The flat has got a living room. The living room has got a sofa. The flat hasn't got a garden.* Give them a few minutes to do this, using the photos, too. They don't need to write anything, only talk.
- Ask students to read the second part of the conversation and then look at the words in the box. Tell them to try to complete the conversation from memory before they listen again. They could do this in their pairs.

Exercise 5b 6.15

- Play track 6.15 and ask students to listen to the conversation and check their answers. Go through the answers, eliciting just the missing words to make sure they are all correct.

ANSWERS

1 living 2 one 3 sofa 4 bath 5 shower 6 garden 7 table

AUDIOSCRIPT 6.15

B Oh – there isn't a living room.
A Yes, there is. In Photo 4. There's one living room for all the flats.
B Oh, yes. I see. It's got a nice big sofa … And is there a bath in the bathroom?
A No, there isn't. Each bathroom has got a shower and a toilet.
B OK. And is there a garden for each flat?
A No, there isn't. But all the flats have got lovely balconies with a big table.

Exercise 6

- Refer students to the highlighted words in the conversation in exercise 5a. Ask them to look at the nouns which follow these words, noticing whether they are singular or plural. This will help them complete the Grammar focus box.
- Elicit the answers from the class.

ANSWERS

1 each 2 all the

- Refer students to *Grammar reference* on p127. There are three more exercises here that students can do for homework.

Exercise 7a

- Ask students to read the conversation and use *each* and *all the* to complete it. Refer them to the Grammar focus box if they are having difficulty and remind them to check whether the following noun is singular or plural.

Exercise 7b

- Put students into pairs to compare their answers.
- Elicit answers by asking a strong pair to read the conversation aloud. Ask whether they needed any capital letters to complete the sentences (in 4 they need a capital as it is the start of a sentence).

ANSWERS

1 each 2 all the 3 each 4 All the 5 all the
6 each

Pronunciation linking (1)

- Ask students to read the information about linking as you read it aloud. Check they know the meaning of *consonant* and *vowel* by writing a word on the board and asking them to circle all the vowels or all the consonants.

Exercise 8a 6.16

- Play track 6.16 and ask students to listen to the sentences and notice how consonant sounds link with vowel sounds in natural speech.

WATCH OUT! Point out that students need to focus on the sounds of the words, not the spelling, e.g. *there* and *table* obviously finish with a vowel in spelling, but when we say them, the last sound is the consonant sound (/r/ and /l/ respectively).

Exercise 8b 6.16

- Play track 6.16 again, pausing after each sentence for students to repeat and practise the linking. You could isolate the specific words linked in each sentence and model these for students to see your lip position.

Exercise 9a

- Check that students understand the categories in the table. Then ask them to make notes in their notebooks about their real flat or house. Alternatively, students can invent a flat/house to describe if they prefer not to talk about their own.
- Monitor and refer students to the advert in exercise 1 to help them think of things to write.

EXTRA CHALLENGE Remind a strong group that they want people to rent their flat, so they can also use positive adjectives to describe rooms and facilities, e.g. *a big dining area*, *a new kitchen*, *a beautiful bathroom*. Ask students to think of adjectives and add them to their notes in the table.

- Ensure all students have some information in each of the categories before you end this part of the exercise.

Exercise 9b

- Put students into groups of three or four. Explain that one student answers questions about their house/flat. All the other students in the group ask questions. Point out the example questions starting *Is there …?* and *Has it got …?* Demonstrate by inviting students to ask you questions about your house/flat. Give clear short answers, e.g. *Yes, it has/No, there aren't*, and if possible, also model longer answers, e.g. *Yes, there is air conditioning in all the rooms.*
- Choose a student in each group to have the first turn at answering questions. Monitor groups carefully, encouraging quieter students to ask questions.

FEEDBACK FOCUS Focus on noting mistakes with *there is/there are*. Students need to remember how to: use these structures with singular and plural nouns; make negatives; change the word order for questions. Make a note of errors to correct after exercise 9c. Note students who use *each/all the* in sentences or questions, so you can praise them.

Exercise 9c

- Ask students to think about the different houses/flats their group talked about and decide which one they like best.
- Elicit ideas from each group, together with information about why they like that particular house/flat, e.g. *There are four bedrooms. It's got air conditioning.*
- Conduct error correction by asking students to identify and correct errors in sentences/questions on the board. You could encourage them to discuss in their groups before eliciting the correction from the class.

EXTENSION Choose sentences students have said as examples and write them on the board. Ask students to copy the sentences into their notebooks and mark places where words are linked. Refer them back to exercise 8a if they cannot remember the rule for consonant + vowel linking. Put students into pairs to compare their answers. Check together and drill the sentences to practise linking.

EXTRA ACTIVITY Find a lettings agency website in an English-speaking country and suggest a city to look in. Students browse and find a flat they would like to rent. Then, in pairs, they talk about what rooms and facilities the flat has got. Alternatively, find two adverts yourself and ask pairs to read and compare the two flats/houses and choose which they would like to rent.

Reading skills words that look similar

- Ask students to read the information then refer them to the example sentences. Ask questions about the *for/four* sentences first: *Which word is a number?* (four) *Do these words sound the same?* (yes /fɔː/). Then ask about *read/red*, e.g. *Which word is a colour?* (red) *What is the function of* read*?* (It's a verb.) *Do these words sound the same?* (no, *read* /riːd/, but *red* /red/).

Exercise 1a

- Ask students to read the pairs of words and underline letters which are different, e.g. *bad – bed*. Write this example on the board (it will aid feedback to have all the pairs written on the board).
- Students work alone to complete the exercise.
- Go through the answers, inviting students up to the board to underline as appropriate. Spend some time checking meanings and parts of speech for these twelve words. Elicit meanings, opposites, example sentences by asking questions, e.g. 1 *Which word is the opposite of good?* (bad) 2 *Which word is for asking questions about people?* (Who) 3 *Which word is a verb about using your eyes* (point to eyes)? (see) *Is the other* sea *a verb or a noun?* (noun).

PRONUNCIATION Some of these pairs of words sound the same and some sound different. Put students into pairs to decide which ones sound the same (*sea/see*, *their/there*, *two/too*). Drill all the pairs and point out differences in sounds: *bad* /bæd/, *bed* /bed/; *How* /haʊ/, *Who* /huː/; *form* /fɔːm/, *from* /frɒm/.

ANSWERS
1 bad, bed 2 How, Who 3 sea, see 4 there, their
5 two, too 6 form, from

Exercise 1b

- Ask students to read 1–4 and complete the sentences using words from the pairs in exercise 1a.
- Elicit answers from the class, encouraging students to say the completed sentences in full.

WATCH OUT! Point out that it is easy to make mistakes when using these similar-looking words, and it is important to check your work because these kinds of errors will not be corrected by spellcheckers in computer software: the spellchecker will not highlight a word that is spelt correctly, but used incorrectly.

ANSWERS
1 from 2 there 3 see 4 Who

Exercise 2

- Ask students to read the text about another flat and circle the correct words from the options in 1–7.
- Check answers by asking students to read the text one sentence at a time around the class.

ANSWERS
1 from 2 there 3 for 4 two 5 bed 6 too 7 for

Exercise 3

- Ask students to read the questions and then read the text again to find the answers. They can compare answers in pairs before you check with the class.

ANSWERS
1 It's in Hiroshima.
2 It's for five to six people.
3 There are two bedrooms.
4 More photos.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 All the 2 Each 3 All the 4 each 5 all the
6 All the

Exercise 2
1 All the rooms have tables.
2 Each cinema has a café.
3 All the restaurants are good.
4 Do all the trains have toilets?
5 Is each flat different?

Exercise 3
1 like 2 All 3 teachers 4 Each 5 different 6 all
7 have 8 Each 9 all 10 near 11 all

6.4 Speaking and writing

Goals
- Explain problems
- Write a hotel review

Lead-in
- Put students into small groups to remember as many words as they can for hotel facilities from 6.2. Give them a time limit as an element of competition. When they reach the time limit, find out which group has the most words.
- You could build a spidergram of the vocabulary together on the board.

Listening & Speaking explaining problems

Exercise 1
- Put students into pairs to think of problems people often have in hotels. Give students an example to start them off.
- Monitor and help struggling students by referring them to facilities they thought of in the Lead-in and asking what problem they could have with each one.
- You could put two pairs together to compare ideas.
- Elicit ideas from the class and write them on the board.

Exercise 2a
- Ask students to look at the pictures and think about what the problems are. Then ask them to read sentences 1–5 and match them to the pictures.
- Check answers by eliciting from some of the students. Write the numbers and letters on the board.
- Make sure students understand new words in these sentences (*the code for the door*, *noisy*, *broken*). Refer to the pictures to help them understand the meanings and use mime if necessary, e.g. for picture *a*, mime punching in a key code and saying the numbers aloud, etc.

ANSWERS
1 e 2 a 3 d 4 b 5 c

Exercise 2b
- Pre-teach *cupboard*, which may be new and is used in this exercise. Model and drill the pronunciation as there is a silent *p*: /ˈkʌbəd/.
- Put students into pairs and ask them to read solutions a–e and match them to the problems in exercise 2a.

Exercise 2c 6.17
- Tell students they are going to hear five conversations about the problems. Remind them to listen for the key words in the solutions. Elicit these: a *send/look* b *cupboard* c *air conditioning* d *another room* e *code number*.
- Play track 6.17 and ask students to listen to the conversations and check they found the correct solutions.
- Go through the answers, eliciting them from students.

ANSWERS
a 5 b 3 c 1 d 4 e 2

AUDIOSCRIPT 6.17
1
A My room is very hot.
B There's air conditioning. The switch is next to the door.
2
A Excuse me. I don't know the code for the door.
B It's A5468.
3
A There aren't any towels in the bathroom.
B Hmmm … Try in the cupboard near the window.
4
A Our room is very noisy.
B I'm so sorry. You can have another room.
5
A Excuse me. The shower in my room is broken.
B Oh, I'm sorry. I'll send someone to look.

Exercise 3a 6.17
- Ask students to read the extracts from the conversations.

EXTRA CHALLENGE Strong students could try to complete the extracts from memory before they listen again.
- Play track 6.17 again so students can complete the extracts.
- Play again, pausing to elicit the missing words.

> **!** Point out we can offer help saying *I'll …* Elicit the offer of help from conversation 5 (*I'll send someone to look.*).

ANSWERS
1 There's, door 2 5468 3 near 4 room
5 sorry, look

Exercise 3b
- Put students into A/B pairs to act out the conversations. To start each conversation, Student A says one of the problems 1–5 in exercise 2a. Student B responds with the appropriate response in exercise 3a. Then ask them to swap roles.
- Monitor and note any pronunciation problems.

SMART COMMUNICATION The phrase *I'm sorry* is a common response, and in these conversations it is used to apologize

for the problem. In number 4, the receptionist says *I'm so sorry*. Point out that this is one modifier which emphasizes our apology. Elicit or teach that *very* and *really* are also used in this way: *I'm very sorry* and *I'm really sorry*.

Exercise 4 6.18

- Refer students to the *Understanding …* box and ask them to read the information.
- Play track 6.18 and ask students to listen to the examples.
- You could read the examples yourself: keep the rhythm of the original, but only say the key words. This highlights that these words carry the meaning of the sentence.
- Check students understand the meaning of *switch* as this may be new (point to a switch in the classroom).

PRONUNCIATION The reason why we hear key words is because they are stressed. Remind students that this aspect of pronunciation is very important. Play track 6.18 and pause at the end of each sentence for students to repeat and practise stressing the key words.

Exercise 5a

- Pre-teach or elicit the adjective *dirty* and drill pronunciation /ˈdɜːtɪ/. You could also check they know the opposite: *clean*. Then put students into pairs to think of solutions for the problems.

WATCH OUT! In order to talk about their solution to 4, students may need you to provide *heater*.

- Monitor and refer students to the problems and solutions in exercises 2 and 3 for ideas. Ensure all students have a possible solution for each problem before they listen to the conversations in exercise 5b.

Exercise 5b 6.19

- Remind students that to understand offers of help, they need to listen for the key words. Play track 6.19 and ask students to listen to the conversations and make a note of key words they hear for each solution.
- Put students into pairs again to compare key words and discuss whether any of the solutions in the conversations are the same as the ones they thought of.
- Elicit the key words from the class. Make sure they have the correct key words as they need them in the next exercise. Find out if they thought of the same solutions.

ANSWERS

1 send someone, look
2 have another room
3 23 Water Street
4 heater, switch, near door

AUDIOSCRIPT 6.19

1
A The phone in my room is broken.
B Oh, I'm sorry. I'll send someone to look.
2
A The bathroom is very dirty.
B I'm so sorry. You can have another room.
3
A I don't know the address of this museum.
B It's 23 Water Street.
4
A My room is very cold.
B Oh, there's a heater. The switch is near the door.

Exercise 5c

- In this exercise, students recreate the conversations in exercise 5b using the key words they wrote down.
- You could demonstrate the activity by choosing a student to be A and taking the B part yourself. Be careful to stress the key words strongly.
- Put students into A/B pairs. Student A goes first. Ensure students change roles after conversation 2 so Student A can reply with a solution in conversations 3 and 4.
- Invite a pair of students to act out each conversation. Praise them if they stress the key words well.

Exercise 6a

- Refer students to the Language for speaking box about problems. Drill the phrases for problems then solutions.

Exercise 6b

- Put students into pairs and ask them to think of two more hotel problems. Help by eliciting things which could be broken (e.g. air conditioning, bed, fridge, TV) or missing (e.g. refreshments, iron, safe). Also help them to think of things they might need to know (e.g. Wi-fi password, hotel address or phone number, hotel email address).
- Ask students to decide on two problems and think about possible solutions. Then they take turns to be guest and receptionist and act out a conversation for each problem (similar to the ones in exercise 5c).
- Monitor and assist students who are finding it difficult to start by referring them to the conversation prompts in exercise 5c or the Language for speaking box.

EXTENSION Invite a few pairs to act out their conversations in front of the class. Ask students who are listening to identify the problem and the solution. You could ask *Is it a good solution?*

Reading & Writing a hotel review

Exercise 7a

Text summary: An online hotel review which describes the hotel and local area and gives the writer's personal opinion.

- Write *a hotel review* on the board and ask students to look at the review in the book. Ask *Who writes a hotel review?* Elicit they are written by guests. Teach that the guest who writes a review is *a reviewer*. Refer students to the word *rating* and point to the stars. Teach *star* for this shape. Elicit that the hotel has four stars and this shows it has a good rating. Add *reviewer*, *rating* and *star* to the board. Drill all the words on the board.
- Ask students to look at the table. Explain that *points* has a similar meaning to *things*, and that *near the beach* is a good thing.
- Students work alone to read the review and complete the table. Allow plenty of time and monitor carefully that students are finding the correct information in the text.

EXTRA CHALLENGE Ask fast finishers to read the question in exercise 7b and start thinking about their answer.

Exercise 7b

- Put students into pairs to compare their tables.

- Read the question aloud and ask them to discuss with their partner. Encourage them to give reasons why using *because*, e.g. *It's a good hotel for me because the rooms are clean and it has got a nice swimming pool.*

EXTENSION Ask students to find examples of *but* in the review. Put them into pairs to discuss why the reviewer used *but* in each case (contrasting a positive point with a negative one: *It's near the beach, but the sea is not very warm in May./… beautiful walks near the hotel, but there aren't a lot of other things to do*). Students studied *but* in 5.1, so refer them there if they have forgotten how this connector is used.

EXTRA ACTIVITY Explain that the adjectives give a good idea about how the reviewer feels about the hotel. Ask them to underline all the adjectives in the review: *great*, *warm* (though used in negative *not very warm*), *nice*, *small*, *good*, *clean*, *lovely*, *beautiful*, *local*. Elicit which adjectives are positive and which are not. Ask: *Does the reviewer like the hotel?* Elicit from students which words tell them what the reviewer thinks.

ANSWERS

Good points: near the beach, nice swimming pool, good facilities, clean rooms, air conditioning in each room, the staff are lovely, beautiful walks
Bad points: sea not very warm in May, there aren't a lot of other things to do, one bus a day into town

Exercise 8a

- Refer students to the Language for writing box and ask them to read it carefully. This kind of grammatical labelling may be new to some students, so point out the colour coding and the meanings in brackets. Then refer students to the example sentences and ask *Which word is the subject? Which word is the verb?*, etc.
- Make the subject – verb – adjective/object order clear and point out that information about place and time is at the end of the sentence and commonly in that order (place, then time, e.g. *on the beach at 5 o'clock*). To check students have understood this order, write the following words on the board: *has got / in the city / My brother / a small flat*. Put students into pairs to identify the subject, verb, object and place information and put the sentence into the correct order. Elicit the sentence and grammatical labels: *My brother has got a small flat in the city.*

Exercise 8b

- Students work alone to find three more example sentences in the review. Ask them to check with a partner and decide which type in the Language for writing box each sentence is similar to.
- Elicit the answers from the class, together with subject, verb, adjective, object labels.

ANSWERS

1 **The staff are lovely./The rooms are clean.**
2 **It's near the beach./A bus goes to the local town, Nikiti.**
3 **The hotel has a nice swimming pool.**

Exercise 9a

- Ask students to read the first sentence. Elicit which is the first word in the sentence (which by now they can identify from the capital letter) and elicit that this is the subject. Ask them to find the verb (*has*) then elicit what comes next. Elicit or teach the meaning of *too*.
- Ask students to work alone to complete the exercise.

Exercise 9b

- Put students into pairs to compare their answers.
- Check answers and elicit the subject, verb, etc., too.

ANSWERS

1 **The hotel has a cinema, too.**
2 **The waiters are very friendly.**
3 **Our room doesn't have a big bathroom.**
4 **The train doesn't go to the university.**

Exercise 10a

- Tell students to think about a real hotel. This could be in their home town or a hotel they know from a holiday. Ask them to read questions 1–5 and answer about their hotel. Check they understand *places of interest*. Allow plenty of time for this preparation stage. Students could write their answers, either in full or in note form.
- Monitor and assist with new vocabulary. Allow use of bilingual dictionaries, but check students are finding appropriate/correct words for what they want to say.

Exercise 10b

- In their pairs, students talk about their hotels using their notes from exercise 10a. Refer to the hotel review to remind them of the kind of things to say.

FEEDBACK FOCUS The main focus is on the word order in students' sentences, so note any errors to correct in feedback together after exercise 11a.

Exercise 11a

- Students have prepared well and should now be ready to put the information in writing in the form of a hotel review. Refer students to the review in exercise 7a and remind them to use adjectives and write about both good and bad points. You can also ask them to give the hotel a star rating.
- Monitor and assist struggling students. Correct word order errors as you monitor, but also make a note of common ones for a correction stage at the end.
- Give a time limit to the end of the task and encourage fast finishers to check their work carefully.
- Write common word order errors on the board and elicit corrections. Give students another minute to check and correct any errors in their reviews.

Exercise 11b

- Put students into small groups of 3–4 (preferably different students to the pairs in exercise10a) and ask them to pass their reviews around the group for everyone to read.
- When students have read the reviews, ask them to discuss the question: *Which hotel do you like?* Remind them to give their reasons for liking or not liking a hotel.
- Elicit answers to the question and help students express their likes and dislikes. You could make a display of the hotel reviews, grouped according to star rating.

EXTRA ACTIVITY Put students into pairs to think of a very bad hotel (from their imagination and general experience). Ask them to make a list of hotel problems. If necessary, help by eliciting words such as *dirty*, *broken*, *noisy* and also the structures *There isn't a/an/There aren't any*. Then the pairs

write a review of this bad hotel. They can use the questions in exercise 10a to prompt them. In small groups, students read other pairs' reviews and judge which hotel to write a *DO NOT GO THERE* warning next to on the review website.

6.5 Video

House searching

Presenter Hi there. My name is Louise and I want to find a new house. I live in Bristol in the west of England and I love the place. Bristol has got a population of 437,000 and it's a great city for young people. There are a lot of things to do. There are cinemas, museums and lots and lots of shops. But one problem is that houses and flats are expensive. It isn't easy to find a good flat in Bristol.
Lyndsay Mornay is an estate agent. She has got some houses and flats to show me today. This is a typical city flat. This is the living room. It's big and it's got a large window so there's a lot of light. It's got a table, chairs, an old sofa and a bookcase. Next to the living room is the kitchen. It's very small. It's got an oven, a fridge, a sink and a washing machine. The bedrooms are very different. The big bedroom's got a double bed, a wardrobe and a chest of drawers. In the small bedroom there's a desk and a sofa. In the bathroom there's a bath, a shower, a toilet and a sink.
OK, it's a nice flat. It's got everything and it's in a lovely area. But it's small and at £850 a month it's very expensive. Flats in the city aren't cheap. But there are other places. Flats and houses outside of the city are usually quite big and the rent is cheap. So, let's go and see one.
This house has got two bedrooms and a lovely garden, and is around ten minutes from the village shop. This is the living room. It's a really nice room. There's a sofa, a TV and a coffee table. This is the dining room. There's a large, wooden table and six chairs. And this is the kitchen. It has an oven, a big sink and an old table and chairs. This is the master bedroom and this is the guest bedroom. They are both quite big and they have both got a bed, a wardrobe and a chest of drawers. But my favourite thing about the house is the garden. It's beautiful and it's got lovely flowers.
I love Bristol. It's a great city and there are lots of things to do. But the flats are very expensive. This village is small. There's only one shop. There aren't any cafés or restaurants, and there isn't a cinema or a gym. But it's really pretty and the house is amazing. I love it here!

VIDEO ANSWERS

Exercise 1a
bedroom, living room, kitchen

Exercise 1b
a sofa, an oven, a chest of drawers, a window, a chair, a bed, a TV, a bookcase

Exercise 2
1 T 2 T 3 F 4 F 5 T 6 T

Exercise 3a
1 big 2 window 3 small 4 sofa 5 a bath and a shower 6 month

Exercise 3b
1 ten 2 coffee table 3 six 4 big 5 wardrobe 6 small 7 a shop 8 restaurants

Review

ANSWERS

Exercise 1a
Facilities in a town: bank, museum, park, shop
Facilities in a hotel: air conditioning, iron, safe, Wi-fi
Furniture: bed, chair, sofa, table

Exercise 1b
table – kitchen, dining room
bed – bedroom sofa – living room
chair – kitchen, dining room

Exercise 2a
1 There's 2 There's 3 There isn't 4 There's
5 There are 6 There isn't 7 There's 8 There aren't

AUDIOSCRIPT 6.20
1 There's a big bed.
2 There's a fridge.
3 There isn't a sofa.
4 There's a table.
5 There are four chairs.
6 There isn't a bath.
7 There's a shower.
8 There aren't any books.

Exercise 3a
1 Austria 2 small 3 restaurants, cafés, shops
4 swimming pool, park 5 walk
6 restaurant, gym, Wi-fi

AUDIOSCRIPT 6.21
A So, this hotel is in Lech am Arlberg in Austria. It's in the mountains.
B Is it a big town?
A No, it isn't.
B What facilities has it got?
A Oh, there are lots of restaurants and cafés and there are nice shops.
B OK. And are there things for children to do?
A Yes, there's a swimming pool and a park.
B And what other things do people do there?
A Well, people walk in the forest and in the mountains. They're very near to the town.
B And the hotel? What facilities has it got?
A It's a lovely hotel. There's a restaurant and a gym.
B Is there Wi-fi?
A Yes, there's Wi-fi in all the rooms.
B OK, that sounds great.

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

Exercise 5a
1 any 2 Each 3 All 4 Each 5 all 6 a 7 a 8 any

Exercise 5b
1 they don't 2 there is 3 I haven't 4 there are

7

Skills and interests

Unit overview

Language input

can/can't (CB p66)	• *She can paint.* • *They can't drive.*
Can you …? (CB p68)	• *Can you use a computer? Yes, I can/No, I can't.*
like + -ing (CB p70)	• *What do you like doing in your free time? I like going out.*
Grammar reference (CB pp128–129)	

Vocabulary development

Skills (CB p66)	• *paint a picture, speak Japanese, …*
Abilities (CB p67)	• *cook, run, sing, …*
Adverbs of manner (CB p69)	• *well, badly, fast, slowly*
Hobbies (CB p70)	• *go to the cinema, read, …*

Skills development

Listening: the schwa sound /ə/ (CB p67)
Reading: scanning for specific information (CB p69)
Speaking: simple requests (CB p72)
Writing: a post on a social media website (CB p73)

Video

Documentary: An unusual hobby (CB p74)
Vox pops (Coursebook DVD & TG pp221–222)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Abilities (TG p178 & TSRD) • Vocabulary: Do you like …? (TG p193 & TSRD) • Communication: Excuse me! (TG p208 & TSRD)
Tests	• Unit 7 test (TSRD)
Unit 7 wordlist (TSRD)	

7.1 She can paint

Goals

- Use *can* and *can't*
- Talk about your abilities

Lead-in

- Put students into groups to make a list of all the English words they know for animals (they learnt *cat*, *dog*, *goldfish*, but they may know some more).
- Elicit words from the class. Make sure *bird* is included in the list as students will see a bird in the photos in this lesson. Teach any other new animal words, using images from the internet or a quick sketch on the board.
- Tell students this lesson includes a text about an animal with an unusual ability. Check they understand the meaning of *ability*.

Reading & Vocabulary skills

Exercise 1

- Put students into pairs and ask them to read the questions. Give an example to demonstrate how to do the exercise: *I know a clever dog. He's my sister's dog. He opens doors!* Mime this action if necessary.

EXTRA SUPPORT Students may not know all the words to explain why the animal they know is clever. Ask them to mime what the animal can do and give them the English words they need for the action.

- Elicit any answers from the class and help them explain why the animal is clever.

Exercise 2a

Text summary: An article about a gorilla called Koko who has unusual abilities. The text explains the different things Koko can do.

- Point to the photo and say *This is Koko. She's a gorilla.* Elicit the meaning and strength of the adjective *amazing* in the title of the text (they learnt this word in Unit 5). Ask students to read the text to find out the writer's reasons for using this adjective about Koko.
- Elicit ideas from the class.

ANSWERS

She understands language. She uses her hands to say things. She paints pictures and she plays the electric piano.

Exercise 2b

- Pre-teach the noun *sign* by referring students to the picture of hands doing sign language at the bottom of the text (the sign means *word*). Drill pronunciation /saɪn/. You could also elicit or teach *paintbrush* and *piano*.
- Ask students to read questions 1–4 and find the answers in the text.

EXTRA SUPPORT Help students remember the kind of information needed to answer each of the *Wh-* questions: *Where* (place), *What* (thing), *How* (the way she does it), *What does she do* (action). Point out that there are two videos mentioned in the text, so they need to find what she does in each one. This kind of predicting can help them find the answers.

- Elicit the answers from the class as full sentences.

ANSWERS

1 She lives near Santa Cruz in the USA.
2 She can understand language.
3 She uses her hands.
4 In one of the videos, she uses a paintbrush and paints a picture of a bird. In another video, she plays an electric piano.

Exercise 3

- Refer students to the verbs in the box. Ask if any are unknown and elicit or teach meanings as necessary.
- Ask students to work alone and write the verbs next to the matching nouns 1–8. Show them that number 1 has been done as an example. (To be clear, you could point out that *Japanese* in number 6 is the Japanese language.)

WATCH OUT! Most of these verb + noun combinations are in the text and the verb *drive* was used in Unit 4 (remind students if necessary), which leaves *ride* as the only verb left to make the final verb + noun combination: *ride a bike*.

- Elicit the verb + noun combinations then drill the phrases.

ANSWERS

1 remember 2 understand 3 paint 4 play 5 use 6 speak 7 drive 8 ride

Exercise 4a

- Read out the example phrase and elicit more nouns. Ask them *What can you remember?* (*someone's name/a telephone number/a word*, etc.).
- Put students into pairs and ask them to think of one more noun for each verb, but more if possible. Give another example if necessary, e.g. *paint a picture/paint a house*. (Example answers: understand + school subjects/languages/someone; play + instruments/sports/cards; use + most objects, e.g. a computer/a mobile phone/a dictionary; speak + other languages, e.g. Polish, Arabic; drive + a car/a bus/a train; ride + a motorbike/a horse. Some of these nouns might be new to students.)

Exercise 4b

- Put two pairs of students together to compare their nouns. You could ask them to find combinations which are the same and different.
- Write the verbs on the board and invite students to come and write nouns next to them. Check that the nouns are correct. You may need to correct spelling errors.

Grammar & Speaking *can, can't*

Exercise 5

- Ask students to read sentences 1–4.

EXTRA CHALLENGE Strong students can try to remember whether these sentences are true or false before they read.

- Students read the text again and answer true or false.

ANSWERS

1 True 2 False 3 False 4 False

Exercise 6

- Ask students to underline *can* and *can't* in the sentences in exercise 5, then use these to help them complete the Grammar focus box. Elicit answers from two students.
- You could check students fully understand *ability* and how it relates to *can/can't*. Give examples from the text: *Koko can understand instructions.* Ask *Has she got the ability to understand instructions?* (yes). *Koko can't speak.* Ask *Has she got the ability to speak?* (no).

PRONUNCIATION Model and drill *can* and *can't*, paying attention to the negative to ensure students make the long /ɑː/ sound and the /t/: /kɑːnt/. Without this careful differentiation, people could think they are saying they can when they can't.

ANSWERS

1 can **2** can't

- Refer students to *Grammar reference* on p128. There are two more exercises here that students can do for homework.

Exercise 7a

- Refer students to the photos of clever animals. Elicit the animal words from the class (*dog*, *cat*, *bird*). Then ask students to read the sentences about these animals. Elicit or teach the meaning of *rules* in sentence 3.
- Ask students to decide whether *can* or *can't* is true in each case and circle the correct option. Point out that there is *but* in each sentence, which shows the two ideas are contrasting, i.e. one *can* and one *can't* in each sentence.

Exercise 7b

- Put students into pairs to compare their answers.
- Nominate three students to read out one sentence each, including their circled words. Check answers are correct.

ANSWERS

1 can **2** can't **3** can't **4** can **5** can **6** can't

Pronunciation sentence stress: *can, can't*

Exercise 8a 7.1

- Play track 7.1 and ask students to listen to the sentences and decide which word is stressed: *can* or *can't*.
- Elicit the answer from a student. Point out that in sentence 1 the stressed words are *Koko*, *use* and *paintbrush* because these key words carry the meaning and information in the sentence. For this reason, *can* is pronounced very quickly and the vowel sound is reduced: /kən/. Model this: first just /kən/ on its own and then in the whole sentence. *Can't* gives key information in the sentence, so it is stressed.

ANSWER

can't is stressed

Exercise 8b 7.1

- Play the track again, pausing after each sentence for students to repeat.

Exercise 8c

- Put students into pairs and refer them to the sentences in exercise 7a. Ask them to say the sentences aloud to practise stressing *can/can't* correctly.

EXTRA SUPPORT Ask students to mark the stressed words (with a mark over the vowel of the stressed syllable) before they try to say the sentences.

- Monitor and correct any errors with sentence stress.

Exercise 9a

- Ask students to read the four sentences and choose *can/can't* to make them true for themselves. Point out they need to choose between *but* and *and* depending on whether they have two contrasting or similar ideas in their sentence.
- Allow plenty of time for students to work alone on this exercise. Monitor to check they are making logical sentences in terms of *and* and *but*.

Exercise 9b

- Ask students to think of other skills and abilities they have and make their own sentences. Refer them to the verbs and nouns in exercise 3, and their ideas for other nouns in exercise 4, to help them get ideas.
- When students have written two more sentences, put them into pairs to compare the sentences they have made. You could tell them their aim is to find out any skills they have which are the same as their partner's.
- Elicit from pairs of students the skills they have which are the same, e.g. *We can …* (You could also elicit any skills which they both don't have, e.g. *We can't …)*

EXTENSION Ask students to write down two of the skills in the sentences in exercise 9a, e.g. *speak Spanish*, *ride a motorbike*. Tell students to mingle and say the two skills to as many other students as possible. Their aim is to find people who can do the two things they chose and write their names down. So one student says *speak Spanish* and the student they are talking to says either *I can speak Spanish* or *I can't speak Spanish*. Tell them they have five minutes only. For feedback, elicit names of students and what they can do.

Vocabulary & Speaking abilities

Exercise 10a 7.2

- Ask students to look at the photos and read the verbs while you play track 7.2. Point out the spelling of *write*, i.e. that it has a silent *w*.

Exercise 10b 7.2

- Play track 7.2 again, pausing after each verb for students to repeat.

Exercise 11a

- Ask students to read the instruction and the example. Then put them into pairs to use the verbs in exercise 10a to talk about their abilities.

EXTRA SUPPORT Allow weaker students some thinking time to plan what they want to say about each verb. It is better if they don't write their sentences as the focus is on speaking.

- Allow plenty of time for students to share their skills. Tell them they can make notes of their partner's skills as they need to remember them. Monitor students' conversations and note any errors to correct after exercise 11b.

Exercise 11b

- Put students into new pairs so they can tell each other about their first partner's skills. Refer them to the example and encourage them to try to use *and* and *but*.
- Elicit sentences from students about their first partner's skills to round off the exercise. Try to elicit something about each student if your class is not too big.
- Correct any errors with the class, eliciting the corrections from students where possible.

Listening skills the schwa sound /ə/

Ask students to read the information. Be careful when you model the example words that you show the schwa sound which has totally relaxed lip, tongue and jaw position. You could say each word in its full pronunciation, followed by its unstressed version to clearly illustrate the difference, e.g. *can* /kæn/, /kən/, *are* /ɑː/ /ə/.

Exercise 1 7.3

- Play track 7.3 and ask students to listen to the phrases and identify the schwa sounds (one in each phrase). Pause after number 1 and elicit whether students heard the schwa sound. You may need to play this first phrase again as the idea of this sound is quite new for students. Elicit that the *a* is a schwa sound.
- Play to the end of the track for students to complete the exercise, pausing if necessary to allow thinking time.
- Elicit answers from students.

EXTRA ACTIVITY You could ask students to mark the main word stressed in each phrase, playing the track again if necessary. It could help some students to see visually that all the schwa sounds are in the unstressed words.

ANSWERS

1 a paintbrush 2 from Spain 3 of course
4 an easy job 5 black and blue 6 stay at home

Exercise 2 7.4

- Allow time for students to read the sentences. Tell them they will hear more than one schwa in them.
- Play track 7.4 and ask students to listen to the sentences and underline the words they hear with a schwa sound.

EXTRA CHALLENGE In pairs, stronger students could predict before listening which words they think will have a schwa.

- Students could compare the words they have underlined in pairs before you elicit the answers.

EXTRA ACTIVITY As in exercise 1, ask students to mark the main stresses on the sentences.

ANSWERS

1 Koko can play an electric piano.
2 The boys have lunch at school.
3 The shops are closed from one to three.
4 There are lots of cafés and parks in this town.

Exercise 3a 7.5

- Ask students to read the text. Elicit what they think the missing word is in number 1. Point out that all the missing words are unstressed, so they need to listen for schwas.
- Play track 7.5 and ask students to listen to the speaker and complete the text. Don't pause this first time, but play the track again and pause at the end of each sentence to allow extra time for students to write.

Exercise 3b

- Put students into pairs to compare their answers.
- Elicit answers from the class, asking different students to read out one line of the text at a time. Model how the word sounds with a schwa each time if possible.

ANSWERS

1 a 2 an 3 can 4 and 5 and 6 can 7 to 8 for
9 are 10 From 11 To 12 A 13 A 14 From

AUDIOSCRIPT 7.5

My neighbours have a parrot, Murphy. He's an amazing bird! Murphy can sing and speak, too. He likes dancing and he can listen to The Beatles for hours. There are two songs Murphy loves, *From Me to You* and *She's a Woman*, but he hates *With a Little Help from My Friends* – nobody knows why!

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 He can play the piano.
2 She can't ride a bicycle.
3 You can cook.
4 I can paint.
5 They can swim.
6 We can't sing.

Exercise 2

1 can ride, can't drive
2 can't use, can paint
3 can speak, can't read
4 can play, can't do
5 can fly, can't play
6 can remember, can't remember

7.2 Can you help?

Goals

- Use *can* to ask and answer about abilities
- Use adverbs of manner

Lead-in

- Put students into small groups and ask them to try to remember any of the skills and abilities of students in the class (from the exercises in 2.1). Elicit ideas in full sentences, e.g. *(Name) can drive a bus.*
- Make a list on the board to use later in the lesson.

Listening & Grammar *Can you …?*

Exercise 1a

- Pre-teach *volunteer* (which can be a noun, verb and adjective). Mark the stress and drill pronunciation /ˌvɒlənˈtɪə/. Elicit or explain that this is when a person works, but isn't paid. You could briefly tell students about any volunteering you do or someone you know does, and elicit examples from the class.
- Put students into pairs and give them a few minutes to ask and answer the questions about volunteer work.
- Elicit answers from the class. You could ask them to report what their partner said to practise third person pronouns and verb forms (adding *s*).

Exercise 1b

Background note: Zanzibar is actually two islands, located off the east coast of Africa, and it is part of Tanzania. The population is around 1 million and the language is Swahili.

- Ask students to look at the photo and the title of the text. Elicit that the animals in the photo are dolphins and drill this word /ˈdɒlfɪn/.

PRONUNCIATION You could point out that *ph* in written English is almost always pronounced /f/.

EXTRA SUPPORT You could also teach *research project* to help students understand the job before they read. Stronger students can read the text and work out what the job involves.

- Ask students to read the advert and the questions. Point out the two words explained at the bottom of the text. Students can answer the questions in their pairs.
- Elicit full sentence answers from the class.

WATCH OUT! Check understanding as you go through the answers. Sometimes students are able to copy the correct information without really understanding it, e.g. they may see that *teach English to tourist guides* is a job, but you need to check they understand what a *tourist guide* does and teach this vocabulary if you discover it is new to them.

- Of course, students will have different opinions in answer to the last question. Make sure you help them explain their reasons (e.g. *It's good because you go to Zanzibar. Zanzibar is hot and beautiful. It's good because you see dolphins. It isn't good because it's expensive.*).
- Drill new vocabulary: *research* /ˈriːsɜːtʃ/, *project* /ˈprɒdʒekt/, *behaviour* /bɪˈheɪvɪə/, record /rɪˈkɔːd/.

ANSWERS

1 The project is in Zanzibar.
2 The different jobs are to record numbers of tourists and dolphins, watch dolphins, take photos of dolphins, teach English to tourist guides and drive.
3 In your free time, you can visit the island.
4 It costs €800 for two weeks.
5 Students' own answers

Exercise 2a 7.6

Audio summary: An interview between Jack (a young man who is applying for the volunteer job in the advert) and an interviewer who asks Jack about his skills and abilities

- Ask students to read the instruction in the book. Teach the meaning of *interview*. Check they understand they need to listen for Jack's skills and abilities to decide if he is a good person for the job.
- Play track 7.6 and ask students to listen to the interview and answer the question. Play again, pausing after Jack's sentences, to allow time for students to make notes.
- Elicit Jack's abilities from the class. Note that the verb *type* is explained in exercise 2b.
- Ask some students for their opinion, *Is he a good person for the job in the advert?* Encourage them to say why.

EXTENSION You could also ask students what Jack said about driving (he can't drive, but he can learn fast). Elicit why Jack says *but* (two contrasting pieces of information – negative and then positive).

ANSWERS

He can swim.
He can type, but slowly.
He can use computer programs.
He can use a camera.

AUDIOSCRIPT 7.6

I OK Jack, and can you swim?
J Yes, I can. I can swim well.
I OK, great. And are you good with a computer?
J I type quite slowly, but I can use different computer programs.
I Good. And can you drive?
J No, I can't. But I can learn. I'm a fast learner.
I Great! And can you use a camera?
J Yes, I can. I like photography a lot.

Exercise 2b 7.6

- Ask students to read the whole conversation.

EXTRA CHALLENGE Strong students can try to complete the conversation before they listen again. You could write the missing words in random order on the board for them to choose from.

- Play track 7.6 again, pausing after Jack's sentences to allow extra time for students to write the answers.
- Elicit missing words 1–6 from the class and play the track one more time so they can hear them in context again.

WATCH OUT! Refer students to the definition of the verb *type*. You can mime this action to make sure they understand. Students also learnt the noun *type* in Unit 5 talking about *fashion types*, so if they ask about this, make it clear that these words which look and sound the same are totally different and not connected in meaning.

ANSWERS

1 swim 2 good 3 use 4 drive 5 camera 6 like

Exercise 3a

- Ask students to read the Grammar focus box and complete it using the interview.
- Students can compare answers in pairs before you check with the class. You could point out that the grammar rules for *Can* questions are the same as for *Do* questions, i.e. the word order is the same and we use the verb in the infinitive without *to*. The short answer rules are the same, too.

ANSWERS

1 Can 2 can 3 can't

- Refer students to *Grammar reference* on pp128–129. There are two more exercises here that students can do for homework.

Exercise 3b

- Ask students to read the instruction and example question with *Can*.

EXTRA SUPPORT Do another example with the class as a demonstration.

- Students work alone to make questions. Monitor and check they are using the correct word order.
- Put students into pairs to compare their answers.

- Elicit questions from the class.

EXTRA CHALLENGE Ask fast finishers to choose three of the skills in 7.1 exercise 3 and write a question with *can* for each one.

ANSWERS

1 Can you speak English?
2 Can you use a camera?
3 Can you swim?
4 Can you teach English?
5 Can you drive?

Pronunciation *can, can't* in questions and statements

Ask students to read the information. Then play track 7.7 and ask them to listen to the examples. Remind them that in positive sentences, the main verbs are stressed, not *can* (they learnt this in 7.1 exercise 8a). Point out that *can't* is always pronounced with a long vowel sound, never a schwa.

Play the track again to focus on the sentence stress patterns, the weak schwa sound for positive and question forms and the full forms of *can* and *can't* in short answers and negatives.

Exercise 4a 7.8

- Play track 7.8 and ask students to listen to the sentences. Pause after each sentence for students to repeat. Correct any mistakes you hear by drilling the whole class.

Exercise 4b

- Put students into pairs to practise saying the sentences. Ask them to monitor their partner's pronunciation.
- Monitor and ensure students are placing the word stress correctly and making weak forms /kən/ for sentences 1 and 2. Students need plenty of practice of this as it may be quite a new concept.
- You could also drill the sentences with the class in various ways: all the female students, all the male students, the front half of the class, the back half of the class, etc.

Exercise 5

- Put students into pairs to take turns to interview each other for the job in Zanzibar using the questions in exercise 3b. Encourage students to make the weak form of *can* for the questions.
- Read aloud the question *Is your partner a good person for the job in Zanzibar?* You could put students into new pairs and ask them to talk about the answer to this question, explaining to their new partner the things their first partner can and can't do. Give an example sentence: *(Name) is a good person for the job because he can swim and he can drive.* (Be careful to model the weak form of *can*.) Alternatively, just elicit these sentences from the class.

EXTENSION You could ask students to think about how they would ask a *Can* question using third person singular, i.e. not asking a person directly about their own skills, but asking another person to report what they know. Elicit *Can he/she …?* Also elicit the short answers: *Yes, he/she can. / No, he/she can't.* Students can then practise these questions and answers in pairs to talk about their first partners.

Vocabulary & Speaking adverbs of manner

Exercise 6a

- Ask students to read the instruction and the questions. Refer them back to the conversation in exercise 2b to find the information about Jack to answer the questions.
- Elicit answers from the class

ANSWERS

1 Yes, he is. 2 No, he isn't. 3 well, slowly

Exercise 6b

- Explain that the focus of the lesson is now on adverbs, which are words that give information about verbs. Refer students to the table and use *bad* as an example. The adjective gives information about a noun, e.g. *a bad hotel. Badly* is the adverb. This gives information about a verb, e.g. *He drives badly.*
- Ask students to use the conversation in exercise 2b to help them find the missing adjective and adverbs in the table. Monitor and assist by giving the verb (*type*, *swim*) and noun (*learner*) that they need to look for.
- Elicit answers from the class.

WATCH OUT! Point out that you can add *-ly* to the end of adjectives to make many adverbs (*slowly*, *badly*), but not all. The adverbs *well* and *fast* are two irregular examples which they will have to learn.

ANSWERS

1 slowly 2 well 3 fast

Exercise 7

- Ask students to read the sentences and complete them with the words in the box.
- Elicit answers from the class.

! Point out the position of the adverbs. Adverbs go after the verb but also after verb phrases, so we don't say ~~I can drive well a car~~. In this case, it's important that *drive* and *a car* stay together. You could give other examples: *I can play the piano fast. He can paint a picture slowly.*

ANSWERS

1 well 2 slowly 3 badly 4 fast

Exercise 8a

- Students work alone to make sentences from the jumbled words, putting the adverb in the correct position. Point out that one of the sentences is a question.
- Do the first sentence together as a demonstration. Elicit which is the first word: *He* (capital letter) and then the next *reads* (verb), and then complete the sentence.
- Allow plenty of time for students to complete the exercise. Monitor and correct any word order mistakes.

Exercise 8b 7.9

- Play track 7.9 and ask students to listen to the sentences and check their answers. Pause after each sentence to allow time for students to correct any errors.
- As another check of learning, write this question on the board: *Can he fast type?* Elicit that it is incorrect and what the correct word order is (*Can he type fast?*).

ANSWERS/AUDIOSCRIPT 7.9

1 He reads very slowly.
2 She can type fast.
3 He speaks French badly.
4 I can't play tennis well.
5 Can she understand English well?

Exercise 9

- Put students into pairs to talk about their own skills and abilities. Ask them to take turns to say a sentence. Refer them to the example and remind them to include adverbs from the box, too.
- Monitor as students do the exercise and make a note of any errors with word order or pronunciation. Students should be using the weak form of *can*, but may forget now as they are concentrating on adverbs. Remind them of this at the end and drill some of the sentences you heard, modelling and insisting on the weak form of *can*.

EXTRA ACTIVITY Ask students to continue talking about their skills in pairs, using ones they remember from 7.1 exercises 3 and 4a (or they could look at page 66). Remind them to use adverbs, with or without *very*. Monitor and then elicit some of these skills, asking them to report about their partner's skills, e.g. *(Name) can play football well.*

Exercise 10a

- Put students into pairs and ask them to read the job advert. Check they understand *tourist information centre*, *receptionist*, *foreign*.
- Ask students to prepare interview questions as in the conversation in exercise 2b. Refer them to the example questions. Tell them their questions can include *can*, but they can ask other questions, too.

Exercise 10b

- Put students into new A/B pairs. Tell Student A to be the interviewer and ask Student B their prepared questions.
- Monitor for any errors and ensure students swap roles after the first interview.

Exercise 10c

- Conduct feedback with the class by nominating a number of students to answer the question. You could also ask students to give feedback to the student they interviewed, e.g. *You are the right person for the job because you can …*

Reading skills scanning for specific information

Ask students to read the information about scanning. Ask questions to check understanding: *Is scanning fast or slow?* (fast) *What do we scan for?* (words and numbers).

Exercise 1

- Ask students to read and complete the gaps using the words in the box.
- Elicit answers from the class. Explain that the highlighted information answers the questions *What is the name of the film? Where is it on? What time's it on?* To find out this information quickly, we need to read fast to find words (which in this case are names and places, so have capital letters) and numbers (because the information is a time).

ANSWERS

a place b name of film c time

Exercise 2a

- Write *the job* and *the place* on the board. Then tell students they have ten seconds to read the advert and find the two pieces of information.

Exercise 2b

- Put students into pairs to compare their answers.
- Elicit the answers. Ask students if they could find the information in ten seconds. Point out the capital letters which start the names of the job and the place. It is important they notice this in order to scan effectively.

ANSWERS

a English teacher b Brighton

Exercise 2c

- Ask students to read the question then tell them to find the answer as quickly as they can.
- Elicit the answer from one of the fast finishers. Ask how they found the answer fast (because they looked for a number – the age).

ANSWER

twelve to sixteen year-olds

Exercise 3a

- Put students into pairs and tell them to cover the photo of the car and the advert. Ask them to read the questions, and explain these are about a car they want to buy (and they want to know the answers).
- Ask students, in their pairs, to predict what they need to scan for, e.g. 1 the make of car (a word starting with a capital letter) 2 the age/date (a number) 3 a colour (a word) 4 the price (a number and currency symbol) 5 the place (a word with a capital letter).

Exercise 3b

- Tell students that this time they have a time limit of twenty seconds to find the information in the advert. Say *3*, *2*, *1*, *go* and time the exercise. Count down the final five seconds.
- Students could check in pairs who has the most answers.
- Ask if students were successful at finding all the necessary information. Point out there are words they don't need to read at all because they only need the answers to the questions. Elicit the answers and elicit or point out what they scanned for each time.

DICTIONARY SKILLS Write some of the new vocabulary/phrases on the board: *grey leather seats*, *registered*, *or near offer*, *London area*. Give students dictionaries to look up any words they don't know. Check phrases as a class when they have tried to find the meanings for themselves.

ANSWERS

1 Mercedes R230 2 From 2012 3 red
4 £15,000 or near offer 5 London area

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 use 2 type 3 can't 4 read 5 can you 6 can't
7 drive 8 Yes 9 use 10 swim

Exercise 2
1 Can he drive a car?
2 Can you swim well?
3 Can she ride a motorbike?
4 Can they understand the instructions?
5 Can this phone take photographs?
6 Can they use a computer well?

7.3 I like going out

Goals
- Use *like* + *-ing*
- Talk about your hobbies

Lead-in
- Students need to fully understand *hobbies* for this lesson. Give examples of your own hobbies: *In my free time, I read books and I play tennis with my friend.* Write the sentence on the board, underline the activities and say *my hobbies*.
- Put students into pairs or small groups and ask them to brainstorm any free-time activities they can think of in English.
- Elicit hobbies from the class and make a list on the board.

Vocabulary & Speaking hobbies

Exercise 1a 7.10
- Explain that the infographic shows things people in the USA and the UK do in their free time. Point out that these are in order of popularity, with the most popular activity being number 1. Elicit the word *hobbies*.
- Refer students to the USA half of the infographic and ask them to look at the pictures and verbs/phrases to understand the activities.
- Play track 7.10, pausing after each verb/phrase for students to repeat.

AUDIOSCRIPT 7.10
1 travel
2 cook
3 watch sport/play sport
4 play video games
5 shop online
6 take photos
7 make things
8 go on Facebook/go on Twitter

Exercise 1b
- Refer students to the UK side of the infographic. Some pictures are labelled. Students add labels to the other pictures using the verbs in the box.
- Check students understand *go out with friends*. You could elicit places they go with their friends in the evening – generic or real places in their town.
- Put students into pairs to complete the exercise.

Exercise 1c 7.11
- Play track 7.11 and ask students to listen to the verbs/phrases and check their answers. Play again, pausing after each verb/phrase for students to repeat.

ANSWERS
1 read 2 work in the garden 3 go out with friends
4 go to the cinema/theatre

AUDIOSCRIPT 7.11
1 read
2 watch TV
3 travel
4 work in the garden
5 listen to music
6 cook
7 go out with friends
8 play sport
9 go to the cinema/go to the theatre

Exercise 1d
- Put students into A/B pairs to test each other on the verbs. Student A can test Student B on the USA list, and Student B can test Student A on the UK list.
- Correct pronunciation errors as you hear them, but make a note of any common ones to drill with the class.

EXTENSION Drill the class by saying a country and a number, e.g. *The UK number 5*. Students say the verb/phrase for the hobby. Then nominate a student to choose a country and number. Continue until all or most of the hobbies have been said.

EXTRA ACTIVITY Tell students to look at the infographic for 1 minute to try to remember the order of the hobbies from 1–8/9. Then put students into A/B pairs. Student A has the USA list and Student B has the UK list. Ask them to take turns to test each other on the hobbies, e.g. *What's number 1? It's read. Yes./What's number 2? It's play video games. No, it isn't. It's cook.*

Exercise 2a
- Refer students to questions 1–3 then put them into pairs and ask them to use the infographic to answer the questions.

EXTRA SUPPORT Tell students how many hobbies to look for in answer to each question: 1 six hobbies, 2 six hobbies, 3 three hobbies.
- Allow plenty of time for this exercise as students have to find out what is the same and different between the two countries. Elicit answers from the class: students can just say the words for the hobbies.

ANSWERS
1 watch sport, play video games, shop online, take photos, make things, go on Facebook/Twitter
2 read, watch TV, work in the garden, listen to music, go out with friends, go to the cinema/theatre
3 travel, cook, play sport

Exercise 2b
- Ask students to read the question and refer them to the example to show them what to do. Allow plenty of time for students to discuss the answer.
- Elicit answers from the group. Alternatively, pair students again so they are working with someone different. Ask them to report to their new partner what their first partner told them, e.g. *Martin's friends play football.*

Grammar & Speaking *like + -ing*

Exercise 3a 7.12

- Point to the photos and tell students they are going to hear Anja and Marcin talking about their hobbies.
- Ask students to read the question and check they understand they are listening to find out whether Anja and Marcin have the same hobbies.
- Play track 7.12 and ask students to listen to the conversation and answer the question.
- Elicit answers from the class.

ANSWERS

No. Anja likes swimming and taking photos; Marcin reads and listens to music.

AUDIOSCRIPT 7.12

M Do you have any hobbies, Anja?
A Yes. I like swimming and taking photos.
M What do you take photos of?
A People, usually. And you? What do you like doing in your free time?
M Umm … not a lot.
A Do you go out often?
M No, I don't like going out. I like reading and listening to music at home.

Exercise 3b 7.12

- Ask students to read sentences 1–3 in preparation for the listening exercise.

EXTRA CHALLENGE Strong students could try to remember the information and circle the words before they listen.

- Play track 7.12 again for students to circle the correct words/phrases. Elicit answers from the class.

ANSWERS

1 people **2** doesn't like **3** listening to

Exercise 4

- Refer students to the Grammar focus box and ask them to read it carefully. Tell them they need to focus on the verb + *-ing* forms in sentences 1–3 in exercise 3b to help them complete the spelling rules. Allow enough time for students to find the examples in the sentences.
- Elicit answers and say each spelling rule aloud to highlight how the spelling changes, e.g. *swim* (a vowel and a consonant) to *swimming* (double consonant).
- Point out the note at the bottom of the box. The focus is on *like* + *-ing*, but we also use *like* with nouns.

ANSWERS

1 going **2** taking **3** swimming

- Refer students to *Grammar reference* on p129. There are three more exercises here that students can do for homework.

Exercise 5a

- Ask students to read the conversation, which they listened to in exercise 3. Students work alone to circle the correct words, but can compare answers in pairs.

Exercise 5b 7.12

- Play track 7.12 again for students to check their answers.
- You could point out that when the verb is the same in two parts of a sentence, we don't need to repeat it, e.g. *I like reading and listening to music* and not *I like reading and I like listening to music.*

ANSWERS

1 have **2** swimming **3** taking **4** doing **5** go **6** going **7** reading **8** listening

Exercise 6a

- Ask students to read the two new conversations. Point out that the verbs they need are in brackets.
- Students work alone to decide on the correct form and complete the conversations. Remind them of the spelling rules in the Grammar focus box in exercise 4 and allow extra time for students to check their spellings.

Exercise 6b 7.13

- Play track 7.13 for students to check their answers. Pause after each word and elicit the spelling.

ANSWERS

1 going **2** being **3** go **4** seeing **5** doing **6** getting up **7** going **8** having

AUDIOSCRIPT 7.13

1
A Do you like going out in the evening?
B Yes, I do. But my husband likes being at home.
A Oh. I often go out in the evening. I like seeing my friends.

2
A What do you like doing at weekends?
B I like getting up late and going shopping. And you?
A Oh. I'm always bored at the weekend. I like having lots to do.

Pronunciation linking vowels with /w/ or /j/

- Ask students to read the information as you read it aloud.
- Play track 7.14 and ask students to listen to the examples.
- Model the examples yourself so students can see the lip position as this is very important. Show them that when you say *do*, your lips are rounded and ready to make the /w/ sound. Similarly, when pronouncing *see*, your lips are widely spread and ready for the /j/ sound, which is mostly controlled by movement of the back of the tongue.

Exercise 7a 7.15

- Tell students to look at the four *-ing* verbs and practise moving their mouths to make them. Ask them to notice where their lips are at the end of the verb before they add *-ing*, so they can predict which they will need to circle out of *a* and *b*.
- Play track 7.15 and ask students to listen to the verbs and circle the version they hear.
- Elicit the answers from the class: they can say *a* or *b*.
- Play the track again, pausing after each verb for students to repeat.

ANSWERS

1 a **2** b **3** b **4** a

AUDIOSCRIPT 7.15
1 going 2 being 3 seeing 4 doing

Exercise 7b

- Put students into A/B pairs. Refer them to the conversations in exercise 6a and ask them to practise. Monitor that they are pronouncing the *-ing* verbs well.
- Ask students to swap roles and practise again.

Exercise 8a

PRONUNCIATION Before students start this exercise, drill the question so they find it easy and natural to say. You could use back-chaining to help build the question, e.g. *free time* (repeat), *in your free time* (repeat), *doing in your free time*, etc. Remind them about the /w/ sound in *doing* if they forget.

- Put students into groups of 4–6 and label each group A, B, C, etc. Tell students to ask other people in the group about their hobbies. Remind them to write the answers as they will need to tell someone else about their group afterwards. Refer them to the example notes about Erik.

WATCH OUT! For any students whose hobby is working in the garden, point out that *I like gardening* is more natural than *I like working in the garden*.

- Monitor and encourage quieter students to ask questions as well as respond to others. Keep a note of one student's name from each group to be a spokesperson in class feedback after exercise 8b.

Exercise 8b

- Put students into pairs; two students from different groups. One way to do this is give each student in each group a number 1–6 and then ask them to find another student with the same number from a different group.
- Ask students to take turns to tell each other about their group's answers, as in the example.

EXTRA SUPPORT Allow students planning time before they start their conversations. Ask them to look at the answers they wrote down and find the favourite hobbies in the group and think about how to say the other answers clearly.

EXTRA CHALLENGE You could ask strong students to find similarities and differences between the two groups' hobbies. This might mean they use *and* and *but* in some of their conversations.

- Allow plenty of time for this speaking exercise. Monitor carefully, noting any points for error correction, either with using *like* or pronunciation of *-ing* verbs.
- Conduct whole class feedback by nominating one student from each group to say what the favourite hobbies are in their group. You could write the favourite hobbies on the board and keep a tally of the answers to find the favourite hobbies for the whole class.

Vocabulary *like, love, hate + -ing*

Exercise 9a

- Refer students to the Vocabulary focus box and ask them to read it carefully. Check they understand that *love* and *hate* are stronger than *like* and *don't like*. Drill the verbs *love* and *hate* to ensure good pronunciation.
- Point to the small photos and say sentences yourself about your own likes and dislikes: *I love books*, *I hate playing football. I like cooking. I don't like coffee.*

EXTRA ACTIVITY Put students into pairs to do the same. They take turns to point at a photo and say a true sentence about it, starting with *I*.

Exercise 9b

- Ask students to read and complete sentences 1–4 so they are true for them. Refer them to the example in number 1 and point out that they have to finish each sentence in two ways: with a verb + *-ing* and with a noun.

EXTRA SUPPORT Refer students to the hobbies in exercise 1a if they cannot think of verb + *-ing* words to use. For nouns, you could ask them to think of food and drink or animals which they like and don't like.

- Monitor and make sure students are practising using both nouns and verbs + *-ing*.

Exercise 9c

- Put students into pairs to compare their answers and find out whether they share any likes and dislikes.
- As feedback, encourage students to tell the class about any shared likes and dislikes using *We*, e.g. *We like tea. We hate shopping.*

Exercise 10a

- Ask students to read and complete sentences 1–6 so they are true for them. Monitor and assist any students who don't understand any of the words in the sentences.

Exercise 10b

- Drill the question *Do you like …?* Point out that the stress in the sentence is on the noun or verb + *-ing* which follows *like*, so *Do you like* is not stressed and *Do you* sounds like /ʤə/ with the schwa sound. Drill the question including some nouns and verbs + *-ing* to practise the stress pattern: *Do you like* ***big cities****? Do you like* ***driving****?*

WATCH OUT! Tell students we usually use *like* in our questions *Do you like …?* (and not *Do you love …?*, *Do you hate …?*, etc.).

- Put students into A/B pairs and ask them to practise the example questions and answers. Point out that in each case, Student B adds some interesting information.
- Tell Student A to ask questions about sentences 1, 2 and 3 for Student B to answer. Monitor and encourage Student B to add something to their *yes/no* answers if they can.
- Students swap roles for sentences 4–6.
- Invite pairs to act out a question and answer for the class.

EXTRA ACTIVITY Ask students to think of one noun and one verb + *-ing* to ask the class about. Tell them to mingle and ask *Do you like?* questions for their chosen topics. They should ask as many other students as possible and make a note of their answers. In feedback, elicit what they found out about the class' likes and dislikes. If your class is too large to do a whole class mingle, you could do this activity in groups of six to eight.

Exercise 11a

- Ask students to read the instruction. Elicit words for different people in the family to reawaken their knowledge of this vocabulary.

- Students work alone to write sentences about their family members' likes and dislikes. Remind them to use third person verb forms (s).

Exercise 11b

- Ask students to share their sentences in their pairs from exercise 10b. The student listening should respond with questions. Refer students to the example A/B conversation. Tell them to try to keep talking for as long as possible.
- Conduct feedback by asking specific students about what they heard, e.g. *Marta, tell us about Luisa's sister.*

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 b 2 a 3 f 4 d 5 g 6 e 7 c

Exercise 2

1 like being 2 likes going 3 like doing
4 like reading 5 likes playing 6 like riding
7 like making 8 like doing 9 like watching
10 like getting

Exercise 3

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

7.4 Speaking and writing

Goals

- Make simple requests
- Write a post on a social media website

Lead-in

- Tell students to look at the illustrations in exercise 1a. Ask about the illustrations in general: *Are these people happy?* (no). Say *There are some problems.*
- Ask *When you have a problem, what do you say?* to elicit *Can you help?* Teach/elicit that a request is asking for help with something.
- With books closed, ask students to think of one or two situations when they need to ask for help. They could do this in pairs or small groups.

EXTRA SUPPORT Monitor and if students are struggling, give examples: *You need to know what time it is. You don't understand what someone says.*

- Elicit ideas from the class and write them on the board.
- Explain that this lesson is about making requests in situations when you need help.

Listening & Speaking simple requests

Exercise 1

- Ask students to read problems 1–6. Check any unknown vocabulary (*box*, *lost*, *thirsty*) and teach the words using real examples, mime, and by asking students questions.
- Put students into pairs to match the problems to the illustrations, as in the example.
- Elicit answers from the class.

EXTRA ACTIVITY You could ask which problems students think are big problems and which ones are small.

ANSWERS

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

Exercise 2a

- Ask students to read the words under picture a. Elicit that these are mixed up and need to be put in order. Elicit the first word *Can* and then the other words in order. Say the whole question aloud and elicit that it's a request for help with the problem *I'm lost*.
- Ask students to make requests for b–f.
- Monitor and assist where necessary. Encourage students to write the requests in full in their notebooks.

Exercise 2b 7.16

- Play track 7.16 and ask students to listen to the requests and check their answers. Play again, pausing after each request for students to repeat.

ANSWERS/AUDIOSCRIPT 7.16

a Can you tell me the way to the city centre?
b Can I take this chair?
c Can you help me?
d Can I have some water?
e Can you speak slowly?
f Can you call me a taxi?

Exercise 3a 7.17

- Elicit what we can answer to requests, e.g. *Can you call me a taxi?* We can answer *yes* or *no*, but we don't always just use these words to answer.
- Ask students to read the conversations, which contain the problems and requests from exercises 1 and 2a. Point out the missing words are part of the answers to the requests.
- Play track 7.17 and ask students to listen to the conversations and complete them. Play again, if necessary, pausing after each conversation to give students another opportunity to catch and write the answers.

! Point out that when we make a request for a drink we ask *Can I have some water/tea?*

ANSWERS

1 can 2 problem 3 that 4 now 5 are 6 Sorry

AUDIOSCRIPT 7.17

1
A Excuse me. I can't open this box. Can you help me?
B Of course I can.
2
A I can't understand you. Can you speak slowly?
B Sure, no problem.
3
A Excuse me. I'm lost. Can you tell me the way to the city centre?
B Sure. It's that way.
4
A I want to go to the airport. Can you call me a taxi?
B Yes, of course. Do you want it now?
5
A I'm really thirsty. Can I have some water, please?
B Sure. Here you are.
6
A Excuse me. We only have one chair. Can I take this chair, please?
B Sorry. It's taken.

Exercise 3b

- Put students into A/B pairs to practise the conversations. Listen carefully and make a note of any errors in pronunciation. Make sure students swap roles.

WATCH OUT! Students may try to translate the phrase *Here you are* and this is not helpful for understanding the meaning. Point out that we use this phrase when we give someone an object, and they need to learn it as a complete phrase.

Exercise 4 7.18

- Refer students to the *Understanding …* box and ask them to read the information. Then play track 7.18 and ask them to listen to the examples.
- Check students understand that *sorry* is used to mean *no*. Tell them that it is polite English and the tone of the voice goes down at the end. Model it for students to repeat.

SMART COMMUNICATION Politeness in the UK and the USA is very important culturally and, especially in the UK, *No* is a very direct and hard word, particularly if someone asks for your help. It is very usual to use *Sorry* to mean *No*, e.g. *Sorry, I'm busy*.

- Refer students back to the conversations in exercise 3a and ask how many people said *no* to the requests (just one: request 6).
- Point out that the positive answer *Sure* is often followed by *no problem*, though *sure* is an answer on its own.
- Play the track again or model the answer phrases yourself for students to repeat.

PRONUNCIATION Insist on good pronunciation of *of*: /əv/ (in *of course*), as this word can sound like *off* when mispronounced.

Exercise 5a 7.19

- Ask students to read the instruction. Elicit that a tick means a *yes* answer and a cross means a *no* answer to the request.
- Play track 7.19 and ask students to listen to the conversations and complete the exercise.

Exercise 5b

- Put students into pairs to compare their answers.
- Elicit answers from the students or play the track again, pausing after each conversation to elicit *yes* or *no*.
- You could also elicit which *yes* or *no* phrase is used.

ANSWERS

1 ✓ 2 ✗ 3 ✗ 4 ✓

AUDIOSCRIPT 7.19

1

A Can I use your pen?
B Of course. Here you are.

2

A I'm lost. Can you tell me the way to the station?
B Sorry. I don't know.

3

A Can I have a bottle of water, please?
B Sorry. We haven't got any water.

4

A Can I take this chair?
B Sure. Go ahead.

Exercise 6a

- Refer students to the Language for speaking box and ask them to read the requests and answers. Remind them that we often use *Excuse me* when talking to strangers. It is a way to get their attention before making a request. You could demonstrate this by acting out the start of conversation 6 in exercise 3a with a student.
- Drill the phrases in the box. For the requests with *Can I/ you*, drill the full requests with each of the options given.

Exercise 6b

- Divide the class into two halves: A and B. Put students into pairs of two Student As or two Student Bs. Ask them to read their problems 1–4 and discuss how to make the requests for each one. Refer them to the Language for speaking box and the conversations in exercise 3a to help. Tell them not to write the requests down as the focus is on speaking skills.

EXTRA SUPPORT Students may also need to look at the other pair's problems, i.e. Student As read Student Bs' problems, and plan how to respond to the requests they will make.

- Put students into A/B pairs to have their conversations.
- You could ask students to pause after they have each acted out two conversations and have some thinking time to prepare for their final two conversations.

FEEDBACK FOCUS The main aim here is for students to remember and use words and phrases for making requests. Praise students for being polite in their requests and answers or point out any problems with making the requests effectively, including problems arising from not stressing the most important words. Students are likely to make other pronunciation errors and grammar errors and it is fine to correct these at the end.

EXTENSION Put students in groups of 6–8. Ask them to choose one of the problems in this exercise (from either Student A or B, though stronger students could choose a problem from the four they have not tried yet). Ask them to make their request to all the students in their group and respond to the other students' requests. Give a time limit. Monitor carefully and note any problems to address at the end of the activity.

Reading & Writing a post on a social media website

Exercise 7a

Text summary: This is a post on a social media website. Eduardo from Uruguay gives information about himself in order to find a new friend to speak English with.

- Elicit from students which social media websites they use (Facebook, Twitter, etc.).
- Ask students to read questions 1–5. Allow plenty of time for them to read Eduardo's post and find the answers.

Exercise 7b

- Put students into pairs to compare their answers.
- Elicit answers from the class.

ANSWERS

1 He's twenty-six.
2 He's from Uruguay.
3 He's an engineer.
4 He likes football and rock music. He likes playing the guitar, too.
5 He likes meeting people from all over the world and wants to find people to speak English with.

Exercise 8a

- Refer students to the Language for writing box. Point out that they have learnt the grammar in this box before, but the focus is on using all these types of words and making sure the word order is correct.
- Ask students to read the information in the box as you read it aloud. Emphasize or point to the word order as you read each example.

EXTENSION You could ask students to brainstorm more examples of the three types of words in the box; adjectives, adverbs of manner and adverbs of frequency.

Exercise 8b

- Ask students to read and complete sentences 1–3. Refer them to Eduardo's post to help them if necessary.
- Elicit answers from students as well as which part of speech each word is: *never* is an adverb of frequency, so it comes before the verb *speak*; *badly* is an adverb saying how you do something, so it comes after the verb + noun (*play the guitar*); *amazing* is an adjective, so it comes before the noun *songs*.

ANSWERS

1 never 2 badly 3 amazing

Exercise 9

- Ask students to read sentence 1 and find the first word (*They*). Give them a moment to sort this sentence into order then elicit it from one student.
- Put students into pairs to reorder sentences 2–6. Monitor and assist struggling students by referring them to the Language for writing box or by asking questions about the kind of words they have in the sentence.
- Go through the answers together, eliciting from nominated students. For each answer, elicit the kind of word and word order with reference to the Language for writing box.

ANSWERS

1 They always play football at the weekend.
2 I can speak English slowly.
3 We live in a small flat.
4 I like cooking, but I can't cook well.
5 I like taking photos in my free time.
6 I sometimes watch American films.

Exercise 10a

- Ask students to read sentences 1–6 and think about what kind of word is missing from each sentence. After a few minutes thinking time, students could discuss this in pairs.
- Elicit what kind of word is missing from each sentence (1 verb 2 adverb of frequency 3 adjective 4 verb 5 adverb of frequency 6 adjective).
- Students complete the sentences so they are true for them.

EXTRA SUPPORT Assist struggling students by offering them alternatives for the gaps, which they can choose from, e.g. for sentence 1: *swim*, *play the piano*, *speak Spanish*, *play football*, *cook*, etc.

Exercise 10b

- Put students into pairs to compare their sentences and find ones which are the same.
- Elicit example sentences from the class – at least two examples for each sentence. Find out whether any pairs had the same sentences.

Exercise 11a

- Tell students they are going to write a post about themselves similar to Eduardo's. Refer them to the prompts to show them what to include. They could also read Eduardo's post again as this provides a good model.
- Monitor and correct errors as you see them, eliciting the correction from students. Make a note of common mistakes, particularly with word order, to correct later.

Exercise 11b

- Put students into pairs and ask them to read each other's posts. Refer them to the points of things to include in exercise 10a and ask them to find each thing in the post.
- Ask students to read their partner's post again to check how they have used adjectives and adverbs. Ask *Are there any adjectives? Are there any adverbs of frequency? Are there any other adverbs after verbs?* Tell them they can ask you if they are unsure whether their partner has made a mistake. Monitor and clarify any of the students' queries.

EXTRA CHALLENGE Ask students to find one place in their partner's post where they can add an adjective or an adverb and mark it with a star. (Draw a star on the board in case they have forgotten what it is.)

- Students swap their posts again and look at any corrections and, if they have done the Extra challenge, think about adding an adjective or adverb.
- Praise students and correct any word order errors by writing them on the board and eliciting corrections.

EXTENSION For homework, ask students to write a perfect copy of their social media post to make a class display so that they can share information about their skills, likes and dislikes with the class.

7.5 Video

An unusual hobby

Presenter We all have different hobbies. Some people play football, others listen to music. But some people have unusual hobbies. I'm here to meet James Carcaterra. From nine to five, he's an IT consultant, but in his free time he juggles. And he can juggle very well. He can juggle three balls with two hands and he can juggle two balls with one hand. Hello.

James Hi!

Presenter So James, first of all – why?

James I like juggling. It's hard but it's fun, too. Actually, it's fun because it's hard. I like trying new things and learning new tricks.
Presenter And you're in a juggling group. Is that right?
James Yes. We meet every week and we often go to events and festivals. It's really nice because we've got very good jugglers and beginners, too.
Presenter Beginners? Really?
James Well, yeah. Everybody can learn!
Presenter Everybody? Can you teach me?
James Yeah, sure. First of all, can you catch one ball?
Presenter Er, I think so …
James Here you go. Now, can you throw it from one hand to the other?
Presenter Yes, that's easy.
James But can you do it with your eyes closed?
Presenter Ah! OK, that's hard!
James Try again. That's it! Excellent! OK, open your eyes. Here's another ball. Now try with two.
Presenter OK … OK, I can do this …
James Fantastic. Now you can juggle, it's time to try three balls!
Presenter No. I definitely can't do that!
James OK. You just need to look and catch quickly. Now it's your turn.
Presenter I can do it … I can do it … Well, James. What's the secret?
James That's easy – practice.
Presenter Well I think I need a lot! Right, time for some more. Juggling is a great hobby. Everybody can do it. It's difficult, but it's great fun!

VIDEO ANSWERS

Exercise 1a
1 throw 2 catch 3 juggle 4 trick 5 practice
6 juggling

Exercise 2
1 juggling 2 three (two in one hand)
3 Not very well. 4 No, it's hard.

Exercise 3
1 F 2 F 3 T 4 T 5 T 6 T 7 F 8 F

Review

ANSWERS

Exercise 1a
1 can remember 2 can learn 3 can speak
4 can't see 5 can drive 6 can understand 7 can play

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

Exercise 3a
1 good 2 well 3 correct 4 correct 5 slowly
6 badly

AUDIOSCRIPT 7.20
My wife, Jane, is a translator. She is very good at her job. She understands over seven languages and she can speak three languages well: German, French and Japanese. She can type very fast. I am a bad typist. I type very slowly. I can speak French, too, but I speak it badly.

Exercise 4a
1 Both 2 Both 3 C 4 C 5 M

AUDIOSCRIPT 7.21
C Do you like dancing, Mark?
M Well, yes, I do, but I can't dance very well. But I love listening to music.
C Oh! What music do you listen to?
M Pop music, usually. Do you like listening to music?
C Yes, I love it. And I love dancing, too.
M Do you have other hobbies?
C Yes, I like playing sport … and I like swimming. Do you play sport?
M No, not really. I like watching football on TV.
C Oh, I don't. It's really boring.

Exercise 4b
1 do 2 well 3 usually 4 love 5 dancing
6 playing

Exercise 5b
1 I want to go to the station. Can you call me a taxi?
2 I'm thirsty. Can I have some water?
3 Excuse me, I'm lost. Can you tell me the way to the centre?
4 Sorry, I can't understand you. Can you speak slowly?
5 Excuse me, I can't open the door. Can you help me?

AUDIOSCRIPT 7.22
1 I want to go to the station. Can you call me a taxi?
2 I'm thirsty. Can I have some water?
3 Excuse me, I'm lost. Can you tell me the way to the centre?
4 Sorry, I can't understand you. Can you speak slowly?
5 Excuse me. I can't open the door. Can you help me?

Exercise 6a
1 I like English and I **often** watch English films on TV.
2 But the actors don't speak **very slowly**,
3 so I don't **always** understand them.
4 It's a **great** school,
5 but we **never** speak English in class,
6 so I don't speak English **very well**.
7 I want to be an engineer and work a **big** company.
8 All the people in the company can speak English **really well**.

8 Our past

Unit overview

Language input

Verb *be* past simple (CB p76)	• *He was clever. They weren't actors.* • *Were you a happy child? Yes, I was.*
Past simple regular verbs (CB p79)	• *He lived in Poland. She studied birds.*
Object pronouns (CB p80)	• *me, you, him, her, it, us, them*
Grammar reference (CB pp130–131)	

Vocabulary development

Dates (CB p77)	• *2nd February/the second of February …*
was born/died (CB p78)	• *She was born in 1915. She died in 1982.*
Past time expressions (CB p81)	• *yesterday, this morning, last year, …*

Skills development

Listening: past or present (CB p79)
Reading: understanding pronouns (2) (CB p81)
Speaking: expressions for special occasions (CB p82)
Writing: a biography (CB p83)

Video

Documentary: The Wright siblings (CB p84)
Vox pops (Coursebook DVD & TG p222)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: The things we did (TG p178 & TSRD) • Vocabulary: The story of our lives (TG p193 & TSRD) • Communication: Say the right thing (TG p208 & TSRD)
Tests	• Unit 8 test (TSRD)
Unit 8 wordlist (TSRD)	

8.1 When we were seven

Goals

- Use the verb *be* in the past
- Talk about your life then and now

Lead-in

- Tell students to look at the photos of Suzy and Neil, and of the children. Ask them to think about the possible connection between the two sets of photos. (Students might think Suzy and Neil are the parents of the children or may guess immediately that the photos are of Suzy and Neil as children.) Point out or elicit that the photos of the children are black and white, which gives a clue that they are older. You could also elicit the clothes each child has got (to revise clothes from Unit 5).
- Finally, ask what age the children are, but you do not need to confirm the answer at this stage.

Reading & Listening *Seven Up!*

Exercise 1

Text summary: An article about a series of TV documentaries called *Seven Up!* which filmed the lives of real children in England every seven years as they grew up.

- Explain that students are going to read about a film called *Seven Up!* and that Neil and Suzy were in it.
- Ask students to read sentences 1–5 about the film. Check they remember the meaning of *poor* in sentence 2. Elicit the opposite adjective: *rich*.
- Students read the text to find out whether each sentence is true or false. Elicit answers from the class.

ANSWERS

1 F *Seven up!* is a TV film about fourteen children.
2 F The children were from different families – rich and poor.
3 T
4 F In the second film, the children were fourteen years old.
5 T

Exercise 2a 8.1

- Ask students to read the instructions, and check they understand the question they have to answer.
- Play track 8.1 and ask students to listen to the stories to answer the question, and find reasons why or why not.
- Elicit the answer. You could draw a time line on the board and mark NOW at the far right-hand end. Add the sentence *They are happy* to this end of the time line.

ANSWERS

Yes, they are. Neil has got a good job and a house. Suzy is married with two children.

AUDIOSCRIPT 8.1

Neil is from Liverpool. He was a clever child. His parents weren't rich and he wasn't at an expensive school, but he was happy. His dream was to be an astronaut. But at twenty-eight, his life was very different. He lived on the streets and life was difficult. Now he has a good job – he's a politician – and he has a house in a beautiful part of England. And he's happy again.
Suzy is from London. Her parents were very rich and she was at an expensive school. But she wasn't happy as a child because her parents weren't happy together. Her dream was to be married and have a family. And at twenty-eight she was married with two children. Now she helps people with their problems and she is happy. But she doesn't like the *Seven Up!* films.

Exercise 2b 8.1

- Ask students to read questions 1–5. Explain that they decide which person (Neil or Suzy) is the answer to each question.
- Play track 8.1 again and pause after the first sentence. Ask *Is Neil from London?* (No, so the answer is *Suzy*.)
- Play on to the end so students can listen to the stories and answer the questions.
- Elicit the answers from the class. Check students understand *dream* in *His/her dream was to be* . . .: in this case, it is about wishes or ambitions for the future.

EXTRA ACTIVITY Ask students to read the audioscript on p142. Write three statements on the board and ask students to find out whether they are true or false: *Neil's parents were poor. Suzy's parents weren't happy together. At twenty-eight, Neil was a politician.* (Answers: T, T, F)

ANSWERS

1 S 2 N 3 S 4 N 5 S

Exercise 3a 8.2

- Play track 8.2 and ask students to listen to the years and repeat. Pause after each year if necessary.

EXTRA SUPPORT You could play the track again and ask students to write what they hear in words, e.g. *nineteen sixty-four*. This will be a useful reference for exercise 3b.

AUDIOSCRIPT 8.2

nineteen sixty-four
nineteen ninety-eight
two thousand and five
twenty twelve

! Point out that when we say years we separate the four digits into two numbers, e.g. 1976 = 19 76, 2016 = 20 16. The exception is for the first ten years of the 21st century where we use 2000 + *and* + the final single digit, e.g. 2008 = 2000 and 8, 2002 = 2000 and 2.

Exercise 3b

- Put students into pairs and ask them to work together to say the years. Refer students back to exercise 3a to remember how those years were pronounced.

ANSWERS

nineteen seventy-eight nineteen eighty-one
nineteen ninety-six two thousand and three
twenty nineteen

Exercise 3c 8.3

- Play track 8.3 and ask students to listen to the years and check their answers.

EXTENSION Ask students to write down three more years between 1910 and the current year. Tell them to think about how to say them. Put students into pairs and ask them to swap with a partner and take turns to say each other's years. Monitor and correct where necessary.

AUDIOSCRIPT 8.3
nineteen seventy-eight
nineteen eighty-one
nineteen ninety-six
two thousand and three
twenty nineteen

Grammar & Speaking verb *be* past simple

Exercise 4a

- Ask students to read the sentences about Suzy and circle the correct options. Students could work in pairs so they can help each other remember the information. If students are having difficulty remembering, play track 8.1 again and ask them to listen for the answers.

Exercise 4b 8.4

- Play track 8.4 so students can check their answers.

ANSWERS
1 an expensive 2 happy 3 parents 4 happy

AUDIOSCRIPT 8.4
1 Suzy was at an expensive school.
2 She wasn't happy as a child.
3 Suzy's parents were rich.
4 Suzy's parents weren't happy.

Exercise 5a

- Refer students to the Grammar focus box. Point out that the focus is on the verb *be* to talk about the past.
- Ask students to complete the sentences in the box. Monitor and assist struggling students by referring them back to the relevant sentence in exercise 4a.
- Check answers by eliciting just the missing words, but also point out which pronouns each form is used with.
- You could add to your time line on the board. Write *7 years old* near the left side of the time line and add *They were very rich* and *Suzy wasn't happy* as past simple examples. Write *PAST* above all the time from the left end of the time line to *NOW*.

ANSWERS
1 was 2 were 3 wasn't 4 weren't

- Refer students to *Grammar reference* on p130. There are two more exercises here that students can do for homework.

Exercise 6a

- Ask students to read and complete the new conversation (not Neil or Suzy), using the verb *be* in past simple tense.
- Monitor and refer students to the Grammar focus box to help them find the correct forms. Remind them to look at the pronouns and think about positive and negative.

Exercise 6b

- Put students into pairs to compare their answers. If students have different answers for any gaps, ask them to look carefully at the pronouns and check in the Grammar focus box to find which answer is correct.

EXTRA SUPPORT Go through the conversation again with the class, eliciting why each form is correct for each gap, e.g. 1 *were*. *We need* were *because it is the form for* you.

ANSWERS
1 were 2 Were 3 wasn't 4 was 5 Were 6 was
7 were 8 were 9 Was 10 wasn't 11 was

Pronunciation *was* and *were*

Ask students to read the information about how to pronounce *was* and *were*. You could elicit or point out that unstressed words often contain the schwa sound /ə/.

Exercise 7a 8.5

- Play track 8.5 and ask students to listen to the sentences and focus on the pronunciation of *was* and *were* when they are stressed and not stressed. Point out the stress marking over *weren't* in sentence 2 and over *was* and *wasn't* in the short answers in 3 and 4. Also focus on the unstressed examples of *was* and *were* in 1, 3 and 4. Elicit that these are positive sentences and questions.

Exercise 7b 8.5

- Play track 8.5 again, pausing after each sentence for students to repeat.
- Play any sentences again where students' pronunciation is incorrect. Alternatively, model these examples yourself for students to repeat. It is often useful for students to see the mouth position when trying to pronounce words well.

Exercise 8a 8.6

- Tell students they are going to hear the conversation they completed in exercise 6a. Ask them to read the instruction and then ask a checking question: *Do you circle the stressed or unstressed* was *and* were*?* (stressed). *What about* weren't*?* (*weren't* is always stressed).
- Play track 8.6 and ask students to listen to the conversation and complete the exercise.

ANSWERS
A Where were you born?
B In Malmö, Sweden.
A Were you born in 1964?
B No, I wasn't born in 1964! I was born in 1980.
A Were you a happy child?
B Yes, I was. There were six children in our family.
A That's a lot of brothers and sisters!
B Yes, my parents weren't rich, but we were very happy.
A And your father's a doctor. Was your grandfather a doctor, too?
B No, he wasn't. He was a shop assistant.

AUDIOSCRIPT 8.6
A Where were you born?
B In Malmö, Sweden.
A Were you born in 1964?
B No, I wasn't born in 1964! I was born in 1980.
A Were you a happy child?
B Yes, I was. There were six children in our family.
A That's a lot of brothers and sisters!
B Yes, my parents weren't rich, but we were very happy.

A And your father's a doctor. Was your grandfather a doctor, too?
B No, he wasn't. He was a shop assistant.

Exercise 8b

- Put students into A/B pairs and ask them to practise the conversation in exercise 6a.

FEEDBACK FOCUS As you monitor, focus on the pronunciation of *was* and *were* above all, though there may be other mistakes. Note the most common error students are making with *was* and *were* – it is likely that they will have difficulty making the weak forms with /ə/.

- After students have practised once, conduct error correction with the class, modelling and drilling sentences where *was* or *were* have been incorrectly pronounced.
- Ask students to swap roles and practise again.

Exercise 9a

- Ask students to read the sentence beginnings. Check they remember the meaning of *dream*. You could also elicit why the verb *be* is *am* and not *was* in the last sentence (because it's about *now*). Allow time for students to finish the sentences to make them true about their own past.

DICTIONARY SKILLS Allow students to use good bilingual dictionaries to find words they want to express themselves. Check carefully that they are finding the words they need and help them with pronunciation.

- Monitor and encourage struggling students to think of nouns or adjectives to use to complete the sentences.

Exercise 9b

- Put students into pairs and monitor carefully as they say their sentences to each other.
- Make a note of any errors in pronunciation of *was/were*.
- Conduct whole class feedback, inviting pairs to report on similarities or differences between their sentences. Do any necessary error correction of pronunciation of *was/were*.

EXTRA ACTIVITY Ask students to think of one question to ask other students using *was* or *were*. Remind them of the word order for questions by referring them back to the Grammar focus box if necessary. Give an example: *At (age) were you noisy/friendly/happy?* Instruct students to ask their question to five other students in the class and make a note of the answers. Monitor to check they aren't stressing *was/were* in the questions, but they are stressing these words in the short answers. Elicit reports from some students:
e.g. *At twelve, three students were happy, but two students weren't happy.*

Vocabulary dates

Exercise 10a

- Write today's date on the board and say it aloud. Tell students this is the date today. Explain this word further, if necessary, or translate it into L1 if appropriate.
- Ask students to look at the numbers in the box. Explain these are ordinal numbers and we use them for dates. Point to the date on the board and say the ordinal number again.
- Refer students to the Vocabulary focus box and ask them to use the numbers in the box above to complete the list of ordinal numbers. They could compare answers in pairs.

Exercise 10b 8.7

- Play track 8.7 and ask students to listen to the numbers and check their answers.
- Play the track again, pausing after each word for students to repeat. Make sure they try to produce the *th* /θ/ ending on many of these ordinal numbers and model the tongue appearing between the teeth to make this sound.

WATCH OUT! Sometimes students aren't clear enough in their pronunciation of *thirteenth* and *thirtieth*. Point out that *thirtieth* has three syllables with stress on the first /ˈθɜːtiəθ/, but *thirteenth* has two syllables with stress on second /ˌθɜːˈtiːnθ/. Model to show the difference and drill the class.

ANSWERS
1 sixth **2** seventh **3** ninth **4** tenth **5** twenty-third **6** thirtieth **7** thirty-first

AUDIOSCRIPT 8.7
first second third fourth fifth sixth seventh eighth ninth tenth eleventh twelfth twentieth twenty-first twenty-third thirtieth thirty-first

Exercise 11a 8.8

- Ask students to read the instruction. Read out the example, eliciting that the stress is on the first syllable.
- Play track 8.8 and ask students to listen to the months and complete the exercise. You may need to play it more than once, pausing to allow time to mark the stresses.
- Go through answers as a class, eliciting how many syllables there are in each month and which syllable is stressed. You could use your fingers to show syllable counting and the stressed syllable in each case.

ANSWERS/AUDIOSCRIPT 8.8
January **Feb**ruary March **Apr**il May June **Jul**y **Aug**ust Sep**tem**ber Oc**to**ber No**vem**ber De**cem**ber

Exercise 11b 8.8

- Play track 8.8 again, pausing after each month for students to repeat. If any months seem particularly difficult, model these yourself and drill them more than the others.

PRONUNCIATION Both *January* /ˈdʒænjʊərɪ/ and *February* /ˈfebruəri/ have three syllables in British English (four in American English). Students often have difficulty with the long initial vowel sound of *August* /ɔːgəst/ (you could give other words containing this sound to help them, e.g. *four*, *door*). Point out the similarities in the stress pattern of the late months of the year: *September*, *October*, *November*, *December*: three syllables and word stress on the second.

! Point out that when we say dates we include words which are not there when we write them. Read the example aloud. Point out that spoken dates need *the* + ordinal number + *of* + month. Refer back to the date on the board and elicit how to say it.

Exercise 12a

Background notes: Women's Day started in 1917 in Russia but is now celebrated in around 100 countries. Nelson Mandela was famous for campaigning for equality in South Africa and spending twenty-seven years in prison for his beliefs. He was President of South Africa from 1994 to 1999.
Valentine's Day is a romantic day when people give cards and gifts to those they love.
The First World War was from 1914 to 1918 and around 9 million soldiers died. In the UK on 11th November at 11 a.m. there is always a one-minute silence to remember people who have died in wars around the world.

- Put students into pairs and ask them to read 1–6. Elicit or teach the meaning of *moon* in number 1 and any other vocabulary necessary.
- Ask students to find the date from a–f which matches each event.

Exercise 12b 8.9

- Play track 8.9 and ask students to listen to the information and check their answers.
- Elicit the meaning of *event* and of *celebration*. Use examples from 1–6 to illustrate each word. Check new vocabulary in the events and celebrations.

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

AUDIOSCRIPT 8.9
1 The first moon landing was on 20th July 1969.
2 Women's Day is on 8th March.
3 New Year's Day is on 1st January.
4 Nelson Mandela died on 5th December 2013.
5 Valentine's Day is on 14th February.
6 The end of the First World War was on 11th November 1918.

Exercise 12c

- Put students into pairs and ask them to write down three to five important dates for them.

EXTRA SUPPORT You could write five of your own dates and write them on the board. Then use them as further examples of how to do the exercise.

- Tell students they need to say why each date is important, as in the example. Allow time for them to think about how to do this. Monitor and help with vocabulary.
- Ask students to take turns to tell their partner their dates and why they are important. If you are going to do the Extension, ask students to make a note of their partner's dates.
- Monitor carefully that students are using *the* and *of* in their dates as they say them.

EXTENSION Put students into new pairs and ask them to report their first partner's dates to their new partner.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 wasn't 2 were 3 wasn't 4 wasn't 5 were
6 wasn't 7 were 8 wasn't 9 weren't 10 wasn't

Exercise 2
1 **A** Was **B** was
2 **A** Were **B** wasn't
3 **A** Was **B** was
4 **A** Were **B** was
5 **A** Were **B** were
6 **A** Were **B** weren't
7 **A** Was **B** wasn't
8 **A** Was **B** wasn't

8.2 Lives from the past

Goals

- Use past simple regular verbs to talk about the past
- Describe a past life

Lead-in

- Ask students to think of three famous people from history and write each person's name and country. If necessary, start them off by writing examples on the board. Choose figures you are fairly sure they will know (e.g. William Shakespeare, England/Nicolaus Copernicus, Poland/Wolfgang Amadeus Mozart, Germany/Leonardo da Vinci, Italy/Che Guevara, Argentina/Sigmund Freud, Austria).
- Put students into small groups to compare their lists and see if any of them thought of the same people.
- Elicit some names and countries to write on the board. You could ask *How do you spell that?* to help students practise spelling using the alphabet they learnt in Unit 1.
- Tell students that in this lesson they are going to read and talk about some famous people in history.

Vocabulary & Speaking *was born/died*

Exercise 1

- Ask students if they know the name and job of the famous person in the photo. Tell them to read the information.
- Elicit or teach the meaning of *was born* and *died*. You could use pictures of a new baby and a gravestone. Explain that Ingrid Bergman's life was from 1915 to 1982.

Exercise 2a

- Before students start this exercise, check or teach some of the vocabulary in 1–4. To check understanding, ask *Which person paints pictures?* (an artist) *Which person makes books?* (a writer). Teach the meanings of *scientist* and *civil rights leader*.
- Ask students to look at the photos of famous people a–d and find their matching facts 1–4.

Exercise 2b 8.10

- Play track 8.10 and ask students to listen to the information and check their answers.

ANSWERS
1 c 2 a 3 b 4 d

AUDIOSCRIPT 8.10
1 Frida Kahlo was an artist from Mexico. She was born in 1907. She died in 1954.
2 Marie Skłodowska-Curie was a scientist from Poland. She was born in 1867. She died in 1934.
3 Leo Tolstoy was a writer from Russia. He was born in 1828. He died in 1910.

4 Martin Luther King was a civil rights leader from the USA. He was born in 1929. He died in 1968.

Exercise 3

- Put students into A/B pairs to take turns to choose one of the famous people for their partner to talk about. Student A chooses a person first and Student B gives information about them. Refer them to the example and ask one pair to read it out together to show how to do the exercise.

PRONUNCIATION You could remind students that *as was* is not stressed in these statements; they need to pronounce it /wəz/ with a relaxed schwa sound. Model and drill the two example sentences in B which contain *was*. (They will need to pronounce *was* like this during this exercise and in the Communication activity in exercise 4.)

- Monitor and ensure students remember to use the correct male/female pronouns.

Exercise 4

- Divide the class into two halves: A and B. Refer students to the Communication pages and ask them to look at the photos and read their instructions.
- Put students into pairs of the same letter, e.g. two Student As, and ask them to use dictionaries to check the jobs if they don't know them.
- Put students into A/B pairs. They take turns to talk about the people in their photos so their partner can complete their factfiles. Monitor and make sure students are using past simple *was*, *was born* and *died*.
- When students have finished, they can check the completed information with their partner's factfiles.

ANSWERS

Student A: Maya Angelou, Country: USA, Job: writer, Was born: 1928, Died: 2014
Oscar Niemeyer, Country: Brazil, Job: architect, Was born: 1907, Died: 2012
Student B: Mahatma Gandhi, Country: India, Job: political leader, Was born: 1869, Died: 1948
Coco Chanel, Country: France, Job: fashion designer, Was born: 1883, Died: 1971

Reading & Grammar past simple regular verbs

Exercise 5a

Text summary: An article about the lives and achievements of two important, but not very well-known historical figures: Jan Wnęk and Harriet Chalmers Adams.

- Tell students to read the first paragraph of the text and then ask them about Leonardo da Vinci. Elicit where he was from and why he was famous (Italy, he was an artist). Do the same for Albert Einstein (Germany, he was a scientist/physicist). Elicit or teach *important* in relation to these famous people.
- Ask students to read the question in the instruction then read the text to find the answer. Allow plenty of time for reading – it is the longest text they have read so far, with plenty of information about the people. Point out the two words defined at the end of the text.
- Elicit answers and ask what students think a *glider* is. Refer them to the photo in the text to indicate it is a kind of plane without an engine. Also, elicit or teach the meaning of *geography* and the noun for the person who does it, *geographer*.

ANSWERS

Jan Wnęk made the first glider.
Harriet Chalmers Adams helped to start the Society of Women Geographers.

Exercise 5b

- Go through some of the new vocabulary with the class: *carpenter*, *fly*, *flight*, *aviator*, *accident*, *horse*, *adventure*, *articles*. You may need some pictures to illustrate some of these words and put the meaning across quickly.

EXTRA CHALLENGE Strong students could work in pairs using dictionaries to find the meanings of this new vocabulary. Give each pair one or two of the words only. When they have finished, they could read their definitions to the class or translate using L1 if appropriate.

- Ask students to read facts 1–8 and look back in the text to find which person each fact is about.

EXTRA SUPPORT You could put students into pairs to compare answers and show each other where they found the information in the text.

- Elicit answers from students: the name and, if possible, the sentence in the text containing the information.

ANSWERS

1 Harriet 2 Jan 3 Jan 4 Harriet 5 Harriet 6 Jan 7 Harriet 8 Jan

Exercise 6a

- Point out that the text in exercise 5a is all about the past.

EXTRA CHALLENGE Ask students to look back through the text and circle all the verbs. Elicit past simple verbs from the students (not worrying at this stage if they don't pronounce them perfectly).

- Refer students to the Grammar focus box and ask them to read it carefully. Go through the points about past tense endings: *want* + *-ed*, *love* + *-d*, *try* … *tried*, and ask students to find more examples in exercise 5b of the different ways to make the past simple.
- Elicit answers from the class.

WATCH OUT! Students may choose *travelled* from sentence 4 in exercise 5b. In this case, explain the spelling rule that if a verb ends in one vowel and one consonant, we double the consonant then add *-ed*: *travel*, *travelled*. (This is explained in the *Grammar reference* on p130.)

POSSIBLE ANSWERS

1 worked, visited, returned, talked, showed, helped, started 2 lived, liked, died, used 3 studied, married

- Refer students to *Grammar reference* on pp130 and 131. There are two more exercises here that students can do for homework.

Exercise 6b

- Ask students to read the texts about the famous people from exercise 2a and complete them with the past simple form of the verbs, as in the example.

WATCH OUT! There is some new vocabulary in these texts, but encourage students not to use dictionaries while they do the exercise. When they have finished, they can check unknown words (or do the Extension task in exercise 6c).

Exercise 6c

- Put students into pairs to compare their answers.
- Elicit answers from the class, including spellings where appropriate to check the rules in the Grammar focus box.

EXTENSION Give each pair one famous person to read about again and check 1–3 unknown words or phrases in a dictionary. Give a time limit to do this and when they have finished, put students into groups containing four pairs. Ask students to tell their group which words they checked and what the words mean. Monitor carefully.

EXTRA ACTIVITY Three of the texts contain *but*. Ask students to read the sentence or part of sentence before and after *but* to find out which pieces of information are contrasting. Elicit ideas from the class.

ANSWERS

1 started 2 painted 3 finished 4 married
5 wanted 6 walked 7 talked 8 studied 9 lived
10 studied 11 finished 12 opened

Pronunciation regular past simple endings

Ask students to read the information then play track 8.11 and ask them to listen to the endings. Play again, pausing for students to repeat.

Exercise 7a 8.12

- Ask students to look at the table where the past simple examples have been categorized. Then play track 8.12 and ask students to listen to the verbs and categorize them.

WATCH OUT! Students might try and put *married* and *studied* in the /ɪd/ column, but when a word ends in /i/ (e.g. *marry*, *study*, *copy*), the past simple ending is pronounced /d/.

Exercise 7b 8.13

- Play track 8.13 and ask students to listen to the list of verbs and check their answers.
- Play the track again, pausing for students to repeat.

ANSWERS/AUDIOSCRIPT 8.13

/t/ finished, talked, walked, watched, worked
/d/ lived, loved, married, opened, studied
/ɪd/ painted, wanted

Exercise 8a

- Ask students to read the instructions carefully. Tell them to choose one of the famous people from the texts in exercises 5a or 6b and make notes about the person's life.
- Monitor and assist weaker students.

Exercise 8b

- Put students into A/B pairs and ask them to take turns to talk about their person's life without saying their name. Refer them to the example in the book. Student A goes first. Student B (with closed book) listens and then guesses who the person is.
- Monitor and note any errors with pronunciation of the past tense endings. Conduct error correction at the end.

Listening skills past or present

Ask students to read the information. Refer them to the example sentences in point 2 about time words and dates. Ask which other word in each sentence tells you about the past or present (the verb: *play* = present because there's no ending, *lived* = past because the ending is *d*).

Exercise 1 8.14

- Play track 8.14 and ask students to listen to the verbs and circle the present or past form. Pause after number 1. Check students have circled one of the verb forms and elicit which one. Play on to the end.
- Go through the answers together. Make sure students pronounce the past tense answers correctly.

ANSWERS/AUDIOSCRIPT 8.14

1 talked 2 finished 3 play 4 worked 5 lives
6 like

Exercise 2 8.15

- Students listen to full sentences to decide if they are past or present. Remind them of the tips in the Listening skills information before you play the track.
- Play track 8.15 and ask students to listen to the sentences.
- Elicit answers from the class.

EXTRA SUPPORT Play the track again so students have another chance to notice the features of present and past sentences. After each sentence you could pause and elicit how they know the sentence is present or past, e.g. in sentence 3 the verb ending is present simple tense and also the time expression is not past (*at nine every day*).

ANSWERS

1 past 2 past 3 present 4 past 5 past 6 present

AUDIOSCRIPT 8.15

1 He remembered my name.
2 I studied French at university.
3 The bank opens at nine every day.
4 I worked in Canada from 2011 to 2013.
5 We played football at the weekend.
6 I live with my parents.

Exercise 3 8.16

Audio summary: One speaker gives information about the lives and achievements of Bill and Melinda Gates.

- Ask students to look at the man and woman in the photo. Elicit who these famous people are and any information about them. Tell students they are going to hear someone talking about these two people and ask them to prepare by reading statements 1–5.
- Play track 8.16 and ask students to listen to the speaker and circle the present or past tense verb forms.

EXTENSION Write three more questions on the board: *When did they marry? When did they travel around the world? When did they start the Gates Foundation?* Play track 8.16 again for students to listen for the answers. Elicit answers from the class (1994, 1995, 2000). The aim of this activity is to check students remember how to say years.

ANSWERS

1 was 2 worked 3 travelled 4 live 5 use

AUDIOSCRIPT 8.16

Bill and Melinda Gates married in 1994. He was the boss of Microsoft and she worked for Microsoft as a product developer. In 1995 they travelled around the world and learned about the lives of other people. When they returned, they started a family and she finished at the company. They have three children and live in a big house in Medina near Seattle in the USA. In 2000, they started the Gates Foundation with their own money. Now they use the foundation to help poor people around the world.

EXTRA ACTIVITY For homework, you could ask students to find an important figure and research information about them. Ask them to write at least five sentences about the person using past simple verb forms. Collect the writing and correct any errors. Then in A/B pairs they could read their information to each other. The student who is listening could ask one or two questions about the famous person.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 She visited her aunt every Wednesday.
2 He used his new laptop in the lesson.
3 They loved Amsterdam.
4 You always remembered my birthday.
5 I travelled to work by bus.
6 She watched films in the morning.
7 The shop opened at 10.30.

Exercise 2

1 was 2 was 3 lived 4 died 5 was 6 was
7 lived 8 was 9 painted 10 died 11 was 12 was
13 was 14 liked 15 studied 16 married 17 died

8.3 Special moments

Goals

- Use object pronouns
- Tell a story about a photo

Lead-in

- Teach or elicit *camera* using the photo in the book. Point out that *camera* only has two syllables /kæmrə/ and drill the word. Elicit which verb we use with *a photo* (*take*).
- Write three discussion questions on the board: *1 Do you take a lot of photos? 2 Do you take photos on a camera or on your mobile phone? 3 When do you take photos?*
- Put students into small groups to ask and answer the questions. Elicit answers from some students.

Reading & Grammar object pronouns

Exercise 1

- Ask students to read the competition advert and answer the two questions.
- Put students into pairs to compare answers. Ask them to talk about the competition. *Is it good? Why/Why not?*
- Elicit answers from the class.

ANSWERS

They want people to send in their holiday stories and photos. The first prize is a two-week holiday in Thailand.

Exercise 2a

- Refer students to photos a–d. With a strong group, you could elicit reactions to the photos: just adjectives would be enough, e.g. *interesting*, *beautiful*, *strange*.
- Ask students to read 1–4 and match them to the photos. Remind them they can do this without understanding all the words (so they don't need dictionaries now).

Exercise 2b

- Put students into pairs to compare their answers.
- Elicit answers from the class. You could ask them which words in the text helped them to decide.
- Ask students to discuss in their pairs which photo and story to give 'first prize' to. With a stronger group, ask them to try to explain why. Elicit opinions from students and award a 'first prize' based on the majority vote.

ANSWERS

1 b 2 d 3 a 4 c

Exercise 3

- Refer students to the highlighted words in the stories and elicit that these are all pronouns.
- In their pairs from exercise 2, ask students to find which person or animal a–g each pronoun refers to. Remind them to look in the stories for the answers.

EXTRA SUPPORT Monitor and assist weaker students by asking them to remember to think about male and female, singular and plural when they try to understand pronouns.

- Check answers together by eliciting each pronoun and the person or animal it refers to.

ANSWERS

1 a 2 f 3 g 4 b 5 e 6 d 7 c

Exercise 4a

- Refer students to the Grammar focus box and ask them to read it carefully. Tell them that the missing pronouns are all in exercise 3 (and highlighted in the text).
- Elicit the missing object pronoun for *I* (*me*). Help students find the place in the text where *me* is used, so they can see the position in the sentence after the verb.
- Allow plenty of time for students to refer to the texts/exercise 3 to find the corresponding pronouns.
- Students could compare answers in pairs before you check with the class.

ANSWERS

1 me 2 you 3 him 4 her 5 it 6 us 7 them

- Refer students to *Grammar reference* on p131. There are two more exercises here that students can do for homework.

Exercise 4b

- Ask students to read sentences 1–6. Refer them to the example sentence to see how to do the exercise. You could do one more sentence together as a demonstration, eliciting which object pronoun replaces *our family*. Help students make the connection with *we* first and then refer them to the Grammar focus box to find the object pronoun (*us*).
- Students complete the exercise. Monitor and assist struggling students by asking questions, e.g. *Maria is just*

one person. Is Maria male or female? What is the female subject pronoun? What is the female object pronoun?

Exercise 4c

- Put students into pairs to compare their answers.
- When students have finished, elicit answers from the class.

EXTRA ACTIVITY Ask students to write 2–3 sentences with object pronouns, which refer to something in the sentence, e.g. *I play tennis because I love it.* Monitor carefully and check the sentences are correct. Put students into pairs to show their partner their sentences. Their partner says what the object pronoun refers to.

ANSWERS

1 him 2 us 3 her 4 them 5 it 6 him

Pronunciation linking (2)

Ask students to read the information. Play track 8.17 and ask students to listen to the examples. Explain that we link like this because it makes it easier to speak faster. The linked words almost sound like one word. Play the examples again for students to repeat.

Exercise 5a 8.18

- Play track 8.18 and ask students to listen to the sentences and write the two missing words. Remind them that there will be linking between the two words. Pause after the first sentence to elicit the words students heard.
- Play on to the end, pausing if necessary to allow more time for students to write the answers. You may need to play the track more than once.
- Elicit answers from the class. You could ask students to mark the linking as in the information box.

WATCH OUT! Remind students that sometimes there is an *e* in the spelling at the end of a word, but the linking is based on the last consonant sound, so in answer 1, the /v/ of *love* links with the /ɪ/ of *it*. The *e* is not pronounced.

ANSWERS

1 love it 2 watched us 3 photographed it
4 likes us 5 for it 6 at us

AUDIOSCRIPT 8.18

1 I love it.
2 He watched us.
3 I photographed it.
4 She likes us.
5 He studied for it.
6 They looked at us.

Exercise 5b

- Put students into pairs to take turns saying the sentences. Remind them that the *-ed* ending of past simple verbs can be pronounced in different ways (refer them back to 8.2 exercise 6c if necessary). They certainly need to think about this before trying to say sentences 2 and 3.
- Monitor carefully. Check students are taking turns and note any common errors more than one pair is making. Correct errors as you hear them, but also correct at the end.

Exercise 6

- Ask students to read questions 1–4. Check that all students know the film *Star Wars*. You could find an image from the film online to show them.
- Put students into new pairs and ask them to take turns asking and answering the questions. Remind them to use object pronouns in their answers. Nominate a student to ask you the first question so you can demonstrate, e.g. *I check them in the morning.* Point out or elicit the object pronoun *them* which refers to *emails*.
- When students have finished, ask some pairs to act out their questions and answers. Elicit the object pronouns used and which thing/person in the question they refer to.
- You could drill some of the linking of verb/preposition to pronoun in the sentences, particularly if you noticed that students did not always do this during the exercise.

ANSWERS

1 I check them …
2 I like it./I don't like it.
3 They like me./They don't like me.
4 Yes, I know him/her./No, I don't know him/her.

EXTENSION Write some more questions on the board. Ask students to write them down and think about how to answer them using object pronouns in the answer. Questions: *Do you watch TV a lot? Do you like coffee? When do you take photos? Do you often see your best friend? When do you wear smart clothes?*

Vocabulary & Speaking past time expressions

Exercise 7a

- Ask students to underline the past time expressions in the sentences and then compare their answers with a partner.
- Elicit answers from the class. Check students understand the meaning of *yesterday* and *last year* by saying *Today is … What day was yesterday?* and also *This year is … What year was last year?*

ANSWERS

1 last year 2 in 2012 3 yesterday

Exercise 7b

- Ask students to read the expressions in the box. Ask if they are all past time expressions (yes).
- Draw a horizontal line on the board and mark NOW at the far right end, as in the book. Elicit which time expression is closest to now by pointing to the line. Write *this morning* very close to NOW. Put students into pairs to put the other expressions in order on the line.
- Go through the answers with the class, eliciting past tense expressions in order and adding them to the line, working from NOW back into the more distant past.

PRONUNCIATION Drill all the time expressions with the class and encourage individual students to come up to the board to mark the stress in the words and phrases (*in nine**teen nine**ty eight*, *last year*, *in June*, *last week*, *on **Mon**day*, ***yes**terday*, *last night*, *this **mor**ning*).

WATCH OUT! Teach students about past time expressions with parts of the day so they can avoid errors.

We say *this morning*, *this afternoon*, *this evening* for parts of today. *Today morning* is a common error.
We say *yesterday morning*, *yesterday afternoon*, *yesterday evening*. *Last evening* is a common error. This is not surprising as there is an exception students need to learn: we say *last night* (not *yesterday night*). It is a good idea to drill the correct phrases to help students remember.

ANSWERS
in 1998 last year in June last week
on Monday yesterday last night this morning

Exercise 8a

- Ask students to work alone to complete sentences 1–6 with a past time expression. Give a few examples to show they can vary the time expressions from those on the time line, e.g. *I travelled abroad in 2003. I played sport on Saturday.* Monitor and assist students who don't remember some of the vocabulary.

EXTENSION Fast finishers can think of two more sentences of their own including a past simple verb and a past time expression. Check the sentences carefully. Provide verbs if they can't think of any (*cook*, *work*, *watch*, *study*).

Exercise 8b

- Ask students to read the instruction and question carefully. Then put them into pairs to take turns saying their sentences to each other. Ask students who did the Extension in exercise 8a to read their extra sentences, too.
- Conduct class feedback by finding pairs who have a sentence which is the same and eliciting it.

Exercise 9

- Divide the class into two halves: A and B. Refer students to the Communication pages and ask them to look at the photos and read their instructions.
- Put students into pairs of the same letter (e.g. two Student As) to check they understand the new words they have been given to use. They need to know what kind of words they are (noun, verb, adjective) so they can use them correctly: Student A: *safari* (noun), *lion* (noun), *friendly* (adjective); Student B: *holiday* (noun), *cycle* (verb), *mountains* (noun). Students could use dictionaries to check unknown vocabulary.
- Students work alone to write a story about their photo. Remind them to use verbs in the past simple tense.

EXTRA SUPPORT Ask pairs with the same photo to work together to write a story about it.

- Monitor and assist students who are struggling. Ask fast finishers to check their past tenses carefully and make sure they have used pronouns so they don't repeat words.
- Put students into A/B pairs and ask them to take turns to show their photo and tell their story.
- When students have finished, you could ask which stories are interesting and why. You can also ask which photo they like and why.

POSSIBLE ANSWERS
Student A: We were on a safari in Tanzania last winter. It was great! There were lots of animals. There was a lion very near to our car. He looked at us, and he wasn't very friendly!

Student B: I was on holiday in Austria last summer. It was amazing! I was there with my friends from university. We cycled a lot every day. It was very difficult, but I loved it.

Reading skills understanding pronouns (2)

- Ask students to read the information. There is a lot of information here and you may need to refer students back to the Grammar focus box in exercise 4a to remind them that they have seen both subject and object pronouns and they can refer to the list there.
- Remind them of the normal word order for positive sentences (subject, verb, object) and point out this order in the example sentences, both before *but* and in the second clause too.

! Remind students that pronouns refer to gender in the singular (man, woman), but in plural we only have one pronoun form which is not gender specific. *They* and *them* could be all male, all female or a mixed group.

Exercise 1

- Ask students to read sentence 1 which has been done as an example: *it* refers to *London*, so this word is underlined.
- Put students into pairs to do the exercise.

WATCH OUT! Point out that some of the sentences contain two pronouns in bold.

- Monitor and help struggling pairs by referring them back to the examples in the Reading skills information.
- When students have finished, elicit answers from the class.

ANSWERS
1 it – subject pronoun; refers to 'London'
2 They – subject pronoun; refers to 'The students in my class'
3 them – object pronoun; refers to 'Sarah and Frank'
4 him – object pronoun; refers to 'Jim'
he – subject pronoun; refers to 'Jim'
5 We – subject pronoun; refers to 'John and I'
it– object pronoun; refers to 'the film *Boyhood*'

Exercise 2a

- Ask students to quickly read the text which has object pronouns highlighted in bold. Then demonstrate using number 1. Ask students to just read the first two sentences again. Elicit that *them* is a plural pronoun and that the plural word in the first sentence is *friends*, so this pronoun refers to *my friends from university*.
- Students work alone to find and circle the things and people referred to by the pronouns.

Exercise 2b

- Put students into pairs to compare their answers. If any answers are different, ask them to look again at whether the pronoun is male or female and singular or plural as this may help them decide which answer is correct.
- Elicit answers from the class. Make sure students understand number 6. There are two things in the previous sentence: *journalism* and *a job with a national newspaper*. Students can understand that *it* refers to *job* because *studied journalism* is in the past, whereas the job is now and *she loves it* is also in present tense.

ANSWERS

1 Celia's friends from university
2 Celia and her friends
3 Javier
4 Laura
5 Alejandra
6 her job
7 Rafa and Nicolas

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 him 2 He, her 3 They, us 4 me 5 you
6 She/him 7 it 8 them

Exercise 2

1 It 2 him 3 She 4 them 5 her 6 you 7 them
8 us 9 me 10 They

8.4 Speaking and writing

Goals

- Use expressions for special occasions
- Show interest
- Write a biography

Lead-in

- Write *special occasions* on the board. Ask students to look at the four photos a–d and say that these show *special occasions*.
- Put students into small groups to talk about what the occasion is in each photo. Don't worry too much about grammatical accuracy – students just need to share ideas. Some of them may know the words to talk about the occasion, but many won't and that's OK.
- For each photo ask one or two questions to elicit ideas:

a *Is it a boy or a girl? Where is she?*
b *What food is it?*
c *Is this a family or friends?*
d *Are they married?*

- Teach useful phrases to describe each special occasion:

a *It's her first day at school.*
b *It's her birthday.*
c *It's a celebration.*
d *It's their wedding day.*

Listening & Speaking special occasions

Exercise 1a

- Ask students to read the expressions we use for the special occasions in the photos and match them.

EXTRA SUPPORT If you think a lot of students will struggle, put them into pairs to do this exercise and support each other.

Exercise 1b 8.19

- Play track 8.19 and ask students to listen to the expressions and check their answers.
- Play the track again for students to repeat.

PRONUNCIATION *Congratulations* is obviously a long word for beginners to pronounce. Write it on the board and mark the stress clearly then break it down into syllables and drill a syllable at a time from the end to the front until they can say the whole word, e.g. *tions*, *ations*, *tulations*, *gratulations*, *congratulations*. Also point out that this word is always plural and they must remember to pronounce the /z/ ending.

SMART COMMUNICATION Remind students that the sound of their voice is important when saying these expressions. If said with a flat tone, the expressions have much less meaning and may not sound real and sincere. Students (both female and, to a certain extent, male) need to vary their pitch and use higher tone to express feeling.

ANSWERS

1 d 2 b 3 a 4 c

AUDIOSCRIPT 8.19

a Good luck!
b Happy birthday!
c Cheers!
d Congratulations!

Exercise 2a 8.20

Audio summary: There are four conversations, each between two speakers. Each conversation is about one of the special occasions shown in the photos.

- Ask students to read the questions for each conversation. Then play track 8.20 and ask students to listen to the conversations and answer the questions.
- Students could compare answers in pairs before you elicit answers from the class, in full sentences as far as possible.
- You could point out some more phrases from the conversations: *Oh no! Oh wow! Oh dear* and teach or elicit which are used to react to good news and which to something negative.

ANSWERS

1 She doesn't have her lunch.
2 Nobody at work remembered her birthday.
3 He's got a new job.
4 Her grandmother is in hospital.

AUDIOSCRIPT 8.20

1
A OK – first day at your new school. Do you have everything?
B Yes, I think so. Oh no! I don't have my lunch!
A Never mind. Here's some money. You can buy your lunch.
B Thanks, Mum.
A Good luck!

2
All Happy birthday!
A Oh wow! Everyone's here.
B Of course! We wanted to give you a big party.
A Oh thank you. Nobody at work remembered.
B Really? Oh dear.

3
A You look very happy.
B I am happy. I've got a new job.
A That's great! When do you start?
B Next Monday.

A Well, here's to you. Cheers!
B Cheers!
4
A Congratulations! You look beautiful!
B Thank you. It's great to see all my friends and family.
A But where's your grandmother?
B She's not well. She's in hospital.
A I'm sorry to hear that.
B Thank you. It's very sad.

Exercise 2b 8.20

- Explain that the A/B conversations are taken from the conversations they just listened to. Play the track again for students to complete them.

EXTRA CHALLENGE Strong students may be able to complete the conversations from memory before they listen again.

Exercise 2c

- Put students into pairs to compare answers. Monitor carefully to see if students have the correct answers.
- To check answers, nominate four pairs to read out the conversations. Correct any wrong answers. Write the words on the board to ensure students have spelt them correctly.

EXTENSION Elicit the phrases we use: for good news (*That's great!*), for very bad news (*I'm sorry to hear that*), for surprising news (*Really?*) and to show that something is OK (*Never mind*).

ANSWERS
1 Never **2** Really? **3** great **4** sorry

Exercise 3a

- Refer students to the Language for speaking box and ask them to read the expressions. Point out that two of the expressions for showing interest need a falling tone (*Never mind. I'm sorry to hear that.*). Model for the class.

Exercise 3b

- Ask students to read sentences 1–4 and find an appropriate response from the Language for speaking box.

Exercise 3c 8.21

- Play track 8.21 and ask students to listen to the sentences and check their answers. Play again, pausing after each phrase which shows interest for students to repeat it.

ANSWERS
1 Really? **2** Never mind. **3** I'm sorry to hear that.
4 That's great!

AUDIOSCRIPT 8.21

1
A I watched four films yesterday.
B Really?
2
A I'm sorry, but I can't finish my lunch.
B Never mind.
3
A My dog died last week.
B I'm sorry to hear that.
4
A I studied a lot and the exam was really easy!
B That's great!

Exercise 4 8.22

- Refer students to the *Understanding …* box and ask them to read the information as you read it aloud. Explain that *intonation* means how the voice goes up and down.
- Play track 8.22 and ask students to listen to the examples.

Exercise 5a 8.23

- Tell students they are going to hear six sentences which are either good or bad news. Elicit how they will know if the news is good or bad (by listening for intonation as explained in the *Understanding …* box).
- Play track 8.23, pausing after the first sentence to elicit whether this is good or bad news (good). Ask how they know (the speaker's voice goes up and down). Play on to the end so students can complete the exercise.
- Elicit answers from students and ask how they know it was good or bad news.

ANSWERS
1 good **2** good **3** bad **4** bad **5** good **6** bad

AUDIOSCRIPT 8.23

1 There's a really good film on tonight.
2 I passed my driving test!
3 I failed my driving test.
4 The traffic was terrible.
5 We stayed in a lovely hotel.
6 I played very badly yesterday.

Exercise 5b 8.23

- Play track 8.23 again and ask students to choose an expression from the Language for speaking box to respond to each piece of news. Pause after each sentence and ask students to shout out their response.

Exercise 6a

- Ask students to read the instruction carefully. Point out that there are four different types of sentence to write. Refer them to the example sentence and elicit what type it is (bad news, but it's OK).
- You could put students into pairs to think of sentences. Monitor, encourage and correct mistakes as you see them.

EXTRA CHALLENGE Encourage strong students to write original sentences, not only on the topics already covered in the lesson.

EXTENSION Fast finishers could write a sentence for some of the special occasion expressions, too.

Exercise 6b

- Put students into new A/B pairs. Ask them to take turns to say their phrases clearly, so their partner can respond appropriately. Monitor and ensure they are responding with the best phrases and using lively intonation for the good news ones.

EXTRA ACTIVITY Ask students to move around the classroom, saying their sentences to other students and also responding to other students' sentences with appropriate phrases. If the class is very large, put students into groups of 6–8 to do this activity.

Reading & Writing a biography

Exercise 7

Text summary: This is a biography which gives information about the life of the woman pictured in the photo: Um Ahmad from Jordan.

- Teach students that *biography* means life story. Write the word on the board, drill the pronunciation /baɪˈɒgrəfi/, and mark the word stress. You could explain that biographies are written by another person, but if a person writes the story of their own life it is an *autobiography*.
- Ask students to read sentences 1–5 and then read the biography to find out whether they are true or false. Ask them to change the false sentences to make them true.
- Students could compare answers in pairs before you elicit answers from the class. Make sure they say the corrected sentence for the false sentences. Also encourage students to say how they know the true sentences are true.

ANSWERS

1 T
2 T
3 F Her first job was in her father's shop.
4 F She married Abdullah and then they moved to Amman.
5 T

Exercise 8a

- Point out the two highlighted words in the text and tell students these are sequencers.
- Refer students to the Language for writing box and ask them to read it carefully. Make it clear that we use *then* and *after that* with the same meaning. They both tell the reader what happened next in the story.

Exercise 8b

- Ask students to read sentence 1 and elicit where they could put a sequencer (at the start of sentence 2). Elicit why we use it to start a new sentence (refer students to the Language for writing box if they are unsure).
- Students work alone to use sequencers in the other sentences. Monitor carefully and refer struggling students back to the Language for writing box to help them.
- Elicit full answers from the class. Point out or elicit why answers are correct with reference to the points in the Language for writing box.

ANSWERS

1 I lived in Sweden from 2008 to 2014 and worked in a bank. Then I moved to England.
2 We walked in the park and then travelled home by bus.
3 She finished work at 7 p.m. Then, she cycled home.
4 We visited a museum with some friends and walked by the river. After that, we had dinner in a restaurant with them.

Exercise 9a

- Write *Ayrton Senna* on the board. Ask if anyone knows this name and anything about him. Point to the photo and the biography and tell students they are going to read about Ayrton Senna. Explain the biography is in the wrong order. Ask them to put the sentences in the correct order.

EXTRA SUPPORT Tell students to use the ages and years in the text to help them find the order.

- Elicit answers by reading aloud the first sentence and then asking the student next to you to continue with the next sentence and so on around the class. Stop students if there are any mistakes in the order and correct them, eliciting what comes next from the class if possible. (You could also write the letters on the board in the order they occur for visual learners to check.)

ANSWERS

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

Exercise 9b

- Put students into pairs and ask them to say the biography of Ayrton Senna together, taking turns to add one piece of information at a time. Remind them to use *then* and *after that* when appropriate.
- Nominate a strong pair to go through the story in front of the class. Praise use of sequencers in appropriate places.

ANSWERS

He started to drive … 7 years old. Then at thirteen he had … In 1981 … formula 3 cars. Then at the age of twenty-three … Formula 1 team Toleman. After that he had a great career …

Exercise 10a

- Ask students to read the instruction for the writing task. Ask checking questions to make sure they know what to do: *Who do you write the biography about? How many facts do you write about? Do you use sequencers?*
- At this stage students choose a person for their biography and just write notes to get their facts and ideas on paper before they start to write the biographies. If students have access to sources of information, they could research facts about their person. When they have written down 5–8 facts, they should put them in chronological order.

Exercise 10b

- Allow plenty of time for students to work alone on their biographies. Monitor and check their sentences carefully, especially their use of sequencers. Point out any errors you see and encourage students to self-correct if possible.

WATCH OUT! Now that students have the sequencers to think about, they may lose focus on the past tense. Remind them to use the past simple and to choose the correct endings.

EXTRA CHALLENGE For fast finishers, ask them to include two more facts about the person in their biography.

- Give a time limit to the end of the task when you can see most students are near to finishing.
- Write the following checklist on the board and ask students to use it to check their writing and correct any errors: *past tense endings*, *was born*, *pronouns*, *sequencers*.

Exercise 10c

- Tell students they are going to read their biographies to other students. Ask them to practise saying any years or dates in their biographies.
- Put students into small groups of 3–4 and ask them to take turns to read out their biographies. Monitor and note errors from the checklist in exercise 10b.

- When students have finished, elicit how many of the biographies were of famous people.
- Read aloud some of the errors and elicit corrections.

EXTRA ACTIVITY For homework, students could write a short autobiography of 5–10 sentences, including sequencers where appropriate. Collect this writing to correct it. Students could write up a perfect copy for a booklet about the members of the class and they could all read it. You could include photos of the class members, too.

8.5 Video

The Wright siblings

Dayton is a small city in Ohio in the USA. It only has a population of around 140,000 people, but it's famous all over the world. Why? Because the Wright brothers lived here. Orville and Wilbur Wright were the first people to fly an aeroplane. As young men, they started a printing business and then opened the town's first bicycle shop. They even invented their own bicycle. But their dream was to fly. In 1899, they started to make a glider and they soon added engines and a propeller. In 1900, they moved to Kitty Hawk in North Carolina. Here they tested different machines and on 17th December 1903, they were successful with the Wright Flyer I. Today, almost everybody knows the Wright brothers' story, but most people don't know about their sister, Katharine. Katharine Wright was born in the Wright family home on 19th August 1874. She studied at Oberlin College, which was unusual at the time because there weren't a lot of colleges for women. She finished her degree in 1898 and moved back to Dayton. Here, she started work as a teacher in the local high school. But after Orville and Wilbur's famous flight, everything changed. Suddenly the brothers were famous all over the world. This was difficult because they were both very shy. But luckily Katharine wasn't. She was an excellent businesswoman, too. She helped to build the Wright Company and even started to fly with the brothers. She was an important part of the family business and travelled across the United States and Europe with her brothers. After that, the siblings returned to their home in Dayton and they all helped with the business. The brothers created their third aeroplane – the Wright Flyer III - and tested it here at the Huffman Prairie flying field. Orville and Wilbur Wright lived in Dayton for the rest of their lives, but life was very different. They were American heroes and they were famous all over the world. They started a company and were very successful. Wilbur died in 1912. Katharine married the journalist Henry Haskell and moved to Kansas in 1926. Sadly, she died three years later. Orville continued to work with planes. He even helped to re-make the Wright Flyer III. His last flight was in April 1944 and he died in 1948. Wilbur, Orville and Katharine were very close and together they changed the world forever.

VIDEO ANSWERS

Exercise 1
1 three 2 They were the first people to fly an aeroplane.
3 a glider, a flight

Exercise 2
1 WO 2 WO 3 K 4 WOK 5 K 6 WO 7 K
8 WO

Exercise 3a
1 invented 2 glider 3 tested 4 engine 5 company
6 Flyer III 7 Wilbur 8 Orville

Review

ANSWERS

Exercise 1a
1 were 2 were 3 was 4 were 5 was 6 weren't
7 were 8 was 9 were 10 were 11 was
12 weren't 13 wasn't 14 was

AUDIOSCRIPT 8.24
The Brothers Grimm, Jacob and Wilhelm, were famous nineteenth century story-tellers. They were both born in Hanau, Germany. Jacob was born in 1785 and Wilhelm in 1786. There were nine children in the family. After their father died, life was very difficult. Jacob and Wilhelm weren't rich, but with help from their mother's sister, they went to school. In 1805, they were both students at the University of Marburg. It was a small but very famous university. The brothers were good students. They were interested in tales and started to collect them. Their first book, in 1812, was *Children's and Household Tales*. There were eighty-six stories in it. The stories weren't for children at first, but they loved them. Children's and Household Tales wasn't the only book that the brothers published, but it was the most popular.

Exercise 2a
1 lived 2 liked, was 3 studied 4 helped 5 worked
6 died

Exercise 3a 8.25
1 1916 2 4th November 3 12th July 2009 4 2040
5 13th May 6 22nd July

AUDIOSCRIPT 8.25
1 1916
2 4th November
3 12th July 2009
4 2040
5 13th May
6 22nd July

Exercise 4a
1 When is your birthday?
2 What year were you born?
3 When was your first day at school?
4 Where and when was your first holiday?

Exercise 5
1 holiday 2 the house 3 my daughter 4 the young boy
5 me and my family 6 our neighbours

Exercise 6a
1 her 2 them 3 it 4 him

Exercise 7a
1 e 2 d 3 f 4 b 5 a 6 c

9 Unusual stories

Unit overview

Language input

Past simple irregular verbs (CB p86)	• *I said goodbye. She wrote a book. They saw a film.*
Past simple negatives and questions (CB p88)	• *I didn't sleep.* • *Did he phone the office? Yes, he did.*
ago (CB p90)	• *I left school five years ago.*
Grammar reference (CB pp132–133)	

Vocabulary development

Adjective + noun phrases (2) (CB p87)	• *difficult time, new life, happy ending, …*
Verb phrases (1) (CB p89)	• *get up late, miss the bus, …*

Skills development

Listening: words that sound the same (CB p89)
Reading: guessing meaning from context (CB p91)
Speaking: talking about the weather (CB p92)
Writing: a review of an event (CB p93)

Video

Documentary: Whatever the weather (CB p94)
Vox pops (Coursebook DVD & TG p222)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Irregular verbs (TG p179 & TSRD) • Vocabulary: A happy ending (TG p194 & TSRD) • Communication: What's the weather like? (TG p209 & TSRD)
Tests	• Unit 9 test (TSRD)
Unit 9 wordlist (TSRD)	

9.1 Happy memories

Goals

- Use past simple irregular verbs
- Talk about a memory

Lead-in

- Start by giving a context for *forget*, e.g. *Oh no! I forgot my mobile phone!* Elicit the meaning by concept checking if necessary: *Do I have my mobile phone today?* (no). Write *forget* on the board. Ask *What is the opposite of forget?*
- Elicit or teach *remember* and write the word on the board. Ask *How can you remember things?* Elicit ideas from the class (write it down, make a note in your mobile phone, set an alarm, ask a friend to remind you, etc.).
- To teach the noun *memory*, explain that people who remember well have a good memory, and people who often forget things have a bad memory. Write on the board *Do you have a good memory? Do you know someone who has a good memory?* Put students into pairs to take turns to ask and answer these questions.
- Finally, ask students to look at the title of the lesson *Happy memories* and point out clearly that memory has two meanings: the ability to remember and also the things we remember from our past.

Reading & Grammar past simple irregular verbs

Exercise 1

- Write *love story* in the centre of the board. Add different types of love story around it to start making a spidergram, e.g. *history*, *film*, *book*, *opera*, *famous people*, *my family*, *people I know*. Check students understand all of these terms. You could also teach the expression *fall in love*, as students will need it for this lesson.
- Allow time for students to think about love stories they know in different categories. Then put student into pairs to talk about all the love stories they can think of. They can say the names of famous love stories, e.g. *Beauty and the Beast*, *Gone with the Wind*, *Carmen*, or couples, e.g. Anthony and Cleopatra, Paris and Helen of Troy, Romeo and Juliet, Layla and Majnun, John Lennon and Yoko Ono.

Exercise 2a

Text summary: Clive Wearing was left with no memory after a brain illness, but he does remember that he loves his wife Deborah.

- Tell students they are going to read a true love story about the people in the photos.
- Ask students to read sentences a–h about the story. Elicit or teach the meaning of *get ill* (and you could also teach the noun *illness*, which students will need in exercise 2b).
- Ask students to read the text to find the order of events in this love story and write the numbers next to sentences a–h. Point out that number 1 has been done as an example.
- Allow plenty of time for the exercise as the text is quite long and contains a lot of detail. Encourage students not to use a dictionary, but reassure them you will help with new vocabulary when you check the answers.
- You could put students into pairs to check they have the same order of events before you elicit the events slowly and clearly in order. Write the letters and numbers on the board. Ask students to give you the sentence in the text which tells them the information.
- Go through any new vocabulary, e.g. *musician*, *seconds*, *difficult*. Help students with the pronunciation.

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

Exercise 2b

- Ask students to read sentences 1–6 and then read the text again and mark the sentences *T* or *F*.

EXTRA CHALLENGE Strong students may be able to remember what they read and write *T* or *F* before they read again and check whether they were right. Fast finishers could try to make the false sentences true.

- Elicit answers from the class, encouraging students to refer to the text and say the sentence where they found the information. (If fast finishers did the extra challenge, you could also elicit true sentences.)

EXTENSION Ask students *Do you like this love story? Why/ Why not?*

ANSWERS
1 False 2 False 3 False 4 False 5 True 6 False

Exercise 3a

- Refer students to the highlighted words in the text. Point out that these are all verbs. Elicit that the story is about the past and these verbs are all in the past tense. The verbs in 1–15 are infinitives and students have to find the corresponding past tense forms in the text.

Exercise 3b 9.1

- Play track 9.1. Ask students to listen to the verbs and check their answers.
- Play the track again, pausing after each verb for students to repeat both the infinitive and the past simple form.

PRONUNCIATION You could point out that for some of these irregular verbs, the only difference in spelling and pronunciation between the infinitive or present and the past tense is the vowel. This means it is important to try to be precise about the vowel sounds when saying them.

ANSWERS
1 was/were 2 could 3 came 4 fell 5 got 6 went 7 had 8 knew 9 left 10 lost 11 met 12 said 13 saw 14 sold 15 wrote

AUDIOSCRIPT 9.1

1 be was/were
2 can could
3 come came
4 fall fell
5 get got
6 go went
7 have had
8 know knew
9 leave left
10 lose lost
11 meet met
12 say said
13 see saw
14 sell sold
15 write wrote

Exercise 3c

- Put students into A/B pairs. Ask them to read the instruction and example then take turns to test each other.

EXTENSION Ask students to write down five of the infinitives and then five past tense forms (of other verbs they have learnt). Ask students to swap their lists and write the missing past tense forms and infinitives.

Exercise 4a

- Refer students to the Grammar focus box. Ask them to think about which verbs we use before *goodbye* and a *good film* then look for the past simple form of these verbs in exercise 3a to complete the gaps. Elicit answers.
- Read out the sentence at the top of the Grammar focus box as it is important students don't try to change the form of verbs in the past tense to fit different pronouns. You could say that in this way, past tense is simpler than present tense.

WATCH OUT! The irregular verb *be* is the obvious exception to the rule above. Elicit from or remind students that we use *was* for I/he/she/it and *were* for you/we/they. They studied and practised this in 8.1.

ANSWERS

1 said **2** saw

- Refer students to *Grammar reference* on p132. There are two more exercises here that students can do for homework.

Exercise 4b

- Tell students they are going to read a new love story. Ask them to complete it by changing the verbs in brackets into past simple tense. Refer them to the example: *meet – met*. If necessary, elicit the correct past tense form of *be* (*was*) to complete number 2 as a further demonstration.
- Monitor and encourage students to try to remember the past tense forms.

Exercise 4c 9.2

- Play track 9.2 and ask students to listen to the story and check their answers.
- Check answers by eliciting them from students. They could read a line of the story each. Correct any mistakes.

FEEDBACK FOCUS The pronunciation of some of these irregular past simple forms tends to cause problems for students, e.g. *saw*, *said*, *could*. Make a note of any past tense forms which are mispronounced for correction after exercise 5.

ANSWERS

1 met **2** was **3** knew **4** went **5** saw **6** sold
7 wrote **8** said **9** came **10** went **11** fell **12** got

AUDIOSCRIPT 9.2

I met my husband, John, when I was five years old! We knew each other because we went to the same school. I saw him again in a clothes shop in 2010. I was with a friend and he sold a jacket to her. He asked her for my phone number. Then he wrote me a text message. It said, 'Do you want to go out for a meal?' So he came to my house one evening and then we went out to a restaurant. We fell in love and got married in 2011.

Exercise 5

- Write *Is this a love story?* on the board and ask students to read the story. Tell them not to worry about the missing words, but just try to understand what they story is about. Elicit the answer to the question: It isn't a love story. It's a story about a man with an amazing memory.
- Ask students to complete the story with past tense verbs as in exercise 4b. Encourage them to try to remember the past tense forms rather than look at the list in exercise 3a. You could put fast finishers in pairs to check their answers.
- Elicit answers from the class. Either elicit one line of the story at a time as in exercise 4c or read the story aloud yourself and ask them to say the verbs together as you come to them. Note any which are mispronounced.
- Drill any mispronounced past tense forms one more time. Sometimes it helps to point out similarities and differences between the infinitive and the past tense form (often just the vowel sound changes). You could use the list in exercise 3a to do this.

ANSWERS

1 studied **2** had **3** remembered **4** met **5** was
6 said **7** got **8** could **9** lost **10** had

EXTENSION Not all of the past tense verb forms are irregular in this story. Ask students to find two regular verbs. Elicit the answers: *study* (studied) and *remember* (remembered).

Exercise 6a

- Ask students to read sentences 1–5 and change the verbs into the past simple.
- Check answers together by nominating students.

ANSWERS

1 met **2** got **3** went **4** lost **5** saw

Exercise 6b

- Ask students to read the instruction. Tell them to think about two real events from their past
- Give your own example which uses the cues, e.g. *Last summer, I lost my credit card. I was shopping with my friend and we were in a clothes shop. I wanted to buy a top but I didn't have my credit card. We stopped shopping and I called the credit card company. After that we went back to the car and … it was in the car on the floor!*
- Allow plenty of time for students to work alone, making notes about their two events. Monitor and assist students. They can use dictionaries if necessary, but check carefully if they want to use new words.
- When students have written notes, ask them to think about past tense forms of verbs they need to tell their memories.

Exercise 6c

- Put students into small groups of three or four and ask them to take turns to tell their memories.
- Tell each group to choose one memory they think is interesting or funny. Ask the student whose memory they've chosen to report it to the class.

Vocabulary adjective + noun phrases (2)

Exercise 7

- Ask students to read the Vocabulary focus box. Check they know the noun *ending* and, if necessary, teach the meaning in relation to stories. You could also point out that in the phrase *an old friend*, we don't mean that the friend is old but that it is a long friendship.
- Ask students to read the love story in exercise 2a again to find sentences which contain an adjective + noun phrase from the Vocabulary focus box. To demonstrate, ask a student to read out the first sentence from the story and elicit the phrase *the unusual story*. Refer students back to the Vocabulary box to see that the phrase is there.
- Students work alone to find three more adjective + noun phrases and write them in their notebooks.
- Elicit answers from the class.

WATCH OUT! Of course, the examples in the Vocabulary focus box are not the only possible combinations of these adjectives + nouns, e.g. *a good friend* is also possible. But they are common and useful combinations that students can learn as chunks to add to their vocabulary. If stronger students think of other combinations which collocate well, praise them for finding a new adjective + noun phrase.

ANSWERS

This is *the unusual story* of … They had *a good time*.
It was *a sad time*. Their *new life* was very different.

Exercise 8a

- Ask students to read sentences 1–6 and choose the correct noun to go with each adjective.

EXTRA SUPPORT With a weaker group, elicit the first answer. Point out that *interesting story* is correct because it is a common adjective + noun combination and also because *friend* would need the sentence to begin with *he* or *she*, not *it*.

Exercise 8b

- Put students into pairs to compare their answers.
- Elicit answers from the class. Wherever possible, encourage students to say how they know it is correct or refer them back to the Vocabulary focus box.

ANSWERS

1 story 2 ending 3 time 4 friend 5 life 6 time

Exercise 9a

- Ask students to read and complete sentences 1–5. Remind them to choose real memories from their lives and films, books and people they know, which they can talk about. Give examples yourself, e.g. *I had a good time at university.* Cinderella *has a happy ending. Alice is an old friend.*
- Monitor and encourage students who can't think of ideas. Some sentences are easier than others, e.g. ask them to start with sentence 3 and go back to the others after that.

Exercise 9b

- Put students into small groups and ask them to take turns to read their sentences to each other and give more information. Refer them to the example. You could ask a student to read it aloud. Also give your own example to help students understand what to do, e.g. *Alice is an old friend. I met her at college and after that we worked in the same office for five years.*
- Nominate some students to report one or two things about people in their group. Elicit corrections of any errors connected with past simple tense.

EXTRA ACTIVITY Ask students to choose five adjective + noun combinations from the Vocabulary focus box to write on slips of paper. Ask them to cut (or tear) the phrases in half. Put students into pairs and ask each student to hand their ten pieces of paper to their partner. Students match the adjective + noun phrases and use each one in a sentence. You could make this a competitive game where students get a point for each correct sentence.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 had 2 wrote 3 left 4 went 5 lost 6 saw 7 got

Exercise 2

1 met 2 studied 3 was 4 fell 5 saw 6 could 7 painted 8 wrote 9 visited 10 got 11 lived 12 were 13 wasn't 14 sold 15 were 16 went 17 left

9.2 A good excuse

Goals

- Use past simple negatives and questions
- Use common verb phrases (1)

Lead-in

- Put students into pairs to tell each other about their job or a job they did in the past. You could write *where*, *when*, etc. on the board as prompts to give more information.
- Say *People sometimes don't go to work. Why?* Elicit reasons from the class, e.g. *They don't have a job. They are ill.* You may not be able to elicit many reasons – the aim is just to engage students' thinking ready for exercise 1.

Listening & Grammar past simple negatives and questions

Exercise 1

- Ask students to read the instruction and the first part of the text, above the illustration. Then put students into pairs to read reasons 1–6 and discuss whether they are good or bad.
- Elicit ideas from the class.
- Teach the noun *excuse* /ɪk'skju:s/, explaining this is a type of reason we give to say why we didn't do something or we did something bad. Sometimes these reasons are not true.

WATCH OUT! You could point out that this noun *excuse* /ɪk'skju:s/ is different from the word in the phrase *Excuse me* /ɪk'skju:z/, which they learnt in 7.4 for making requests. Model the words to show that the pronunciation is different, too.

Exercise 2a 9.3

- Tell students they are going to hear a conversation where someone is making an excuse for not going to work.
- Ask students to read the questions. Elicit the meanings of *employee* and *employer* (students have heard the word *boss* before in 8.2 about Bill Gates).
- Play track 9.3 and ask students to listen to the conversation and answer the questions. Play again to give students a second opportunity to catch the information.
- Elicit the answers from the class.

ANSWERS

1 He had a bad night, he couldn't sleep.
2 The employer thinks it's a bad excuse.

AUDIOSCRIPT 9.3

A So where were you yesterday, Nathan?
B I'm very sorry. I had a bad night. I didn't sleep.
A Why did you have a bad night?
B Well, I watched a horror film.
A A horror film? OK … Did you phone the office in the morning?
B No, I didn't. I'm sorry. I didn't get up until 12 o'clock. I phoned in the afternoon.
A In the afternoon? Nathan, that's not good enough …

Exercise 2b 9.3

- Give students a moment to read through the conversation they heard in exercise 2a. Then play track 9.3 again for students to complete the conversation.

EXTRA SUPPORT For a weaker group, pause the track after each B sentence to allow more time for students to write.

- Elicit answers from the class by playing the track again and pausing just before each gap.

ANSWERS

1 were 2 had 3 have 4 watched 5 phone 6 get 7 phoned

Exercise 3

- Refer students to the Grammar focus box. Point out that the focus is still on past simple forms, but this time on negatives and questions. So they need to focus on these in exercise 2b to help complete the box.
- Go through the answers together, eliciting from students. Elicit that they need a capital letter for gap 3 as it is the beginning of the question.
- Check students understand they need the past tense form of auxiliary verb *do* (*did* for all persons) for making negatives and questions and that this auxiliary verb is followed by the infinitive form. You could make a comparison with present tense negative and questions if you think this would help.

WATCH OUT! There's a note at the bottom of the Grammar focus box about *could*. Point out that the negative of *could* is *couldn't* just as *can* becomes *can't* in the negative (so it is incorrect to say *don't can* or *didn't could*). Students will need to be encouraged to learn this. You could ask them to write their own sentences to practise.

ANSWERS

1 didn't 2 did 3 Did 4 didn't

- Refer students to *Grammar reference* on pp132-133. There are three more exercises here that students can do for homework.

Exercise 4a

- Ask students to read the conversations in 1 and 2 then underline the correct option in each case.
- Monitor and refer students back to the Grammar focus box examples to help them.

Exercise 4b 9.4

- Play track 9.4 and ask students to listen to the conversations and check their answers. If necessary, play again and pause to elicit each answer.
- Check students understand *not feel well* means *feel ill*.

ANSWERS

1 go 2 didn't 3 went 4 like 5 stay 6 did 7 feel 8 ate 9 eat

AUDIOSCRIPT 9.4

1
A Did you go to work yesterday?
B No, I didn't. I went shopping.
A Was your boss angry?
B Yes. He didn't like it.
2
A Did you stay at home yesterday?
B Yes, I did. I didn't feel well. I ate something bad.
A What did you eat?
B I don't know.

Pronunciation sentence stress

Exercise 5a 9.5

- Play track 9.5 and ask students to listen to the negative sentence and question and notice which words are stressed.

Exercise 5b 9.5

- Play track 9.5 again, pausing for students to repeat. You may need to do this more than once.
- Correct any sentence stress errors.

Exercise 6a 9.6

- Ask students to read 1–4. Point out that two are questions and one is a negative sentence. Ask them to think about which two words are stressed in each sentence.
- Play track 9.6 and ask students to listen to the sentences. Pause after each for students to mark the stressed words.

Exercise 6b

- Put students into pairs to compare their answers. If necessary, play the track again and ask students to repeat.
- Ask students to take turns practising the sentences. Monitor and correct any sentence stress errors as you hear them.

ANSWERS

1 They **lost** their **dog**.
2 Did you **phone** the **off**ice?
3 He **did**n't **like** it.
4 Did you **go** to the **doc**tor?

EXTENSION Refer students back to the conversations in exercise 4a. Ask them to look at the questions and negative sentences and mark the stress on the key words. Ask them to look again at the examples in exercise 5a if they are unsure. Monitor and check they are marking sentence stress correctly. Put students into A/B pairs to practise the conversations.

Exercise 7a

- Ask students to read the list of activities 1–8. Check they understand *party*, *radio*, *early*, *fast food restaurant*.
- Ask students to read the instruction and then put ticks or crosses next to the activities. If necessary, highlight that they need to think about their real lives last week. Monitor and assist students who don't understand what to do.

Exercise 7b

- Put students into A/B pairs to practise asking and answering questions about last week. Refer them to the example and nominate one pair to act it out for the class.
- Remind students to make a note of their partner's answers.
- Monitor carefully and encourage students to take turns. Note any errors for correction at the end.

WATCH OUT! It is common for students to use *Did* to start questions and then mistakenly use a past form instead of infinitive, e.g. *Did you saw …?* rather than *Did you see …?*

EXTRA CHALLENGE Stronger students could ask for extra information whenever their partner answers *Yes, I did*, e.g. *Who did you see? What film did you watch?*, etc. Tell them to make a note of the extra information.

Exercise 7c

- Ask students to use the notes they made to report back to the class. Read the question aloud and nominate one student to start. Alternatively, put students into new pairs to report to their new partner about their first partner.
- Listen carefully and note any sentence stress problems.
- Conduct error correction of grammar errors and sentence stress mistakes. If you write sentences on the board with grammatical errors, students could work in pairs to find and correct the problem.

EXTENSION Set up a different time frame for students to do the same task as exercise 7b. Ask students to think about last year. Tell them to write a list of three more activities similar to those in the list in exercise 7a, e.g. *go on holiday*, *change your job*, *make a new friend*, *travel by train*, etc. Put them into pairs to ask and answer questions about these activities.

Vocabulary & Speaking verb phrases (1)

Exercise 8a 9.7

- Tell students they are going to listen to a woman talking about her (bad) day.
- Ask them to read the sentences, and explain any words/phrases they don't understand. In particular, check they understand the verb *miss* which is used here with *her train*. Point to the photo at the bottom of the page to illustrate this phrase.

WATCH OUT! Direct translation from a number of languages causes students to say *lose* the train instead of *miss* the train. If you know this may be a problem for your students, point it out for them to learn.

- Play track 9.7 for students to listen and tick the things which happened in Jenny's day. You may need to play the track more than once.
- Elicit answers from the class.

ANSWERS

1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✗ 6 ✓ 7 ✓ 8 ✗

AUDIOSCRIPT 9.7

I had a terrible day yesterday. I slept badly, so I got up very late. I had a quick shower, got dressed and went to work. I got to the office two hours late. My boss was there and he wasn't very happy! I started to work immediately, but unfortunately I forgot the time of my meeting with the team and I missed the first half. After lunch I got a phone call from the school. My daughter was ill. She had a really bad headache and felt sick, so we went to the doctor. On the way out I met an old friend, Cathy. She talked and talked for about an hour so we missed the last bus home. I phoned my husband, but he was in a meeting and couldn't leave the office. So we waited for about two hours and finally got home at 8 o'clock in the evening!

Exercise 8b 9.7

- Refer students to the sentences which they didn't tick. Play track 9.7 again, pausing after *had a quick shower*. Point to the example to show how the phrase *fell in the shower* has been corrected. Continue playing the track for students to correct the other sentences.

EXTRA CHALLENGE Stronger students could try to remember what was different and change the sentences before they listen again.

- Students could compare their answers in pairs before you elicit the corrected sentences from the class.

ANSWERS

She didn't fall in the shower. Her daughter felt sick. Her daughter had a headache. She missed her bus.

Exercise 9a

- Jenny's talk in exercise 8a contained some more irregular past tense forms. Ask students to look at infinitives 1–8 and try to remember what the past tense forms are (they have already studied a few of them: *fall*, *have*, *meet*). If they cannot remember, refer them to the sentences in exercise 8a.

Exercise 9b 9.8

- Play track 9.8 and ask students to listen to the verbs and check their answers.
- Play the track again, pausing after each one for students to repeat the two words. Model and drill any words students have difficulty pronouncing.

ANSWERS

1 fell 2 felt 3 forgot 4 went 5 had 6 met 7 missed 8 slept

AUDIOSCRIPT 9.8

1 fall fell
2 feel felt
3 forget forgot
4 go went
5 have had
6 meet met
7 miss missed
8 sleep slept

STUDY TIP Most Coursebooks and dictionaries contain lists of irregular verbs but it is also a good idea for students to reserve a few pages in their notebook to add to an ongoing list each time they learn another irregular verb. They can also customize their own list with personal example sentences to help them remember.

Exercise 9c

- Ask students to read situations 1–4. Put them into pairs to talk about the situations and think of an excuse they could give for each one, e.g. *I missed the bus.* Refer them to the verb phrases in exercise 8a for ideas.
- Monitor and make sure students understand what to do. Weaker students can use verb phrases from exercise 8a in simple sentences. Stronger students could be encouraged to be more creative.

Exercise 10

- Put students into new A/B pairs so they work with a different partner (who they didn't brainstorm excuses with). Ask them to read the instruction. Refer them back to the conversation in exercise 2b for ideas for their own conversation.

EXTRA SUPPORT Elicit the employer's first question to get the conversation started: *Why are you two hours late?*

- Monitor and assist weaker students when they have difficulty keeping the conversations going.
- Make sure students swap roles so both of them have an opportunity to be the employer and employee.
- Nominate a few pairs to act out one conversation for the class. Praise good use of the past tense forms and of verb phrases from exercise 8a.

Listening skills words that sound the same

- Ask students to read the information. If students' first language is phonetic, they may find the idea of two different spellings but the same pronunciation very strange indeed. Model the example words to show this.
- Check students know the meanings of all the example words. It is a good idea to elicit the parts of speech too (noun, verb, adjective, pronoun).

Exercise 1a 9.9

- Ask students to read sentences 1–4, and point out there are pairs of words to choose from. Choosing the correct word depends on the meaning rather than the sound (because the words sound the same), so ask strong students to underline the correct answers before listening.
- Play track 9.9 and ask students to listen to the sentences and identify which word is correct in each case.

Exercise 1b

- Put students into pairs to compare their answers.
- Elicit answers from the class.
- You could play track 9.9 again, pausing after each sentence for students to repeat. Saying the words aloud may help some students remember them better and pronounce them correctly the next time they use them.

ANSWERS

1 ate 2 eight 3 knew 4 new 5 You're 6 your 7 two 8 too

AUDIOSCRIPT 9.9

1 He ate six apples and eight bananas.
2 I knew her when we worked at the hospital. She's got a new job now.
3 You're late for your train.
4 Do you know the woman in flat number two? I know her, too.

Exercise 2a 9.10

- Ask students to look at the pairs of words which sound the same. Tell them they are going to hear six sentences, all of which contain one of the words. They have to choose the correct word according to the meaning of the sentence.
- Play track 9.10 and pause after number 1 to elicit the answer. Ask students *How do you spell that?* to check they have chosen the correct word. Play on to the end for students to complete the exercise.

Exercise 2b

- Put students into pairs to compare their answers.
- Check answers together by eliciting from students. Rather than spelling them out each time, students could say *one* for the first word in each pair and *two* for the second.

ANSWERS

1 your 2 bye 3 write 4 sea 5 hour 6 their

AUDIOSCRIPT 9.10

1 Are these your keys?
2 She said *bye* and left.
3 Did you write a letter or an email?
4 The children went for a swim in the sea.
5 I waited for an hour but she never came.
6 Is it their flat?

Exercise 3a 9.11

- Tell students they are going to hear a mobile phone conversation between two friends.
- Ask students to read the conversation. Explain that the gaps are all words from the Listening skills box.
- Play track 9.11 all the way through once. Students can write answers as they listen to the conversation, but also allow them time after listening to complete the gaps.
- Play the track again, if necessary, pausing after every B sentence to allow time for students to write the answers.

Exercise 3b

- Put students into pairs to compare their answers. If they have different answers, ask them to think about the meaning of the sentence and also the kind of word that is missing (noun, verb, pronoun, etc.).
- Nominate a pair to act out the conversation. Stop them after each line to elicit answers and spellings from the class.

ANSWERS

1 You're 2 right 3 I 4 buy 5 meat 6 too 7 See 8 Bye

AUDIOSCRIPT 9.11

A Hi, Andy. You're at the supermarket, right?
B Yes, I am. Why?
A Could you buy me some apples, please?
B Sure. Anything else?
A I need some meat, too. I want to cook tonight.
B No problem.
A Thanks, Andy. See you later.
B Bye.

EXTRA ACTIVITY Ask students to choose four words from the Listening skills box and write them down in a list. Put students into pairs. Ask them to take turns to say one of the words in their list. Their partner must try to remember and write down the two different words which sound like that, e.g. Student A: *meat*. Student B writes down *meat, meet* in their notebook. This is really a quick testing activity to show students what they have learnt and what they still need to study to remember. Students can check their spellings by referring to the Listening skills box.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 They didn't go shopping.
2 The fridge didn't fall on me.
3 She didn't have a bad night.
4 You didn't come late.
5 We didn't walk on the beach.

Exercise 2

1 Did he get up late? No, he didn't.
2 Did she go to work? Yes, she did.
3 Did they lose their cat? No, they didn't.
4 Did your brother leave at 5 p.m.? Yes, he did.
5 Did the shop close at 3 p.m.? Yes, it did.

Exercise 3

1 see 2 miss 3 got up 4 had 5 eat 6 had 7 go 8 called 9 came 10 went 11 write 12 forgot

9.3 News stories

Goals

- Use *ago* to say when something happened
- Talk about *the last time*

Lead-in

- Write *restaurant* in the middle of the board. Elicit the pronunciation /ˈrestrɒnt/. Ask students to tell you the names of any good restaurants in the local area.
- Students have some experience of making vocabulary diagrams now. Put them into pairs to make a vocabulary diagram about restaurants using any words they can think of (e.g. *eat*, *drink*, *food*, *waiter*, *expensive*, *cheap*, etc.).
- After a few minutes, elicit some of their words to create a diagram on the board. You could invite students to come up and add words themselves.
- Ask *What do you do at the end of a meal?* (pay). Teach or elicit the word for the piece of paper with the total amount on it: *the bill*. Add to the diagram *ask for the bill* and *pay the bill*.
- Elicit or teach the meaning of the noun *tip* and add it to the diagram.

Reading & Grammar *ago*

Exercise 1

- Ask students to look at the restaurant bill and put them into pairs to discuss the question.
- Nominate a student to share their answer with the class.

EXTENSION You could ask *How did the waiter feel?* and elicit adjectives (*surprised*, *happy*, etc.).

ANSWERS

The waiter's tip is very big: $3,000.

Exercise 2

Text summary: A news article about a new fashion for leaving huge tips in the USA. The article gives examples of this trend and makes a suggestion about the cause.

- Review the meaning of *customer* /ˈkʌstəmə/ which they learnt in Unit 4 and also *waitress* /ˈweɪtrəs/ as this female job word is used in the text as well as *waiter*, which students have already learnt. You could add these words to the vocabulary diagram on the board.
- Ask students to read questions 1–4 then allow plenty of time for them to read the text to find the answers.
- Elicit the answers from the class. Go through any new vocabulary, asking which words they want you to explain.

ANSWERS

1 Between 10 and 20% of the cost.
2 a A customer left a $3,000 tip on an $88 bill.
b A worker in a fast food restaurant got a $100 tip for a $4 drink.
c A waiter got a $6,000 tip for his service.
3 No-one knows their names, but people think it is a group of internet millionaires from California.
4 They want to help poor people.

Exercise 3

- Ask students to read the questions and put them into pairs to discuss their tipping habits.
- Conduct class feedback and find out which students like giving big tips. Find out if they give different-sized tips to different kinds of workers. If your group is multilingual, you could ask them to compare tipping behaviour in the different countries.

Background note: In the UK, people usually leave a 10–15% tip in a restaurant (but not if a service charge has already been added to the bill). The British often give taxi drivers and hotel porters a tip. It is not very common to tip hairdressers or delivery drivers and people don't leave a tip in bars, pubs or fast food restaurants.

Exercise 4a

- Refer students to the Grammar focus box and read out the first example sentence *I left school five years ago*. Ask students to focus on the years and events in the timeline to complete the gap in the second sentence.
- Elicit the answer from one of the students.

ANSWERS

three

- Refer students to *Grammar reference* on p133. There are two more exercises here that students can do for homework.

Exercise 4b

- Ask students to read sentences 1–5 and rewrite them using *ago* in relation to today's date. You could draw an empty timeline on the board as in the Grammar focus box with today's date below NOW, and use the example to demonstrate the exercise.
- Monitor and assist students who are struggling by asking how long into the past we need to look for the events, e.g. in number 2 *How many days?*
- Students could compare answers in pairs before you check with the class.

ANSWERS

1 He got married … years ago.
2 I saw her … days ago. (depending on what day it is)
3 She went to Switzerland … months ago.
4 He left his job a week ago.
5 We sold our house … years ago.

Pronunciation word stress in two-syllable words

Exercise 5a 9.12

- Point out that all of the words in the box have two syllables. Sometimes words with two syllables are stressed on the first and sometimes on the second. Model the two examples *answer* and *about*.
- Play track 9.12 and ask students to listen to the stress patterns of the words and categorize them. Pause briefly after each word to allow time for students to write.

Exercise 5b 9.13

- Play track 9.13, pausing after each word for students to check their answers and correct any mistakes in categorizing the word stress.
- Play the track again for students to repeat each word. Make sure they stress the correct syllable for each.

ANSWERS/AUDIOSCRIPT 9.13

Stress on the first syllable:
answer **co**lour **fash**ion **mee**ting **lu**cky **sto**ry
Stress on the second syllable:
a**bout** a**go** cor**rect** de**cide** for**get** ho**tel**

Exercise 6

- Put students into pairs to take turns to say sentences 1–4 to practise the word stress of the two-syllable words.
- Monitor carefully and correct pronunciation errors as you hear them.

WATCH OUT! The word *hotel* is used in a number of languages and often stressed on the first syllable but in English it is stressed on the second syllable so be careful students pronounce this word well.

Exercise 7a

- Ask students to read the things in the list. Check they understand *concert*.
- Read out the question. Students are sometimes confused by the phrase *the last time*, so make sure they understand this means the time closest to now, i.e. the most recent.
- Allow time for students to make notes in answer to the question about each of the things in the list. They should write details and dates, but not full sentences.

Exercise 7b

- Put students into A/B pairs. Refer them to the example conversation and nominate a pair to act it out for the class. Point out that A asks a second question to get more information.
- Elicit the question for the second thing on the list: *When did you last buy something online?* Nominate a student to ask you the question and respond, e.g. *I bought a tablet online two months ago.* Encourage students to ask a further question to get more information, e.g. *How much was it?*
- Students take turns to ask and answer about the things on the list. Monitor and encourage the conversations. Help students self-correct errors in their questions.

EXTRA ACTIVITY Ask students to think of more things to add to the list in exercise 7a. Elicit these from the class and make a list on the board, e.g. *send an email*, *eat in a restaurant*, *do homework*, *go on holiday*, etc. For homework, students could write sentences about the last time they did things. Weaker students can write sentences about the things they have already discussed in exercise 7a. Stronger students can choose things from the list on the board.

Listening & Speaking asking questions about news stories

Exercise 8a

- Tell students to look at the illustrations. Ask *Where is the man?* to elicit the place for the first illustration and help them start talking about the news story.
- Put students into pairs to discuss what happened in this news story. Monitor carefully and help students with words they need but can't remember or they don't know.
- With a strong group, you could elicit news stories from the students and compare similarities and differences.

Exercise 8b 9.14

Audio summary: A news story about a man called Julio Díaz, who invited a boy that robbed him to eat with him in a restaurant.

- Play track 9.14 and ask students to listen to the story to see if their ideas matched it.
- Elicit from students what was the same and what was different about their stories.
- Elicit or teach the meaning of *knife* as this may be new. Teach spelling and pronunciation too as it has a silent *k*.

ANSWERS/AUDIOSCRIPT 9.14

One night in March 2008, Julio Díaz was in a train station in New York. He saw a boy with a knife. 'Give me your money', said the boy. Díaz gave him his wallet and his jacket to keep him warm. But then he said to the boy, 'Do you want something to eat?' The boy said, 'Yes'. So they went to a restaurant together. They ate and talked. When

the bill came, Díaz said, 'Can I have some money?' The boy gave him all the money. Díaz paid the bill and then gave the boy $20.

Exercise 9a

- Ask students to read sentence 1 and the example below to understand that this is a sorting exercise.

EXTRA SUPPORT Do number 2 together as a further demonstration if necessary. Elicit the first word: students should know they need a capital letter to start and also that the question word comes first. Elicit the next word (auxiliary) and so on until they have the complete question. If students are finding this difficult, you could refer them back to the Grammar focus box about past simple questions in 9.2.

- Students work alone to complete the exercise. Early finishers could compare their questions with a partner.
- Check the questions together by eliciting them from students. You could help them mark the chunks in question 6 to make it easier to say naturally ([*Why did the man*][*give his jacket*][*to the boy?*]).

ANSWERS

1 When did it happen?
2 Where did it happen?
3 Who did the man see?
4 What did the boy say?
5 What did the man do?
6 Why did the man give his jacket to the boy?
7 How did the story end?

Exercise 9b 9.14

- Play track 9.14 again for students to answer the questions in exercise 9a. Advise them just to make notes of the information as they listen, not full sentences as they don't have time. To allow more time for students to write, you could pause the story at certain points: after *New York*, after *boy*, after *warm*, after *restaurant*.
- Monitor carefully to ensure as far as possible that students have the correct answers for exercise 9c.

Exercise 9c

- Put students into pairs and ask them to read the instruction.
- Students take turns to ask and answer the questions. Monitor and correct any mistakes in answers which you didn't catch when monitoring exercise 9b.
- When students have gone through all the answers, remind them of the question to discuss together and encourage them to think of the reasons for their opinion.
- You could ask students to raise their hands if they think Díaz did the right thing then elicit why from one or two of them. After that, ask students who didn't raise their hands to explain why they think Díaz didn't do the right thing.

ANSWERS

1 in March 2008
2 in a train station in New York
3 a boy with a knife
4 'Give me your money'
5 He gave the boy his wallet and his jacket.
6 to keep him warm
7 They went to a restaurant together and talked. When the bill came, the boy gave back all the money.

EXTENSION Put students into pairs. Ask them to continue the story after picture 3 in a different way. Allow plenty of time for this creative task. Encourage students to use dictionaries or translators if necessary. Monitor and assist. Put two pairs together to make groups of four and ask them to tell each other their different ending for the story.

Reading skills guessing meaning from context

- Refer students to the information about guessing meaning from context. Ask them to read it carefully as you read it aloud. Point out that guessing meaning from context is very important as they may not always have a dictionary or translator and also this method can help them understand reading texts quickly.

Exercise 1

- Put students into pairs. Ask them to read the sentence in the box and answer questions 1 and 2. Refer them back to the text on p90 to answer question 2.
- Refer students to the highlighted word *huge*. Remind them to look at the words around it and also the whole sentence. Ask them to choose one of the meanings and discuss with their partner why they make this guess.
- Elicit the answer from one pair. You could also elicit what part of speech this word is (adjective).

ANSWERS

1 $7,000 2 between $5 and $10 3 b, very big

Exercise 2

- Ask students to read the instruction and the sentences in the box. Tell them that *thought* is the past simple form of *think* (which is an irregular verb).
- Students guess the meaning of the highlighted phrase *threw away*. You could ask students to compare their guess with their partner from exercise 1.
- Elicit ideas from some of the students. Confirm the meaning of *threw away*. You may need to point to a *bin* in the classroom and teach this word as it is needed to explain the meaning. You could also elicit that *threw away* is a verb and is in the past, but doesn't end in *-ed* so must be an irregular verb.

ANSWER

threw away = put it in the bin

Exercise 3a

- Tell students to read the complete story in the box and highlight words they would normally check in a dictionary.

Exercise 3b

- Put students into pairs to compare which words they highlighted. Ask them to focus on words they are both unsure about. Refer them to the tips in the Reading skills information if necessary and ask them to guess the meanings of the words together.
- When students have finished, give each pair a dictionary and one of the highlighted words to check.
- Elicit dictionary definitions and clarify yourself where necessary. Encourage students to give information about the part of speech and pronunciation if possible.

PRONUNCIATION Teach and drill the pronunciation of all the new words from the Reading skills section. Remind students that learning the pronunciation is an important part of learning new words.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 I went to the bank two days ago.
2 She lived in Zaragoza seven years ago.
3 We married six months ago.
4 You left five hours ago.
5 The film started twenty minutes ago.

Exercise 2

1 yesterday 2 ago 3 at 4 last 5 ago 6 on 7 in
8 yesterday 9 ago 10 when

9.4 Speaking and writing

Goals

- Talk about the weather
- Write a review of an event

Lead-in

- Explain the situation: *You meet someone new. You ask for their personal information* (name, job, etc.). *What do you talk about after that?* Put students into small groups to discuss the question.
- Elicit topics from the class (suggestions: the reason why you are both in that place/situation, e.g. at a conference or in a language class; family/children; work; the town where you live; places you know; TV; sport).
- If students haven't already mentioned *the weather*, add this topic yourself. You could elicit any words students know about the weather, and confirm that this is the topic for the lesson.

Listening & Speaking the weather

Exercise 1a

- Put students into pairs to look at the illustrations and match them to the words. They may not know all these words, but can match most of them by process of elimination.
- Monitor and encourage pairs. Tell them not to worry if there are some words they are not sure about.

Exercise 1b 9.15

- Play track 9.15 and ask students to listen to the sentences and check their answers.
- Play the track again for students to repeat.
- Elicit that all of these weather words are adjectives. You could ask students to copy the words into their notebooks and mark the word stress. If there is time, students could make a vocabulary diagram for *weather*.

ANSWERS

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

AUDIOSCRIPT 9.15

1 It's sunny.
2 It's cloudy.
3 It's rainy.
4 It's stormy.
5 It's snowy.
6 It's cold.
7 It's hot.
8 It's warm.

Exercise 2a 9.16

- Ask students to look at the photos of the tree in different seasons.
- Play track 9.16, pausing after each season for students to repeat.

PRONUNCIATION Remind students that they studied word stress in words with two syllables in 9.3. Elicit where the stress is in the three seasons which have two syllables (all on first syllable).

EXTENSION Write on the board *Which season were you born in?* Nominate a student to ask you the question, and give an answer, e.g. *I was born in winter*. Put students into pairs to ask and answer the question.

AUDIOSCRIPT 9.16

spring summer autumn winter

Exercise 2b

- Conduct a quick chain drill of the months of the year to remind students of the words and how to say them.
- Put students into pairs and ask them to read the questions and discuss the answers.

EXTRA SUPPORT Write some countries on the board for students to discuss, e.g. *Australia*, *Sweden*, *Argentina*, *India*, *South Africa*, your own country. Tell students it is OK if they don't know the exact seasons for some of the countries!

- Elicit some countries and answers from the class.

Exercise 3a 9.17

- Tell students they are going to hear three conversations about the weather. Play track 9.17 and ask students to listen and write down the weather mentioned.
- Elicit answers from the class.

ANSWERS

1 cloudy, warm, rainy
2 rainy, sunny, very hot
3 very cold, often snowy

AUDIOSCRIPT 9.17

1
A What's the weather like with you?
B It's OK. It's a little cloudy, but it's warm.
A It's rainy here.
2
B Did you have a good holiday?
A Yes, it was great thanks.
B What was the weather like?
A It was the rainy season for the first week, but after that it was sunny and very hot.
3
A What's the weather like in winter in New York?
B It's very cold and it's often snowy, too.

Exercise 3b 9.17

- Ask students to read the conversations they have just listened to.

EXTRA CHALLENGE Strong students can be challenged to complete the gaps from memory before they listen again.

- Play track 9.17 again so students can complete the conversations.

- Check answers together by playing the track one more time, pausing before each gap to elicit the missing word.

ANSWERS

1 weather **2** cloudy **3** here **4** holiday **5** was **6** rainy **7** sunny **8** hot **9** winter **10** cold **11** snowy

Exercise 3c

- Put students into A/B pairs. Before they make their own conversations, they could act out the conversations in exercise 3b. Student A starts for Conversation 1 and Student B starts for Conversation 2 so they both have a chance to ask questions and respond.
- Ask students to have their own conversations about the weather using the vocabulary in exercise 1a. Monitor to check they are pronouncing the weather words well.

Exercise 4 9.18

- Refer students to the *Understanding …* box and ask them to read the information. Then play track 9.18 and ask students to listen to the examples and notice how the content words are stressed.
- Elicit which words in the first examples tell us that the first word in B should be *It's* not *It was* (the time expression *today* and also *I've got* is present so it is about now).
- Do the same for the second example conversation (we know it is *It was* because the time expression is past: *last week*, and the verb is past: *had*).

Exercise 5a 9.19

- Ask students to read sentences 1–5 and use the tips in the *Understanding …* box as they do the listening task.
- Play track 9.19 and ask students to listen to the sentences and choose the correct words. Pause after each sentence to allow thinking time about the other words students heard, which help them understand if it is *is* or *was*.
- Elicit answers from the class and also what helped them decide, e.g. 1 *was* because the verb *went* is past tense.

ANSWERS

1 It was **2** Is it **3** It was **4** Was it **5** It's

AUDIOSCRIPT 9.19

1 It was sunny in London so we went to the park.
2 Is it rainy in Berlin? Do you have an umbrella?
3 It was stormy in Tokyo today so we didn't go out.
4 Was it cold in New York today? Did you wear your winter jacket?
5 It's sunny and warm here in Buenos Aires. I've got a summer dress on.

Exercise 5b 9.20

- Tell students they are going to hear five more sentences and questions and this time write them down. Reassure them that you will play the track more than once.
- Play track 9.20 and ask students to listen to the sentences. Pause after each sentence for students to write. Play the track once or twice more if necessary.
- Elicit answers from the class and ask what could help them decide whether to write *it's* or *it was* (even if they didn't catch it), e.g. 1 the time expression *now* tells us it is present, so *It's*.

ANSWERS/AUDIOSCRIPT 9.20

1 It's cloudy in Paris now.
2 It was cold and snowy last Saturday.
3 What was the weather like yesterday?
4 It was cold and rainy so we went to the cinema.
5 It's really hot today. Do you want to go to the beach?

Exercise 6

- Put students into pairs and tell them they are going to talk about the weather. Refer them to the Language for speaking box and ask them to read it carefully.

WATCH OUT! We can use adjective modifiers *really* and *very* as students learnt in Unit 5. When we use them about the weather, we intensify the weather conditions, e.g. *really cold*. We can also use adverbs of frequency to talk about how often a type of weather occurs, e.g. *It's often rainy*, but this is to talk about the weather generally in a particular place or season and not about what the weather's like now.

- You could drill the questions in the box to help make them easy and natural to say. Try the back-chaining method for these longer sentences.
- Encourage students to have short conversations about the weather, using their imagination.

EXTRA SUPPORT Give conversation starters to help them begin. Tell students to choose the country:
I was in … last week. I'm in … right now.
Last spring I went to … on business.
I'm on holiday with my family in …

- Monitor and make a note of any errors with *is* or *was*. Write any sentences containing mistakes on the board and elicit corrections from the class.

Exercise 7

- Put students into A/B pairs. Refer them to the Communication pages and tell them to read instruction number 1. Ask Student As to think about the question they are going to ask. Student Bs should look at their weather information and think about the answer.
- After a minute, ask Student As to start. Monitor and assist Student Bs to explain the weather information. Note errors in pronunciation and any instances of missing auxiliary verb *be*.
- When Student Bs have finished, ask students to look at instruction 2. This time Student Bs think of the question they need to ask and Student As look at the weather information. Point out that this is about a holiday in the past and therefore *was* is the appropriate form of *be* for this conversation.
- Student Bs start when they are ready and ask the opening question. Monitor as before.
- Praise students and do any necessary error correction with the class, eliciting corrections from the students.

ANSWERS

Student A: Yesterday it was: In the morning it was cloudy. In the afternoon it was sunny. In the evening it was cloudy and snowy.
Student B: On Monday it was sunny. On Tuesday it was sunny. On Wednesday it was snowy. On Thursday it was snowy. On Friday it was cloudy. On Saturday it was cloudy. On Sunday it was sunny.

Reading & Writing a review of an event

Exercise 8a

Text summary: This is a review of a music festival which takes place every July in England. It gives information and also the writer's opinion (which is positive).

- Ask students to look at the photo at the bottom of the page and elicit what they can see. Explain that this is the Larmer Tree Festival and they are going to read about it.
- Refer students to the list of details and check they understand the words. You might need to teach *feelings*.
- Ask students to read the text and find which details the reviewer writes about. Allow plenty of reading time. Encourage students to guess words from context rather than use dictionaries or translators.
- Go through the answers with the class, eliciting which details they ticked (all details apart from *the cost*).

ANSWERS
1 the time ✓ 2 the place ✓ 3 the weather ✓
4 the cost ✗ 5 things to see and do ✓
6 his feelings about the event ✓

Exercise 8b

- Students can decide on the correct options from memory and then read the text again to check, or they can refer back to the text straightaway to find the answers.
- Fast finishers could check their answers in pairs and refer to the place in the text where they found the answer.
- Elicit answers by asking some students to give you the full sentence including the word(s) they underlined.

ANSWERS
1 summer 2 the day 3 international 4 didn't like

Exercise 9a

- Refer students to the Language for writing box and ask them to read it carefully. Point out that the adjectives used by the writer are highlighted in the text.

Exercise 9b

- Ask students to read the list of things about the festival then refer back to the text to decide which things the highlighted adjectives are describing.
- Students can compare answers in pairs before you elicit answers from the class.

ANSWERS
1 the park: beautiful 2 the food: interesting 3 the bands: amazing 4 the festival: small 5 the people: friendly 6 the comedian: wasn't very funny 7 the weather: warm, sunny 8 the atmosphere: great

EXTENSION Ask students to think of one more adjective for each of the things in 1–8. Then put students into small groups to compare and increase their lists. Monitor carefully to check they are making appropriate choices of adjectives. In this way, students will have more adjectives ready to help them describe their own events.

Exercise 9c

- Read out the instruction and refer students back to the text to find the answer to the questions.
- Elicit the answer from some of the students. Explain that is it usual to give all the information about an event first and then give your feelings about it at the end.

ANSWERS
The third paragraph.
different, good, bad, terrible, never boring

Exercise 10a

- Ask students to read the instruction carefully. Allow time for them to make notes about their event. Refer them to the list in exercise 8a for ideas about what to include.
- Monitor and make sure students aren't writing full sentences but just making notes in preparation for writing.

Exercise 10b

- Ask students to read questions 1–6. Then put them into pairs to discuss their events by asking and answering these questions. This will help them notice whether they have left anything out of their planning notes.
- You could encourage students to help each other think of good adjectives to describe the different things about their event.
- Monitor to check students have sufficient notes to write a review. Encourage struggling students and remind them that they can invent information if they cannot remember or didn't see one thing at their event.

Exercise 10c

- Allow plenty of time for students to do this exercise. Refer them to the text in exercise 8a to find good sentences they might like to adapt about their own event.
- Monitor and encourage students to use adjectives. Assist with any new or specific vocabulary they may need and help correct grammatical errors when you notice them. You could allow them to use bilingual dictionaries at this point, but check they are finding appropriate/correct words for what they want to say.
- Ask fast finishers to check their review carefully for spelling or grammar errors.

Exercise 10d

- Put students into pairs to swap and read each other's reviews. Ask them to think about the question in the instruction and, in class feedback, elicit students' opinions about the events they read about.

EXTRA ACTIVITY You could display all the reviews around the room and ask students to go around reading them and find two events they want to go to, based on the reviews they read. Elicit opinions and reasons from the class or put them into small groups to talk about the reviews they read and events they want to go to.

9.5 Video

Whatever the weather

It's April in Paris, France. It's spring, and the weather is warm and sunny. The city is full of visitors from all over the world. They visit the Eiffel Tower, the Arc de Triomphe, and the Musée D'Orsay, an art museum by the

river Seine. They often relax in the city's many cafés and restaurants, too.
These tourists are very lucky because the weather is lovely. It's often cloudy and rainy here in spring, but today is a great day to see the city and take lots and lots of photos.
It's January in Auckland, New Zealand. It's the middle of summer and it's twenty-five degrees Celsius. The weather is hot and very sunny, and there aren't any clouds in the sky. The long school holidays started in December and the city is very busy.
Auckland is next to the ocean and it has lots of beautiful places. This is Mission Bay, near Auckland city centre. It's very busy today because the weather is good. People spend time in the park and relax by the fountain.
They often go sailing, too. It's sometimes cold and windy on the boat, but it's very exciting. It's a great way to see the city and the views are beautiful!
It's autumn in Seattle, on the north-west coast of the USA. The weather is cold and very wet. It rarely snows in Seattle, but it often rains.
Tourists don't usually visit Seattle in the winter because the weather is so bad. The traffic is terrible and there isn't a lot to do when it's rainy.
It's winter in Stroud, in the UK. British winters aren't very cold or snowy. It often rains but the temperatures are usually around four or five degrees Celsius. A few years ago, however, it was very cold and the temperatures were around minus fifteen degrees Celsius.
But it was a lot of fun! Children played in the snow and the countryside looked beautiful.
The weather changes all the time and it's different in each season. But people always find ways to have fun whatever the weather.

VIDEO ANSWERS

Exercise 1a
Photo 1 – 3 Photo 2 – 4 Photo 3 – 2

Exercise 1b
countryside, ocean, sailing boat, sky, snow, tourists

Exercise 2
1 Auckland 2 Stroud 3 Seattle 4 Paris

Exercise 3
1 tourists 2 cloudy 3 December 4 the city 5 rainy
6 isn't a lot to do 7 four or five 8 the countryside

Review

ANSWERS

Exercise 1a
Present: come, get, go, leave, meet, write
Past: fell, had, knew, lost, said, saw

Exercise 1c
1 came 2 have 3 saw 4 get 5 left 6 met

Exercise 2a
1 were 2 see 3 was 4 Did 5 didn't 6 feel
7 didn't 8 go 9 get 10 lost 11 Were 12 were
13 have 14 was 15 have

AUDIOSCRIPT 9.21
1
A Where were you yesterday? I didn't see you at work.
B No, I was ill.
A Oh, I'm sorry to hear that. Did you see the doctor?
B No, I didn't. But I feel OK now.
2
A I'm sorry I'm late. The bus didn't come.
B But you never go by bus. Why did you get the bus today?
A Because I lost my car keys.
B Oh! That's bad luck.
3
A Were you on holiday last week?
B Yes, we were in Spain.
A Did you have a good time?
B Yes, it was amazing. I have some photos here. Do you want to see?

Exercise 3a
1 not go to work 2 late 3 big 4 cycled 5 not buy
6 tea 7 museum 8 daughter

AUDIOSCRIPT 9.22
I didn't go to work yesterday – it was my day off. So I got up at about nine and had a big breakfast. Then I went shopping in the city centre. It was a beautiful day so I cycled. I saw some nice hats and shoes in the shops, but I didn't buy them because they were expensive. At lunchtime, I met my friend, Helen, and we went for tea in a café. Then we visited the museum. We saw some really interesting objects from Peru. I got home at about 5 p.m. and my daughter, Elouise, and I started cooking dinner. It was a really nice day.

Exercise 4a
1 What did you do last night?
2 When did you leave school?
3 When did you last go to the cinema?
4 Did you play sport at the weekend?
5 Where and when did you first speak English?

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

Exercise 5a
1 cold 2 snowy 3 sunny 4 autumn 5 warm
6 rainy 7 spring

AUDIOSCRIPT 9.23
Auckland has subtropical weather: it's never very hot and it's never very cold. It's never snowy for example. In summer it's usually sunny and the temperature is 20–24°C. In autumn it isn't hot but it is warm – around 18°C. In winter the temperature is 12–16°C, but it is cloudy and often rainy. In spring it is around 18°C again, but it is still rainy.

10 New places, new projects

Unit overview

Language input

***going to* positive and negative** (CB p96)	• *We're going to help with this project.* • *I'm not going to ask for money.*
***going to* questions and short answers** (CB p98)	• *Are you going to visit? Yes, I am/No I'm not.*
would like (CB p101)	• *He would like to order.* • *Would you like a drink? No, I wouldn't.*
Grammar reference (CB pp134–135)	

Vocabulary development

Future time expressions (CB p97)	• *this evening, tomorrow, next week, …*
Verb phrases (2) (CB p98)	• *buy a house, move abroad, …*
Prepositions of time (CB p99)	• *in June, on Thursday, at seven o'clock*
Café food (CB p100)	• *coffee, tea, cake, …*

Skills development

Reading: identifying the subject (CB p97)
Listening: identifying words in connected speech (CB p101)
Speaking: ordering food and drink (CB p102)
Writing: invitations and thank-you notes (CB p103)

Video

Documentary: A New York café (CB p104)
Vox pops (Coursebook DVD & TG p222)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: What are they going to do? (TG p179 & TSRD) • Vocabulary: Time expressions maze (TG p194 & TSRD) • Communication: In a restaurant (TG p209 & TSRD)
Tests	• Unit 10 test (TSRD)
Unit 10 wordlist (TSRD)	

10.1 We're going to raise £5,000

Goals

- Use *going to* for future plans
- Talk about a future project

Lead-in

- Write the title of the lesson on the board: *We're going to raise £5,000*. Teach the meaning of *raise money* and elicit ways you can do this: e.g. ask the bank, ask friends and family, make something and sell it, ask friends and family to sponsor you to do a challenge such as run or swim. This latter is a popular way for people to raise money for charity in the UK, though perhaps not so common in other countries. Remind students of the meaning of *charity* which they learnt in 4.1. Teach the meaning of the verb *sponsor* (promise to give money to charity if someone completes a task).

Reading & Grammar *going to* positive and negative

Exercise 1

Text summary: Two website texts where people describe a project that they wish to raise funds for. The first project is a European tour for a music group and the second is a scientific expedition to Alaska.

- Ask students to read the first sentence in the instruction. Refer them to the two texts on the right of the page and explain that these are two projects on the *Gofundme* website. Elicit or teach the meaning of *project*.
- Ask students to read the rest of the instruction and points 1–4. Then allow plenty of time for students to read the texts and do the matching exercise.
- Elicit answers from the class. Ask students which sentences from the text gave them the information.

ANSWERS

1 B 2 A 3 A 4 B

Exercise 2a

- Refer students to the highlighted sentences in the texts. You could read them aloud. Ask students to decide the time reference of these sentences: a, b or c.
- Elicit the answer from the class.

ANSWER

c the future

Exercise 2b

- Refer students to the Grammar focus box and ask them to read it carefully.
- Write the structure *going to* on the board and elicit that this is used about the future as students saw in exercise 2a. Draw a basic time line on the board with past, present (now) and future on it if necessary.
- Do the first gap together as a demonstration. Ask students to look for a highlighted sentence in the text with *I*. Elicit that the missing word is the contraction *'m*.
- Elicit or point out that all the missing words in the Grammar focus box are present forms of the verb *be*.
- Students work alone to complete the Grammar focus box.
- Check answers with the class, eliciting the missing words.

WATCH OUT! Drill the sentences, as a common error with this structure is to miss one of the words, e.g. *I going to help* or *I'm going help* or *He not going to help.*

ANSWERS

1 'm 2 's 3 're 4 isn't 5 aren't

- Refer students to *Grammar reference* on p134. There are two more exercises here that students can do for homework.

Exercise 3a

- Ask students to read and complete the text about another project from the *Gofundme* website. Tell them to refer to the Grammar focus box to help them.
- Monitor and assist by referring to the relevant examples in the Grammar focus box.

Exercise 3b 10.1

- Play track 10.1 and ask students to listen to the university student and check their answers. If necessary, play the track again, pausing before each gap to elicit the answers.
- You could remind students of the word *volunteer* (line 2 of the text) that they learnt in 7.2.

EXTENSION Put students into pairs or small groups to discuss which project they like of the three they've read about. Elicit opinions from the class, encouraging them to give reasons using *because*.

ANSWERS

1 'm going to be
2 are going to join
3 is going to work
4 're going to be
5 aren't going to take
6 're going to use

AUDIOSCRIPT 10.1

I'm a university student. I study international relations. I'm going to be a volunteer in Guatemala next summer. My friend and I are going to join a group there. The group is going to work with the local people in the mountains. We're going to be there for three weeks, but we aren't going to take mobile phones, or computers with us! We need $2,000 for this project, and we're going to use the money to pay for flights and transport in the country.

Pronunciation *going to*

Exercise 4a 10.2

- Read the instruction aloud to the class, carefully modelling /tuː/ and /tə/.
- Play track 10.2 and ask students to listen to the sentences and focus on the pronunciation of *to* in *going to*. Elicit the correct pronunciation of *to*. Point out that in the sentences, stressed words are the main verbs and nouns so no stress falls on *to*, which is why it is said with a schwa sound.

ANSWERS

1 /tə/ 2 /tə/ 3 /tə/

Exercise 4b 10.2

- Play track 10.2 again, pausing after each sentence for students to practise pronouncing *to* as /tə/. You may need to play this more than once.

WATCH OUT! The pronunciation of *to* as /tə/ is a result of sentence stress and also because it is easier to move from /tə/ to the next word (rather than make the full lip rounding of /tuː/). Sometimes the schwa is a result of speaking quickly but interestingly, you can model these sentences yourself quite slowly and *to* will still be pronounced /tə/, which shows that speed is not the important factor in the weak form in *going to*. It means that students at A1 level speaking slowly still need to pronounce it like this to sound natural.

Exercise 5a

- Demonstrate the exercise by writing your own five things on the board in mixed order, e.g. *go shopping*, *cook dinner*, *play tennis*, *read a newspaper*, *have coffee with a friend*. Explain that you are going to do three of these things next weekend, but you aren't going to do the other two.
- Students write their own list of five things. Monitor and assist where necessary by suggesting useful verbs (*watch*, *go*, *read*, *play*, *meet*, *buy*, *visit*, etc.).

Exercise 5b

- Put students into A/B pairs and nominate one pair to act out the example conversation.
- Students then take turns to guess which three things their partner is going to do. Monitor and encourage them to give extra information about place, people and/or time when they confirm or correct their partner's guesses. Note any errors in pronunciation of *to* as /tə/.
- When students have finished, elicit from some students what their partner is going to do, e.g. *Elena's going to see a film with her sister on Saturday.*

EXTENSION Ask the class to repeat the exercise with you to find out which of the things you wrote on the board in exercise 5a are true. Invite students to make a statement about one of the five things. Respond by saying *true* or *false* and give some extra information.

Vocabulary & Speaking future time expressions

Exercise 6 10.3

- Refer students to the future time expressions in the illustration. Point out that the nearest expression to *now* is in the centre of the illustration and the expressions move further into the future as you move around the circle.
- Play track 10.3, pausing after each expression for students to repeat it.
- If you aren't totally sure students know these time expressions, ask questions to check, e.g. *What day is the day after tomorrow? What's the date in three days? What's the year next year?*

WATCH OUT! With a strong group, point out that the phrase *in three days* can be adapted to reflect other future time reference, e.g. *in two weeks*, *in a month*, *in ten years*, etc. This is a useful and flexible phrase to refer to future time.

AUDIOSCRIPT 10.3

today, this evening, tomorrow, the day after tomorrow, in three days, next week, next month, next year

Exercise 7a

- Ask students to read the instruction and the example sentence. Make it clear that they need to write their answers at this stage.
- Monitor and correct any errors with the use of *going to* (e.g. missing auxiliary verb *be*, wrong form of verb after *to*).

Exercise 7b

- Put students into pairs to compare their answers.

EXTRA CHALLENGE As well as finding things which are the same, strong students could find interesting things to tell the class about their partner.

- Elicit whether any pairs found any sentences the same and elicit any interesting things they are going to do, e.g. *Tell me something interesting that Pablo is going to do.*

Exercise 8

- Divide the class into two halves: A and B. Refer students to the Communication pages and ask them to read their instructions. Check they understand *educational trip*. Also elicit/teach the meaning of *typical food* as this is in both sets of instructions.
- Put students into pairs of the same letter (e.g. two As). Ask them to make sentences about their trip using the prompts. Remind them to use *going to* and encourage them to add information of their own. Monitor and assist struggling students. Correct errors with *going to* as you see them.
- Put students into A/B pairs to take turns to tell each other about their trip. They can make notes to help them remember the details of their partner's trip.
- When all students have finished, ask them to decide which trip they like better. Encourage them to think about it and plan how to give their reasons for their choice. After a minute or two, elicit ideas from some students.
- Conduct any necessary error correction with *going to* by eliciting the correction from the class if possible.

ANSWERS

Student A

1 We're going to travel to Washington D.C., in the USA.
2 We're going to stay in a hotel.
3 We're going to visit the Smithsonian museum.
4 We're going to eat typical American food.
5 We're going to see an American football game.

Student B

1 We're going to travel to Oxford, England.
2 We're going to stay with English-speaking families.
3 We're going to visit Oxford University.
4 We're going to see a concert.
5 We're going to eat typical English food.

Reading skills identifying the subject

- Ask students to read the Reading skills information.
- Refer students to the example in the information: *Roxanne likes singing.* Ask *Who likes singing?* Roxanne is the person who does the action of the verb, so *Roxanne* is the subject.
- Use the example in the first bullet point to ask the same *Who?* question to help students identify the subject. If students seem confused, give your own example and elicit which word is the subject, e.g. *I watched TV last*

night. You could ask *Who watched TV?* to elicit that *I* is the subject.

- Make sure students have noticed the word order for sentences and questions. Refer them to the examples. Elicit that in the positive form, the word order is subject + verb, which may be a main verb or auxiliary verb. In questions it is a little more complex as the subject goes between the main verb and the auxiliary, but remind students to look for people in the sentences to help them answer *Who?* and identify the subject.

Exercise 1

- Ask students to read the first sentence which has been done as an example. Elicit that the subject is plural: *my wife's parents*. These are the people doing the action in the sentence.
- Ask students to find the subject in sentences 2–4 and underline it. Monitor and, if necessary, ask appropriate *Who?* questions to help students find the subject.
- Nominate students to give the answers and correct any errors as a class together.

ANSWERS

1 Next weekend, my wife's parents are going to buy a new car.
2 All my friends have got laptops.
3 Did Roxanne raise the money for her project?
4 Next month, the English department of the university is going to travel to Italy.

Exercise 2

- Ask students to read sentence 1. Refer them to the underlined part of the sentence and ask *Is this the subject of the sentence?* (yes).
- Ask students to decide whether the underlined part of sentences 2–4 is the subject.
- Go through the answers with the class. You could also encourage students to find the subject in sentences 3 and 4 (3 We 4 Rebecca and her friends).

ANSWERS

1 yes 2 yes 3 no 4 no

Exercise 3

- Ask students to look at the photo and the title of the text. Elicit that this is a text about a café that the writer wants to help.
- Ask students to read questions 1–5 to prepare for reading the text. Students then read the text and answer the questions. They could underline in pencil the places in the text where they find the answers.

EXTRA SUPPORT Weaker students might benefit from checking their answers with a stronger partner before whole class feedback.

- Elicit answers from a number of students. Elicit full sentence answers and you could also ask them how identifying the subject helped them to find the answer.

ANSWERS

1 James
2 It first opened.
3 James and a group of neighbours
4 $40,000
5 everyone

EXTRA ACTIVITY Refer students back to the time expressions illustration in exercise 6. Ask them to write 3–5 sentences about people in their family, neighbours or friends, clearly stating what they are going to do at the different future times. Monitor carefully to make sure the sentences are grammatically correct. Put students into pairs and ask them to swap their sentences. Ask them to identify the subject in each sentence and circle it. Elicit answers. Then ask students, in their pairs, to read their own sentences to their partner. Their partner can ask simple questions to extend the conversation, e.g. *What time? Where? Why?*

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 's going to play tennis
2 's going to clean
3 're going to paint
4 are going to watch
5 're going to play football
6 'm going to drive

Exercise 2

1 're going to visit
2 'm not going to have
3 's going to take
4 're going to write
5 're not going to buy
6 're going to travel

10.2 A new life

Goals

- Ask and answer questions using *going to*
- Talk about a life change

Lead-in

- Put students into A/B pairs and refer them to the photos in exercise 1a. Ask them to take turns to describe one of the photos using *there's* and *there are* (which they studied in Unit 6) and their partner guesses which photo they are describing. Demonstrate if necessary, e.g. *There's a house. There are two people*. Elicit which photo you're describing (photo c). This activity should be quick to do and the aim is to focus attention on the photos, ready for exercise 1a.

Vocabulary & Speaking verb phrases (2)

Exercise 1a

- Ask students to read the phrases in the box. Elicit or remind them of the meaning of *abroad*, which they studied in 4.1.
- Put students into pairs to find the matching photo for each phrase.

Exercise 1b 10.4

- Play track 10.4 and ask students to listen to the phrases and check their answers.
- Play the track again, pausing after each verb phrase for students to repeat.

ANSWERS/AUDIOSCRIPT 10.4

a have a baby b learn a new language c buy a house
d move abroad e finish school f change jobs

Exercise 1c

- Ask students to read the instruction and the example sentence.

- Put students into pairs to take turns to choose a photo and talk about what the people are going to do. Monitor carefully. Make sure they remember to use the auxiliary verb *be* and remind them to say /tə/ rather than /tuː/.

Exercise 2a

- Ask students to underline all the verbs in the phrases in exercise 1a then use them to complete phrases 1–6.

Exercise 2b

- Put students into pairs to compare their answers.
- Elicit answers from some of the students and drill pronunciation of the new verb phrases 1–6.

ANSWERS

1 learn **2** finish **3** buy **4** move **5** have **6** change

Exercise 3a

- Ask students to read the instruction. Point out that 1 and 2 are about something in the future and *a* and *b* are the reasons why.
- Give students a moment to read and match the sentences and reasons.
- Elicit answers from the class. One student could read sentence 1 and then nominate another student to give the reason. Then do the same with sentence 2.

ANSWERS

1 a **2** b

Exercise 3b

- Refer students to the words in bold in sentences 1 and 2 in exercise 3a. Write them on the board. Mark the stress and drill the pronunciation /ˈprɒbəbli/.
- Ask students to plot these adverbs on the line.

EXTRA SUPPORT You could add the sentences *My brother isn't going to change jobs* at 0% and *My father is going to change jobs* at 100%.

- Elicit the places for *probably* and *probably not* on the line. You could invite strong students up to the board to mark the places on the line.

ANSWERS

0%	probably not		probably	100%
✗	✗		✗	✗
No				Yes

WATCH OUT! Students may forget the word order for negative sentences using *probably not* because they have practised making the auxiliary verb negative. This can result in sentences such as *She isn't probably going to* … You could point out that this is a common error and elicit the correction *She's probably not going to* … You could write some more positive *going to* sentences including *probably* on the board and elicit how to make them negative.

Exercise 3c

- Refer students to the verb phrases in exercises 1a and 2a.
- Put students into pairs and ask them to take turns to tell their partner which things they are going to do. If they are not certain, ask them to use *probably* and *probably not*. Refer students to the examples given. You could ask a student to read them aloud. If necessary, give some more sentences of your own to demonstrate the activity.
- Monitor students and assist if necessary. Note any errors using *going to* and *probably/probably not*.
- Elicit some students' *going to* sentences and do any necessary error correction together by eliciting the corrections from the class.

EXTENSION Students could make more sentences using other verb phrases they know, e.g. *go to work*, *go on holiday*, etc. You could refer students to the hobbies in 7.3 or tell them to look at 4.1 Vocabulary and Reading skills to get ideas of things to talk about.

EXTRA ACTIVITY Ask students to choose three of their sentences, including one with *probably not* and write them down. Set up a class mingle activity: ask students to walk around and say their sentences to as many students as possible to find other students who have written the same thing. Example: Student A says *I'm probably going to buy a flat* and Student B responds by showing the same sentence on their paper. If Student B doesn't have the same sentence, they say one of their sentences. Set a time limit for the activity and when the time is up, find out any pairs of students with the same sentences.

Listening & Grammar *going to* questions and short answers

Exercise 4a

- Write *the Maldives* on the board and refer students to the map and photo. Elicit what they know about the country.
- Put students into pairs to discuss what Tom and Victoria are going to do in the Maldives. Tell students they can use bilingual dictionaries or translators to look up new words to help them express their ideas.
- Elicit ideas from the class.

Exercise 4b 10.5

Audio summary: A conversation between a couple, Tom and Victoria, and their friend Polly. The topic is the couple's plans to move abroad.

- Play track 10.5 and ask students to listen to the conversation to find out what Tom and Victoria are going to do. Elicit whether any of students' ideas in exercise 4a were correct.

ANSWERS

Victoria is going to teach English. Tom is going to get a new job.

AUDIOSCRIPT 10.5

P So, Tom tells me you have some news. Come on, what is it?
T Do you want to say?
V You say.
T OK. Victoria's got a new job. We're going to move abroad.
P Really? No! What are you going to do?
V I'm going to teach, in the Maldives. Here, look at a picture of the island on my phone.
P Wow! Beautiful. Tom, are you going to go with her?
T Yes, I am. Of course! I'm going to get a new job, too.

P That's … great. I don't know what to say, I have so many questions. Who are you going to teach, Victoria?
V There are lots of big hotels in the Maldives. The people who work in the hotels need English …
T And Victoria's going to teach them.
P Are you going to live in a hotel?
T No, we aren't. We're going to live in a small house on another island.
P Wow. I'm so happy for you! Are you going to stay there for a long time?
V Well, the job starts in June and it's for a year.
P June! That's in four weeks.
T I know! It's all so quick. But we're very excited. And happy. You can come and visit.
P I'd love to. I'm going to look for flights online this evening.

Exercise 5a 10.5

- Ask students to read questions 1–6. Explain that Polly asks three of these questions in the conversation they heard in exercise 4b.
- Play track 10.5 again and ask students to tick the three questions they hear. Elicit these from the class.

ANSWERS
Polly asks questions 2, 4 and 5.

Exercise 5b

- Ask students to read a–c, which are the answers to questions 2, 4 and 5 in exercise 5a. Elicit which person Polly is asking in these questions (i.e. who does *you* refer to?): 2 Victoria 4 Tom 5 Tom and Victoria.
- Students work alone to match the questions and answers. Monitor and assist struggling students: elicit which person is going to teach (Victoria) and which question is to Victoria (2); also help them notice that in **a** *we* is plural and question 5 is asking Tom and Victoria together.

Exercise 5c

- Put students into pairs to compare their answers.
- Elicit the matching questions and answers.

ANSWERS
2 b 4 c 5 a

Exercise 6

- Refer students to the Grammar focus box and ask them to complete the sentences with the missing words. With a stronger group, you could elicit which types of words are missing (they are all forms of the auxiliary verb *be*).
- Monitor and refer students back to the questions and short answers in exercise 5 to help them.
- Elicit answers from the class. Point out that as in other questions they have studied, the auxiliary verb and pronoun are the same as in positive sentences, but the order is reversed: *She is going to visit. Is she going to visit?*

ANSWERS
1 Is 2 Are 3 am 4 are 5 aren't 6 am 7 are

- Refer students to *Grammar reference* on pp134–135. There are three more exercises here that students can do for homework.

Exercise 7a

- Students work alone to do the sorting exercise. Ask them to write the questions out fully in their notebooks.

EXTRA SUPPORT With a weaker group, you could do number 1 together. Elicit the first word *Where*, and then each subsequent word in order.

- Monitor carefully and point out any errors as you see them for students to self-correct.

ANSWERS/AUDIOSCRIPT 10.6
1 Where are you going to go?
2 What are you going to do?
3 When are you going to leave?
4 Are you going to live there for a long time?
5 Who are you going to go with?
6 Are you going to buy a house there?

Exercise 7b 10.6

- Play track 10.6 and ask students to listen to the sentences and check their answers.
- Play track 10.6 again, pausing after each question for the class to repeat. You could also ask students to notice the word stress in each sentence.

PRONUNCIATION Point out that in *yes/no* questions and *Wh-* questions, just like in positive sentences, the *to* of *going to* is pronounced /tə/. Play the track again if necessary.

Exercise 8a

- Explain that students have to imagine answers to the questions in exercise 7a, i.e. choose a country, a job, etc.
- Allow plenty of time for students to prepare their answers, but encourage them to just write notes, not full sentences.

EXTRA SUPPORT If you think your class will find this exercise difficult, you could put them in pairs to do it. Each pair could think of answers together, but write their own notes so they have them to refer to when they are grouped with different students for exercise 8b.

Exercise 8b

- Put students into small groups and give each group member a letter A, B, C, D. Ask students to explain their imaginary plans. Student A starts. The other students in the group ask questions and Student A answers them, using their notes.

FEEDBACK FOCUS In this exercise, monitor and note any instances where students forget the auxiliary verb *be* in the questions and answers. This is a common problem.

- Remind students to take turns and when the last student is answering questions, give a time limit to the end of the exercise.
- Ask students to read the final question in the instruction and discuss it in their groups. Ask them to decide as a group which country and job is their favourite.
- Elicit the answer to this question from each group.
- Conduct error correction, writing up on the board any examples of where the auxiliary verb was omitted. Elicit corrections from students and mark clearly where the auxiliary verb should be inserted.

EXTENSION Students could write a paragraph about their imaginary move to another country. Display these for all the class members to read and vote on their favourite plan.

Vocabulary prepositions of time

Exercise 9a

- Refer students to the Vocabulary focus box and read the information aloud to the class.

Exercise 9b

- Ask students to read sentences 1–4 and the instruction.
- Students work alone to complete the sentences with the correct prepositions, referring to the Vocabulary box as necessary.
- Elicit answers from some of the students, encouraging them to say the full sentence each time.

ANSWERS

1 in 2 at 3 on 4 at, on

Exercise 10a

- Do the first one together as an example. Read out the first few lines of the email and elicit the correct preposition to go with *Monday* (on).
- Students read the rest of the email, and choose the correct prepositions. Monitor and refer students back to the Vocabulary box if they cannot remember which preposition to use.

Exercise 10b

- Put students into pairs to compare their answers.
- Elicit answers from students. You could ask students to say one or two sentences from the text each in succession.

EXTRA ACTIVITY You could exploit the email text further by asking questions about the content: *1 Who is the email to?* (Victoria) *2 What information does it give her?* (about her flight to the Maldives on 12th May) *3 Does the email give information about Victoria's hotel?* (No, Oliver will email that information next week.)

ANSWERS

1 on 2 in 3 on 4 at 5 in 6 on

Exercise 11

- Divide the class into two halves: A and B. Refer students to the communication pages and ask them to read their instructions.
- Ask students to write their own answers to the questions in the *You* column of the table in instruction 1. Remind them they can write dates, months, times, etc. (any of the categories in the Vocabulary focus box).
- When students are ready, put them into A/B pairs. Refer them to the example questions and answers in instruction 2.
- Students take turns to ask and answer questions and complete the table about their partner. Monitor and note any errors to correct later.

WATCH OUT! Each table contains a question which needs an answer in the past tense: Student A question 4 and Student B question 3. Make sure students remember to check for present and past tense.

- When students have completed their tables, put them into new pairs. Ask them to read the example sentence in instruction 3 and then tell each other about their partner. Monitor the conversations and note points for correction.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 Where are you going to live?
2 What's he going to teach?
3 Who are you going to visit?
4 What time's the train going to leave?

Exercise 2

1 **A** Are you going to change jobs? **B** Yes, I am.
2 **A** Is he going to buy a new house? **B** No, he isn't.
3 **A** Are Safiah and Fuad going to move abroad next month? **B** Yes, they are.
4 **A** Are the children going to sing for us tomorrow? **B** No, they aren't.
5 **A** Is she going to study Chinese? **B** Yes, she is.

Exercise 3

1 are (you) going to do
2 'm going to get up
3 are you going to buy
4 's going to start
5 is (she) going to do
6 's going to work
7 's going to learn

10.3 Café cities

Goals

- Use *would like* + noun/verb
- Talk about a café

Lead-in

- Closed book. Tell students they are going to read about 'The World's Best Café Cities'. You could write this on the board, too.
- As a whole class or in small groups, ask students to think about which cities in the world are famous for cafés. Elicit ideas from the class.
- You could ask students which is the best café in their country or the area where they live.

Reading & Vocabulary café food

Exercise 1a

Text summary: An article on a web page which is about the five best cafés in the world. It gives their location and information, with a focus on the cakes you can try in each one.

- Pre-teach some vocabulary to help students understand the text: *best*, *popular*, *world famous*, *international*.
- Ask students to look at places 1–5 on the web page and compare them to the cities they thought of as world famous for cafés in the Lead-in.
- Ask students to read the text and find which paragraph describes each food in photos a–e. Allow plenty of time for this matching task.

Exercise 1b

- Put students into pairs to compare their answers.
- Elicit answers from students, asking them to read out the part of the paragraph which gave them the answer.

- Then ask students to discuss in their pairs which city they would like to go to. Monitor and encourage students to give reasons. They could use *because* and also express their likes and dislikes using *love/like/don't like/hate* (which they studied in 7.3).
- Fast finishers can discuss which café city they would not like to go to.
- Elicit opinions from some of the students.

EXTRA CHALLENGE Don't ask students for their own opinions, but to report their partner's opinions (to practise using *he/she* and third person verb form *-s*).

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

Exercise 2a

- Ask students to look at the café menu and the pictures for each item. Refer them back to the text to find which words from the menu are mentioned.

ANSWERS
coffee, tea, milk, cake, doughnut, biscuit

Exercise 2b 10.7

- Play track 10.7, pausing after each word for students to repeat it.
- You could ask students to mark the stress on words with more than one syllable and check this by playing the track again (the stress is on the first syllable in each case).
- Some of these words have silent letters. This will be focused on in exercise 8a, so you don't need to address it now. You could mention to students that *croissant* is a French word and this is why it doesn't have a very English-sounding pronunciation.

WATCH OUT! Students often confuse *coffee* and *café* in pronunciation. Drill each of these words separately, making sure students say the vowel sounds clearly to differentiate them: /ˈkɒfɪ/ and /ˈkæfeɪ/. (Cafés are also sometimes referred to as *coffee shops*, which may add to the confusion!)

AUDIOSCRIPT 10.7
Drinks coffee, tea, apple juice, orange juice, water, milk
Snacks cake, croissant, doughnut, sandwich, salad, biscuit

Exercise 3a

- Ask students to sort the words in the menu according to categories 1 and 2.

Exercise 3b 10.8

- Play track 10.8 for students to check their answers.

ANSWERS/AUDIOSCRIPT 10.8
Food or drinks that are usually hot: coffee, tea
Food or drinks that are usually cold: apple juice, orange juice, water, milk, biscuit, cake, croissant, doughnut, sandwich, salad

Exercise 3c

- Ask students to read the instruction and example question and answer. You could nominate two students to read this example aloud for the class.
- To demonstrate the exercise further, you could nominate students to ask you about food and drink on the menu and respond with short answers.
- Put students into pairs to ask each other about the food and drink on the menu. Monitor and make sure students respond with correct short answers (a common error is *Yes, I like* rather than *Yes, I do.*).

EXTRA CHALLENGE Encourage stronger students to give extra information, e.g. *I love it/No, but my brother loves it/I often eat …*

- Conduct feedback by asking some students to report on their partner's likes and dislikes, e.g. *Tomasz likes coffee, but he doesn't like tea.* Alternatively, you could put students into new pairs to report their first partner's likes and dislikes to their new partner.

Exercise 4a 10.9

- Ask students to read conversations 1–3. Elicit that in each conversation, A is asking B to explain a particular food or drink item on a menu. Explain that the missing words are in exercise 2.
- Play track 10.9 and ask students to listen to the conversations and complete them.

Exercise 4b

- Put students into pairs to compare their answers.
- Elicit which country the food or drink comes from in each conversation: conversation 2 is obvious as B says *here in Mexico*; students may know that *croque monsieur* is from France and *macchiato* is from Italy.
- Ask students to think about food and drinks from other countries and discuss the question in their pairs.
- Elicit answers from some pairs, encouraging other students to ask what the food or drink is (*What's a …?*) and pairs to use *It's a kind of …* to respond. You could drill *It's a kind of* /ɪtsəˈkaɪndəv/ with the class until it is easy and natural to pronounce.

EXTENSION Ask students to think about typical snacks to have with coffee in their own country and imagine a British/American visitor asks them *What's a …?* Allow time for students to think about how to explain. Then put students into A/B pairs. Student A says the name of a snack. Student B is the visitor who asks *What's a …?* and Student A explains. When Student A has explained, then it is Student B's turn to say a snack.

EXTRA ACTIVITY Ask students to write 2–4 sentences about the best café in their country. Refer them to the texts from the *World's Best Café Cities* web page to help them. If students do this activity in class, monitor and assist as they write.

ANSWERS
1 sandwich **2** doughnut **3** coffee, milk

AUDIOSCRIPT 10.9
1
A What's a *croque monsieur*?
B It's a kind of sandwich.
2
A What's this?
B It's a *buñuelo*. It's a kind of doughnut here in Mexico.
3
A What's a *macchiato*?
B It's a kind of coffee, with milk.

Listening & Grammar *would like*

Exercise 5a 10.10

Audio summary: A conversation which involves a waiter and two people in a café who decide what they would like and order it.

- Ask students to read questions 1 and 2. Then play track 10.10 and ask students to listen to the conversation and answer the questions.

ANSWERS

1 a coffee, a cup of tea and a piece of *Sachertorte*
2 Vienna, because *Sachertorte* is mentioned in the text in 1a.

AUDIOSCRIPT 10.10

A Would you like a coffee? There's a café over there.
B Oh, yes, please.
W Hello. Table for two?
A Yes, please.
W Here you are. Would you like to see the menu?
B Thank you.
A So. What would you like?
B A coffee for me, I think.
A I'd like to have some dessert. What is the *Sachertorte*?
B It's a kind of chocolate cake. That's what the guidebook said.
A I love chocolate.
B Yeah, me, too. But I'm not very hungry. Would you like a coffee, too?
A No thanks, I'd like the cake and a cup of tea.
W Would you like to order?
A Yes please. We'd like a coffee, a cup of tea and a piece of *Sachertorte*.
W Wonderful. Anything else?
A No, that's fine, thank you.
B Now, after our coffee, would you like to go to another museum or would you like to go back to the hotel?

Exercise 5b 10.10

- Ask students to read the extracts from the conversation they heard in exercise 5a. Then play track 10.10 again so students can complete the sentences.
- Go through the answers together. You could ask students and pairs of students to read out the completed extracts.

ANSWERS

1 have 2 coffee 3 cake 4 please

Exercise 6

- Refer students to the Grammar focus box and allow time for students to work alone to complete it. Monitor and refer struggling students to exercise 5b to find similar sentences which will help them complete the box.
- Elicit full answers from some of the students.

PRONUNCIATION Model the contraction *I'd* /aɪd/ and drill it on its own several times. Then drill it in sentences with *'d like* + noun/verb: *I'd like a coffee.* /aɪdlaɪkə'kɒfiː/, *I'd like to see the menu* /aɪdlaɪktə'siːðə'menjuː/. You could point out that as in *going to* the *to* in *I'd like to* is pronounced with a schwa.

ANSWERS

1 'd like 2 Would 3 please 4 thanks

- Refer students to *Grammar reference* on p135. There are two more exercises here that students can do for homework.

SMART COMMUNICATION Point out to students that *would like* is very similar in meaning to *want* but it is much more polite. With friends, when we are making an offer, we can ask *Do you want a coffee?*, but it is not common to say *I want …* because this is considered rude. This is why it's important to learn *I'd like …*

Exercise 7a

- Ask students to read 1–6. Point out that there is a mix of sentences and questions and ask students to check the ending of each one carefully before they start writing their sentences.
- Ask students to make full sentences and questions including *would like*, as in the example, but remind them to use contractions.

EXTRA SUPPORT You could elicit the contraction of *would* for each pronoun, e.g. You say *I*, students respond with *I'd*, etc.

- Do another example together to demonstrate the exercise if necessary. Elicit that number 2 is a question. Give them *Would* to start the question then elicit what comes next, word by word (including the prompts given), until you have *Would you like to try the cake?*
- Monitor as students do the exercise and refer them to the Grammar focus box if they are having difficulty.

Exercise 7b

- Put students into pairs to compare their answers.
- Elicit answers by asking students to read out the full sentence or question.

PRONUNCIATION You could drill the sentences and questions to ensure good pronunciation of the contractions (*'d*), accurate sentence stress on *like* and the noun(s), and use of schwa in *to*.

ANSWERS

1 I'd like to order now.
2 Would you like to try the cake?
3 Would you like to see the menu?
4 We'd like an orange juice.
5 Would you like milk with your coffee?
6 She'd like a salad, please.

Pronunciation *silent letters*

Exercise 8a 10.11

- Elicit or teach the adjective *silent*.
- Ask students to look at the words in the box and explain that each has a silent letter which appears in the spelling but is not pronounced.

EXTRA CHALLENGE Strong students could work in pairs to try circling the silent letters before listening. Then they check their ideas as they listen.

- Play track 10.11 and ask students to listen to the words and circle the silent letters.

WATCH OUT! Students may circle the end *r* in *answer* and it is true that often *r* at the end of a word is not pronounced when we say the word on its own (e.g. *teacher*, *doctor*, etc.). However, we do pronounce /r/ if the following word starts with a vowel sound, e.g. *the answer is …*

- Go through the answers with the class. For each word, elicit the silent letter.

ANSWERS

listen, answer, sandwich, juice, doughnut, would, biscuit, write

Exercise 8b 10.11

- Play track 10.11 again, pausing after each word for students to repeat it.
- Make a note of any problems and drill difficult words again with the whole class at the end.

Exercise 8c

- Ask students to read sentences 1–3 and practise saying each sentence to themselves in a quiet voice, being careful not to pronounce silent letters.
- Put students into pairs and ask them to take turns to read one sentence aloud and give each other feedback on whether the words were pronounced correctly. Tell them to say if they heard any of the letters which should be silent.
- Monitor and make sure they have three turns each so they say all the sentences.

Exercise 9

- Elicit how to say *yes* and *no* politely to *Would you like …?* questions: *Yes, please./No, thanks*.
- You could drill pronunciation of *Would you like …?* /wʊdʒəlaɪk/ with the class to help them produce this phrase naturally before they have conversations.
- Refer students back to the menu in exercise 2a. Put them into pairs and ask them to practise conversations similar to the example given. Ensure students take turns so they practise both asking and answering.
- Write down any errors you hear including problems with contracting *would* and mistakes with pronunciation of words with silent letters. At the end, do error correction with the class: elicit corrections and drill them.

Listening skills identifying words in connected speech

- Ask students to read the information. You could elicit which words are usually stressed in a sentence, e.g. *Do we stress pronouns?* (no, not usually), *nouns?* (yes, we do), *articles 'a/ an'?* (no, we don't), etc.
- You could remind students that they learnt a little bit about consonant sounds linking to vowel sounds in 8.3. There are examples of this in the sentences in exercise 1a.

Exercise 1a 10.12

- Play track 10.12 and ask students to read the sentences and listen to how the words are connected.
- You could play the track again and ask students to notice that the unstressed words are connected so they really sound like one word.

ANSWERS

1 I'd like a cake.
2 Would you like a drink?
3 When does it open?

Exercise 1b 10.12

- Play track 10.12 again, pausing after each sentence for students to repeat.
- If you notice students are missing any of the linking, play the track again to point it out or model it yourself and drill.

Exercise 2a 10.13

- Ask students to read the instruction. Check they understand the task: *Do you write down the words?* (no) *Do you write down how many words?* (yes) *How many words is 'they'd'?* (one). Point out that they are going to listen to four different sentences.
- Play track 10.13 and ask students to listen to the four sentences and write down the number of words. Pause after each sentence to allow time for students to think.
- Elicit answers from the class – just the numbers.

ANSWERS

1 4 2 5 3 6 4 6

AUDIOSCRIPT 10.13

1 What would you like?
2 Would you like to order?
3 When would you like to go?
4 We'd like a table for two.

Exercise 2b 10.13

- Ask students to read the sentences they heard in exercise 2a. Stronger students could try to remember which words are missing before listening again.
- Play track 10.13 again for students to complete the sentences.

Exercise 2c

- Put students into pairs to compare their answers.
- Elicit full sentences from the class. Play the track again if necessary to show the sentence stress in each sentence. You could ask students to mark the stressed words.

ANSWERS

1 What, like 2 order 3 When, go 4 table, two

Exercise 3a 10.14

- Ask students to look at the conversation. There are more gaps than words! You could read the conversation aloud, leaving time for the missing words. This can be an amusing way to show students that the meaning of the conversation is carried mainly on the stressed words.
- Play track 10.14 and ask students to listen to the conversation and complete it. Reassure them that you will play it more than once because there are a lot of gaps.

ANSWERS/AUDIOSCRIPT 10.14

A Where would you like to go?
B I don't know. You?
A Well, I'd like a drink. There's a café next to the school.
B OK, that's a good idea.

Exercise 3b

- Put students into A/B pairs to practise the conversation.

EXTRA SUPPORT Ask students to mark the sentence stress in the sentences before they start speaking. Check that their marking is correct.

- Monitor and note any correction points. Ensure students swap roles so they have a chance to practise all parts of the conversation.
- Do any error correction, particularly of problems with stressing the correct words. Drill corrections with the class.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 Would 2 Do 3 Would 4 do 5 do

Exercise 2
1 would you like 2 I'd like 3 Do you like
4 Would you like 5 would you like 6 I'd like 7 I like
8 Would you like 9 Would you like

10.4 Speaking and writing

Goals
- Order food and drink
- Write invitations and thank-you notes

Lead-in
- Closed book. Put students into pairs and ask them to brainstorm different places you eat with friends and family (*restaurant*, *café*, *fast food restaurant*, *home*, *another person's home*).
- Elicit different places and write them on the board.
- Then ask students to think of occasions when people commonly eat together (you could remind them of some of the special occasions in 8.4). Give them a few minutes to brainstorm. You could also put pairs together to compare ideas and build a longer list.
- Elicit ideas from the class and make a list on the board.
- This Lead-in prepares students for speaking and writing situations where people are eating out and inviting each other for meals for special occasions.

Listening & Speaking ordering food and drink

Exercise 1
- Ask students to look carefully at the places to eat in photos a–c. Point out the labels at the bottom of the photos indicating the type of place.
- Ask students to read the instruction and the example sentence.
- You could put students into pairs to do this exercise. Ask them to tell each other the answer to the question. Remind them to give reasons for their answers.
- Conduct class feedback, nominating individual students to say which places they eat at or don't eat at and giving their reasons why.

Exercise 2a 10.15
- Play track 10.15 and ask students to listen to the conversations, which take place in the places in the photos. Pause after each conversation to allow time for students to match it to one of the photos.
- Elicit the answers from the class.

ANSWERS
1 photo b 2 photo c 3 photo a

AUDIOSCRIPT 10.15
1
A Can I take your order?
B A burger and chips, please.
A Small or large?
B Large, please.
A Anything else?
B No, thanks that's all.
2
A A large hotdog, please.
B Here you are.
A How much is that?
B Two pounds fifty.
3
B Is everything OK here?
A Fine, thank you.
B Would you like anything else?
A No, thanks. Can we have the bill, please?
B Of course, just a moment.

Exercise 2b 10.15
- Play track 10.15 again so students can listen just for the customer's sentences. Check students know what to do (tick). Pause after each conversation for struggling students to catch up.
- Elicit the customer sentences from some of the students, encouraging them to say the full sentence each time.
- Go through the meanings of some of the sentences. Check students understand that *Anything else?* is asking whether the customer has finished ordering or wants to add another item. Elicit that … *that's all* is confirmation that the order is complete. Elicit/remind students of the function of *Here you are* for giving something to someone, which they learnt in 7.4.

ANSWERS
The customer says 3, 5, 7

Exercise 2c 10.16
- Play track 10.16 and ask students to listen to the phrases and repeat them. Note any difficulties and drill those sentences again at the end.

Exercise 3a
- Elicit/check the meaning of *formal* and *informal*. You could use the photos in 1 (the restaurant is fairly formal and the fast food restaurant is informal).
- Ask students to read the pairs of phrases in 1–4 and decide which is more formal/informal. Show students that 1a has been done as an example.

Exercise 3b
- Put students into pairs to compare their answers.
- Elicit answers from the class, nominating students to give the answer for one pair of sentences, e.g. *Anything else?* is informal and *Would you like anything else?* is formal.

ANSWERS
1 a I b F 2 a F b I 3 a I b F 4 a F b I

SMART COMMUNICATION In most cases formal English is indicated by longer phrases and sentences than informal

English. Formal English is generally considered polite. This doesn't mean that informal English is impolite, however. Students will probably have noticed that many of the sentences include *please* at the end, whether they are formal or informal because *please* is a polite word, and British and American people use it very often. Omitting *please* can make a bad impression on the listener. *Thanks* or *Thank you* is the other common phrase needed to be polite.

Exercise 4a

- Refer students to the Language for speaking box and ask them to read the information. You could drill all the waiter's phrases and then all the customer's phrases to prepare them for exercise 4b.

EXTENSION Put students into A/B pairs. Student B has book closed. Student A chooses one of the phrases from the box and reads it aloud. Student B says *waiter* or *customer*. Student A continues until they have tested Student B on five phrases. Then Student B tests Student A in the same way.

Exercise 4b

- Choose two strong students to demonstrate the exercise. Name them 'customer' and tell them that they are in a restaurant. Take the waiter's role yourself: tell the class *My job is serving food.* Start the conversation with *Hello, can I take your order?* Encourage one of the customers to continue the conversation. If they have difficulty, ask the class for suggestions about how to continue. Remind students they can use the phrases from the Language for speaking box and other conversations on the page.
- When the two nominated students have managed to say something to continue the conversation, stop and explain to the class that they are going to have similar conversations.
- Put students into groups of three. Tell them that they can choose the place for their conversation and refer them back to the photos in exercise 1 to choose.
- Allow plenty of time for students to have a conversation together. This is a speaking exercise, so it is not a good idea for students to write out their conversations in full. However, they will need to perform them to the class, so you could advise them to make a note of the food and drink they order so they can remember the conversation.
- Monitor and assist by referring students to the phrases they need. Correct any errors as you hear them.
- Remind students to be polite. Stronger students could be reminded to use the right level of formality for the situation, i.e. informal if their conversation is in the street or a fast food restaurant.

Exercise 4c

- Ask students to act out their conversations for the class. When one group is performing, ask the other students to try to identify which place the conversation is in, referring back to the photos in exercise 1.
- Monitor the performances, making a note of any errors to correct later.
- After each conversation, you could encourage the class to give brief applause, then elicit which place it was in.
- Conduct an error correction stage after the performances. Write errors on the board for students to self-correct. Write words on the board which have been mispronounced in order to model and drill corrections.

Exercise 5 10.17

- Refer students to the *Understanding …* box and ask them to read as you read the information aloud. Give extra explanation of the different aspects if necessary as most of these words will be new to the students (you could translate into L1 if appropriate).
- Play track 10.17 and ask students to listen to the examples. They will hear the A/B conversation twice. Speaker A is a different gender in each conversation; Speaker B is different as follows: *1 male, slow, sad, British; 2 female, fast, happy, Australian.* Elicit which gender the speakers are and the other aspects which make the two speakers sound different.

Exercise 6a 10.18

- Explain that students are going to hear three different speakers say sentences 1–4, but one of the speakers doesn't say exactly this sentence in each case. Point out that the speakers will all have different voices due to some of the aspects in the *Understanding …* box.
- Play the first set of three sentences in track 10.18 and then pause to check students are doing the exercise correctly. You could elicit the answer for this first sentence (speaker C says something different).
- Play the track to the end. With a weaker group, you could play all the sentences one more time to give another opportunity to hear the answers.
- Elicit answers from the class. At this stage they just need to say which speaker was different.

ANSWERS
1 C 2 B 3 A 4 B

AUDIOSCRIPT 10.18

1
A What would you like to order?
B What would you like to order?
C What would you like to drink?
2
A Can I have a large coffee, please?
B Can I have a small coffee, please?
C Can I have a large coffee, please?
3
A I'd like a sandwich.
B Would you like a sandwich?
C Would you like a sandwich?
4
A The café's going to close at four forty-five.
B The café's going to close at four thirty.
C The café's going to close at four forty-five.

Exercise 6b 10.18

- Play track 10.18 again and ask students to focus on the speaker who says the different sentence. Tell them to write the sentence down. You will need to pause after the sentences to allow writing time and you may need to play them more than once.

EXTRA SUPPORT Remind students that most of the different sentences were very similar to the ones in exercise 6a, so many of the words will be the same. They can refer back to

these sentences to help them check they have included all the necessary words.

Exercise 6c

- Put students into pairs to compare their answers.
- Invite some students to come and write the sentences on the board. Gently correct any errors.
- It is a good idea to conduct basic discussion about what made exercises 6a–b challenging: which aspects of different voices did students notice and which aspects were most difficult for them? You could also remind students about how sentence stress and chunking can help them understand what someone is saying.

ANSWERS

1 C – What would you like to drink?
2 B – Can I have a small coffee, please?
3 A – I'd like a sandwich.
4 B – The café's going to close at four thirty.

Reading & Writing invitations and thank-you notes

Exercise 7

- Pre-teach *invitation* and *to invite*. Elicit situations when students would invite people or they would receive invitations from people. You could do this as a whole class or put students into small groups to discuss.
- Tell students they are going to read three invitations and have to decide which invitation matches 1–3. Ask students to work alone to read and complete the exercise. Allow enough time for reading, but encourage students not to use dictionaries at this stage.
- Elicit answers from some students, asking them to say where they found the information in the text.

EXTENSION Go through each invitation in more detail, eliciting the meaning of words and phrases and checking that students understand exactly what each invitation is for. Possible questions to ask: a *Are they going to meet in the morning?* (no, in the afternoon) *Where are they going to meet?* (in the café in the park) *Who are* they*?* (We don't know, but Emer does! It is an informal email so probably friends or family.) b *When did they get married?* (twenty years ago). Elicit the meaning of *anniversary*. *Where is the party going to be?* (at the Orange Inn, Miami) *Is there going to be food?* (yes, it's a barbecue – check this word if unknown) *What activity can you do at this party?* (swimming – it's a pool party) c *Is Katie going to cook food for Betty?* (yes, the invitation is for dinner at Katie's house) You could check that students understand that *How are things?* is an informal phrase with similar meaning to *How are you?*

ANSWERS

1 b 2 a 3 c

Exercise 8

- Elicit that when you receive an invitation you need to respond. These responses are sometimes called *thank-you notes*.
- Ask students to read and match the three thank-you notes to the invitations in exercise 7.

ANSWERS

1 c 2 b 3 a

Exercise 9a

- Refer students to the Language for writing box and ask them to read it carefully.
- Elicit which of the phrases for invitations is more informal (*Can you come …*) and point out that the other phrases are quite formal.
- Elicit which of the phrases for thank-you notes seem more informal (*Yes, I can come./Thanks! Sounds great.* This last one is not a complete sentence and the exclamation mark also makes it more informal.)
- Elicit which phrase is used if you can't say *yes* to an invitation (*I'm so sorry, but I can't come because …*).

WATCH OUT! In Britain and the USA, as in many other countries, it's important to give a reason when you can't say *yes* to an invitation because this is polite. You could help students brainstorm possible reasons, e.g. *We're going to be on holiday. I'm going to be at work. We're going to a concert. I'm going to visit my daughter.*

Exercise 9b

- Ask students to read phrases 1–4 and complete them with one word in each gap.
- Monitor and refer struggling students to the Language for writing box and also the thank-you notes in exercise 8.
- Elicit answers from the class, making sure they say the full sentence, not only the missing word.

ANSWERS

1 very 2 come 3 because 4 join

Exercise 10a

- Students work alone to write an invitation for their chosen situation. Refer them to the Language for writing box and the example invitations in exercise 7 to help them. Remind them to include information about the place and the date/time of the event.
- Monitor and assist struggling students. Correct errors as you monitor, helping students to self-correct wherever possible.
- Encourage stronger students to think carefully about how formal or informal their invitations should be to help them choose appropriate phrases.
- Put students into pairs so they can add their partner's name to the invitation if appropriate, e.g. *Hi, Amira*.

Exercise 10b

- In their pairs, students swap invitations. Ask them to read their partner's invitation and decide if their thank-you note is going to say *yes* or *no*.
- Allow plenty of time for students to write a thank-you note, using the Language for writing box and the examples in exercise 8 to help them.
- Monitor and assist struggling students. Correct errors as you monitor.
- When students have finished and checked their writing carefully, ask them to pass the thank-you note back to their partner. Students read the notes to find out whether their partner can come or not.
- Elicit feedback from some of the students e.g. *Sandra, what did Rafa invite you to do? Rafa, did Sandra say yes or no?*

EXTRA ACTIVITY If appropriate for your teaching context, students could write a real invitation for other students in the class, i.e. to meet in a café or go for a walk in the park. This could be an opportunity for students to practise their English outside class time, but students are under no obligation to say *yes* to others' invitations. Ask students to give their invitations to each other or send them by text. Remind students to reply with a thank-you note. Encourage students that it doesn't matter if the thank-you note says *no* because the main aim is to practise their writing!

10.5 Video

A New York café

New York is a great city for coffee lovers. There are thousands of cafés in the city. The Frog's Crown is a small café in Soho. The owner – Krikor – is from Venezuela. He opened the café here in New York three years ago.
Krikor and his employee Rocío start work at 6 a.m. every morning. It's early, so it's usually very quiet. They know they're going to be busy later, so it's important to prepare now. They make coffee, cook food and put snacks on the shelves. Then, at around 7 a.m., the customers arrive.
There are many different shops and businesses in Soho. A lot of people work in the area and for many of them their morning coffee is very important!
They buy coffee, tea, cakes and pastries. Most people want a quick takeaway, but some stay for breakfast.
At around ten o'clock, Krikor and Rocío relax and have a coffee. But at lunchtime, it all starts again. A lot of people come to the café on their lunch break. Some people have a drink, but most buy food. The café is famous for its empañadas – a kind of pastry with a meat, vegetable and cheese filling. It's a typical Latin American dish and it's delicious.
After lunch, it's still busy. Customers come in for a drink, something to eat or just somewhere to relax.
The Frog's Crown is a typical New York café. It's popular with both tourists and locals. They come for its coffee, food and relaxed atmosphere. It's the perfect place to rest after a busy day in the big city.

VIDEO ANSWERS

Exercise 1
1 Photo 2 2 Photo 3 3 – 4 Photo 1

Exercise 2
a coffee machine, milk, a croissant, coffee with ice, cakes, a paper bag, a hot pastry

Exercise 3
1 Venezuela 2 three years 3 employee
4 the customers arrive 5 have a coffee
6 meat, cheese and vegetables 7 after lunch
8 tourists and locals

Review

ANSWERS

Exercise 1
NOW, this evening, tomorrow, the day after tomorrow
next month, in six weeks, next year, THE FUTURE

Exercise 2a
1 Next year I'm going **to** study English.
2 We're going to have an exam the day **after** tomorrow.
3 I'm going to **see** some friends this evening.
4 I'm **not** going to come to English class tomorrow.
5 I'm going to see my family **next** weekend.
6 My English class **is** going to watch a film in English this year.

Exercise 3a
1 move 2 finish 3 change 4 work 5 buy 6 visit

AUDIOSCRIPT 10.19
A Guess what! Michael and Sara are going to move to Chicago!
B Really? When?
A In May. Sara is going to finish university and then they're going to leave.
B Is Michael going to change jobs?
A No, he isn't. He's going to work from home. They're going to buy a house, too.
B That's great news. Are you going to visit them?

Exercise 4a
1 at 2 on 3 in 4 on 5 in

AUDIOSCRIPT 10.20
1
A Would you like a coffee?
B No, thanks. My flight to Vienna is at 12.15. Time to go.
A OK then.
2
A Hi. I'd like some information about the cooking classes. What days are they?
B We have cooking classes on Tuesday and Saturday.
A Tuesday and Saturday. Thanks!
3
A Listen. It says here that they're going to open a new café on the high street.
B Really? When?
A It's going to open in July.
B Great.
4
A Happy birthday!
B It's not my birthday. My birthday is on 20th September.
A Oh, sorry!
5
A Would you like to come to our house for dinner on Saturday?
B That sounds great. We're going to visit our son in the afternoon, but we're free after that.
A So … Saturday night at seven?

Exercise 5
Hot drinks: tea, coffee Snacks: croissant, sandwich
Cold drinks: juice, milk, water Desserts: cake, doughnut

Exercise 6
1 d 2 a 3 b 4 c 5 e

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Grammar

Unit 1 Dominoes

Group activity, with students playing 'dominoes' to practise verb *be* statements, questions and short answers

Language
Verb *be* (*I*/*you* and *we*/*you*) statements, questions and short answers

Preparation: Make one copy of the worksheet for each group of three to four students and cut into dominoes (along the dotted lines only).

1 Copy this mixed-up question onto the board:
1 are Where from you?
Elicit the correct word order from the class. Write it on the board correctly. (*Where are you from?*)

2 Copy three more examples of mixed-up questions onto the board and tell the students to write them correctly.
2 name What's your? (What's your name?)
3 from you Are Turkey? (Are you from Turkey?)
4 on you here business Are? (Are you here on business?)
Check the answers together. Elicit possible answers to the first two questions (place and name). Elicit short positive answers to questions 3 and 4 (*Yes, I am.* or *Yes, we are.*). Elicit short negative answers, too (*No, I'm not.* or *No, we aren't.*).

3 Now tell students that they are going to play a game. Draw two dominoes on the board like this:

I am.	Are you from	China?	What's your

Show them that *Are you from* and *China?* match to form a question. Elicit a possible ending for *What's your*, e.g. *phone number?*, *name?* and draw that in as the start of the next domino. You could also elicit what would come before *I am* on the first domino (*Yes,*) and draw that one in.

4 Show them the cut-up dominoes. Demonstrate how to play the game with a student: deal out all the dominoes as equally as possible. You place the first domino on the table. Next, demonstrate how to place a domino, if possible, either in front of or after the first domino. If you can't place one from your hand, you miss your turn. Then, Student B tries to place a domino, etc. The winner is the first person to place all their dominoes correctly on the table.

5 Divide the class into groups of three or four. Ask one student in each group to deal out the cards and to place one domino in the middle of the table. (If you have a large class, you could have groups of three pairs working in teams together.) Monitor the game and assist any struggling students.

6 Check that students have correctly placed their dominoes by asking them to read them out. The dominos are in the correct order on the worksheet.

EARLY FINISHERS Students can cut or tear the dominoes in half, mix them up and re-use them in pairs as a straightforward matching activity (making correct statements, questions and short answers). Give them a short time limit to make it more challenging – or they could play it as a race, with the winning pair being the first to finish.

Unit 2 Roll the dice

Group activity, playing a board game to practise the affirmative, negative and question forms of the verb *be* and subject pronouns

Language
Verb *be* (all forms)
Subject pronouns

Preparation: Make enough copies of the worksheet for each group of four to five students. Each group will also need a dice and counters for each player.

1 Elicit the subject pronouns and all the corresponding forms of the verb *be*. Ask students to complete a table on the board by taking turns to fill it in. Include affirmative, negative and question forms. Leave this on the board for reference.

2 Divide the class into groups of four or five. Distribute the game board, one for each group. Tell students that they will play a game. Explain the rules:
- Throw the dice. The highest number starts.
- Throw the dice again, and move forward the number of squares indicated.
- If you land on a square with a gapped sentence, you must complete the sentence correctly. If the group decides your answer is correct, you stay where you are. If your answer is incorrect, you go back to the square that you were on.
- If you land on a *Go forward* square, you move forward the number of squares indicated (one or two). If you land on a *Go back* square, you move backward the number of squares indicated (one or two). In these cases, you do not complete the gapped sentence in the square you land on, but wait for your next turn to roll again.
- The first person to reach *Finish* is the winner.

3 Students play the game. If possible, monitor and help with decisions or disagreements as necessary.

4 When all groups have reached the end of the board to produce a winner, check the answers as a class. There may be more than one correct answer.

ANSWERS
1 're, aren't/aren't, 're **2** Is, it is **4** 's, isn't/isn't, 's
5 Are, they are **6** Are, 'm not **8** is, 's
9 are, aren't/aren't, are **10** Are, 're **12** 's, isn't/isn't, 's
13 'm, 'm not **14** Is, isn't, She's **16** is/isn't
17 are, aren't/aren't, 're **18** Is, isn't, He's **20** isn't, 's/'s, isn't
22 are, 're **23** are, aren't/aren't, 're **25** is, 's, 's

EXTRA SUPPORT Students can complete the sentences from the game board in their notebooks first, and check with a partner before they play the game in groups. Remind them not to refer to their notebooks while playing!

EARLY FINISHERS Ask students to write out all the completed sentences from the game squares.

EXTRA CHALLENGE Erase the board after stage 1, so students complete the gapfill task without referring to the table.

Unit 3 Word families

Group activity, playing a card game to collect sets of words by asking *Have you got …?* questions

Language

Have you got …? questions and short answers

Preparation: Make one copy of the worksheet for each group of six students and cut into six cards.

Non-cut alternative: Make enough copies for each student to have one worksheet and fold the sheets so that only one card is showing. Tell students not to look at the other cards.

1 Draw two quick illustrations of an apple and a pen on the board. Elicit the questions: *Have you got a pen?/Have you got an apple?* from the class. Ask some students these questions to elicit the positive and negative short answers: *Yes, I have./ No, I haven't*. Drill for good pronunciation if necessary.

2 Tell the class that they are going to play a game in groups. The aim of the game is to collect three related words from the other students to form a 'word family'. The first person in the group to do this is the winner.

3 Divide the class into groups of six and give each student one of the game cards. If you have groups of seven, then two students will need to share one card and work as a team. If you have groups of five, then one student must look at two cards and answer questions about all the words (though only aim to tick off one set of three words). Explain to the class that the words on the left of the card are things they have got and the words on the right of the card are things they want. Demonstrate the game by taking the role of the first student in a group. Ask *Have you got …?* to one student. If that student answers *No, I haven't*. then say *OK* and tell them that it is their turn to ask another student in the group about one of the words they want on their card. Explain that when someone answers: *Yes, I have*., that person should cross off the word on their card and the questioner can tick the appropriate box.

4 Help students to get started in their groups. Monitor carefully and assist where necessary. As soon as they seem to understand the task well, encourage them to speed up if the pace seems rather slow.

5 As groups finish the game, note the winners. Then give those groups the Early finishers task.

6 When all groups have finished, elicit or provide words to describe the word families, e.g. objects/possessions, family (female/male), houses/home, gadgets/electronic objects, people.

EXTRA SUPPORT Tell students to look through their cards and make sure they know all the words. Encourage them to ask other students in their group to explain any words they don't know.

EARLY FINISHERS Ask students in their groups to think of further words or phrases they could add to each word family.

EXTRA CHALLENGE Put them into pairs to ask real questions with *Have you got …?* about family and possessions. Encourage them to give extra information if possible, e.g. *Have you got a sister? Yes, I have. Her name's Bella.*

Unit 4 Life survey

Whole-class/Group activity, with students mingling to practise present simple *yes/no* questions and short answers

Language

Present simple *yes/no* questions

Common verbs

Preparation: Make one copy of the worksheet for each student.

1 Divide the class into pairs and give a copy of the worksheet to each student. In their pairs, students look at the prompts in the first column, and use them to make *yes/no* questions with the present simple. Tell them to do this orally rather than writing the questions down. Do the first one together as an example. Explain that they shouldn't answer the questions at this stage. Check answers. You may also like to elicit the appropriate short answers for each one – both positive and negative.

ANSWERS

1 Do you live in a flat? **2** Do you have a sister?
3 Do you study French or German? **4** Do you read blogs?
5 Do you teach people? **6** Do you watch football?
7 Do you like coffee? **8** Do you go abroad?
9 Do you work on Saturdays? **10** Do you play tennis?

2 Next, ask students to write a prompt for their own question (11) in the bottom row of the table. Provide help where necessary. They should do this individually on their own worksheets.

3 Now, do the speaking activity as a mingle. Set a time limit of fifteen minutes and ask students to interview as many other students as they can, up to a maximum of five.

4 Students should report back with their findings as in the examples in exercise 2 on the worksheet. You can do this orally in class by calling on different students to share their findings for each of the survey questions, or you could set a written summary as a follow-up, where students should write at least one sentence about each survey question using the present simple.

EXTRA SUPPORT Weaker students can write down the *yes/no* question for each row, and refer to these as they interview others.

EARLY FINISHERS Students can start preparing their report for exercise 2.

EXTRA CHALLENGE Students can ask follow-up questions to find out more details where they can, e.g. *When do you play tennis?*

Unit 5 *Where?, What?, When?, Why?*

Paired activity, with students completing questions using *Where*, *What*, *When* or *Why* to find out information from their partner in order to write a paragraph about two people

Language

Question words with the present simple

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Write the following on the board:

1 _____*'s your phone number?*
2 _____ *does your brother work?*
3 _____ *do you have breakfast?*
4 _____ *do you like English?*

Elicit question words to complete the questions. (1 *What*, 2 *Where*, 3 *When*, 4 *Why*)

2 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. Tell them to look at the picture of the man and the woman. Explain that they need to find out some information about these people. Tell them to complete the questions on their part of the worksheet using *Where*, *What, When* or *Why*. Do one example together if necessary. Monitor carefully and check they are choosing the correct question words.

3 Now tell them that Student A starts by asking Student B a question, e.g. *What's his name?*. Student B looks at the information they have in exercise 2 and finds the correct answer, putting it into a full sentence, i.e. *His name is Luis Acosta*. Student A should write the information under the relevant question in exercise 1. Then it is Student B's turn to ask a question. Demonstrate the activity with one pair if necessary.

4 Monitor the activity carefully and assist where necessary. Correct errors when you hear them or write them down to do correction with the whole class later. Students are likely to make mistakes with pronouns (*his/her, he/she*) and verbs (*is/does*).

5 When all students have asked their questions and written down the answers their partner has given them, elicit questions and answers around the class as a final check. Do any necessary error correction.

6 Now ask each pair to write a paragraph together about Luis and Daisy using the information they have collected. Give a sentence to start them off if necessary, e.g. *Luis Acosta is from Argentina, but he lives in London. He is a …*

7 They could compare their paragraphs with another pair or you could ask some students to read their paragraphs aloud to the class.

EXTRA SUPPORT Remind students to think carefully about whether the question is about a thing, place, time or reason in order to decide which question word they need.

EARLY FINISHERS Tell them to write two more questions about Luis or Daisy, starting with *Where*, *What*, *When* or *Why*. They should ask each other their questions and invent the answers.

Unit 6 Twin towns

Paired speaking activity, spotting differences between two maps to practise *there is/are*

Language

There is/are …, There isn't/aren't …, Is/Are there …?
Yes, there is./No, there isn't.

Places in a town

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 As a lead-in, ask questions about facilities in the students' town. Ask *Is there a supermarket/cinema/museum/park?*, etc. If the answer is *yes*, you may also like to include a follow-up question (*Where is it?*) to review prepositions of place.

2 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. They should not show these to each other. Give students half a minute to study their maps. Explain that they each have a map of a town that is similar, but there are some differences in what facilities there are. They need to find out the differences by describing their maps to each other and by asking and answering questions.

3 Elicit the types of questions students could ask to find out about what places there are in their partner's town. Elicit *Is there a …?/Are there any …?* and the corresponding short answers. Write these examples on the board for reference.

4 In their pairs, students take turns to describe their maps and ask questions about each other's maps. Point out that sometimes there is more than one particular type of facility and they should mention that in their descriptions/answers. Students should make notes about any differences on their map.

5 Ask students to look at each other's maps to check whether they have found all the differences correctly.

ANSWERS

Similarities: There is a restaurant, a car park and a café in both towns.
Differences: There is a museum, a hospital, a cinema and a gym in Town A, but not in Town B.
There is a golf course, a hotel, a theatre and a supermarket in Town B, but not in Town A.
There are two parks in Town A, but only one park in Town B.
There are two banks in Town B, but only one bank in Town A.

6 Students label the five blank places on their maps with their own ideas. Then repeat Stages 4 and 5 with the new language.

EXTRA SUPPORT When you elicit words for town facilities as part of the lead-in, write those that appear in the exercise on the board as a checklist for questions. (Check the answers to see which words appear.)

EXTRA CHALLENGE Encourage students not only to ask which facilities there are, but also where they are, revising prepositions of place. For example, *Where is the café? It's next to the bank*. Can they also find differences in the location of the places?

Unit 7 Abilities

Group activity, asking and answering questions about profiles in order to find three abilities which are the same for all

Language
can/can't

Preparation: Make one copy of the worksheet for each group of three or four students. Cut into four and fold them into tent cards to be stood on the table so each student has a card with the text facing them and the picture facing the other students.

Non-cut alternative: Make one copy of the worksheet for each student. Fold each sheet so that only one of the profiles is visible. Tell the students not to look at the other parts of the worksheet.

1 Write *play the piano* on the board. Ask a student *Can you play the piano?* Elicit the full short answer *Yes, I can.* or *No, I can't.* Write the student's name and a tick or a cross to represent their answer. Elicit the sentence *He/She can/can't play the piano.* as relevant. Ask more students the same question and write their names on the board with ticks or crosses next to them. Elicit *can/can't* sentences about them using *he/she.* You could also ask *Can he/she . . . ?* to elicit a short answer with *he/she.* Write these on the board – they demonstrate that the form of *can* doesn't change for *he/she.*

2 Put students into groups of three or four. Give each student one profile card. (If there are only three students in a group, use cards 1–3, i.e. not Rosa Klein.) Tell them they need to ask *Can he . . . ?* or *Can she . . . ?* about the other students' profile cards and to look at the ticks and crosses to give the correct answer about their own person. The aim is to find three abilities which are the same for all the people.

3 Tell them to put their profile on the desk with the picture facing the other students. Demonstrate the activity with one group if necessary. One student starts. They ask the student on their left a question about their profile, e.g. *Can he swim?* The student who has that profile answers *Yes, he can./No, he can't.* Then it is that student's turn to ask a question to the student on their left. They should make a note of the same abilities they find out.

4 Students complete the task. Monitor carefully. Make sure they are keeping a note of their findings – it's easier than just remembering.

5 When they have all finished, go through their findings together. If necessary, provide them the sentence starter: *They can all . . .*

ANSWERS

They can all speak Spanish, cook and use a computer.

EXTRA SUPPORT Leave the question and short answers from the lead-in stage on the board for students to refer to.

EARLY FINISHERS Tell them to ask more questions to find out if there are any abilities which none of the people have, i.e. something they all can't do. Give them a sentence starter if necessary: *None of them can . . .* (*None of them can understand Russian.*)

Unit 8 The things we did

Group speaking activity, practising the formation of past simple statements

Language
Past simple (regular verbs and the verb *be*)
Past time phrases

Preparation: Make enough copies of the worksheet for each group of three students.

1 Put students in groups of three. Distribute the worksheet. Ask students to find and circle or underline each verb on the worksheet, then elicit the past simple forms. You may like to invite students to write the forms on the board, and ask the rest of the class to check and correct them if necessary. Quickly recap the spelling rules. Remind students that *be* in the phrase *be born* is not a regular form.

ANSWERS

lived, watched, opened, was born, visited, helped, played, started, studied, worked, walked, finished

2 Allow the groups half a minute to study the remaining prompts, and if necessary, clarify or pre-teach any unfamiliar vocabulary.

3 Students in each group decide who goes first, second and third, e.g. by rolling a dice (highest roll starts and so on). When it is their turn, each student must choose three of the prompts to make up a sentence about themselves, their family members, people in the class or famous people, e.g. *I watched a football match last night. My dad lived abroad when he was a child.* The sentence must be in the past simple. Note that prompts can be combined in a variety of ways. Point out that the time expression (if they are using one) should go at the end of the sentence. The other two players listen and decide if the statement is true or false, as well as check that the sentence is correct. Each correct sentence wins a point. (Whether it is true or false is not factored into the score – that just provides focus for the listeners.) Monitor the activity and, where necessary, clear up disagreements about accuracy.

4 Students continue taking turns to make up a sentence in the past simple. Any prompts that have been used once can't be used again (these should be crossed out). If a player can't make up a sentence, they miss their turn and score zero for that round.

5 The winner is the player with the most points when either all prompts have been used up, or when nobody can make another meaningful sentence.

6 For feedback, when all groups have finished playing, elicit a sentence for each verb from different students, and ask the class to check and correct it.

EXTRA SUPPORT In a weaker class, you can record the verb forms elicited in stage 1 on the board for reference during the activity.

EARLY FINISHERS Students try to write as many sentences as they can using all the prompts. Can anyone write twelve sentences?

EXTRA CHALLENGE Students play the game using four, not three, prompts for each sentence.

Unit 9 Irregular verbs

Paired activity, completing an irregular verb puzzle and then completing sentences and interviewing each other

Language

Past simple irregular verbs

Preparation: Make one copy of the worksheet for each pair and cut into the three sections.

Non-cut alternative: Make one copy of the worksheet for each student, and for the second task fold it, so that students only see one part (Student A or Student B). Tell students not to look at the other part.

1 Divide the class into pairs and give each pair the puzzle section of the worksheet. Explain that they need to complete the puzzle with the correct past tense forms of the verbs in the box. They will find a mystery phrase in the puzzle and they should write it underneath.

2 Monitor the activity carefully and help any students who need it. When they have finished, elicit the answers 1–11 and the mystery phrase.

ANSWERS

1	S	L	E	P	**T**	
2	B	O	U	G	**H**	T
3	A	T	**E**			
4	**L**	E	F	T		
5	H	**A**	D			
6	**S**	A	W			
7	M	E	**T**			
8	W	R	O	**T**	E	
9	S	A	**I**	D		
10	C	A	**M**	E		
11	W	**E**	N	T		

The mystery phrase is THE LAST TIME.

3 Next, allocate each partner in the pairs a letter (A or B) and give them the relevant part of the worksheet. Explain that they should use one of the past tense verbs from the puzzle to complete each question on their part of the worksheet.

4 Monitor and check that they are using the correct verb in each space. Check the answers together as a class if necessary.

ANSWERS

Student A: 1 slept 2 left 3 bought 4 wrote 5 said
Student B: 1 met 2 saw 3 had 4 ate/had 5 went

5 Now instruct students to work in their pairs and take turns to ask each other their questions. Remind them that they can use *ago* and other time phrases in their answers. Encourage them to ask more questions to find out extra information, e.g. *Where*, *Who*, *What*, *How much?*. Tell them to make a note of any interesting things their partner says. Model one conversation with a strong student to demonstrate if necessary.

6 Monitor the activity and correct any mistakes. Conduct class feedback. Say: *Tell me one interesting thing that your partner said*.

EXTRA SUPPORT Ask students to write the past simple form for each verb in the box. Check these before they try to put them into the puzzle. For the second task, put Student As together and Student Bs together to work on the gapfills in teams of two.

EARLY FINISHERS With a strong group, you could tell them to make two more questions with *When was the last time you . . .?* They could then ask each other their new questions.

Unit 10 What are they going to do?

Paired activity, completing gapped texts by asking questions

Language

going to questions

Preparation: Make one copy of the worksheet for each pair and cut in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 As a lead-in, write the following gapped sentence on the board: *I'm going to* _____ *at the weekend*. Elicit from students what question they can ask to complete the gap: *What are you going to do at the weekend?* Tell them the answer, e.g. *I'm going to visit my family.* and write *visit my family* in the gap. Ask students to ask and answer the same questions in pairs then ask some of them to report back on what they found out, e.g. *Ahmed's going to play golf this weekend.*

2 Divide the class into pairs. Allocate each student a letter (A or B) and give them the relevant half of the worksheet. Tell them to look at the text on their half of the worksheet which has six gaps. Their task is to write six questions using *going to* which they can ask to find out the missing information and complete their text. Go through the examples with them, showing how to form the question from the prompt given in brackets at the end of the gap. Put the students into A+A and B+B pairs so that they can work together on making the questions.

3 Monitor the activity carefully. As far as possible, check that students are making correct questions to find out the information. When they have finished, put them back into A+B pairs.

4 Tell Student A to go first and ask Student B all of their questions. Student B should look at the second text and use it to answer Student A's questions. Student A should write the information on their worksheet to complete their text. Then, when Student A's text is complete, they swap roles and Student B asks all their questions.

5 Monitor and assist where necessary. At the end, check all the questions and answers as a class.

ANSWERS

Student A: 1 Where is Ji-Min going to live?
2 Where are they going to study? 3 What is Soo-Yin going to study? 4 Who are they going to stay with?
5 When is Ji-Min going to finish university? 6 What is she going to do after that?
Student B: 1 What is Martin going to open in Hamburg?
2 Who is he going to ask for money?
3 What are they going to sell? 4 When are they going to sell the shops? 5 Why are they going to sell the shops?
6 Where are they going to live in Spain?

EXTRA SUPPORT Tell weaker students to write the questions down as they form them in their pairs.

EARLY FINISHERS Ask Student As to continue the text about Martin and Student Bs to continue the text about Ji-Min, writing two or three more sentences about things they are going to do in the future.

1 Grammar Dominoes

holiday?	Yes, I	am.	No, we
aren't.	What's	your name?	Where are
you from?	Are	you here on business?	Yes,
we are.	Are you here to	study?	No,
I'm not.	What's your	phone number?	I'm from
China.	How do you	spell that?	Where
in Australia?	Are you from	India?	I'm
not from Canada.	We're here on	business.	Are you here on

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2 Grammar Roll the dice

Start

1
We _____ students.
We _____ teachers.

2
A _____ this a book?
B Yes, _____ _____ .

3 Go back two spaces

4
Alina _____ from Poland. She _____ English.

5
A _____ those apples from Spain?
B Yes, _____ _____ .

6
A _____ you a teacher?
B No, I _____ _____ .

7 Go back two spaces

8
This _____ my friend Raúl. He _____ a waiter.

9
Mr and Mrs Patel _____ on holiday in Mauritius. They _____ at work.

10
A _____ we in Austria?
B No, we _____ in Germany.

11 Go forward two spaces

12
It _____ twelve o'clock in Japan. It _____ two o'clock.

13
I _____ a nurse.
I _____ _____ a doctor.

14
A _____ Katya here on business?
B No, she _____ . _____ here on holiday.

15 Go forward one space

16
This _____ a language school.

17
Paula and Gabriel _____ from Brazil. They _____ from Portugal.

18
A _____ Zoltán from Germany?
B No, he _____ . _____ from Hungary.

19 Go back one space

20
The opera _____ near the station. It _____ near the museum.

21 Go forward one space

22
A Where _____ the museums?
B They _____ on Main Street.

23
Sven and Elsa _____ at home. They _____ at the office.

24 Go back two spaces

25
A Where _____ London?
B It _____ in the UK. The UK _____ in Europe.

Finish

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3 Grammar Word families

Student A

You've got …
- a brother
- a mobile phone
- a grandfather

You want:
- a small house ☐
- a big flat ☐
- a lovely garden ☐

Student B

You've got …
- a tablet
- a big flat
- a nice manager

You want:
- a daughter ☐
- a sister ☐
- a grandmother ☐

Student C

You've got …
- a notepad
- a daughter
- a small house

You want:
- a nice manager ☐
- a good friend ☐
- a friendly neighbour ☐

Student D

You've got …
- a husband
- a wallet
- a good friend

You want:
- a laptop ☐
- a tablet ☐
- a mobile phone ☐

Student E

You've got …
- a pen
- a friendly neighbour
- a sister

You want:
- a husband ☐
- a brother ☐
- a grandfather ☐

Student F

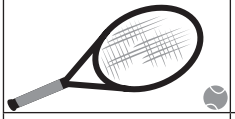
You've got …
- a grandmother
- a laptop
- a lovely garden

You want:
- a pen ☐
- a notepad ☐
- a wallet ☐

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4 Grammar Life survey

1 Ask and answer questions to complete the form.

	Name:	Name:	Name:	Name:	Name:
1 live / in a flat 					
2 have / a sister 					
3 study / French or German 					
4 read / blogs 					
5 teach / people 					
6 watch / football 					
7 like / coffee 					
8 go / abroad 					
9 work / on Saturdays 					
10 play / tennis 					
11 _____					

2 Write a short report.

Two people / Anna and Liam watch football.

One person / Hiro doesn't play tennis.

Nobody works on Saturdays.

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5 Grammar *Where?, What?, When?, Why?*

Student A

1 Complete the questions with *Where, What, When* or *Why.*

1 _____'s his name?

2 _____ does he live?

3 _____ does he wear to work?

4 _____ does he finish work?

5 _____ does he do at the weekend?

6 _____ job does his girlfriend do?

7 _____ does she like her job?



2 Work with Student B. Ask the questions in exercise **1**. Choose the answer to Student B's questions.

because it's interesting | fashion designer | 6 a.m. | goes shopping | Queen Mary's Hospital | Daisy Cooper | Argentina

Student B

1 Complete the questions with *Where, What, When* or *Why.*

1 _____'s he from?

2 _____ job does he do?

3 _____ does he get up?

4 _____ does he like his job?

5 _____'s his girlfriend's name?

6 _____ does she work?

7 _____ does she do at the weekend?



2 Work with Student A. Ask the questions in exercise **1**. Choose the answer to Student A's questions.

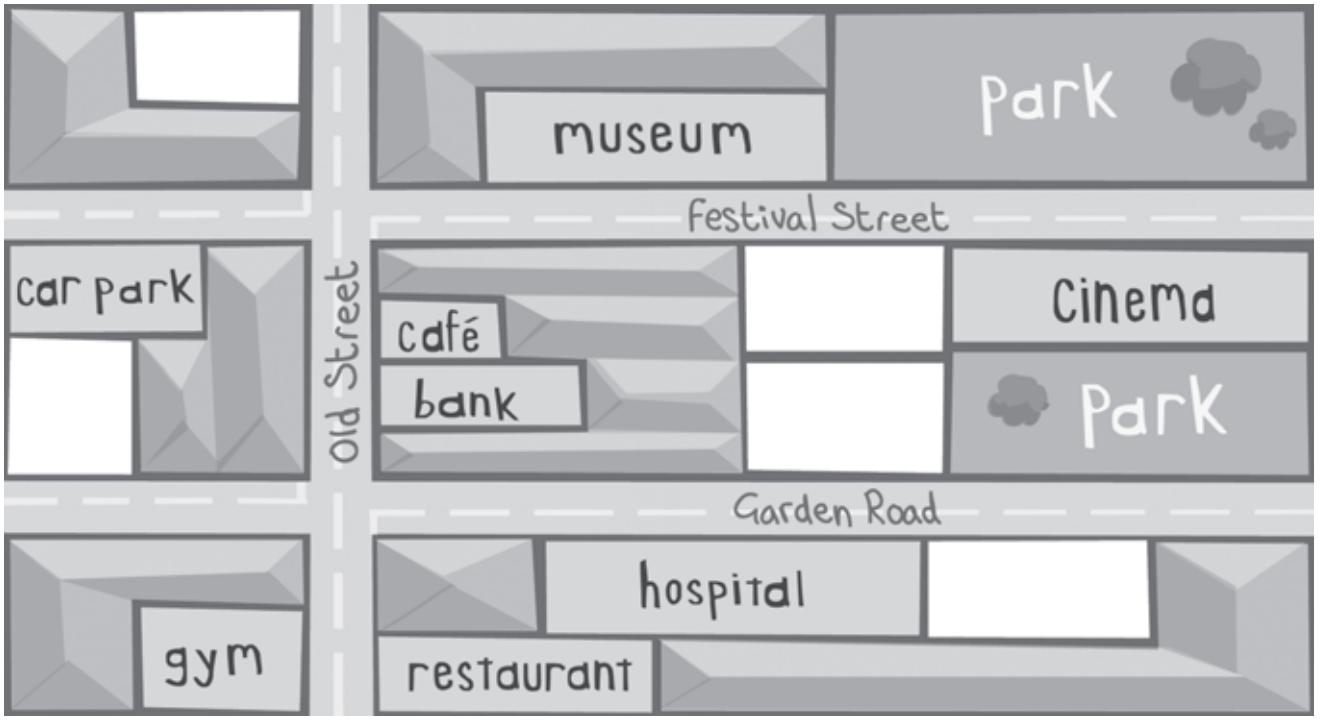
because it's exciting | London | doctor | 4 p.m. | plays tennis | Luis Acosta | shirts and jeans

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6 Grammar Twin towns

Student A

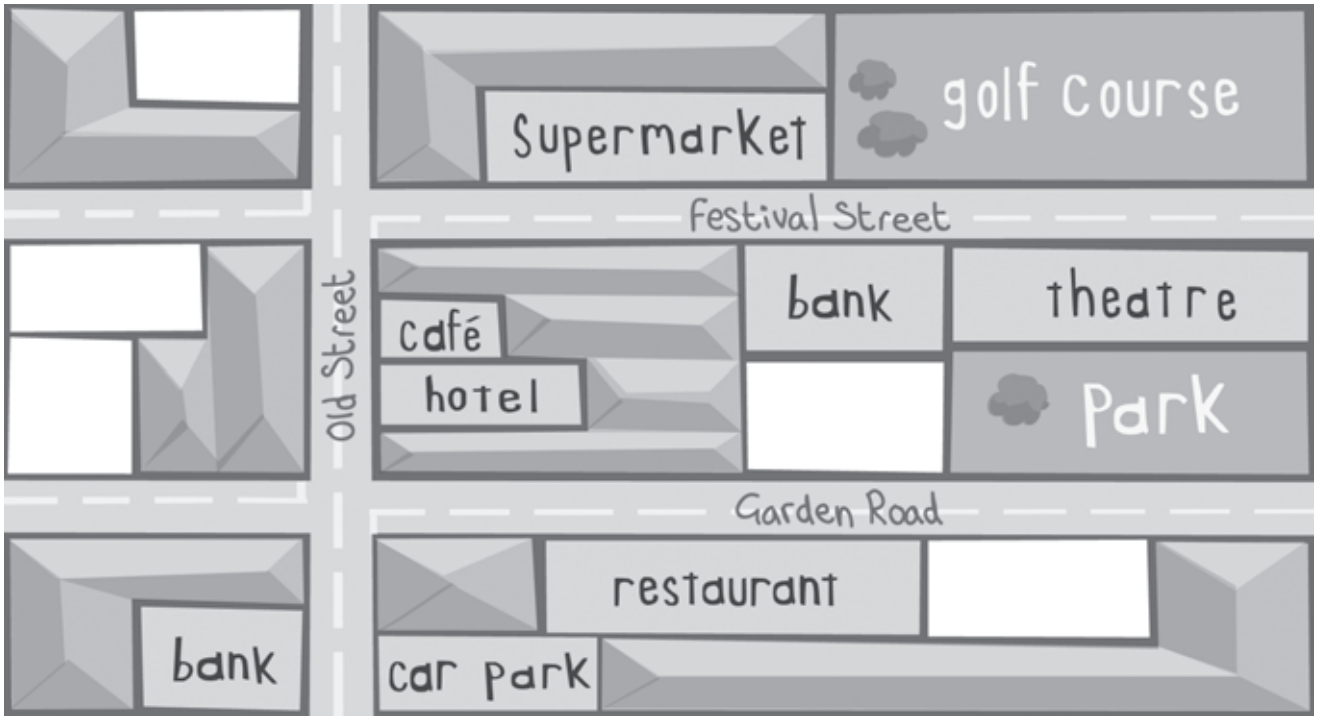
1 Take turns. Describe your map. Ask and answer questions. What is different? What is the same?



2 Label the five blank places with your own ideas. Then ask and answer more questions. Are any of the places the same?

Student B

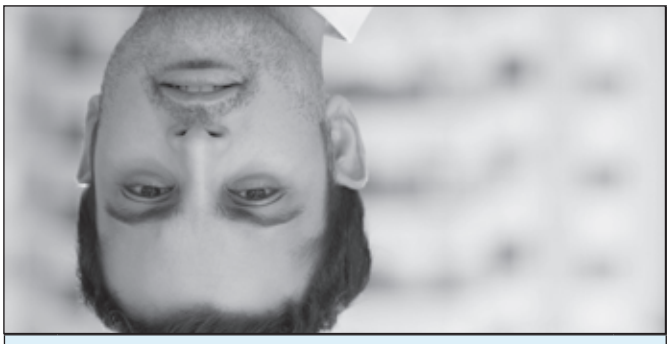
1 Take turns. Describe your map. Ask and answer questions. What is different? What is the same?



2 Label the five blank places with your own ideas. Then ask and answer more questions. Are any of the places the same?

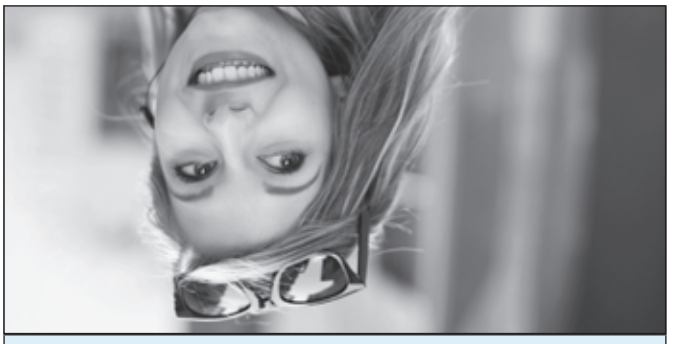
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7 Grammar Abilities



1 Juan Martinez

1 Juan Martinez		
	swim	✓
	speak Spanish	✓
	type	✓
	remember names	✗
	cook	✓
	understand Russian	✗
	do difficult maths	✗
	drive	✓
	speak English	✗
	use a computer	✓



2 Sandrine Bourget

2 Sandrine Bourget		
	swim	✓
	speak Spanish	✓
	type	✗
	remember names	✓
	cook	✓
	understand Russian	✗
	do difficult maths	✗
	drive	✗
	speak English	✓
	use a computer	✓



3 Mandeep Sharma

3 Mandeep Sharma		
	swim	✗
	speak Spanish	✓
	type	✓
	remember names	✗
	cook	✓
	understand Russian	✗
	do difficult maths	✓
	drive	✓
	speak English	✓
	use a computer	✓



4 Rosa Klein

4 Rosa Klein		
	swim	✗
	speak Spanish	✓
	type	✗
	remember names	✗
	cook	✓
	understand Russian	✗
	do difficult maths	✓
	drive	✗
	speak English	✓
	use a computer	✓

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8 Grammar The things we did

Make sentences about you or other people. Use three different words or phrases from below each time.

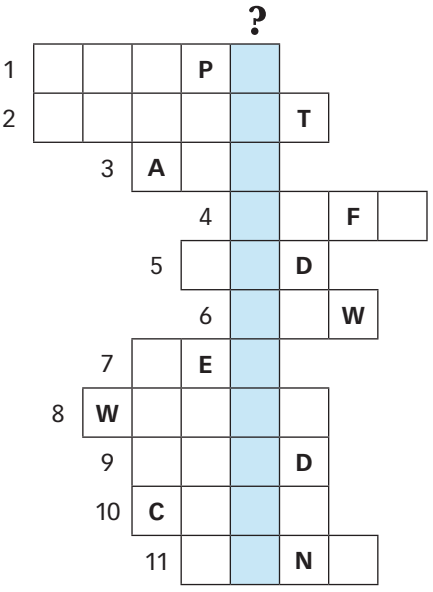
live	at school	in the United States	watch
last year	this morning	open	be born
a football match	English	last night	in a shopping centre
abroad	for hours	in this city	last week
music	visit	help	yesterday
play	last weekend	with two dogs	start
when (person) was a child	in a café	a language course	in 1998
on Saturday	study	work	walk
finish	today	in June	a friend

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9 Grammar Irregular verbs

1 Complete the puzzle to find the mystery phrase.
Use the past simple form of the verbs in the box.

buy come eat go have leave
meet say see sleep write



The mystery phrase ? is
___ ___ ___ ___ ___ ___ ___ ___ ___ ___.

Student A

2 Complete the questions with the correct past simple forms from the puzzle.

1 When was the last time you _____ in a hotel room?
2 When was the last time you _____ a tip in a restaurant?
3 When was the last time you _____ a birthday present for someone?
4 When was the last time you _____ an email to a friend?
5 When was the last time you _____ 'congratulations'?

3 Work with your partner. Ask and answer the questions.

Student B

2 Complete the questions with the correct past simple forms from the puzzle.

1 When was the last time you _____ someone new?
2 When was the last time you _____ a horror film?
3 When was the last time you _____ a headache?
4 When was the last time you _____ dinner in a restaurant?
5 When was the last time you _____ to work?

3 Work with your partner. Ask and answer the questions.

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10 Grammar What are they going to do?

Student A

1 Make questions to find the missing information.

1 *Where is Ji-Min going to live?*

Ji-Min is from Seoul. She is going to live in 1_____ *(Where?)*. Her friend Soo-Yin is going to go with her. They are going to study 2_____ *(Where?)*. Ji-Min is going to study engineering and Soo-Yin is going to study 3_____ *(What?)*. They aren't going to live in a university room. They're going to stay with 4_____ *(Who?)*. Ji-Min is going to finish university 5_____ *(When?)*. After that, she is going to 6_____ *(What?)*.



2 Read about Martin and answer Student B's questions.

Martin has a clothes shop in Berlin. He is going to open a new shop in Hamburg. He is going to ask a bank for money. His wife is going to work with him. They are going to sell sports clothes. The clothes are going to be expensive. After a few years, they are going to sell the shops. They are going to sell the shops because they want to move to Spain. They are going to live by the beach in Spain.

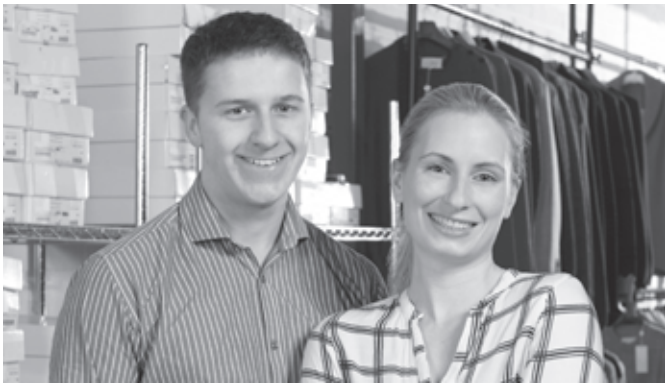


Student B

1 Make questions to find the missing information.

1 *What is Martin going to open?*

Martin has a clothes shop in Berlin. He is going to open 1_____ *(What?)* in Hamburg. He is going to ask 2_____ *(Who?)* for money. His wife is going to work with him. They are going to sell 3_____ *(What?)*. The clothes are going to be expensive. 4_____ *(When?)* they are going to sell the shops. They are going to sell the shops because 5_____ *(Why?)*. They are going to live 6_____ *(Where?)* in Spain.



2 Read about Ji-Min and answer Student A's questions.

Ji-Min is from Seoul. She is going to live in Chicago, USA. Her friend Soo-Yin is going to go with her. They are going to study at Chicago University. Ji-Min is going to study engineering and Soo-Yin is going to study English. They aren't going to live in a university room. They're going to stay with an American friend. Ji-Min is going to finish university next year. After that she is going to go back to South Korea.



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Vocabulary

Unit 1 What's the picture?

Paired activity, with students telling each other coordinates in order to plot a simple picture

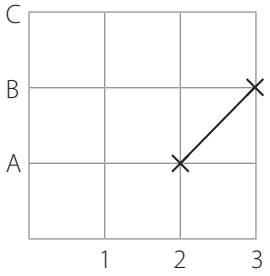
Language
Numbers: *1–10*
The alphabet

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Do a quick recap on numbers 1–10 by selecting one student to start with *one*, another student says *two*, etc. Carry on until you reach ten and then start at one again until all students have said a number.

2 Demonstrate the activity by drawing a 3 x 3 grid on the board with the numbers 1–3 on the horizontal axis and the letters A–C on the vertical axis. Invite one student to the board. Tell them a coordinate, e.g. *2A* and then mark it on the grid. Repeat with another student and a different coordinate, e.g. *3B*. Demonstrate joining up the coordinates.



3 Put students into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. Tell them not to show their worksheet to their partner. Explain that Student A starts. They tell Student B their coordinates and Student B marks them on their empty grid. Student A should follow the order as indicated on their grid. Student B joins up the lines each time they mark a coordinate in order to eventually produce a picture of a number on their grid.

4 Monitor students and note down any problems with numbers or pronunciation of the alphabet.

5 Students swap roles. Check that they all have a completed picture of the number 1 or 4. Do whole-class correction of any mistakes you have noted.

EXTRA SUPPORT Before you start the activity, drill numbers and/or the alphabet with the whole class or just check any which you think your students find difficult to say.

EARLY FINISHERS They can practise saying the coordinates for their partner's picture. Their partner can follow the coordinates to check they are said correctly.

EXTRA CHALLENGE Ask students to make a grid on a piece of paper: 1–10 horizontally and A–Z vertically. Tell them to draw a shape on their grid – this time, suggest they draw a letter. Then they should do the activity in pairs as before, saying letters and numbers so that their partner can draw their shape.

Unit 2 Memory game

Group activity, playing a card game to practise vocabulary from the unit

Language
Everyday objects: *apple*, *key*, *laptop*, *notepad*, *pen*, *phone*, *tablet*, *umbrella*, *wallet*
Jobs: *engineer*, *nurse*, *taxi driver*, *teacher*, *waiter*
Numbers: *16*, *60*, *94*, *49*

Preparation: Make one copy of the worksheet for each group of four students and cut up the cards.

Non-cut alternative: Make one copy of the worksheet for each student. Use the worksheet for an alternative activity with students matching the words 1–18 with the pictures A–R. Ask students to compare answers in pairs before checking as a whole class.

1 Elicit some of the vocabulary from the unit. Write the initial letters on the board and, for each one, ask students to name any English words they remember. Include the words from the worksheet and their initial letters *a, e, k, l, n, p, t, u, w*. Alternatively, you could do this as a race: who can write the most words in thirty seconds for each letter?

2 Divide the class into groups of four. Shuffle and distribute the memory game cards to each group. Explain the rules:
- There are pairs of cards: one with a picture, the other with the matching word.
- The cards should be placed on the desk face down – preferably in rows and columns.
- The first player turns over two cards. If they match, the player keeps them. If not, the player turns them back face down. They should try to remember where the cards are.
- Play moves on to the next player, who does the same.
- When all the cards have been used up, the winner is the player with the most pairs collected.

3 Students play the game. Walk around and monitor the activity. Help with any disagreements and gently correct mistakes.

4 When all the groups have finished playing, you could re-check the words by holding up the eighteen picture cards one by one, and eliciting the word from a selected student.

EXTRA SUPPORT Drill the pronunciation of all eighteen words before the game starts – especially if you decide to set the Extra challenge below.

EARLY FINISHERS Groups shuffle their cards thoroughly and play again.

EXTRA CHALLENGE Each time a player turns up a card with a word written on it, they must give the card to their partners and spell the word. If they can't spell it, they must turn the card back down even if they found a matching pair.

Unit 3 Picture bingo

Group activity, playing bingo to practise opposite adjectives (whole-class option with teacher as caller)

Language
Opposite adjectives
Adjective + noun phrases

Preparation: Make one copy of the worksheet for each group of three to four students. Cut the sheet into four pieces.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets so that they can only see one bingo card or the caller's sheet. Tell students not to look at the other cards.

1 As a lead-in activity, ask the class to remember any adjectives they have learnt in their lessons. (You could put them into small groups to brainstorm together before telling the class.) Elicit the adjectives from page 29 of the Coursebook on the board and ask which ones are opposite adjectives.

2 Tell them that they are going to play a game called 'Bingo' and show them one of the cards. Point out that there are eight pictures and give some examples: *an old man, a hot drink*. You may need to teach them the noun *drink*. Demonstrate the activity by giving one student a bingo card. Read out from the caller's sheet: *an old man*. Help the student to look on their bingo card for an old man. If there is one, explain that they draw a cross on the card. If not, read another adjective + noun phrase from the caller's sheet. Tell them that when they have put a cross by all the pictures on their card, they should say *Bingo* and they win the game.

3 Divide the class into groups of three or four. In each group, hand out the caller's sheet to one student and the bingo cards to the others. Explain to the callers that they need to read slowly and clearly so that the other students have time to find the pictures. Tell them that they should read the phrases in any order, but need to tick them in pencil when they say them. You could play *Bingo* with the whole class if you wish to be in control of calling the words yourself.

4 Students do the activity. Monitor as much as possible to check they are finding the right pictures. Note any pronunciation errors from the callers.

5 After the game, conduct class feedback and do any necessary error correction.

EXTRA SUPPORT Before you start the activity, put students with the same number card into groups so that they can identify the adjectives and nouns for their pictures together. (The callers can work with any group at this stage.)

EARLY FINISHERS Tell them to label their pictures on their bingo card with the correct adjective + noun phrase. Alternatively, they could make a quick test for their partner by writing the WRONG phrase on three of the pictures, e.g. *sad children* on the picture of happy children. Then they swap and find the deliberate mistakes.

EXTRA CHALLENGE Ask the groups to make a list of adjectives which have not been used on any of the cards and think of suitable nouns to match with them. (Adjectives not used in the cards are: *bad*, *friendly*, *interesting*, *nice*, *funny*, *quiet*, *clever*, *poor*.)

Unit 4 How well do I know you?

Paired activity, practising verb + noun collocations for daily activities and making guesses about their partner

Language
Common verbs and daily activities (verb + noun collocations): *get home*, *get up*, *go out with friends*, *walk to work*, etc.

Preparation: Make one copy of the worksheet for each student.

1 Give a copy of the worksheet to each student. Students match the verbs in A to the phrases in B in exercise 1. Check answers by asking a different student to read out their sentences for each item.

ANSWERS

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

2 Assign pairs, so students know which person they are going to guess about in exercise 2. Explain that they should look at the illustrations and tick one illustration that they think is true for their partner. If they think that more than one illustration is possible, they should tick the one they think their partner does most frequently. If they think their partner doesn't do any of the activities, they should not tick a box.

3 Elicit the question form by writing a statement on the board, for example: *I have breakfast at work*. Ask students to come up with the question and both a positive and a negative short answer (*Do you have breakfast at work? Yes, I do./No, I don't.*).

4 Students ask and answer their questions in pairs using the phrases from exercise 1 to help them. They should score a point for each correct guess. Monitor their use of the collocations and discuss any errors in open class after the activity is completed.

5 As feedback, find out who guessed the most things correctly about their partner.

EXTRA SUPPORT In weaker classes, write the elicited question and short answer form on the board for reference.

EARLY FINISHERS Students write statements about themselves using phrases from exercise 1.

EXTRA CHALLENGE Students make more guesses about their partner by asking questions using the phrases from exercise 1 that don't feature in exercise 2.

Unit 5 Who wears what?

Individual/Paired activity, with students matching descriptions to illustrations, then writing their own description for another pair to guess

Language
Clothes: *dress*, *jeans*, *jumper*, etc.
very/really

Preparation: Make one copy of the worksheet for each student.

1 As a lead-in activity, point to items of clothing that the students and you are wearing. Elicit the clothes vocabulary. Write the words on the board. Elicit spellings from the students.

2 Give a copy of the worksheet to each student. Point out that there are seven illustrations. Tell them to read the descriptions a, b and c and match them to the correct illustration. Ask them to check their answers in pairs before reviewing them as a class.

ANSWERS

a illustration 3 **b** illustration 7 **c** illustration 6

3 Ask students to look at illustration 5 and complete the gaps in the description individually. If you think they will find this difficult, write words on the board for them to choose from: *shoes*, *clothes*, *sports*, *trainers*, *fashion*. Ask them to check their answers in pairs before reviewing as a class.

ANSWERS

1 clothes **2** sports **3** trainers

4 Divide the class into pairs. Tell them to choose one of the remaining pictures together: illustration 1, 2 or 4. Ask them to write a description like the ones they have read.

5 Monitor carefully, correct errors as they write and note any difficulties to address in feedback.

6 Ask pairs to work with another pair. Ask one student in each pair to clearly read their description aloud. The other pair should look at the illustrations and find the one which matches the description. Then they read their description aloud for the other pair to identify. NB: Both pairs may have described the same illustration. This is not a problem. The second pair should still read aloud for the first pair to identify. Then the two pairs can compare their descriptions.

7 Address any problems or correct any errors, including pronunciation of the clothes vocabulary.

EXTRA SUPPORT Before pairs write their own descriptions, you could write some sentence starters on the board to help them: *She wears _____ clothes. This person buys/doesn't buy … She likes/doesn't like … She wears … She never wears …*

EARLY FINISHERS Encourage pairs to improve their descriptions by adding *very/really* and also adjectives such as *expensive* and *old*. If they have already done this, ask them to choose a second illustration and write another description together. Then, when they come to stage 6 above, each student will have a description to read aloud.

EXTRA CHALLENGE For homework, ask students to find an illustration of a person from a magazine, the internet or a real photo they have at home. They should write a description and bring it to the next lesson.

Unit 6 In my hotel

Paired activity, with students completing a crossword puzzle with vocabulary for hotel facilities and furniture

Language
Hotel facilities: *air conditioning*, *car park*, *gym*, etc.
Furniture: *bath*, *sofa*

Preparation: Make enough copies of the worksheet for each pair and cut the sheets in half. Make some extra copies for the Early finishers activity.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 As a lead-in race, give students a minute to write as many hotel facilities or typical items of hotel furniture they can think of. Who can remember the most words? Check answers by asking the student with the longest list to read it out, and the rest of the class to tick the items they also have on their lists. Elicit more words from the rest of the class.

2 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. Explain that items 1–7 are things that their hotel or hotel room has. The mystery column spells out an item that their hotel room doesn't have. Set a time limit of three to four minutes for students to complete their puzzles. Monitor their progress and extend the time allowance if necessary.

3 To check if they have completed the puzzle, elicit the word in the vertical mystery column for Student A and Student B. Do not check the answers to the rest of the puzzle at this stage.

ANSWERS

Puzzle A: minibar
Puzzle B: balcony

4 Elicit the type of questions for finding out about hotel facilities, for example: *Is there … in your hotel room?/Has your hotel got …?* Students ask and answer questions in their pairs to find the three things their hotels (and rooms) have in common. Walk around and monitor their use of the target vocabulary.

5 Check the answers for both puzzles as a class.

ANSWERS

Puzzle A: **1** gym **2** air conditioning **3** iron **4** Wi-fi **5** balcony **6** safe **7** car park
Puzzle B: **1** bath **2** safe **3** lift **4** air conditioning **5** sofa **6** minibar **7** gym
Both hotels offer: air conditioning, a safe and a gym.

EXTRA SUPPORT In weaker classes, get all the Student As and all the Student Bs together – or groups of them in a larger class – so they can check their answers to the puzzle before the paired discussion with their original partner.

EARLY FINISHERS Give early finishers the other half of the worksheet to complete their partner's puzzle (but only after they have completed exercise 2).

EXTRA CHALLENGE Students write a paragraph about *My dream hotel*, describing all the facilities their ideal hotel should have.

Unit 7 Do you like …?

Group/Whole-class mingle, asking and answering questions about hobbies

Language
Hobbies: *cook*, *listen to music*, *travel*, etc.
like/love/hate

Preparation: Make one copy of the worksheet for each group of three students and cut into three strips.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets into three parts so that they can only see one of the parts. (You will need roughly equal numbers of students for each part.) Tell students not to look at the other parts.

1 Give each student one part of the worksheet, e.g. a strip of five illustrations. Tell them to look at each illustration and try to remember the verb (and, if necessary, the noun) for each activity. They should write these on the strip. Do a demonstration with illustration 1, elicit the verb *cook* and show them where to write it on the strip.

2 When they have had a few minutes to do this lead-in task, put them in groups which have the same strip, i.e. put all Student As together. Tell them to check together that they have the correct verbs/nouns and spelling. Go to each group and check they have the right answers.

ANSWERS

Student A: 1 cook 2 play sport 3 take photos 4 go on Facebook 5 go out with friends
Student B: 6 listen to music 7 run 8 shop online 9 go to the cinema 10 read
Student C: 11 travel 12 watch TV 13 work in the garden 14 go to the theatre 15 play video games

3 Now elicit the question *Do you like …?*. Remind students that they will need the *-ing* form. Elicit the short answers (*Yes, I do./No, I don't.*) and explain that they can use *love* and *hate* as well as *like*, e.g. *No, I don't like running. I hate it.*

4 Tell students that they need to talk to another student who has a different strip and ask and answer questions about all the hobbies. When they have finished, they should swap strips and find another student to talk to. The aim is to speak to a lot of different students about lots of different hobbies. They do not need to write any answers. Demonstrate with one student if necessary, then show how to swap strips and find a new partner.

5 If the class is too large for a whole-class mingle activity, divide students into groups of six to eight and tell them to ask others within their group.

6 Encourage students to get up and move around. Set a time limit (e.g. ten minutes) – they need to keep swapping and talking until the time limit is up.

7 Monitor carefully, noting any errors to address in feedback. Help them to find students with different strips if necessary, though it is fine if sometimes they ask the same questions to more than one student.

8 Stop the activity when the time limit is reached. Put students into pairs. Tell them to discuss what they remember about the likes and dislikes of students they spoke to, e.g. *Eva loves travelling. David doesn't like running.* Remind them to use third person present simple verb forms.

9 Conduct a class discussion and correct any errors.

Unit 8 The story of our lives

Paired speaking activity, comparing information about life events to find dates in common

Language
Dates
Past simple regular verbs

Preparation: Make enough copies of the worksheet for each pair of students and cut the sheets in half.

Non-cut alternative: Make enough copies of the worksheet for each student and fold the sheets in half. Tell students not to look at their partner's half.

1 Write today's date on the board and ask a volunteer to read it out to you. Then write a few more dates on the board to recap how to say dates.

2 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. Ask them to look at the eight illustrations and complete the verb phrases for each event. Check answers but don't ask them to read out the dates at this stage.

ANSWERS

1 was born
2 started school
3 studied at university
4 played the guitar in a band
5 married Alex (A) OR Jo (B)
6 travelled to Japan (A) OR Turkey (B)
7 moved to London
8 started work

3 Next, students take turns to tell their partners about their life events in full sentences, including the dates. They should tick the events they did at the same time and cross the events they did at different times. Monitor the correct use of the past simple forms of the verb phrases and of the dates. If necessary, point out that we use *from … to* when talking about a range of dates, e.g. *from 1991 to 2001*.

4 Pairs quickly look through their ticks and crosses and decide together which three life events happened at the same times in their characters' lives. Quickly check as a class whether all pairs have arrived at the correct conclusions.

ANSWERS

Sam and Kelly were born on 28th February 1990. They married Alex or Jo on 16th June 2013. They started work (in the bank) on 1st March 2015.

5 As feedback, elicit each sentence based on the illustration prompts and dates from a different student, asking the rest of the class to listen and check and correct the sentences as necessary. You may also like to elicit the difference between the written and spoken forms of full dates.

EXTRA SUPPORT Write the verbs in jumbled-up order on the board for students to put into the past simple and complete the gaps in exercise 1. See Answers in stage 2 above for the verbs.

EARLY FINISHERS Students use the prompts to write sentences about their own lives, using real dates. If time allows, they compare their sentences in pairs.

EXTRA CHALLENGE As students listen to their partner, they make notes about whatever is different from their own character's life, then write sentences about them.

Unit 9 A happy ending

Paired activity, completing gaps in a story with adjectives and sorting it into the correct order

Language

Adjective + noun phrases

Preparation: Make one copy of the worksheet for each pair of students and cut it up.

Non-cut alternative: Make one copy of the worksheet for each student and fold it so that they can only see one half of the worksheet.

1 As a lead-in activity, write these nouns vertically in a column on the right side of the board: *time, story, life, friend, ending, woman/man/person.* Ask students to work in pairs and think of adjectives which go together with these nouns. Elicit and write their answers on the board until you have a chart like this:

sad/good/happy/difficult	*time*
sad/happy/interesting/unusual	*story*
old/new/easy/difficult	*life*
new/old	*friend*
happy/sad	*ending*
nice/interesting	*woman/man/person*

2 Explain that they are going to read a story. Show them that the story is divided into parts and not in the correct order. Tell them that there are some missing adjectives that they need to fill in.

3 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. Tell them to read the pieces of the story and complete the gaps. Monitor carefully. You could put students into A+A and B+B pairs to check the adjectives together when they've finished. Check answers as a whole class.

ANSWERS

1 new **2** old **3** difficult **4** happy **5** interesting **6** sad/difficult **7** good

4 A+B pairs then take turns to read their parts of the story aloud and together decide on the correct order of the story. They should write the numbers in order in the boxes next to each part of story. Tell Student As, who have part B, to go first as this is the first piece (indicated by the number *1* in the box).

5 Monitor the pairs. Assist where necessary. Note any pronunciation mistakes to correct later. When they have all finished, ask volunteers to read out the story in the correct order. Do error correction as necessary.

ANSWER

B, H, D, F, A, G, C, E

EXTRA SUPPORT Students with the same worksheet could work together when completing the gaps.

EARLY FINISHERS Give students who finish quickly some questions to answer, to show they understand the story: *Where did Yoshi and Amelie meet? Why did Amelie want to be Yoshi's friend? What was the big problem? What did Amelie's friends think about the problem? What did Ruichi help Yoshi to do?* Write these on the board for them to discuss in their pairs.

EXTRA CHALLENGE Ask students to work in pairs and write a different ending to the story. They should use at least two adjective + noun phrases.

Unit 10 Time expressions maze

Paired activity, with students finding their way through a time expressions maze and making sentences using the time expressions and *going to*

Language

Future time expressions: *next week*, *this evening*, *tomorrow*, etc.

going to

Preparation: Make one copy of the worksheet for each pair.

1 Write two sentences on the board:
1. I'm going to a restaurant this evening.
2. I'm going to see my friend next week.
Elicit which sentence is first and which is second in order of time.

2 Divide the class into pairs. Give each pair one worksheet. Explain that they must go from the beginning to the end of the maze by moving from one future time expression to the time expression which comes next in order of time. They can move across or down (but not diagonally). They can draw their route on the maze. As a demonstration, elicit which is the nearest expression after *today* and show them how to draw a line from *today* to *this evening*. When they have all finished, check the route through the maze together.

ANSWERS

today, this evening, tomorrow, the day after tomorrow, in three days, next week, next month, next year.

3 Next, students work in their pairs to make verb phrases by matching the verbs and nouns in exercise 2. Walk around and monitor the activity. Check answers.

ANSWERS

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

4 Tell each pair they should take turns to make sentences using the time expressions from their route through the maze in order, one of the verb phrases in exercise 2 and *going to*. For example, one student says *I'm going to visit my parents today.* (The sentence doesn't have to be true, but it should make sense.) Then, their partner repeats the sentence using *You* and makes another sentence with the next time expression in the maze and a different verb phrase from exercise 2, e.g. *You're going to visit your parents today. I'm going to cook dinner this evening.* Then, the first student repeats both sentences using the appropriate pronouns, etc. and makes another sentence with the next time expression in the maze and a different verb phrase from exercise 2, and so on.

5 Students can't use the same verb phrase twice, and they can't make a note of the verb phrases used or the order they were used in. If a student can't remember the whole sequence, he/she is out of the game and their partner is the winner. If all eight time expressions from the route in the maze have been used, students can re-use them.

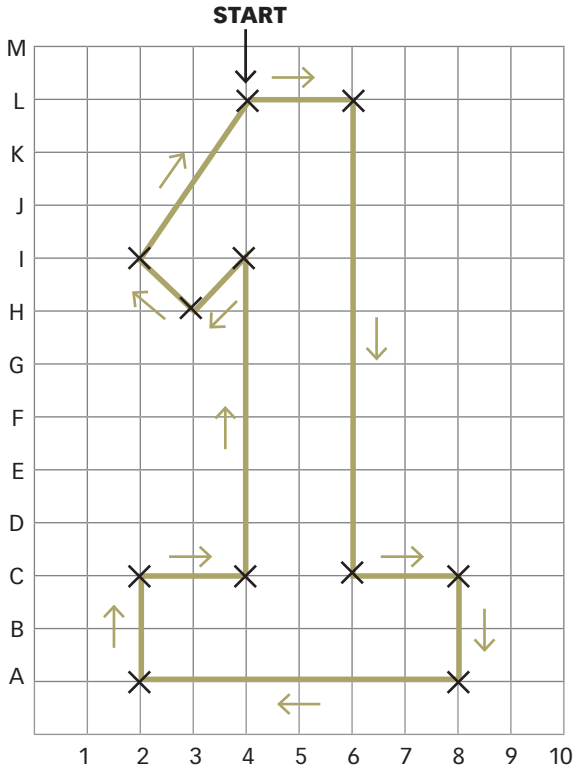
EARLY FINISHERS Ask students to think of more noun phrases that could be matched to the verbs.

EXTRA CHALLENGE Tell them to make questions using the time expressions, verb phrases and *going to*, e.g. *Are you going to move to another country next year?* They can ask the questions in pairs and give real answers.

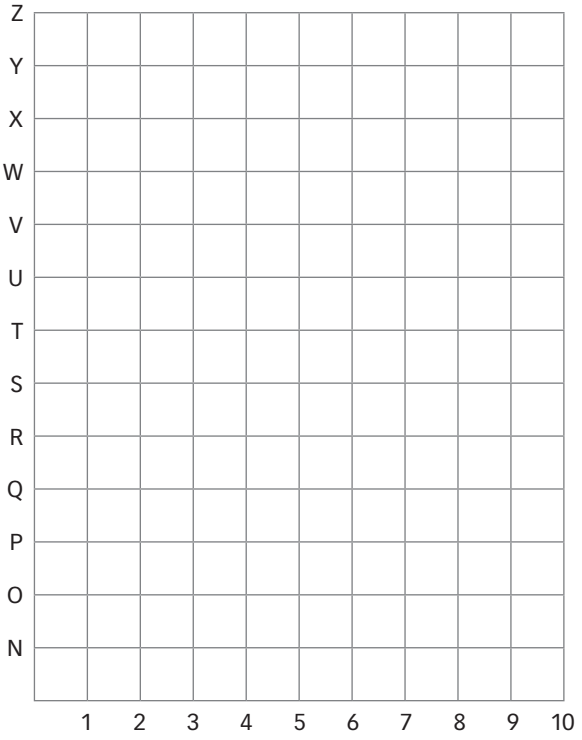
1 Vocabulary What's the picture?

Student A

1 Tell Student B the numbers and letters on the grid, for example: *4L*.

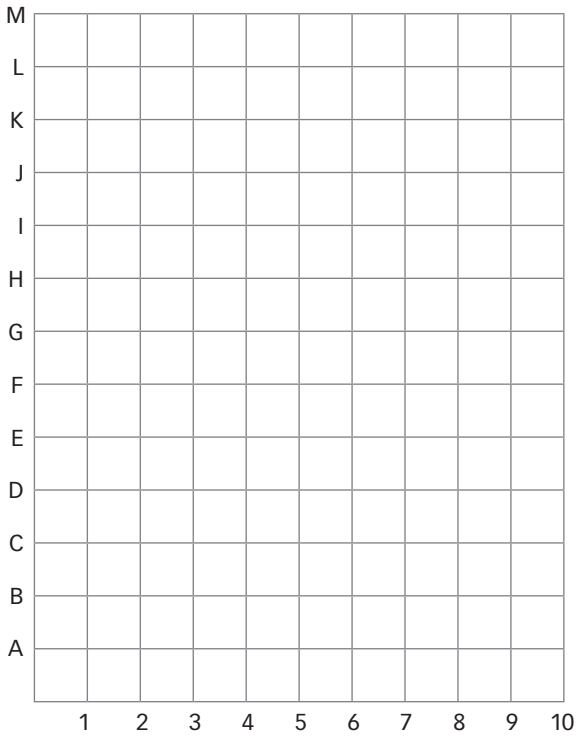


2 Listen to Student B. Draw the picture.

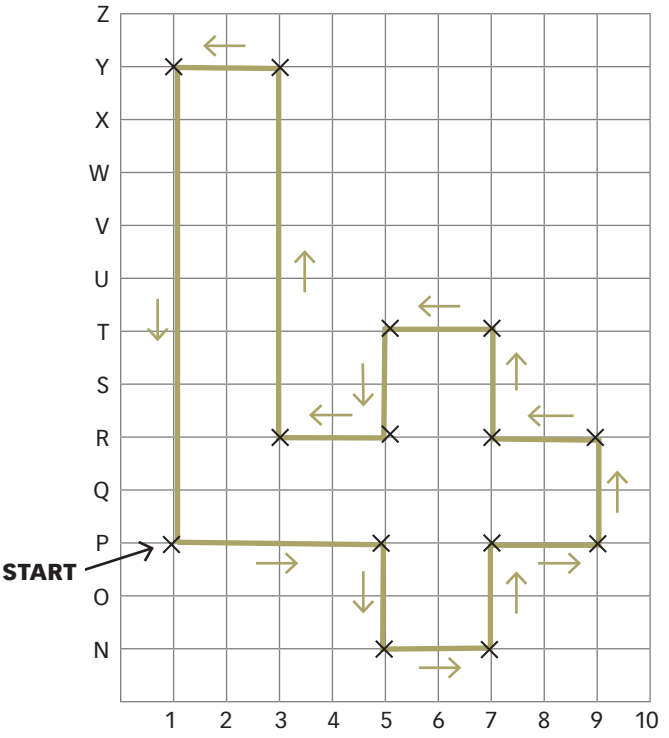


Student B

1 Listen to Student A. Draw the picture.



2 Tell Student A the numbers and letters on the grid, for example: *1P*.



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2 Vocabulary Memory game

1 a tablet	2 a taxi driver	3 a notepad	A 	B 	C 
4 a waiter	5 an umbrella	6 a laptop	D 	E 	F 
7 a wallet	8 a pen	9 an engineer	G 	H 	I 
10 a key	11 an apple	12 a teacher	J 	K 	L 
13 sixteen	14 ninety-four	15 a nurse	M 	N 	O 
16 sixty	17 forty-nine	18 a phone	P 	Q 	R 

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BINGO

Card 2










Caller's sheet

a big house
an expensive restaurant
happy children
a rich woman
a young man
an old phone
good friends
a hot drink
a cheap restaurant
sad children
a lovely garden
a cold drink
a new phone
an old man
a small house

BINGO

Card 3










BINGO

Card 1










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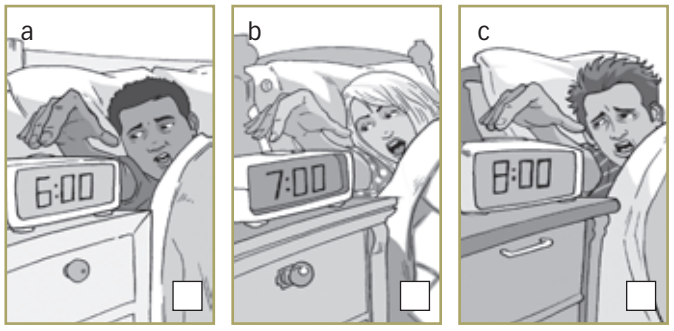
4 Vocabulary How well do I know you?

1 Match a verb/verb phrase from **A** with a phrase from **B**.

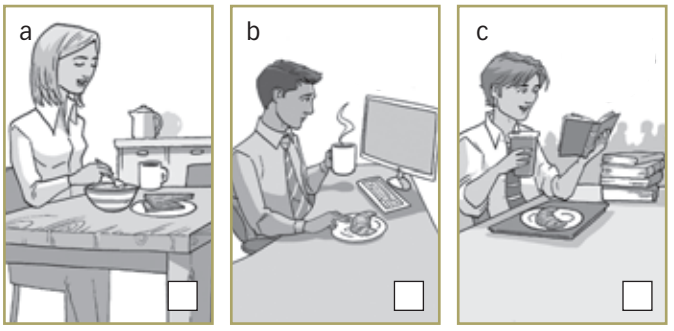
A		B	
1	have	a	work/university at 9 o'clock
2	get	b	with friends/family at the weekend
3	start	c	breakfast or lunch at home/work/university
4	go out	d	work or university by bus/train
5	walk/drive	e	TV
6	go to	f	at 7 o'clock
7	watch	g	home at 6 o'clock
8	get up	h	in an office/at home/in a shop
9	play	i	golf/tennis/football
10	work	j	to work/university

2 Guess about your partner. Tick (✓) one illustration in each set 1–6 that you think is true about your partner.

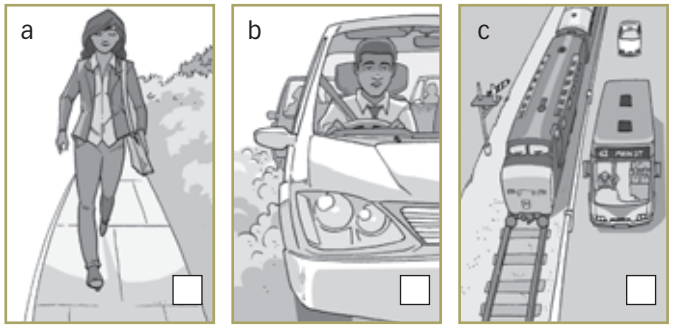
1 In the morning



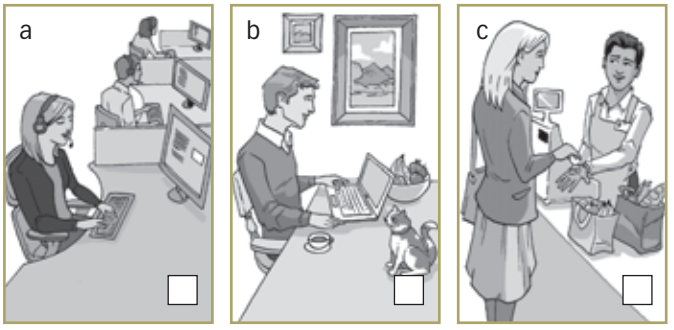
2 Breakfast



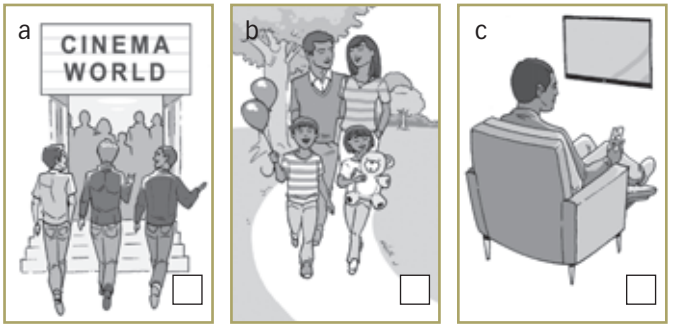
3 Travel to work/university



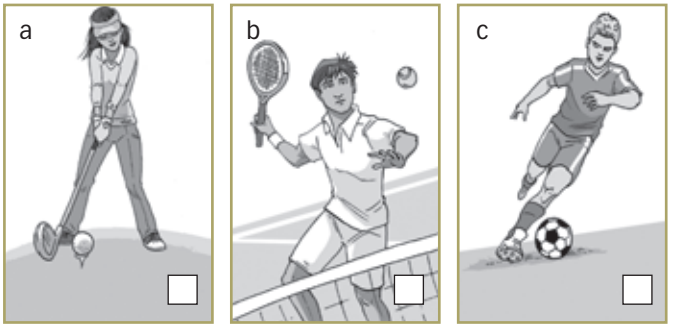
4 Work



5 At the weekend



6 Sports



3 Work with your partner. Ask and answer about the illustrations in exercise **2**. Use the phrases from exercise **1** to help you. Who has got the most correct answers?

A *Do you have breakfast at work?*
B *No, I don't. I have breakfast at home.*

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5 Vocabulary Who wears what?


1


2


3


4


5


6


7

1 Match descriptions **a**, **b** and **c** to three illustrations from 1–7. Write the illustration number.

a This person likes expensive clothes and she doesn't like sports clothes. She wears smart trousers and really lovely jackets. She doesn't like dresses and she doesn't wear T-shirts and jeans because she is never casual.
Illustration _____

b This person doesn't buy expensive clothes. She usually wears old skirts and long tops or long jumpers. She sometimes wears jackets, but she doesn't like trousers or jeans. She never wears trainers.
Illustration _____

c This person is very smart. She wears beautiful dresses to work and very nice shoes. She never wears jackets or jeans because she doesn't like them. She usually wears sports clothes and trainers at home.
Illustration _____

2 Now look at illustration 5 and complete the description.

This person wears casual [1]_____. She doesn't like jackets and she never wears shirts. She usually wears T-shirts and jeans. She doesn't like [2]_____ clothes, but she likes [3]_____ because they feel good on her feet.

3 Work with a partner. Choose one of the illustrations that does not have a description. Write a description for it.

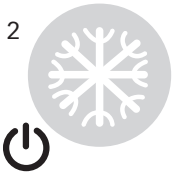
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6 Vocabulary In my hotel

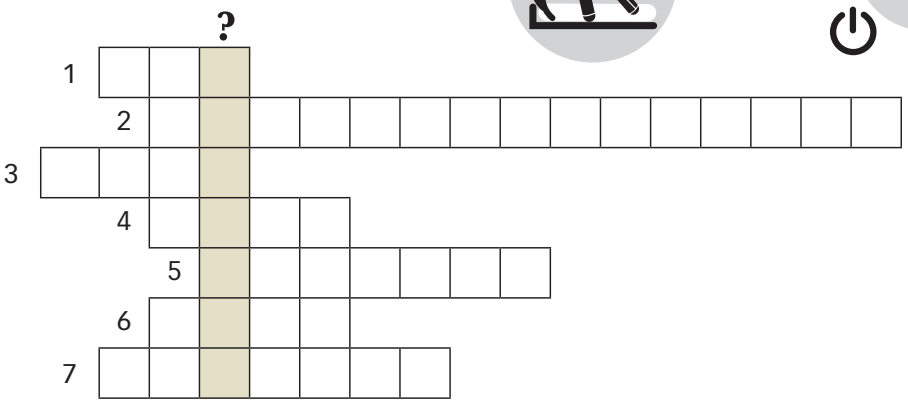
Student A

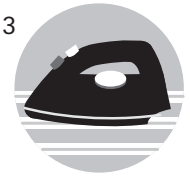
1 Do the puzzle and complete the sentence with ?.
My hotel room hasn't got a _____.

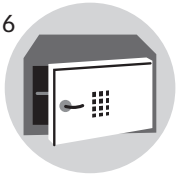














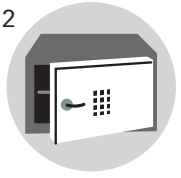


2 Work in pairs. Ask and answer questions about your hotels. Find three things both hotels have.

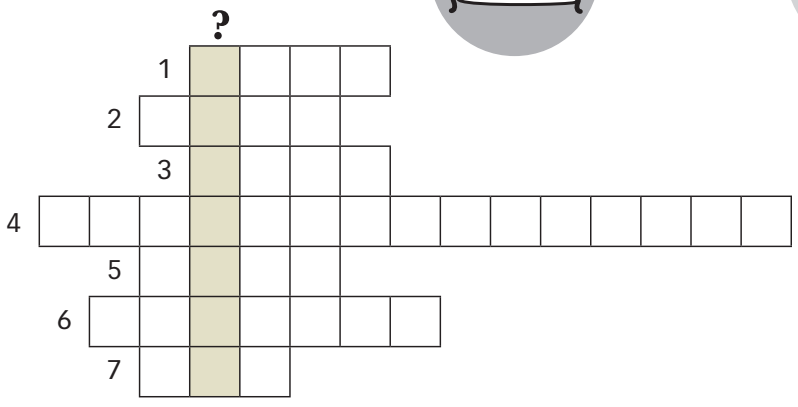
Student B

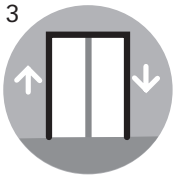
1 Do the puzzle and complete the sentence with ?.
My hotel room hasn't got a _____.



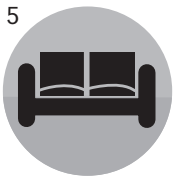


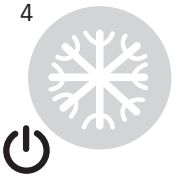








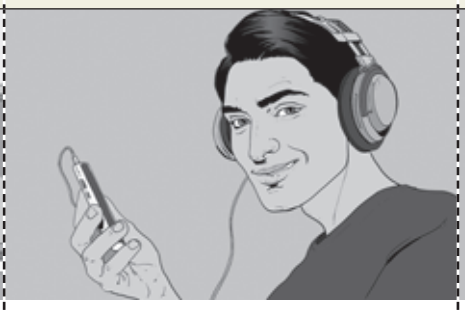
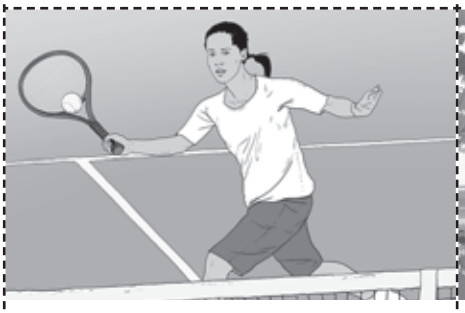
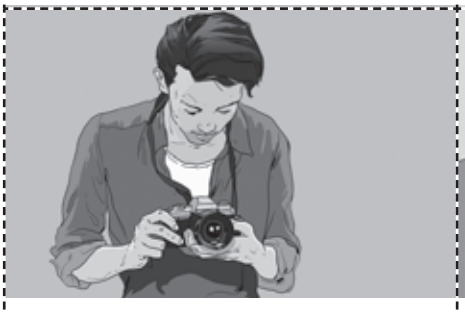
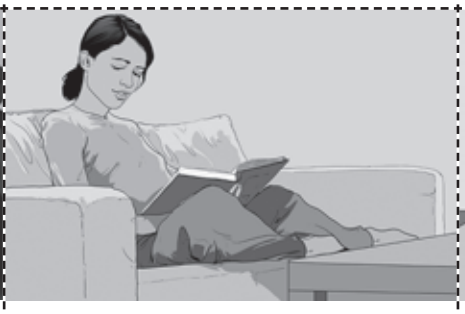




2 Work in pairs. Ask and answer questions about your hotels. Find three things both hotels have.

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7 Vocabulary Do you like …?

Student A	Student B	Student C
		
1 _____	6 _____ to music	11 _____
		
2 _____ sport	7 _____	12 _____ TV
		
3 _____ photos	8 _____ online	13 _____ in the garden
		
4 _____ on Facebook	9 _____ to the _____	14 _____ to the _____
		
5 _____ with friends	10 _____	15 _____ video _____

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8 Vocabulary The story of our lives

Student A

1 You are Sam. Here is some information about your life. Complete the gaps with past simple verbs.

 ☐ _____ born / 28th February 1990	 ☐ _____ school / 2nd September 1995	 ☐ _____ at university / 2008–2012	 ☐ _____ the guitar in a band / 2009–2011
 ☐ _____ Alex / 16th June 2013	 ☐ _____ to Japan / August 2013	 ☐ _____ to London / 30th January 2015	 ☐ _____ work / 1st March 2015

2 Work with Student B. Take turns to tell each other about events in your life. Tick (✓) the events you did at the same times. Cross (✗) the events you did at different times.

3 Which three events in your lives happened at the same time?

Student B

1 You are Kelly. Here is some information about your life. Complete the gaps with past simple verbs.

 ☐ _____ born / 28th February 1990	 ☐ _____ school / 3rd September 1995	 ☐ _____ at university / 2007–2011	 ☐ _____ the guitar in a band / 2007–2008
 ☐ _____ Jo / 16th June 2013	 ☐ _____ to Turkey / July 2013	 ☐ _____ to London / 20th November 2014	 ☐ _____ work / 1st March 2015

2 Work with Student A. Take turns to tell each other about events in your life. Tick (✓) the events you did at the same times. Cross (✗) the events you did at different times.

3 Which three events in your lives happened at the same time?

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9 Vocabulary A happy ending

Student A



1 Complete the gaps.

☐ **A** Amelie went back to the restaurant in the morning. She wanted to talk to Yoshi. But Yoshi didn't speak English well and Amelie didn't speak Japanese.

[1] **B** Amelie went to London to study. She made lots of [1]_____ friends from different countries.

☐ **C** Yoshi's [2]_____ friend Ruichi, from Japan, came to stay with him. Ruichi spoke English very well. He helped Yoshi to study.

☐ **D** Yoshi was a waiter, but he didn't like his job. He worked from 1 p.m. to 1 a.m. He missed his country. He had a [3]_____ life in London.

2 Work with your partner. Put the story in order.

Student B



1 Complete the gaps.

☐ **E** Yoshi and Amelie met again at the restaurant. He spoke English to her. They fell in love and the story has a [4]_____ ending. They got married.

☐ **F** Amelie liked Yoshi. He was an [5]_____ man. She wanted to ask him about his life. She wanted to be his friend.

☐ **G** Amelie went home and she was very sad. She talked to her friends about it. They said, 'Forget about Yoshi.' It was a [6]_____ time.

☐ **H** Amelie and her friends often went to the cinema and ate in restaurants. They had a [7]_____ time. In a Japanese restaurant, Amelie met a nice man. His name was Yoshi.

2 Work with your partner. Put the story in order.

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10 Vocabulary Time expressions maze

1 Work with a partner. Find your way through the maze.



2 Match beginnings 1–12 to endings a–l.

1	watch	a	to another country
2	move	b	smart clothes
3	cook	c	tennis
4	wear	d	to the theatre
5	buy	e	my parents
6	learn	f	a film
7	go	g	work early
8	meet	h	dinner
9	leave	i	an email
10	play	j	a friend for lunch
11	visit	k	a new language
12	write	l	a house

3 Take turns to make sentences. Use a time expression from exercise **1** and a phrase from exercise **2** each time. How many of the sentences can you remember?

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Communication

Unit 1 Who are you?

Small group activity, with students mingling to find two specific people, obtaining and writing down information

Language
Introducing yourself
Greetings and goodbyes
Asking questions with *be*
How do you spell that?

Preparation: Make one copy of the worksheet for each group of three to six students. Cut the worksheet into cards.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets so that they can only see one card. Tell them not to look at the other cards.

1 Divide the class into groups of three to six students. Give each group one set of cards and tell them to take one card each. If there are only three in a group, make sure that they use cards 1–3, i.e. one from each country. For groups of four, five or six students, use cards 1–3 plus any of the other cards. To set the scene, tell them they are in a small meeting.

2 Explain that the details at the top of the card are their own details, i.e. *This is you*. Point out that the first name is male and the second name is female, so they can choose which one to use as appropriate. Point to the details at the bottom of the card and explain that they need to find two people in their group who match these details, e.g. one person who is from Japan and another person who is here on business. Demonstrate the activity with a confident student: *Morning. / Good morning. / What's your name? / … / Where are you from? / … / Are you here on business? / … / How do you spell your name? / … / What's your phone number? / … / Have a nice day. / Thanks. You, too. / Bye.*

3 Tell each group to stand up and talk to each other. Set a time limit if necessary. Students should write down the information on their cards.

4 Monitor students and help any who are finding it difficult by prompting questions. Remind them to greet each other and say *goodbye* when they talk to each other.

5 When they have all finished, ask them to read each other's cards to check the spelling and phone numbers are correct.

EXTRA SUPPORT Before the activity, ask students in their small groups to remember the target questions they need to get the information. Elicit the questions and drill them if necessary.

EARLY FINISHERS Ask students if they can remember the towns or cities for each person. If they cannot, they should ask again, e.g. *Where (in Spain) are you from?*

EXTRA CHALLENGE Ask students to invent a new profile for themselves: choose a name, country, phone number and state if they are on holiday/business, etc. Students mingle using these new profiles. Tell them to try and find someone from their country and someone who is on business and to write down their name and phone number.

Unit 2 What's on TV?

Paired activity, completing TV listings guide with times

Language
Telling the time: *What time is …? It's at six o'clock.*

Preparation: Make one copy of the worksheet for each pair of students and cut the sheets in half. Make some extra copies for the Early finishers activity.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 As a lead-in, write the following five digital times on the board and ask students to read them out: 5.45, 11.50, 12.05, 9.30 and 7.15.

2 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. Explain that they each have a TV guide, but with some times missing. Elicit the kind of question they should ask, for example: *What time's Business 24/7? What time's School Time?* Pre-teach or clarify any unfamiliar vocabulary.

3 Students work in pairs, with Student A asking the questions first. When Student A has completed their part of the TV guide, they swap roles and repeat the activity the other way around.

4 At the end, pairs can check they have written down the information correctly by looking at each other's TV schedules.

5 Go through the TV schedule with the whole class by asking the questions and eliciting the start times.

EXTRA SUPPORT Put students in A+A and B+B pairs to practise reading the times on their TV schedules together before they do the main activity.

EARLY FINISHERS Hand out clean worksheets and tell students to swap roles and repeat the activity.

EXTRA CHALLENGE Students write their own TV guides for an evening's programming, using the worksheet as a model. They ask and answer questions about each other's programmes in pairs or small groups, then decide on the best one. Get some feedback from some pairs or groups.

Unit 3 Complete the conversations

Paired activity, with students completing gapped conversations with everyday phrases and practising them

Language

Everyday phrases: *Excuse me. That's my …. I'm so sorry. Tea? Yes, please. Can I …? Yes, of course.*, etc.

Preparation: Make one copy of the worksheet for each student. In addition to this, make a few more copies so you can cut the pictures out (or fold) to show the students (see stage 1 below).

1 As a lead-in, put students into small groups and give them one or two pictures from the worksheet to look at. Ask them *Where is this?*, *What do the people say?*. Move around the groups, collecting suggestions. At this stage, the students don't have to be accurate in their suggestions – the idea is to help them remember the functional area of everyday phrases which they studied.

2 Divide the class into pairs and give each student a worksheet. (Note that later the students will only see half of the worksheet, but until stage 4 they can see the full page.) Explain that there are six conversations with gaps. They need to work with their partner to complete the conversations. Point out that the pictures should help them. Elicit the missing words in the first conversation as an example with the whole class. Then, ask them to complete the conversations in pairs. Monitor and assist any pairs who are having difficulty.

3 When they have completed the conversations, allocate each partner in the pairs a letter (A or B). Ask one pair to act out conversation one, taking on the roles of Student A and Student B, in order to check the answers. Do the same with different pairs for the other conversations.

ANSWERS

Conversation 1: Sorry I'm late. / That's OK. Don't worry.
Conversation 2: Excuse me. Where is the bus station? / The bus station? Sorry, I don't know.
Conversation 3: After you. / Thanks.
Conversation 4: Can I have tea, please? / Yes, of course. / Thank you. / You're welcome.
Conversation 5: Excuse me. That's my pen! / I'm so sorry. / That's OK. Don't worry.
Conversation 6: Coffee? / Yes, please. Atishoo! / Bless you!

4 Now ask them to fold their pages vertically. Student A only looks at their part and Student B concentrates on their part. Tell them to practise the conversations together.

5 Listen carefully for any pronunciation errors.

6 Conduct class feedback and correct any errors together.

EXTRA SUPPORT Before you start the activity, elicit from the class everyday phrases (other than those they suggested in the lead-in) using appropriate prompts, e.g. mime a sneeze to elicit *Bless you!* and say *Thank you!* to elicit *You're welcome*.

EARLY FINISHERS Students swap roles when practising the conversations.

EXTRA CHALLENGE After they have practised the conversations in pairs, ask them to turn their folded worksheet over and look at their partner's part. They keep the same roles but have to remember what they need to say by just looking at their partner's words.

Unit 4 Customers and shop assistants

Group activity, role-playing asking for things in a shop

Language

In a shop: *Can I help you?* (SA), *Yes, please. I need a/an …* (C), *Do you have …?* (C), *Yes, we do./No, we don't. Sorry.* (SA), *How much is/are it/they?* (C), *It's/They're (prices).* (SA), *Thanks, I'll take it/them.* (C), *No, thanks.* (C)

Preparation: Make a copy of the worksheet for each group of six. Cut up the sheet into six role cards – one for each person in the group.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets so that only one card is showing.

1 Write on the board the phrases from the Language box above, and elicit which ones are used by the customer (C) and which by the shop assistant (SA).

2 Divide the class into groups of six. If any groups have fewer than six students, take out the extra customer cards for the smaller groups. Make sure each group still has all three shop assistants. Distribute the role cards. Ask students not to show them to their partners.

3 Give students two or three minutes to read through their role card, and think about the sentences they are going to use. Shop assistants should practise saying the prices on their cards. Answer any questions.

4 Ask groups to arrange themselves so the shop assistants remain seated or standing, while the customers walk up to them one by one to ask for the things they want to buy. Students playing the customers take turns to have a conversation with each of the three shop assistants in their group. Each customer can speak to the shop assistants in whatever order they like. If the shop assistant doesn't have the item they are asking for, the customer should ask that shop assistant for the next item on their list. (The activity is set up so customers only have the money to buy the first two items they ask for, so each group will end up with a different selection. Shop assistants should assume that they sell all types of a product, e.g. if they sell DVDs they should respond positively to the customer asking for the *Star Wars* DVD.)

5 As feedback, ask a few customers which items they have or don't have.

6 In each group, customers swap with shop assistants, and you repeat the activity.

EXTRA SUPPORT In stage 3, give students a minute or two to brainstorm their questions or responses together with the other students in their group playing the same role (i.e. all customers together, and all shop assistants together). Weaker classes or students could write down their questions and responses before they begin.

EARLY FINISHERS Students brainstorm what other items they could buy from the shop assistants and role-play more scenarios.

EXTRA CHALLENGE Students playing the customers could be allowed to borrow money from each other to buy all three products they need – but they have to use English to do so!

Unit 5 Travel information

Paired information-gap activity, with students asking questions to find out travel information

Language

Asking for and giving travel information: *Where do I buy a ticket?*, *Where does the bus/train go from?*, *It leaves at 10.15.*, *You buy your ticket on the bus.*, etc.

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Brainstorm as a class different ways to travel (*bus*, *train*, *plane*, *ferry*). Elicit where buses, trains and planes go from (*stop*, *platform*, *gate*) or write the words on the board for students to match with the transport.

2 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. They should not show these to each other. Explain that they have some travel information, but there are gaps. They need to ask their partner questions in order to complete the gaps in the email. Do a demonstration with the first questions, if necessary.

3 Monitor and check that they are completing the questions correctly. Ask them to check their questions in A+A and B+B pairs. Clear up any disagreements.

ANSWERS

Student A:

1 What time does the bus leave?
2 What time does the bus arrive?
3 How much is it?
4 Where does the train go from?
5 Where do I buy a ticket?

Student B:

1 Where does the bus go from?
2 Where do I buy a ticket?
3 What time does the train leave?
4 What time does the train arrive?
5 How much is it?

4 Next, tell them to take turns to ask and answer their questions in their original A+B pairs. They should complete their emails using the information their partner gives them. Monitor carefully.

5 Check answers as a whole class by asking a Student A to ask one of their questions and a different Student A to answer, repeat with a Student B and so on.

ANSWERS

Student A: 1 9.30 2 10.10 3 £4.00 4 platform 3 5 the ticket machine

Student B: 1 bus stop 21 2 on the bus 3 10.00 4 10.30 5 £6.00

EXTRA SUPPORT Put students into A+A and B+B pairs to work together when completing the gaps in the questions before checking their answers.

EARLY FINISHERS Ask students to change three pieces of travel information on their worksheets (e.g. times, cost of ticket). They should then exchange their worksheets and ask and answer again.

Unit 6 Problems, problems

Group activity, with students playing a game where they explain problems and offer solutions

Language

Explaining problems and offering solutions: … *is very hot/noisy*, *I don't know where* …, *I'll send someone to* …, *The … is broken.*, *There is/isn't* …, etc.

Preparation: Make a copy of the worksheet for each group of three or four students.

1 As a lead-in, brainstorm problems that may occur when staying in a hotel, e.g. *The room is cold*. *The shower is broken*.

2 Divide the class into groups of three or four, giving them a copy of the worksheet. Ask students to look at the prompts for the nine problems, and expand them into full sentences. They should do this orally. Check answers. Then do the same with the solutions. Check answers again.

POSSIBLE ANSWERS

The bathroom is dirty. ➜ (I'm so sorry.) I'll send someone to clean it.
There isn't any/is no internet connection. ➜ The Wi-fi password is 'guest389'.
The bathroom is very cold. ➜ There is a heater. The switch is next to the door.
I don't know the code for the safe. ➜ It's A1B2C3D4.
The bedroom is very hot. ➜ There is air conditioning. The switch is next to the TV.
There isn't an ironing board. ➜ Try in the cupboard.
I don't know the address of the restaurant. ➜ It's 55 Kings Road.
The TV is broken. ➜ (I'm so sorry.) I'll send someone to look.
The room is very noisy. ➜ (I'm so sorry.) You can have another room.

3 Ask students to decide which of them is going to start and place the worksheet so the problems are facing that person, and the solutions are facing the others. Every student begins with three points. Explain the rules:

- The student facing the problems begins by choosing any of the nine problems shown and expanding the prompt into a full sentence.
- The rest of the group should try and find the corresponding *Solutions* square. The first person to call out their name and give a full sentence scores a point.
- The group decides together if the answer is correct, or asks the teacher to rule if they disagree. If the answer is correct, the person who gave the solution scores a point. If it is inappropriate for the situation or incorrect, they lose a point. The score after each round is recorded.
- Play moves clockwise to the next person in the group who chooses another problem, repeating the steps above, and so on. The worksheet should be turned for each round so the problems are facing the single player, and the solutions are facing the rest of the group.

4 The game ends when all nine problems have been resolved. The player with the most points wins.

5 Finally, check answers by asking students to explain problems from the nine cards, and another student from a group not their own to respond appropriately. Ask the rest of the class to listen and confirm or correct responses.

Unit 7 Excuse me!

Paired activity, making requests and recognizing appropriate responses

Language

Making simple requests and answers: *Can I have some water?*, *Can you call me a taxi?*, *Of course.*, *Sorry.*, *Sure.*, etc.

Preparation: Make one copy of the worksheet for each pair of students and cut them up into four pieces.

Non-cut alternative: Make one copy of the worksheet for each student, plus one extra copy for each pair of students. For the game, fold it so that only one answer card can be seen (Student A or Student B). Tell them to look at their answer cards only. They will also, in their pairs, need to see one shared game board.

1 Divide the class into pairs. Give each pair a copy of the matching activity in exercise 1. Tell them that for each request (a–g), they need to find an answer (1–7). Do the first one together as an example if necessary.

2 Students work together to complete the matching task. When they have finished, check the answers together. Elicit which answers mean 'yes' (1, 4, 5 and 7) and which mean 'no' (2, 3 and 6). After this feedback stage, collect this part of the worksheet back in.

ANSWERS

a 4 **b** 7 **c** 1 **d** 3 **e** 5 **f** 2 **g** 6

3 Divide the class in half. Give the students in one half Student A cards and the other half Student B cards. Put them into pairs with the same card and tell them to work together in their pairs to think about the answers on their cards and predict what the request for each answer might be.

4 Show the students the game board. Explain that they will play the game in pairs. Each student (A or B) takes turns to find a request on the game board which matches one of the answers on their card. Then they must form a correct request using the prompt on the game board. If the request is correct, they can cross off that request on the game board by writing their letter on it (A or B). The aim is to cross off four squares. If the request and answer don't match, they cannot cross off that square. Also, if the request they make is incorrect, they cannot cross off that square. The opposing student has the correct requests (numbered to match the answers) at the bottom of their card so they can confirm if their partner is correct.

5 Demonstrate the activity if necessary using two confident students. Remind them to start their requests with *Excuse me* …, as a polite opening.

6 Put students into A+B pairs and tell them to play the game. Monitor the game carefully, help them to decide on matching requests where necessary and note any errors. If some students finish quickly, give them the Early finishers activity below.

7 When the game is finished, you could ask some students to act out the requests and answers. Do any necessary error correction.

EARLY FINISHERS Ask students to think of opposite responses for the requests on the game board, i.e. if the answer on their card is 'yes', then they should think of how they would say 'no', e.g. *Sorry, …*

Unit 8 Say the right thing

A paired card game, practising language for special occasions

Language

Phrases for special occasions: *Cheers!*, *Congratulations!*, *Good luck!*, *Happy birthday!*, *I'm sorry to hear that*, *Never mind.*, *Really?*, *That's great!*

Preparation: Make a copy of the worksheet for each pair of students, and cut up the sixteen expression cards.

Non-cut alternative: Make a copy of the worksheet for each student, and instead of playing with a pile of cards in pairs, they should take turns to choose any phrase from the page to elicit the correct response from their partner. If the phrase is correct, a point is scored and the phrase is crossed out, otherwise it can be reused later.

1 As a lead-in, describe a situation where someone might say one of the eight phrases from the cards, and elicit the corresponding phrase. Use descriptions of situations, not actual statements (that is, for *Congratulations*, say *People getting married* or *Someone passing an exam* rather than *I got married last month.*, *I got an A in the physics exam!*).

2 Divide the class into pairs. Distribute the set of phrase cards to each pair, and ask them to shuffle them. Explain the rules. The set of cards is set on the desk, face down. Each player in turn picks up a card and makes up a sentence where their partner might use the phrase on the card in response. For example, Student A picks up *Good Luck!*, and says *My English exam is tomorrow*. Their partner must guess the phrase correctly and say it. If they do, they win the card. If they don't, the card is put back at the bottom of the pile. Monitor and act as referee as necessary. Ask students to decide who goes first by tossing a coin or rolling a dice, etc.

3 Explain to students that some of the phrases appear twice in the set (with the exception of *Happy Birthday!* and *Cheers!* as these can only be responses to *It's my birthday today.* and *Cheers!*) and some even appear three times (*Never mind.* and *I'm sorry to hear that.*). Each sentence they make up to elicit the response must be different from the sentences either of them has used before, otherwise the card is forfeited, and their partner wins it whether or not they have guessed the response.

4 The game continues until all the cards have been won. The student with the most cards collected wins.

5 As feedback, ask a different student to say a sentence to elicit each phrase, and ask the rest of the class to check and comment on it or correct it as necessary.

EXTRA SUPPORT As part of the lead-in, also elicit which phrases are used in response to positive news, negative news or surprising news.

EARLY FINISHERS When all cards have been used up, the score is recorded, then the cards are shuffled again, and pairs continue playing the game for further points. Sentences that have been used before still cannot be reused!

EXTRA CHALLENGE Students could also be deducted a point from their score if the sentence they make up is incorrect or does not elicit the phrase on the card. You may need to rule on this in some cases.

Unit 9 What's the weather like?

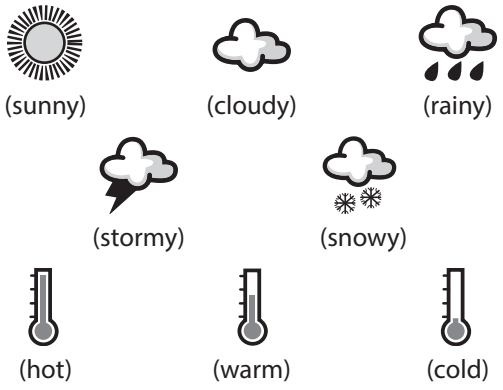
Whole-class activity, with students asking and answering about the weather in different countries

Language
Talking about the weather: *It's cold*, *hot*, *sunny*, *rainy*, etc.
Seasons

Preparation: Make one copy of the worksheet for each group of six to eight students and cut it up into the cards.

Non-cut alternative: Make one copy of the worksheet for each student and fold it so that only one card can be seen.

1 Copy the following weather symbols onto the board and elicit from the class what they mean:



2 Elicit the four seasons from the class. (They will need them for the next task.)

3 Divide the class into groups of four. Explain that half of the groups will be travellers asking about weather and the other half will be giving weather information for different places. Give each group the correct cards, i.e. Cards 1–4 to the groups of travellers and A–D to the groups of information givers. (With different-sized groups, you can omit Card D and also Card 4 if necessary.)

4 Tell students to look at their cards. Explain that if they have a card with a number on it, they are a traveller and they need to ask questions about the weather to find two countries they want to visit and write the information on their cards. Explain that students with a card with a letter on it have information about different countries and need to tell the travellers about the seasons and weather, using the symbols on the card. Demonstrate with two confident students. Tell the information-giver to say where he is from. Then the traveller should ask a question, e.g. *What's the weather like in Thailand in spring?* and the information-giver replies.

5 Put groups of travellers and information-givers together to start the task. Monitor and assist where needed. Encourage stronger students who are information-givers to use adverbs of frequency (*often*, *always*, *usually*) and *very/really* in their replies.

6 At the end, ask different traveller students to report back to the class on the information they found: *What weather do you like? Which country do you want to visit? When do you want to visit?* Do any necessary error correction.

EXTRA SUPPORT Students can work in teams of two with the same number or letter card and have some preparation time to practise making questions or sentences about the weather before they start the activity.

Unit 10 In a restaurant

Paired activity, building up a restaurant dialogue

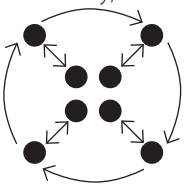
Language
Ordering food: *What would you like? Can I have a sandwich*, *please?*, etc.

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Write the words *waiter* and *customer* on the board and elicit some of the phrases that each of these people might say from the Language for speaking box from page 102 of the Coursebook. Erase the phrases from the board before moving onto the next stage.

2 Next divide the class into groups of six to eight students (even numbers if possible). Sit each group in a double-wheel formation, i.e. three or four students in a small circle facing outwards and three or four students making a larger circle around them facing in, so you have three or four pairs facing each other. See diagram below. Give each person in the centre one Student A worksheet and those seated in the larger circle one Student B worksheet each. Tell them they need to work with the person directly opposite and clearly act out their restaurant conversation by reading their part aloud. Demonstrate as the waiter, if necessary, with a confident student as the customer.



3 When they have finished, tell the students in the larger circle to all move one place to the left. They now face a new partner and need to act out the conversation again, just as they did before. Tell them to pay attention to their partner's sentences.

4 Repeat stage 3 twice more or as many times as you feel they need.

5 Now tell students to try and remember the other part of the conversation and complete the gaps on their worksheets individually. When they have finished, put them into pairs of waiter and customer again. This time they must repeat the conversation, but take the opposite role to when they were in their circles/groups.

6 Monitor and note any pronunciation difficulties. Do any necessary error correction.

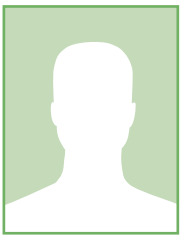
EXTRA SUPPORT At stage 5, put students into A+A and B+B pairs to they can work together to remember the other part of the conversation and complete the gaps.

EARLY FINISHERS Ask students to think of what other drinks and snacks they could order.

EXTRA CHALLENGE Students work in pairs to change the conversation so that it is in a fast food restaurant. Ask confident pairs to act out their new conversations. Elicit what is different between the two conversations. (The new one will use informal phrases and be shorter.)

1 Communication Who are you?

1



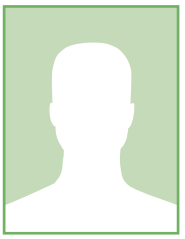
Name: Kenta/Kana Uchida
City, Country: Tokyo, Japan
Phone number: 00 81 6931 2454
Here: on business

Find a person

a from Australia
- Name: _____
- Phone number: _____

b here to study
- Name: _____
- Phone number: _____

2



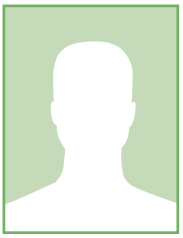
Name: Victor/Victoria Scott
City, Country: Sydney, Australia
Phone number: 00 61 9703 668
Here: on holiday

Find a person

a from Japan
- Name: _____
- Phone number: _____

b here to study
- Name: _____
- Phone number: _____

3



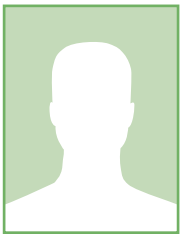
Name: Carlos/Cristina Delgado
City, Country: Madrid, Spain
Phone number: 00 34 601 9937
Here: to study

Find a person

a from Australia
- Name: _____
- Phone number: _____

b here on business
- Name: _____
- Phone number: _____

4



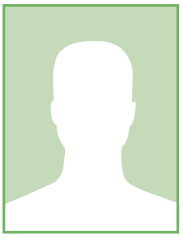
Name: Makoto/Megumi Mori
City, Country: Osaka, Japan
Phone number: 00 81 1206 4299
Here: on business

Find a person

a from Spain
- Name: _____
- Phone number: _____

b here on holiday
- Name: _____
- Phone number: _____

5



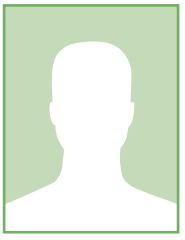
Name: Joe/Joanna Wilson
City, Country: Melbourne, Australia
Phone number: 00 61 8801 943
Here: on holiday

Find a person

a from Spain
- Name: _____
- Phone number: _____

b here on business
- Name: _____
- Phone number: _____

6



Name: Rafael/Raquel Alonso
City, Country: Toledo, Spain
Phone number: 00 34 720 8136
Here: to study

Find a person

a from Japan
- Name: _____
- Phone number: _____

b here on holiday
- Name: _____
- Phone number: _____

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2 Communication What's on TV?

Student A

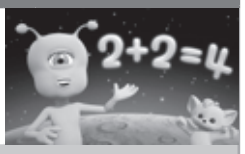
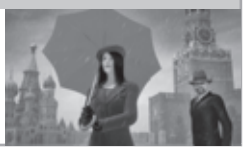
1 Ask Student B about the times for TV1.

What time's Business 24/7?

TV1		
_____	Business 24/7	
_____	Friends From Europe	
_____	FILM ★★ Six Doctors and A Nurse	
_____	*FOOTBALL MATCH:* Flamengo (Brazil) *vs* Benfica (Portugal)	
_____	FILM ★★★ Next to You	

2 Answer Student B's questions about TV2.

It's at six o'clock.

TV2		
6.00	School Time	
7.10	A Day at London Zoo	
7.55	The Holiday Show	
8.45	*FOOTBALL MATCH:* Mersin (Turkey) *vs* Everton (England)	
11.00	FILM ★ An Umbrella in Moscow (Russia)	

Student B

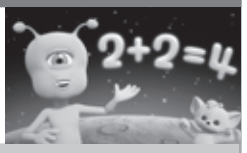
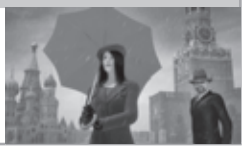
1 Answer Student A's questions about TV1.

It's at six o'clock.

TV1		
6.00	Business 24/7	
6.55	Friends From Europe	
7.30	FILM ★★ Six Doctors and A Nurse	
8.15	*FOOTBALL MATCH:* Flamengo (Brazil) *vs* Benfica (Portugal)	
10.20	FILM ★★★ Next to You	

2 Ask Student A about the times for TV2.

What time's School Time?

TV2		
_____	School Time	
_____	A Day at London Zoo	
_____	The Holiday Show	
_____	*FOOTBALL MATCH:* Mersin (Turkey) *vs* Everton (England)	
_____	FILM ★ An Umbrella in Moscow (Russia)	

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3 Communication Complete the conversations

	Student A	Student B	
	**Conversation 1** **Start** _____ I'm late! *(Student B)*	**Conversation 1** *(Student A starts)* That's OK. Don't _____.	
	Conversation 2 *(Student B starts)* The bus station? Sorry, I _____ know.	**Conversation 2** **Start** _____ _____. Where is the bus station? *(Student A)*	
	**Conversation 3** **Start** _____ you. *(Student B)*	**Conversation 3** *(Student A starts)* _____.	
	Conversation 4 *(Student B starts)* Yes, _____ course. *(Student B)* You're _____.	**Conversation 4** **Start** _____ I have tea, please? *(Student A)* _____ you. *(Student A)*	
	**Conversation 5** **Start** Excuse _____. That's my pen! *(Student B)* That's OK. _____ worry.	**Conversation 5** *(Student A starts)* I'm so _____. *(Student A)*	
	Conversation 6 *(Student B starts)* Yes, _____.Atishoo! *(Student B)*	**Conversation 6** **Start** Coffee? *(Student A)* _____ you!	

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4 Communication Customers and shop assistants

Customer

You have £70.

You want:

- the new *Star Wars* DVD
- an umbrella
- a mobile phone



Shop assistant



Customer

You have £55.

You want:

- a digital clock
- a wallet
- an English book



Shop assistant



Customer

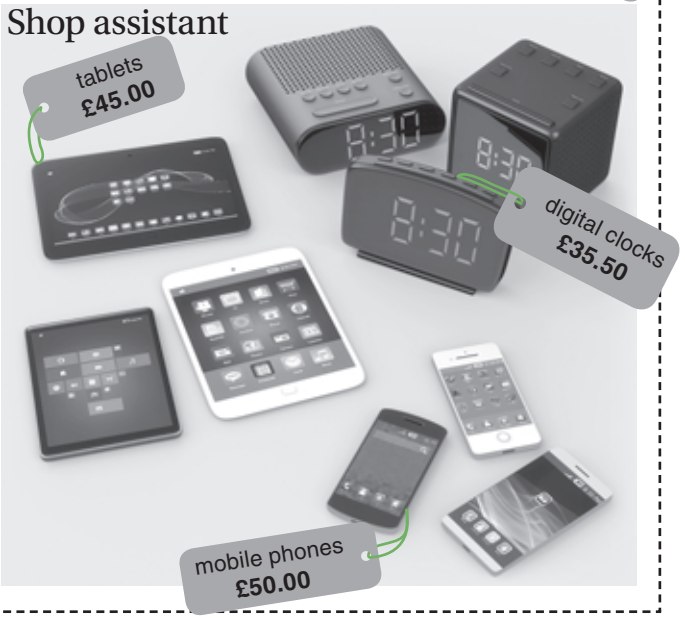
You have £100.

You want:

- a new tablet
- an Italian bag
- the *Basketball Star* video game



Shop assistant



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5 Communication Travel information

Student A

Ask and answer questions to complete the travel information.

1 _____ _____ does the bus _____?
2 _____ _____ does the bus _____?
3 How _____ _____ _____?
4 Where _____ the train _____ _____?
5 Where _____ _____ _____ a ticket?

B | I | U

From the airport you can take the bus or the train to the city centre. The bus leaves at [1]_____ from bus stop 21 and arrives at [2]_____. You buy your ticket on the bus and it's £ [3]_____.

The train leaves at 10.00 from [4]_____ and arrives at 10.30. A ticket is £6.00 and you buy it from [5]_____.

You can get a taxi from the city centre to the hotel.

--



Student B

Ask and answer questions to complete the travel information.

1 _____ does the bus _____ _____?
2 Where _____ _____ _____ a ticket?
3 _____ _____ does the train _____?
4 _____ _____ does the train _____?
5 How _____ _____ _____?

B | I | U

From the airport you can take the bus or the train to the city centre. The bus leaves at 9.30 from [1]_____ and arrives at 10.10. You buy your ticket [2]_____ and it's £4.00.

The train leaves at [3]_____ from platform 3 and arrives at [4]_____. A ticket is [5]_____ and you buy it from the ticket machine.

You can get a taxi from the city centre to the hotel.

--



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6 Communication Problems, problems

address of the restaurant?	TV broken	very noisy room
code for the safe?	very hot bedroom	no ironing board
dirty bathroom	no internet connection	very cold bathroom

Problems

Solutions

heater / switch next to door	A1B2C3D4	have / another room
air conditioning / switch / next to / TV	send / someone to look	send / someone to clean it
Wi-fi password / 'guest389'	55 Kings Road	try / in cupboard

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7 Communication Excuse me!

1 Match a request a–g to an answer 1–7.

Excuse me …

a Can you tell me the way to the hotel?	1 Yes, of course. I always talk fast.
b Can I use your pen?	2 Sorry. We haven't got any.
c Can you speak slowly?	3 Sorry. It's taken.
d Can I take this chair?	4 Of course. It's that way, next to the restaurant.
e Can you call me a taxi?	5 Sure. Where do you want to go?
f Can I have some water?	6 Sorry. I'm very busy.
g Can you help me?	7 Sure. Here you are.

Game board

speak / slowly	use / your pen	have / a coffee	take / this chair
tell / the way / to the station	call / a taxi	tell / the code / for the Wi-fi	tell / the time

Student A **Answer card**	**Student B** **Answer card**
1 Sorry. I don't have a pen.	1 Sure. It's that way, next to the hospital.
2 Yes, of course. It's ABC624.	2 Sorry. It's taken.
3 Of course. Where do you want to go?	3 Of course. Black or white?
4 No problem. Do you understand now?	4 Sure. It's 10.30 a.m.
Student B's requests:	**Student A's requests:**
Excuse me …	Excuse me …
1 Can you tell me the way to the station?	1 Can I use your pen?
2 Can I take this chair?	2 Can you tell me the code for the Wi-fi?
3 Can I have a coffee?	3 Can you call me a taxi?
4 Can you tell me the time?	4 Can you speak slowly?

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8 Communication Say the right thing

Good luck!	I'm sorry to hear that.	Really?	I'm sorry to hear that.
Congratulations!	Never mind.	That's great!	Never mind.
Good luck!	Cheers!	Really?	I'm sorry to hear that.
Congratulations!	Happy birthday!	That's great!	Never mind.

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9 Communication What's the weather like?

1 You like hot and sunny weather. Find two countries to visit. Write down the country names and a good season to visit.

Country 1:
Season:
Country 2:
Season:

2 You like warm and sunny weather (but not hot). Find two countries to visit. Write down the country names and a good season to visit.

Country 1:
Season:
Country 2:
Season:

3 You like cold and snowy weather. Find two countries to visit. Write down the country names and a good season to visit.

Country 1:
Season:
Country 2:
Season:

4 You like rain and stormy weather! Find two countries to visit. Write down the country names and a good season to visit.

Country 1:
Season:
Country 2:
Season:



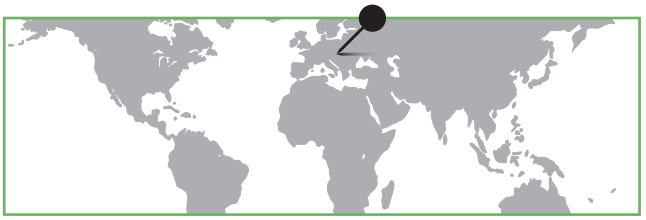
A You live in Bangkok, **Thailand**.

winter/spring (November–February)	
summer (March–June)	
autumn (July–October)	



B You live in New York, **USA**.

spring (April–May)	
summer (June–September)	
autumn (October–December)	
winter (January–March)	



C You live in Budapest, **Hungary**.

spring (April–May)	
summer (June–August)	
autumn (September–November)	
winter (December–March)	



D You live in Islamabad, **Pakistan**.

spring (March–May)	
summer (June–September)	
autumn (October–November)	
winter (December–February)	

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10 Communication In a restaurant

Student A

You are the waiter, Student B is the customer. Role-play the conversation and try to remember your partner's sentences.



Waiter Would you like to order?

Customer [1]_____, please.

Waiter What would you like?

Customer [2]_____ I [3]_____ a doughnut and a cup of [4]_____, please?

Waiter Here you are.

Customer [5]_____ you.

Waiter Would you like anything else?

Customer [6]_____, thank [7]_____. [8]_____ I [9]_____ the [10]_____, please?

Waiter Of course.

Student B

You are the customer, Student A is the waiter. Role-play the conversation and try to remember your partner's sentences.



Waiter [1]_____ you [2]_____ to [3]_____?

Customer Yes, please.

Waiter [4]_____ would you [5]_____?

Customer Can I have a doughnut and a cup of coffee, please?

Waiter Here you [6]_____.

Customer Thank you.

Waiter [7]_____ you [8]_____ anything [9]_____?

Customer No, thank you. Can I have the bill, please?

Waiter Of [10]_____.

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Vox pops

Aim: Each of these video worksheets aims to provide students with extra listening and speaking practice on topics connected to the unit in the Coursebook.

Preparation: Make one copy of the worksheet for each student and cut or fold in half as shown.

Units 1 & 2 First meetings

1 Give a copy of the worksheet to each student. Copy the table onto the board. Demonstrate the task by eliciting a name from the box and writing it in the correct column. Elicit one job as a further example. Give time for students to do the task. Put them into pairs to compare answers. Check answers.

ANSWERS

Names	Jobs	Countries	Other words
John	waiter	England	wallet
Gabriella	nurse	the USA	business
Catherine	teacher	France	holiday
Alex	shop assistant	Brazil	restaurant
Brittney	student	Panama	laptop

2 Ask students to read through section 1 in exercise 2. Play the video and allow time for students to write the names on the correct photos. Then ask students to read exercise 1b. Play the next part of the video so students can match each speaker to his/her country and city. Check answers together. You could write them on the board.

Next ask students to look at 2a. Point out that they need to tick speakers who are here to study (not on business or on holiday). Play the next part of the video.

Then ask students to watch the last part of the video and circle the correct job for each person. Check answers together.

ANSWERS

1a 1 Alex 2 Gabriella 3 Brittney 4 John 5 Catherine

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

2a Alex, Gabriella and Brittney

2b 1 a teacher 2 a student 3 a student 4 a waiter 5 a nurse

3 Put students into pairs. Ask them to read the instruction and example. Demonstrate with one strong student – you describe a speaker so they can guess. Set a time limit for the activity and make sure students take turns.

Unit 3 People and possessions

1 Give a copy of the worksheet to each student. Ask them to read the instruction and the example. Students do the first task individually, then work in pairs to compare their family members and the technology they have got. Elicit from some pairs any information which is the same.

2 Check that students know the words *north*, *south*, *hairdresser*, *mum* and *dad* which appear in section 1. Ask students to watch the video and listen carefully to decide if each statement is true or false. Make sure you pause between each speaker and play this part of the video more than once if necessary. Go through the answers together. For the false statements, try to elicit the correct information.

Next ask students to read the question and look at section 2. Play the video. Go through answers with the class, eliciting full sentences, e.g. *Francis has got a …*

ANSWERS

1
1 F (Francis has got one sister.)
2 F (Alison has got a brother in the north of England.)
3 T
4 T
5 F (Susie's father is 56 years old. Her mother is 57.)
6 T (Rakibur has got five sisters and three brothers.)
7 F (Rebecca has got two brothers.)
8 F (Rebecca's brothers are Ben and Dan.)

2

	smart-phone	tablet	laptop	digital camera	MP3 player
Francis		✓	✓		
Alison	✓		✓		
Susie	✓		✓	✓	✓
Rakibur	✓		✓		
Rebecca			✓		

3 Put students into pairs to read and answer the question. Point out the example to help them understand what to do. When they have finished the task, elicit example sentences from some pairs.

Unit 4 My life

1 Give a copy of the worksheet to each student. Ask students to read the instruction and examples. Demonstrate the activity by writing your own list of five things and asking strong students to guess *You … every day*. Ask students to write their lists of five activities. Put students in pairs to guess the three activities their partner does every day.

2 Ask students to watch the video and write down the time each person gets up. Check answers together. Then ask students to read statements 1–7 in 1b. Point out that students will need to use some initials more than once. Play the video again so students can write the correct initial letter next to them. Check answers together.

After that, ask students to read the question and the four summaries. Check that students know the words *orchestra*, *swimming* and *theatre*. Elicit that the sentences use third person forms, e.g. *relaxes*, *plays* and remind students to use third person forms for the verbs they use to complete the gaps. Play the video. Check answers together.

ANSWERS

1a 1 8.00 a.m. 2 6.00 a.m. 3 9.00 a.m. 4 7.30 a.m.
1b 1 J 2 A 3 L 4 J 5 F 6 A 7 F
2 1 football, cinema
2 plays, goes
3 friends, watches
4 London

3 Put students in pairs to discuss which of the statements in section 1b are true for them. Encourage strong students to change statements to make them true, e.g. *I cook dinner at 7 p.m.*

Unit 5 Style and design

1 Give a copy of the worksheet to each student. Put students in pairs to talk about three buildings they know.

2 Ask students to read the adjectives in the box. You may need to pre-teach *tiny*. Ask students to watch the video and use the adjectives in the box to complete the sentences. Play the video, pausing between speakers to give extra time for writing. Students may need to watch this part of the video more than once. Go through the answers together and then ask students to read through exercise 2. You may need to pre-teach *comfortable* and *uncomfortable*. Play the video for students to match the speakers and sentences. Go through answers with the class.

ANSWERS

1 1 beautiful, colourful
2 tiny
3 great, lovely
4 beautiful, old
5 big, modern
2 1 c 2 d 3 e 4 a 5 b

3 Ask students to read the instruction. Put students in pairs to do the exercise and encourage them to ask extra questions to get more information about their partner's style, e.g. *What clothes do you wear for work? Do you like jeans?* Conduct class feedback and ask students to report on their partner's style.

Unit 6 Places and facilities

1 Give a copy of the worksheet to each student. Ask students to read the instruction and examples. Give them a few minutes to write their lists of facilities. (Weaker students could look at section 1 in exercise 2 for ideas.) Put students into pairs to compare the facilities they think are important. Elicit ideas from the class.

2 Ask students to read the instruction and the words in 1–5. Play the video so students can circle the facilities mentioned. Check answers with the class. Then play the rest of the video and ask students to tick the hotel facilities each speaker talks about. Check answers.

ANSWERS

1 1 a beach, shops, parks, cinemas
2 shops, museums, a new library, parks
3 restaurants, cafés, hotels, parks, a cinema, shops
4 restaurants, shops, cinemas, theatres, a park, a museum
5 a shopping centre, a museum, an art gallery

2

	swimming pool	restaurant	balcony	big bed	Wi-fi
Francis	✓	✓			
Alison			✓		
John	✓	✓	✓	✓	
Susie	✓	✓		✓	✓
Rebecca	✓		✓		✓

3 Put students into pairs. Ask them to read the instruction. If necessary give a time limit for the task. When students are ready, put two pairs together to present their hotels to each other. Conduct class feedback about similarities and differences between the hotels.

Unit 7 Skills and interests

1 Give a copy of the worksheet to each student. Explain the time reference *by the age of 30*. Ask students to read the instruction and give them some examples if necessary, e.g. *ride a bike, play a musical instrument*. Give students time to write their lists. Put them in pairs to compare and ask each other questions about their skills. You could also allow the class to ask you about the things on their lists.

2 Ask students to read through section 1. Play the video, pausing between speakers to give students time to tick the activities each speaker can do in section 1a, and circle the activities they can't do in section 1b. Go through all the answers together, eliciting full sentences where possible.

Before students move to section 2, give them time to read the sentences in sections 2a and 2b. Play the video for students to mark the statements in section 2a true or false and complete the sentences in 2b. Play this part of the video more than once if necessary, pausing between speakers to give extra time for writing. Go through the answers together. For the false statements, try to elicit the correct information.

ANSWERS

1a

	drive	play the guitar	cook	speak French	play football
Nigel	✓	✓			
Camilla			✓		
John	✓				✓
Alex		✓		✓	✓
Caroline			✓	✓	

1b 1 sing 2 drive 3 dance 4 play the drums 5 play sport

2a 1 F (loves driving) 2 T 3 T 4 F (likes listening to music) 5 T

2b 1 bus 2 watching TV 3 getting up 4 video games 5 sports

3 Put students into small groups to discuss which likes and dislikes in exercise 2 are similar to their own. Conduct class feedback. You could write sentences on the board about the likes and dislikes most of the class share, e.g. *Most students in this class don't like playing video games.*

Unit 8 Our past

1 Give a copy of the worksheet to each student. Teach students the noun *childhood* and check students understand *river*, *woods* and *fishing*. Ask students to read phrases 1–5 and choose the correct verb. Elicit answers from the students.

ANSWERS

1 1 live 2 want 3 be 4 play 5 enjoy

2 Ask students to read the instruction and sentences 1–4 in section 1. Play the video. Before students move to section 2, check they understand the phrase *dream job*, then ask them to read all the jobs in 1–5. Explain any unknown words. Play the video. Go through the answers to sections 1 and 2 together.

ANSWERS

1 1 T 2 F (She had lots of friends at school.) 3 F (Anne talked about a brother, not a sister.) 4 T

2 1 a racing driver 2 a teacher, an actor 3 be Prime Minister, work in a record shop 4 a ballet dancer 5 a farmer

3 Put students in pairs to ask and answer the questions. Conduct class feedback. Encourage students to report what their partner told them, e.g. *Natalia played in the garden with her sister. She wanted to be a doctor.*

Unit 9 Unusual stories

1 Give a copy of the worksheet to each student. Ask students to look at the things in the box. Explain any unknown vocabulary, including *the London Eye* and *the Pyramids*. You could have pictures to help explain these. Give students time to do the ordering task. Put students into pairs to compare their order with their partner's.

2 Ask students to look at the names in section 1 and read sentences a–e. Ask them to watch the video and match the sentences to the speakers. Play the video. Check answers together.

Next ask students to read the question and look at the table. Show that students need to draw a line to connect each speaker with the correct place and information. Play the video. Check answers.

ANSWERS

1 a Angela b Caroline c Nigel d Anne e Catherine

2 Nigel 2c
Catherine 5d
Anne 1e
Angela 4a
Caroline 3b

3 Ask students to choose either *When was the last time you did something exciting?* or *When was the last time you travelled?* Ask students to read the prompts. You could elicit that *felt* is the past form of *feel*. Students work individually to prepare an answer to the question. Put students into small groups to share stories.

Unit 10 New places, new projects

1 Give a copy of the worksheet to each student. Ask them to read the instruction. When students have written three things, put them into pairs to compare their weekend plans.

2 Ask students to look at the table in section 1 and check they understand *boat*, *coast* and *countryside*. You could show them a picture of the white cliffs of Dover which are famous in the UK. Ask students to watch the video and match the speakers to their weekend plans. Go through the answers together.

Then ask students to look at the names and the options in section 2. Play the video so students can circle the letter corresponding to the place each speaker mentions. Go through the answers together.

ANSWERS

1 1 c 2 e 3 a 4 b 5 d

2 1 b 2 a 3 b 4 a 5 b

3 Ask students to read the instructions and example. If necessary, elicit the meaning of *probably*. Demonstrate the activity by choosing one student to ask you the example question. Give your own answer. Allow students a few minutes' thinking time and then put them into pairs again to find out what their partner is planning to eat, when and where. Conduct class feedback. You could find out how many students are going to eat out this weekend.

1 & 2 Video First meetings

Vox pops

1 Read the words in the box. Write them in the correct place in the table. Compare your answers with a partner.

waiter John wallet nurse England
business teacher Gabriella the USA
Catherine France holiday Alex
restaurant Brazil shop assistant laptop
Panama Brittney student

Names	Jobs	Countries	Other words

2 Watch the video. Do sections 1 and 2.

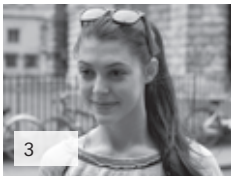
What's your name?

1a Write the correct name on each photo.

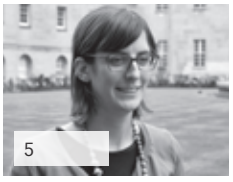
Brittney John Alex Catherine Gabriella











Where are you from?

1b Match speakers 1–5 to places a–e.

1 Alex	a Bicester, England
2 Gabriella	b Florida, USA
3 Brittney	c London, England
4 John	d Panama
5 Catherine	e Normandy, France

Are you here on business?

2a Tick (✓) the speakers who are here to study.

Alex ☐ Gabriella ☐ Brittney ☐
John ☐ Catherine ☐

What's your job?

2b Circle the correct job for each speaker.

1 Alex is *a teacher / a doctor.*
2 Gabriella is *a student / a nurse.*
3 Brittney is *an engineer / a student.*
4 John is *a taxi driver / a waiter.*
5 Catherine is *a shop assistant / a nurse.*

3 Work with a partner. Take turns to describe one speaker, but don't say their name. Your partner guesses which speaker it is.

Student A *She's a student. She's from Panama.*
Student B *It's Gabriella.*

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3 Video People and possessions

Vox pops

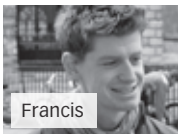
1 Think of five words for people in your family. For each person, write down the technology they have got, e.g. *husband – laptop, smartphone.* Work with a partner. Compare your family members and their technology. What is the same? What is different?

2 Watch the video. Do sections 1 and 2.

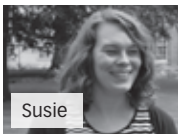
Tell us about your family.

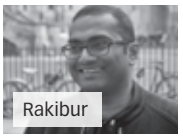
1 Are sentences 1–8 true (T) or false (F)?

1 Francis has got one sister and one brother.
2 Alison has got a brother in the north of France.
3 Alison's sister is a hairdresser.
4 Susie hasn't got a brother or a sister.
5 Susie's mother and father are 56 years old.
6 Rakibur has a big family.
7 Rebecca has got two sisters.
8 Rebecca's brothers are Ben and Peter.











What technology have you got?

2 Watch the video and tick (✓) the technology each person has got.

	smart-phone	tablet	laptop	digital camera	MP3 player
Francis					
Alison					
Susie					
Rakibur					
Rebecca					

3 Work with a partner. Which of the five speakers has got the most similar technology to you or members of your family?

Francis has got a tablet and a laptop. I've got a laptop, but I haven't got a tablet.

4 Video My life

Vox pops

1 Think of three activities that you do and two activities that you don't do every day. Write them down, but don't put them in order. Work with a partner. Guess the activities your partner does every day.

get up at 6.30, have breakfast, …

Student A *You get up at 6.30 every day.*
Student B *Yes, that's right.*

Student B *You have breakfast every day.*
Student A *No, not every day.*

2 Watch the video. Do sections 1 and 2.

Tell us about a working day.

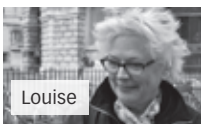
1a Write down the time each person gets up.

1 Francis _____ 3 Josie _____
2 Alison _____ 4 Louise _____











1b Watch the video again. Write the correct initial for each activity: F (Francis), A (Alison), J (Josie) or L (Louise).

1 I cook dinner at 5 p.m. _____
2 I don't drive to work. I get the bus. _____
3 I sit in a chair and read. _____
4 I have lunch at around 12. _____
5 I work in the library for four or five hours. _____
6 I usually get home at about 5.30. _____
7 After lunch I have lessons in college. _____

What do you do at the weekend?

2 Complete the sentences about each speaker.

1 Francis relaxes with his friends and plays _____. Sometimes he goes to the _____.
2 Rebecca visits her friends, _____ in an orchestra or _____ to the theatre.
3 Josie goes swimming with her _____ and _____ films.
4 Louise goes into _____.

3 Work with a partner. Which of the statements in exercise **1b** are true for you? Compare your answers.

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5 Video Style and design

Vox pops

1 Think of three buildings you know, e.g. Burj Al Arab. Work with a partner. Describe the buildings.

Burj Al Arab is very big and modern. It's got …

2 Watch the video. Do sections 1 and 2.

Describe a building you like.

1 Complete the sentences with adjectives from the box.

modern	beautiful (x2)	big	old	lovely
colourful	great	tiny		

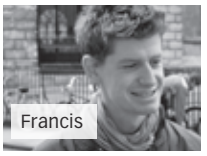
1 Francis likes the Kremlin in Moscow because it has lots of _____, _____ towers.
2 Agnes likes a _____ little house which is also a bridge.
3 The art gallery in Alison's town has got a _____ café with really _____ views of the city.
4 Susie likes a _____ building in Glasgow. It's _____ and it's got everything.
5 John's favourite building is beautiful and _____. It's very _____, too.

What clothes/styles do you like?

2 Match speakers 1–5 to their answers a–e.

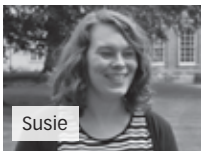
1 **Francis**	a	I like sports clothes, but only for the gym.
2 **Agnes**	b	I don't like smart clothes, but I always wear smart clothes for work.
3 **Alison**	c	I don't like smart clothes because they are uncomfortable.
4 **Susie**	d	I always wear comfortable shoes.
5 **John**	e	I like smart clothes when I go out, but I like casual clothes at work.

3 Tick (✓) the answers in section 2 which are similar to yours. Compare your answers with a partner.











6 Video Places and facilities

Vox pops

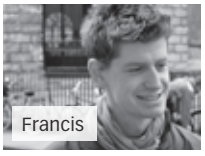
1 Write down five to eight facilities which you think are important in a town, e.g. *hospital, museum*. Compare your ideas with a partner.

2 Watch the video. Do sections 1 and 2.

What facilities has your town got?

1 Circle the facilities each speaker mentions.

1 **Francis** (Bournemouth)
a beach / shops / banks / parks / hotels / cinemas
2 **Alison** (Birmingham)
shops / a golf course / museums / a new library / cinemas / parks
3 **John** (Bicester)
restaurants / cafés / banks / hotels / parks / a sports stadium / a cinema / shops
4 **Susie** (Glasgow)
restaurants / supermarkets / shops / cinemas / theatres / a university / a park / a museum
5 **Rebecca** (Manchester)
restaurants / a shopping centre / a museum / an art gallery / a theatre











Describe a hotel you know.

2 Tick (✓) the hotel facilities each speaker talks about.

	swimming pool	restaurant	balcony	big bed	Wi-fi
Francis					
Alison					
John					
Susie					
Rebecca					

3 Work with a partner. Think of a new hotel. Compare with another pair.

What is the name of the hotel? *Is it big or small?*
Where is it? *What facilities has it got?*

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7 Video Skills and interests

Vox pops

1 Write down ten things most people can do by the age of 30. Compare your list with a partner. Take turns to ask questions about the things on your lists.

Student A *Can you ...?*
Student B *Yes, I can./No, I can't.*

2 Watch the video. Do sections 1 and 2.

What can you do?

1a Tick (✓) the things each speaker can do.

	drive	play the guitar	cook	speak French	play football
Nigel					
Camilla					
John					
Alex					
Caroline					











What can't you do?

1b What can't each speaker do? Circle the correct answer.

1 **Nigel** *swim / sing*
2 **Camilla** *drive / type*
3 **John** *cook / dance*
4 **Alex** *play the drums / play the piano*
5 **Caroline** *play sport / play the guitar*

What do you like doing?

2a Are the sentences true (T) or false (F)?

1 Nigel loves reading.
2 Camilla really loves taking photos.
3 John likes going to restaurants.
4 Alex likes playing music.
5 Caroline likes cooking a lot.

What don't you like doing?

2b Complete the sentences about each speaker.

1 Nigel hates taking the _____.
2 Camilla really doesn't like _____ _____.
3 John doesn't like _____ _____ early.
4 Alex doesn't like playing _____ _____.
5 Caroline hates doing _____.

3 Work in small groups. Which of the speakers' likes and dislikes in exercise **2** are the same as yours? Compare with other students in your group.

8 Video Our past











Vox pops

1 Circle the correct options.

1 *live / have* close to a river
2 *want / finish* to be a nurse
3 *love / be* very happy
4 *use / play* in the woods
5 *travel / enjoy* fishing

2 Watch the video. Do sections 1 and 2.

What was your childhood like?

1 Are the sentences true (T) or false (F)?

1 Nigel enjoyed fishing and playing with his friends in the river.
2 Camilla played with only one friend at school.
3 Anne played in the woods a lot with her sister.
4 Caroline played outside in the garden with her brothers.

What was your dream job when you were a child?

2 Circle the correct answer for each speaker. Sometimes there is more than one correct answer.

1 Nigel wanted to be *an engineer / a racing driver / a taxi driver*
2 Camilla wanted to be *a teacher / a dentist / an actor*
3 David wanted to *be Prime Minister / work in a bank / work in a record shop*
4 Anne wanted to be *a nurse / a ballet dancer / an artist*
5 Caroline wanted to be *a doctor / a writer / a farmer*

3 Work with a partner. Answer the questions about your childhood.

1 What did you enjoy doing when you were a child?
2 Did you want to do any of the jobs in exercise **2**? If not, what was your dream job?

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9 Video Unusual stories

Vox pops

1 Look at the activities in the box. Which do you think are exciting? Put them in order 1–6 (1 is the most exciting). Compare your order with a partner.

going on the London Eye camping in the mountains
driving a fast car singing in a concert
seeing the Pyramids in Egypt surfing

2 Watch the video. Do sections 1 and 2.

When was the last time you did something exciting?

1 Who said it? Match the speakers to sentences a–e.

Angela Anne Caroline
Catherine Nigel

a Last year, I sang in a concert and it was brilliant.
b Two months ago, I went to Egypt and I saw the Pyramids.
c About three months ago, I went with some friends to a racing circuit and drove a very fast car.
d Last year, I went on the London Eye and it was very exciting.
e Last year, I went on holiday to Morocco. I went camping in the mountains and then I went surfing.


Nigel


Catherine


Anne


Angela


Caroline

When was the last time you travelled?

2 Match the speakers to the place they travelled to and one thing they said about their trip.

Speaker	Place	Information
Nigel	1 Myanmar (Burma)	a It was a family holiday.
Catherine	2 Spain	b It was very cold, wet and snowy.
Anne	3 Turkey	c It was hot and sunny.
Angela	4 Montenegro	d He/She went by train.
Caroline	5 Scotland	e He/She went on a boat down the river.

3 Look at the two questions in exercise **2** again. Choose one of them and prepare your answer. Think about:

- when it happened
- where you went
- things you did
- who you were with
- how you felt about it

Work in small groups. Share your stories.

10 Video New places, new projects

Vox pops

1 Write down three things you're going to do at the weekend. Work with a partner and compare your plans. Are any of your plans similar?

2 Watch the video. Do sections 1 and 2.

What are you going to do at the weekend?

1 Match speakers 1–5 to what they are going to do a–e.

1 Sandra	a visit his/her parents
2 Nigel	b take a boat on the river
3 Catherine	c sing in a concert
4 Alex	d go to Dover on the English coast
5 Mark	e ride bikes with friends in the countryside


Sandra


Nigel


Catherine


Alex


Mark

Where do you like to eat?

2 Where do the speakers like to eat? Circle the correct option.

1 **Sandra**
a cafés b restaurants
2 **Nigel**
a a café b home
3 **Catherine**
a French restaurants b Indian restaurants
4 **Alex**
a Italian restaurants b fast-food restaurants
5 **Mark**
a restaurants b home

3 Think of the meals you're going to eat at the weekend. What are you going to eat and where are you going to eat them? Work with a partner and take turns to ask and answer questions.

Student A *What are you going to eat for breakfast on Saturday?*
Student B *I'm probably going to have coffee and a croissant at home.*

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