

SHORT COURSE SERIES



Clockwise

pre-intermediate

Teacher's Book

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ELT DIVISION THAILAND

104/33 Bangpoo Rd. Asiatra Road, Bangkok 11120

TEL: 02-0881700-10 FAX: 02-0881701

**Bruce McGowen &
Vic Richardson**

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Introduction

Series aims

The main aims of the *Clockwise* series are:

- to enable students to understand spoken English with more confidence
- to enable students to 'perform' English in a more natural way
- to present and review a selection of essential grammatical and functional areas at each level
- to extend and build a wider usable vocabulary
- to generate language through a wide variety of interesting topics with a strong international flavour
- to give a flavour of reality and relevance via the situations, language, and people introduced in the course
- to draw students' attention to interesting techniques and learning strategies to help improve their memory for language
- to vary pace and challenge throughout to maintain students' interest and concentration
- to provide flexible, stand-alone lessons that can be used in any order
- to recycle language and techniques within the lessons themselves and throughout the course
- to give students a clear sense of personal progress and satisfaction

Clockwise pre-intermediate

Structure

The Classbook is divided into eight blocks of lessons. Each block is thematically linked under a *Being a ...* heading, e.g. *Being a traveller*, *Being a worker*, *Being fashionable*. The four lessons in each block focus on grammar, situational / survival language, vocabulary, and listening and speaking, in that order.

Clockwise Pre-intermediate has a completely flexible language syllabus, and the blocks of lessons don't have to be covered in sequence. Lessons can be taught in the order they appear, but they are all 'stand-alone', and can be used effectively in any order, depending on students' needs and the nature of the course.

There is a Practice section at the back of the Classbook. This has language practice exercises for each lesson (there is a photocopiable key at the back of this Teacher's Book). Tapescripts also appear at the back of the Classbook.

Timing

Each lesson lasts between sixty and ninety minutes – this depends on class size, how engaged and communicative students are, how much practice they need, and how you use the material. The teacher's notes contain guidelines on interaction, timing, classroom management, and methodology, as well as ideas for alternative procedures and extra activities. These help you to adapt the material to take into account your students' strengths, weaknesses, and interests.

Clockwise pre-intermediate Teacher's Resource Pack contains photocopiable activities to extend, supplement, or review each Classbook lesson.

The lessons

Grammar lessons

The grammar syllabus covers core pre-intermediate areas. Students will probably have met most of these before, and may be more or less confident with form, but will make mistakes with meaning and use. Students will be able to revise and consolidate their knowledge of form and use, before moving on to a wide variety of practice activities.

The lessons which deal with tenses deliberately contrast them in pairs (e.g. lesson 05 past simple and past continuous, lesson 09 present perfect and past simple). This exemplifies meaning and use more clearly, maintains the pace of the syllabus, and give students the clear sense that they are making progress.

Every grammar lesson (the first lesson in each block of four) has a grammar box which summarizes the form and / or use of the target structure. The boxes often contain tables for students to complete. Stronger classes could do this on their own; with weaker classes you could copy the table onto the board and elicit the answers, before giving students time to copy the completed version.

Situational / survival lessons

The situational / survival lessons cover some of the language that students need to get by in an English-speaking environment. This language includes functions (lesson 26 giving advice), situational language (lesson 22 shopping), and areas such as being polite (lesson 18) and checking understanding (lesson 10).

Every situational / survival lesson (the second lesson in each block of four) presents language in dialogues and encourages practice and personalization. The lessons have a *Useful language* box, which brings together the main target language of the lesson. As with the grammar boxes, if students want to study or revise the content of a lesson quickly, this is the place to look.

Vocabulary lessons

These focus on lexical areas like travel (lesson 07) and communication (lesson 11). The emphasis is on increasing the range of students' active vocabulary. The lessons have a wide variety of input activities and practice tasks (often including a word web).

Every vocabulary lesson (the third lesson in each block of four) has a vocabulary *Extra!* box, which is designed to introduce an additional challenge to the lesson, and to 'stretch' pre-intermediate students slightly. These give students an introduction to areas like multi-word verbs, collocation, compound nouns, and word-building.

Listening and speaking lessons

Every listening and speaking lesson (the fourth lesson in each block of four) begins with a *Listen for yourself* activity. This introduces the topic of the lesson with a short listening based on authentic material. The listening and accompanying tasks are short and snappy, to maintain interest and motivation. This section also helps students 'tune in' to English in preparation for *Listen 2*, the second, longer listening in the lesson.

There are regular activities on 'bottom-up listening', which help students to decode extracts by focusing on exactly what was said. There is always a *Did you notice ...?* box which focuses on useful language from the listenings.

Features

Lesson aims

The main aims are listed at the beginning of each lesson. You can refer students to these so that they are clear about their objectives.

Speak for yourself

The first three lessons in each block of four begin with a *Speak for yourself* activity, which contextualizes the lesson and gets students talking. These sections should be short, pacy, and motivating. There is a wide variety of activity types, including questionnaires, vocabulary brainstorming, and class surveys. You should focus on the content and the topic, eliciting and supplying language as required – at this stage accuracy is not the aim, so correction may not be appropriate.



Against the clock

This is a feature of the *Clockwise* series. The idea of using timed activities is to challenge and motivate students and to vary the pace of the lesson. It's important to note that the aim of these activities is usually grammatical and phonological accuracy – be wary of sacrificing accuracy for speed. It may be useful to repeat the activity until students are able to say the sentences with little or no hesitation.

You could divide the class into groups and set up *Against the clock* activities as a race. You could also do a re-run of the same task with your students on a different day. This is a good way of recycling and revising language.

Can you remember ...? boxes

These boxes are designed to jog students' memories about what they have studied. You could use them before or after the final *Speak out* activity to recap the content of the lesson, or you could very effectively return to them as revision prompts in a later lesson. You could try these ways of using the boxes:

- Students work individually or in groups to answer the questions – then check answers with the whole class.
- Divide the class into groups, and ask as quizmaster. Students write down the answers, then check them with the class. Alternatively a student could be quizmaster.
- Go through the questions and elicit the answers from the whole class.
- If students have problems, give them clues by miming, giving definitions, or writing anagrams or the first letters of words on the board. Alternatively, let them look back at the lesson to find the answers.

- Set them as homework, and go through the answers in the next lesson.
- Students could periodically write their own *Can you remember ...?* questions to test their classmates.

The *Can you remember ...?* boxes also give references to the Practice section at the end of the book.

Other boxes in the margin

As well as *Did you notice ...?* and *Can you remember ...?* boxes, the margin also contains boxes which give information and tips, or focus on small language points.

Pronunciation activities

Pronunciation activities often ask students to listen to and copy sentences. This helps them with word and sentence stress, and focuses on intonation. Try to make this an enjoyable challenge by encouraging students to imitate as exactly as they can. You needn't be satisfied with one repetition – students may need more attempts.

Interaction patterns

If students need to work in pairs or groups, this is specified in the Classbook. The Teacher's Book also contains suggestions on how students can be paired, grouped, or re-grouped.

Using the tapescripts

Students are sometimes referred to the tapescripts at the back of the Classbook to check their ideas or to focus on specific language. You could exploit the tapescripts further by asking the students to listen and read at the same time. This helps them to focus on features of connected speech like stress patterns and weak forms.

Speak out

The *Speak out* section is the culmination of each lesson, and is a fluency task which encourages students to use the language they have been studying.

Before doing the *Speak out* you could ask students to spend two minutes looking back at the lesson. This will remind them of language which will be useful in the *Speak out* activity, and also give them the chance to ask you questions about anything they don't understand.

Practice section

The Practice section on pages 84–105 of the Classbook provides material for every lesson. It can be used in class or for homework. You could integrate activities from the Practice material into your lessons. For example, before the *Speak out* in lesson 29, ask students to look at the exercise entitled *Have you got a life plan?* on p.104. This would work well with weaker classes, who may need longer to assimilate language and develop their ideas.

The Practice sections that go with the listening and speaking lessons focus on *Useful expressions* from the tapescripts. This encourages students to look at the tapescripts, and to use them as a language resource.

The Practice material also contains six writing sections, which focus on filling in forms and writing postcards, messages, informal letters, greetings cards, and formal letters. The writing sections are designed to be used by students working on their own out of the class, but you could easily include them in lessons if necessary.

01

BEING ME

Lesson aims

- Revise and practise question forms in different tenses.
- Revise and practise short answers.
- Give students the opportunity to talk about themselves and their lives.
- Give students the opportunity to get to know each other.

Question forms

Students will have covered question forms in the basic tenses, but they will probably make lots of mistakes when producing questions. This lesson concentrates on identifying the role of auxiliary verbs in forming questions, and the role of *do / does / did* in forming questions where there is no auxiliary. As questions in different tenses are covered at the same time, the logic of question formation should become clearer to students.

Speak for yourself

- 1 Start this activity with a demonstration. Either complete each sentence yourself, or ask individual students to do so.

Point out the example, and stress that students should complete each sentence in as many ways as they can. Give students a few minutes to complete the sentences.

Teaching tip Students who know each other

If students already know each other, make the activity shorter. It could be a whole class, brainstorming activity. Elicit different endings for each of the sentences, as in the example. Alternatively, put students in pairs and ask them to make true sentences about each other, in the third person, before checking the truth of the sentence with that person.

- 2 Put students in pairs to compare and ask each other questions.

Feedback: ask two or three pairs what they found out about their partners.

Alternative

Exercise 2 can be done as a milling activity, with students moving around the classroom, talking about themselves and asking questions.

Grammar

Question forms

Note

The unfamiliar vocabulary in the texts is likely to be:

Sarah

split up, to run my life, neighbourhood, decorating, a wild student

George

temporary, permanent, the net (Internet), designing, surfing, nerd, serious, isolated, per capita, retired, annoys, substitute teaching, gets paid
nerd = usually a young man, with no social skills and an obsessive interest, often in computers

- 1 Focus students on the pictures and ask questions about them, e.g. *Where is Sarah? How old do you think she / her daughter is? What's George doing? Where do you think he lives? What time of year is it?*

This is a gist reading exercise. Students don't need to understand everything, but they will meet new vocabulary. Ask them to match the headings and the paragraphs and to note three or four new words as they read, to be dealt with later.

Sarah

- 1 My daughter
- 2 My home
- 3 My work
- 4 My future

George

- 5 My work
- 6 My free time
- 7 My family

The heading used twice is *My work*.

Ask questions to help students work out the meanings of new words, e.g. *Why does Kate need two homes? Because her parents aren't living together. Which words in the text tell us this? Split up.*

- 2 Elicit similarities and differences between Sarah / George and students in the class.
- 3 Ask students to complete the sentences. They should do as much as they can with the texts covered, and then look back to complete any remaining gaps.

Feedback: check the answers with the whole class.

- 1 Kate stays with her father for three days a week.
- 2 Sarah is spending every evening decorating her house. auxiliary = *is*
- 3 She and her husband split up three years ago.
- 4 Sarah has done what she wanted to do. auxiliary = *has*
- 5 George started work at the library last year.
- 6 He's going to go back to university. auxiliary = *is*
- 7 You can do a lot in Winnipeg. auxiliary = *can*
- 8 George's dad is getting old. auxiliary = *is*

Note Auxiliaries

In sentence 7, *can* is a modal auxiliary. The difference between auxiliaries and modal auxiliaries is that the auxiliaries – *be, do, have* – tell us about time and tense, and modal auxiliaries change the meaning.

- 4 Ask students to complete the exercise in groups of three.

Feedback: whole class.

Highlight the fact that the sentences with auxiliaries in exercise 3 don't need a new word to make a question, but the sentences with no auxiliary do (sentences 1, 3, and 5). Drill the questions randomly round the class.

- 1 Does Kate stay with her father for three days a week?
new word = *Does*
- 2 Is Sarah spending every evening decorating her house?
- 3 Did she and her husband split up three years ago?
new word = *Did*
- 4 Has Sarah done what she wanted to do?
- 5 Did George start work at the library last year?
new word = *Did*
- 6 Is he going to go back to university?
- 7 Can you do a lot in Winnipeg?
- 8 Is George's dad getting old?

Question forms

- 1 Give students a minute to read and do the exercise individually before eliciting the answers.

Feedback: whole class.

- 1 before, e.g. *Is Sarah spending every evening decorating her house?*
- 2 do, e.g. *Does Kate stay with her father for three days a week?*
e.g. *Did George start work at the library last year?*

- 2 Put students in pairs to do the exercise.

Feedback: ask a few pairs to tell the class their answers.

- 1 A Does Sarah live in Eastbourne?
B Yes, she does.
- 2 When are you going to finish university?
- 3 A Have you been to Paris?
B Yes, I have.
- 4 A Are your brothers and sisters married?
B Yes, they are.
- 5 When did you start studying English?
- 6 How often do George and Robyn go out?

Note Spot the mistake

Some teachers are concerned about exposing students to incorrect English. Our view is that *Spot the mistake* exercises help students to identify typical mistakes, and help consolidate their understanding of what is correct by noticing what is incorrect.

Practice

- 1 Read out the question words yourself and elicit the answers randomly from around the class.

What	She's an assistant manager.
Where	In Winnipeg.
Who	His parents and his brother.
When	Two years ago.
Why	Because it's so isolated.
How much	£22,000 a year.
How often	Two or three times a week.

- 2 Ask students to make the complete questions. Model one of the questions and ask if the intonation rises or falls at the end (it falls). Point out that this is generally true of all *Wh-* questions. Drill the question forms before students ask each other the questions. Monitor for both correct questions and appropriate intonation.

What does Sarah do?
Where does George live?
Who does George live with?
When did Sarah buy her house?
Why does Winnipeg have its own symphony orchestra, etc.?
How much does Sarah earn?
How often does George go out with his girlfriend?

Teaching tip Drilling

Try following this procedure:

- 1 whole class choral drill of the questions
- 2 drilling of individual students around the class
- 3 question and answer practice across the class, in open pairs
- 4 students in closed pairs

Monitor the pairs, correcting mistakes. The aim of a drill is accuracy, so insist on a high level of accuracy and give feedback and correction.

- 3 Do this as a whole class exercise.

- 1 What did you do last night?
- 2 Why are you studying English?
- 3 Where did you go for your last holiday?
- 4 What do you like doing in your free time?
- 5 What are you going to do this weekend?
- 6 Would you like to live in the UK?

- 4 Put students in pairs to ask and answer the questions in exercise 3. Encourage them to ask follow-up questions.

Feedback: ask a few students what they found out about their partner.

- 5 **Against the clock.** This is practice of Yes / No questions and short answers. Model the example and ask if the intonation rises or falls at the end (it rises).

This exercise is intended to be pacy and to have a game-like feel. Demonstrate it yourself by getting students to ask you questions and tick off your answers. Make sure you only respond to accurate questions.

Before putting students into pairs, draw their attention to the tip box in the margin about personal questions and elicit other 'personal questions' e.g. *How old are you? How much do you earn?*

Extra

As a quick, fun activity, challenge students to ask you personal questions. They win a point for every time you say 'That's (rather) a personal question', and lose a point if you are willing to answer. It may be interesting to ask what constitutes a 'personal question' in your students' countries.

Put students into pairs and give them five minutes for the activity.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out**Extra**

If students need more practice with question forms, write some answers about Sarah and George on the board, e.g. 24, *Eastbourne*, *Two*, *Robyn*, *Manitoba Heat and Light*, *Bruce*, *Three years ago*. Elicit the questions for the answers, and then move on to the **Speak out**.

- 1 The **Speak out** gives more practice in question formation, and gives students the chance to get to know each other better. Write five facts about yourself on the board (these should be the answers to *Wh-* questions). They can be serious or not, depending on the class – e.g. *York* (where you're

from), 4 (how many brothers and sisters you have), £12.48 (how much money you have in your pocket), 6 (your shoe size), 28 (your age), *modern languages* (what you studied at university), *blue* (your favourite colour), *Spot* (your dog's name), *Nick* (your partner's name), 11.30 (the time you usually go to bed), etc. With a stronger class, you should choose more obscure facts, or more than five of them.

Then ask the class to ask you questions for the answers on the board. When they ask a correct question, erase that answer, until all the answers have gone.

- 2 Students now do the same thing themselves, in pairs – encourage them only to answer grammatically correct questions, and to check with you if in doubt. With a stronger class, ask them to write down ten answers.

Feedback: ask for any interesting information that students found out.

Don't forget

Practice exercises, Classbook p.84

Teacher's Resource Pack activity 1, *Group history*

Writing

On p.85 there is a writing section about filling in forms. You could do this in class or ask students to do it for homework.

02 SOCIAL LIFE

Lesson aims

- Introduce and practise 'free time' vocabulary.
- Develop the students' vocabulary using a word web.
- Introduce and practise language for making invitations and suggestions.
- Introduce and practise language for accepting and refusing.
- Focus on strong and weak forms of *Shall we*, *Are you*, *Do you*, *Would you*.
- Give the students' more confidence when making social arrangements.

Speak for yourself

- 1 Pre-teach *indoor*, *outdoor*, *solitary*, and *sociable*. Ask students to work on their own to decide what sort of person they are.
- 2 Group students into fours and encourage them to go beyond answering the question, e.g. *'I'm a cinema person.'* *'What sort of films do you like watching?'* *'I'm a video person.'* *'Why?'*

Feedback: whole class. Ask a few students what they found out.

Vocabulary**Staying in and going out**

- 1 **Against the clock.** Pre-teach *chat*, *a take-away*, *a first date*. Students could complete the word web on their own or in pairs. Keep them to a time limit of three minutes.

Feedback: whole class. Drill pronunciation, focusing on weak forms.

an evening in

watch TV, chat on the phone, surf the net, get a take-away, read a book, have an early night

a first date

go out for dinner, go to the cinema, go to a nightclub, go to the pub

an active weekend

go to a sports centre, go for a walk, play tennis, go to a football match, have dinner with friends

Ask students to list their additions to the word web on the board, and check the spelling, pronunciation, and meaning.

- 2 Use the question to close this section. Elicit answers randomly from different students, adding questions of your own, e.g. *So do you usually have a busy social life?*

English in use

Social arrangements

- 1 Focus students on the picture. Ask who they think the people are, how old they are, what their relationship is. Give them a minute to read the dialogue and complete the gaps. Ask where Oliver and Holly are going.

They're going to a Chinese restaurant.

- 2 Ask students to compare their answers. Play the tape for them to check.

See Tapescript for answers.

01

Oliver Are you doing anything this evening?
Holly No, nothing special.
Oliver Well, we're going to that new Chinese restaurant near the station. Would you like to come?
Holly Yes, that would be nice. What time are you going?
Oliver About 8.00. Shall we come and pick you up?
Holly Yes, great.
Oliver OK, I'll call for you at 7.30.

- 3 Do each dialogue separately.

Alternative

Before students listen, as an alternative to *What decisions do the people make?*, ask students to write their own comprehension questions. Tell them they are going to hear more people making social arrangements and elicit what they expect to hear, e.g. *Who are they? What does s/he want to do? Where does s/he want to go? How does s/he want to get there? What time does s/he want to meet? Where does s/he want to meet?* (Not all their questions will be answered.)

Play the tape. Students listen and then compare with a partner.

02

1 A What shall we do this weekend?
B How about going to London on Saturday? There's a good exhibition on at the Royal Academy.
A OK, that's a good idea. Shall we get the coach or the train?
B Let's get the coach - it's cheaper.
A Fine. What time?
B Not too early. About 1.00 ish?
A Yes, that would be great.
2 A Hello?
B Hi, it's Charlie here.
A Oh hi, Charlie, how's it going?
B Oh, not bad. Look, do you fancy seeing a film this evening?
A Good idea - I'd love to.
B OK. Well, why don't we meet in the White Horse at 7.00, and then we can decide what we want to see?
A OK, see you there. 7.00.
B Right, bye.
A Bye.

Feedback: whole class.

Dialogue 1

to go to London on Saturday, to go to an exhibition at the Royal Academy, to go by coach at about 1.00

Dialogue 2

to go to a film this evening, to meet in the White Horse (pub) at 7.00

Teaching tip Helping students with listening

If your students find the listening difficult, stop the tape after each line. If they still have problems, ask them to look at the tapescript on p.106 as they listen.

Draw students' attention to the tip box in the margin about the present continuous. They will be familiar with the tense, but this use may need clarifying.

Examples of present continuous

Are you doing anything this evening?

We're going to that new Chinese restaurant.

- 4 Pause the tape after each two-line dialogue. Ask students to work in pairs.

03

1 A How about going to the theatre tonight?
B I'm afraid I can't - I'm going out for dinner.
2 A Let's go for a long walk this afternoon!
B I'd love to, but I have to study for my exams.
3 A Why don't we go to the pub this evening?
B I'm afraid I'm a bit busy - I'm staying at work till 10.00.
4 A Do you fancy going to a concert of Irish music?
B I don't really like folk. How about the cinema instead?

Feedback: whole class.

Ways of refusing

I'm afraid I can't.
I'd love to, but ...
I'm afraid I'm a bit busy.
I don't really like ...

Reasons

I'm going out for dinner.
I have to study for my exams.
I'm staying at work till 10.00.
I don't really like folk.

Useful language

- 1 Play listenings 2 and 3 again. Ask students to do the task individually.

Feedback: whole class.

Invitations and suggestions

Do you fancy + -ing?
How about + -ing?
Shall we + verb?
Let's + verb
Why don't we + verb?

Accepting

That would be great.
Good idea.
I'd love to.

Fine.

That's a good idea.

Refusing

I'm afraid I can't.
I'd love to, but I ...
I don't really like ...
I'm afraid I'm a bit busy.
How about ... instead?

- 2 **Against the clock.** Ask students to work in pairs and make as many sentences as they can in three minutes.

Feedback: whole class. Drill selected answers.

Alternative

Before asking students to do the exercise, do a short class drill of the sentence heads *Would you like ... ?*, etc., focusing on the weak forms and the way the phrases run together. This area is also covered in exercises 1 and 2 in the Practice section.

Note Chunks of language

It's a good idea for students to learn phrases like *Do you fancy ...?* and *I'm afraid I can't* as chunks of language, and not to focus on individual words – students who look up *fancy* and *afraid* in dictionaries may be puzzled by the definitions they find.

Practice

- 1 Ask students to pronounce the pairs of words. They will almost certainly use strong forms, *shall we* = /ʃæl wi:/, *are you* = /ɑ: ju:/, *do you* = /du: ju:/, *would you* = /wʊd ju:/.
- 2 Play the tape, and point out the weak forms and the way the words run together, *shall we* = /ʃəlwi/, *are you* = /əju/, *do you* = /dju/, *would you* = /wʊdja/.



Shall we go to the theatre?
Are you doing anything this evening?
Do you fancy a take-away?
Would you like to see the new musical?

Ask students to repeat the sentences. Encourage them to imitate the tape as exactly as possible.

Alternative

You might prefer to model the sentences yourself, instead of using the tape. Make sure you say them at a natural speed, with weak forms and linking.

- 3 Focus on the tip box in the margin and remind students that it's a good idea to give a reason for refusing an invitation / suggestion in English. Ask if it is the same in your students' countries.
Demonstrate the task with the whole class. Elicit and drill the different ways of suggesting, accepting, and refusing with the same example, focusing students' attention on the intonation and on sounding interested and polite.

Put students into pairs to do the exercise. The activity should be fast. With a weaker class you could give each pair two or three of the situations to work on. Monitor and correct as necessary.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 The aim of this section is to produce longer, more natural dialogues.
Ask students to think about several things they'd really like to do this weekend. It might help to begin by brainstorming ideas and writing them up on the board – you could get students to do this.
- 2 Demonstrate the flow chart with a stronger student. In pairs, students follow the arrows and construct a dialogue. They should practise it, concentrating on sounding natural. Monitor the pairs, helping them with both the language and with 'getting into the role'.
Give them enough time to rehearse their dialogues before moving on to part 3.
- 3 Students will be more motivated to practise a dialogue if they then have to perform it. The dialogues will be quite short, so you could probably ask every pair to perform at least one.
Invite feedback and comments on the performances, e.g. *Did s/he sound interested / polite? Did s/he give a good reason for refusing? Which phrases for suggesting, inviting, etc. did they use?*

Don't forget

Practice exercises, Classbook p.85

Teacher's Resource Pack activity 2, *Weekend away*

03

MEET THE FAMILY

Lesson aims

- Revise and practise 'family' vocabulary.
- Introduce and practise vocabulary for describing people (appearance and personality).
- Introduce and practise *get on with*, *look like*, *take after*.
- Introduce and practise compound adjectives, e.g. *blue-eyed*, *narrow-minded*.
- Give the students the opportunity to talk about their families.

Speak for yourself

Note

Students are asked to talk about their families in the **Speak out** section, so keep the **Speak for yourself** short.

- 1 This is a quick review of family vocabulary.

Feedback: whole class.

grandfather, grandmother, (= grandparents)
 father, mother (= parents), uncle, aunt
 brother, sister, **YOU**, cousin
 son, daughter (= children), nephew, niece
 grandson, granddaughter (= grandchildren)

- 2 Model an example yourself first, e.g. *I haven't got any children, so I'm not a father or a grandfather, but I'm a brother and a cousin*, etc.

Feedback: ask a few students how many of these roles their partners have.

Vocabulary

Describing people

Extra

With books closed, describe some members of your family – start by describing them physically, and then move on to personality and age. Ask students to interrupt as soon as they think they know what relation the person is. Ask *How do you know?*

- 1 Give students one or two minutes to complete the task individually.

Feedback: check the answers with the whole class.

first text	brother	picture 3
second text	daughter	picture 1
third text	father / grandfather	picture 2

Extra

Take in some photographs of your family (including old photos if possible), and show them to the class. You could ask students to do the same. If this lesson is near the beginning of the course, it's a good way for students to get to know each other better, and they should find it interesting to talk about real people.

- 2 For part 1, you could tell students that there are 20 words to add to the chart. Ask them to do it individually, then compare with a partner.

Feedback: whole class.

Reproduce the chart on the board for later pronunciation practice in exercise 5.

Against the clock. For part 2, ask students to work on their own. Allow them to use dictionaries if they need to, but draw their attention to the time limit and keep the activity pacey.

Feedback: whole class, at the end of three minutes.

hair dark, curly, ginger, bald, short, grey, blonde, a beard, fair, a moustache, straight

height + build tall, slim, thin, skinny

age young, old, in his seventies, middle-aged, elderly, a teenager, in his / her twenties

looks gorgeous, good-looking, glasses, a beard, a moustache, attractive

personality confident, outgoing, intelligent, lively, friendly, quiet, shy

Focus on the tip box in the margin. It is useful for students at this level to be aware of connotation, but be wary of exploring it much further. It is worth pointing out how difficult it is to describe someone's build tactfully.

- 3 Elicit the opposites from the whole class.

dark	fair / blonde
curly	straight
short	long
young	old
friendly / confident / outgoing	shy / quiet

Group students into threes to brainstorm other words. Encourage them to use their dictionaries.

Feedback: ask one person from each group to list their additions on the board. Discuss meanings and spellings, and do pronunciation drills with the class.

- 4 Do this as a whole class 'listen and repeat' exercise, playing the tape and pausing after each word / sentence for choral / individual drilling. Encourage students to practise pronunciation until they get it right.



bald	He's bald.
teenager	They're teenagers.
outgoing	She's really outgoing.
fair	He's got fair hair.
glasses	Has she got glasses?
shy	He's quite shy, isn't he?
beard	He hasn't got a beard.
twenties	She's in her twenties.

Alternative

First use the tape for word and sentence dictation, and then go on to the 'listen and repeat' drill.

- 5 Use the chart from exercises 1 and 2. Practise the drill first with the whole class, then with open pairs across the class, and finally in closed pairs.

Note

Look out for errors caused by translating from the students' language(s) (L1 transfer errors), e.g. *She has 20 years.*

Focus on the tip box in the margin. Ask the whole class to look back at the texts to find the words.

stronger	very, really
weaker	quite, fairly

- 6 *Get on with*, *look like*, and *take after* are likely to be new to your students. Ask them to match up the three sentences with the texts on p.10. Check their answers and consolidate their understanding with questions, e.g. *If my mother is very friendly and I am very friendly, do I take after her or do I look like her?*

This language is practised in the **Speak out** section.

- 1 The description of a father or grandfather.
- 2 The description of a brother.
- 3 The description of a daughter.

Practice

- 1 Start the activity by describing yourself in terms of the four appearance categories of the chart. When you come to your age use *-ish* and focus your students' attention on the tip box in the margin. Then ask students to do the activity themselves in pairs or groups of three.

Compound adjectives

- a Do this as a whole class exercise, asking students to match up the two parts. Elicit the answers, with common opposites where possible, e.g. *right-handed*.

left-handed	(right-handed)	
fair-haired	(dark-haired)	
green-eyed		
hot-blooded		personality
narrow-minded	(broad-minded)	personality
broad-shouldered		
short-sighted	(long-sighted)	

- b Check the meanings with the class, and ask if students can describe anyone they know with the adjectives.
- 2 Do this as a whole class activity. Ask each student to think of a famous person, known to the rest of the class. Choose a student at random and ask her / him first for the person's occupation, e.g. film star,

politician, etc., then for a description, one sentence at a time, e.g. hair, height / build, age, looks, personality. Encourage the other students to attempt to guess after each sentence. Repeat with a few more students.

If your students need more practice, demonstrate the activity as above and maximize their participation by putting students into groups to do the activity.

Extra

Prepare some photos of people before the lesson begins. Hold a photo in front of you, so that your students can see it but you can't. Ask them to describe the person – sex, height, build, hair, face, and any distinguishing features. Turn the photo round and give them feedback on their description. Next give each student a photo and ask them to prepare a description. Then pair students, and ask them to swap photos and describe their own photo. Their partner listens and gives feedback on the description. Monitor and correct as appropriate.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Introduce the section by focusing students' attention on the family tree illustration, asking them what it is. Quickly elicit names for the characters (starting with the letters on their jumpers), and test students by asking questions, e.g. *Who is (Nick's) grandfather? Who is (Kevin's) brother?* Students could test each other quickly across the class.

Put students into pairs to draw their own family tree, and to tell their partner about it.

- 2 Ask students to complete the sentences individually, and then tell their partners.

Feedback: ask a few students what they discovered about their partner.

Extra

For the beginning of the next class, take in pictures of people from magazines and put them on the wall. Brainstorm vocabulary for describing people (possibly as a word web on the board), and then ask students to write a description of one of the people. They then swap descriptions and identify the person.

Don't forget

Practice exercises, Classbook p.85

Teacher's Resource Pack activity 3, *Family photos*

04

NEAREST AND DEAREST

Lesson aims

- Help students improve their listening, by listening for specific information and focusing on key words.
- Introduce and practise 'relationships' vocabulary.
- Improve students' performance when talking about their relationships.

Listen for yourself

Who are they?

- 1 This section contextualizes the lesson and looks at relationships other than family ones (covered in lesson 03). Before students listen to Maria, ask them to predict who the people could be.

Play the tape. Ask the students to listen and answer the questions individually, then compare with a partner.



Let me see ... I share my office with Jack and Phil and ... oh, and Colin Sanders works in the office next door.
 Norman and Maureen – I haven't known them long. They moved in next door three months ago, but Mrs Anderson, bless her, has been at number 21 for years and years.
 Now, well, John and I have been married for twelve years – hard to believe! Louise is nearly eleven now, our Sam's eight, and so is Muffin, our Siamese cat.
 Stella ... she's my oldest friend. We went to school together. Mark and Julia are John's best friends, we see them most weekends, I suppose.

Feedback: whole class.

colleagues	She shares an office with Jack and Phil, Colin Sanders works in the office next door.
neighbours	Norman and Maureen are next-door neighbours, Mrs Anderson lives at number 21.
family	John's her husband, Louise is her daughter, Sam's her son, and Muffin is their cat.
friends	Stella is her best friend, Mark and Julia are John's best friends.

- 2 Elicit other possible relationships – sports clubs or teams, classmates, family friends, school friends, etc. Encourage students to choose relationships which are different and interesting.
- 3 Ask students to describe their diagrams in the same way that Maria did.

Feedback: ask a few students to show the class their diagram and explain it.

Vocabulary

Relationships

- 1 Ask students to match the words and pictures in pairs or groups, using a dictionary or asking you about unfamiliar words such as *fancy*. Offer assistance only when asked.

Feedback: whole class.

- 1 fancy
- 2 get on well with / fall in love with / go out with / love
- 3 get married to
- 4 argue with
- 5 split up with / get divorced from

As a follow-up activity, ask students to put the phrases in the correct order, e.g. *First you ...*, *next you ...*, *and then you ...*, etc. You could ask them to put the phrases in a conventional order, or an unconventional order, or in the order which is (so far) true for them.

- 2 If you have done the follow-up activity in exercise 1 above, then do this as a continuation activity with the whole class. There may be some interesting suggestions!

Listen 2

My best friend

- 1 This is a longer listening in five parts, designed to give students practice in listening for specific information and key content words.

Explain the meaning of *Which one isn't real?*

Play the whole tape through once. Ask students to try to complete the chart in pairs. Play the tape again, pausing at the end of each section for students to confer.



- 1 She's my best friend. She comes into my bedroom every morning and jumps onto my bed. She's always happy to see me, which is nice. She loves hiding under a newspaper and rushing in and out, round and round. She's done that since she was a kitten. And if I'm upset, and I go to my room, she follows me. I tell her all my problems and she listens, you know.
- 2 They're a nice couple. We're at 18 and they're at 20, next door. They keep themselves to themselves – sometimes I meet them when I'm going out to work in the morning, and we say hello, but otherwise I don't see much of them. They keep their house and garden really neat and tidy. We get on fine.
- 3 We sometimes argue, because we share an office, and I think if you share an office you get on each other's nerves a bit. You know, stupid things, like should the window be open or closed, should the heating be on or off, whose turn it is to wash the cups, that sort of thing ... Most of the time we get on OK.
- 4 I want him to be tall, dark, and handsome! He has to be young-ish, in his 20s, with big brown eyes. He has to dress well – you know, nice clothes, not necessarily expensive. And he should be kind and considerate, and listen to what I have to say, and respect my opinions.
- 5 We knew each other for years before we started going out together. It wasn't exactly love at first sight! But we got on really well, we never argue, our friends can't believe it! I was a bit worried when we decided to get married last year – I thought it would change things, but it's been fine.

Feedback: whole class. Replay the tape if necessary.

relationship

1 a girl and her cat

2 neighbours

3 colleagues

4 ideal man
(not a real relationship)

5 man and wife

key wordsjumps, hiding under a
newspaper, kittennext door, house,
garden

share an office

I want him to be, he
should be, he has togoing out together, love
at first sight, married**Teaching tip** Pairing students for listening

Weaker and stronger students are often paired, so that the stronger student can help the weaker one. This tends not to work so well in listening activities because the stronger student understands the tape and simply supplies the answers. Try pairing students of similar ability together, and play the tape as many times as necessary for the weaker students.

- 2 These sentences are not on the tape. Give students a couple of minutes to do the exercise.

Feedback: invite one student to come to the board and write their answers, e.g. a = 5, b = 3, etc. Ask the rest of the class if they agree and ask for reasons, e.g. a = 3 because married couples 'split up'. Asking for reasons allows them to use the vocabulary from this lesson.

a 5 b 3 c 1 d 2 e 4

Did you notice ...?

Ask students to check the Tapescript and find the phrase.
We knew each other.

Extra

The Practice material on p.86 has an exercise which focuses on useful expressions from the listening. You could do this now, while the tape is still fresh in students' minds.

Speak out

- 1 Focus students' attention on the questions. Revise *What are they like?* (personality) and *What do they look like?* (appearance). Elicit other questions, e.g. *Do you take after her?*

Give students a couple of minutes to think of three people and prepare their answers to the questions.

- 2 While the students do this task in groups, make notes of, e.g. five mispronounced words, five good expressions / sentences and five inaccurate ones to be used as a follow-up.

Follow up the group work by focusing on the content, e.g. *Did you talk about real people or not? Which people did you talk about most: family, friends, etc.? Did you talk about people you liked or disliked?* Then focus on language, e.g. *I'm going to read you ten sentences you used. You have to decide if the sentences are good English or not. If they are wrong, can you correct them?* When you have done that, put the five mispronounced words on the board and elicit / drill the correct pronunciation.

Don't forget

Practice exercises, Classbook p.86

Teacher's Resource Pack activity 4, *Just what I've always wanted*

05

BEING A TRAVELLER

Lesson aims

- Revise and practise the past simple and past continuous.
- Revise regular and irregular verbs.
- Focus on the top twenty verbs in spoken English.
- Practise the pronunciation of -ed endings.
- Practise asking questions based on the topic of past holidays.

Past simple and past continuous

Students should have met these tenses before. This lesson contrasts the two, and revises and clarifies their form and use.

Speak for yourself

- 1 Give students a short time to look at the map in pairs and mark the countries.

Feedback: if you can, draw a map of Africa on the board and ask students to write the answers on it. Let the whole class say if they are correct or not.

Sudan is south of Egypt.

Tanzania is between Kenya and Zambia.

Ethiopia is north of Kenya and east of Sudan.

South Africa is south of Botswana.

- 2 Ask students to discuss this in pairs before a whole class feedback. Elicit ideas along these lines:

What does the countryside look like? What's the best way to travel? What's dangerous there? How long does it take to travel from north to south? What other countries do you know in Africa?

Grammar

Past simple and continuous

Note

The unfamiliar vocabulary in the text is likely to be: heat, illness, adventure, border, refused, eventually, cereal, a rest, liquid, face to face, giant cobra, heartbeat, malaria, herd, swarm of bees, attacked, celebrated, shadow, amazing

- 1 Focus students on the picture and the words in the box. Ask them to predict what the text is about. Clarify the words in the box as required.
- 2 Ask students to check their ideas by reading the text. Point out that they don't need to understand everything at this stage. When they have read the text, ask what was surprising or interesting. Do they think Nick Bourne is brave or mad?
- 3 You could ask stronger students to do this without referring back to the text.
Feedback: whole class.

- 1 He started for the first time.
- 2 He decided to start from South Africa.
- 3 He flew to Cape Town.
- 4 He started for the second time.
- 5 He saw a snake.
- 6 He became ill.
- 7 A swarm of bees attacked him.
- 8 He celebrated his birthday.
- 9 He crossed the border into Egypt.
- 10 He arrived at the Pyramids.

- 4 **Against the clock.** Give students five minutes to do the task.

Feedback: make a table on the board for students to fill in.

Regular	Irregular
decided	were / was
ended	thought
stopped	began
refused	flew
started	got up
attacked	ate
celebrated	had
arrived	drank
finished	came
	went
	found
	saw
	ran

- 5 Focus students on the sentence from the text.
Feedback: whole class.

He was crossing	past continuous
when he came	past simple

- 6 Ask students to work on their own and look back at the text to find two more examples.
Feedback: whole class.

His adventure nearly ended 500 miles later while he was waiting to cross the Sudanese border.

A swarm of bees attacked him while he was running through Tanzania.

Note when and while

While can only be used before the clause which contains the past continuous. *When* can be used before either clause, e.g.

He was running through Zambia when he saw a lion.	✓
He was running through Zambia while he saw a lion.	✗
He saw a lion when / while he was running through Zambia.	✓

Past simple and continuous

Form

The aim here is to provide a language summary for students. Ask them to complete the tables on their own, or copy them onto the board and elicit the answers.

Past simple

- + I / You / He / She / It / We / They / ran.
- I / You / He / She / It / We / They / didn't run.
- ? Did I / you / he / she / it / we / they / run?

Past continuous

- + I / He / She / It was running.
- You / We / They were running.
- I / He / She / It wasn't (was not) running.
- You / We / They weren't (were not) running.
- ? Was I / he / she / it running?
- Were you / we / they running?

Use

- Students complete the rules individually.

We use the past simple to talk about a **finished** activity in the past.

We use the past continuous to talk about a **continuing** activity in the past.

- Elicit ideas from the whole class. You could draw timelines on the board to clarify the difference, or invite students to draw them.

When she arrived I made some coffee.

= She arrived, then I made some coffee.

When she arrived I was making some coffee.

= I started making the coffee before she arrived.

- Encourage students to compare the grammar with the grammar in their own language. Is it the same or different?

Teaching tip Past simple and continuous

Students sometimes think that the past simple is for short time periods and the past continuous is for long time periods. You could point out that the past simple can describe very long periods (*My father lived in Canada for twenty years*), and that the past continuous can describe very short ones (*I was switching the TV on when I hurt my back*).

Practice

Extra

With books closed, ask students to try to write down five of the twenty most common verbs in spoken English. Play the tape for them to check, and then move on to exercise 1.

- Play the tape and pause after each verb to give students time to think and write. They should do this individually.

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be	want
have	come
know	like
get	take
think	put
go	look
see	make
mean	give
say	need
do	let

be	was / were	want	wanted
have	had	come	came
know	knew	like	liked
get	got	take	took
think	thought	put	put
go	went	look	looked
see	saw	make	made
mean	meant	give	gave
say	said	need	needed
do	did	let	let

Feedback: whole class.

- Start the activity by demonstrating the differences between the three sounds.

After checking the answers with the whole class, drill the pronunciation.

/d/	/d/	/t/
decided	arrived	stopped
started	refused	finished
ended	(travelled)	(liked)
celebrated	(used)	(looked)
(wanted)		
(needed)		

Note -ed pronunciation

The pronunciation of -ed depends on the sound that precedes it. If the verb ends in /t/ or /d/ then the pronunciation is /ɪd/. If the verb ends in a voiced consonant or vowel then the pronunciation is /d/. If the verb ends in an unvoiced consonant, then the pronunciation is /t/.

- Pair work. Point out that the sentences should be in the past tense. Allow them time to check their ideas by looking back at the text.

Feedback: whole class.

Possible answers

He came face to face with a cobra.
 He ran through a herd of elephants.
 He flew to Cape Town.
 He started running on 21 January.
 The Egyptian military stopped him from leaving Egypt.
 He got malaria.
 He celebrated his 28th birthday.
 He got up at 3.30 a.m.
 He ate a chocolate cake on his birthday.
 He drank 15 litres of liquid a day.
 A swarm of bees attacked him in Tanzania.
 He ate cereal for breakfast.

- 4 **Against the clock.** Encourage students to work quickly by being strict with the time limit.

Feedback: ask a few students to read out their sentences. Challenge any sentences which seem odd (e.g. *I was driving to the airport when I saw a shark*) and ask students to justify them. Correct if necessary.

- 5 Monitor as the students do this task and make a note of any problems.

Feedback: deal with any mistakes you noted.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Draw students' attention to the picture. Where do they think it is? Establish that the dialogue is between two friends and they are talking about a holiday. Give students a few minutes to complete the dialogue, either individually or in pairs.

Possible answers

- A I got back from my holiday last week.
 B Where did you go?
 A Peru.
 B Really? What was it like?
 A It was fantastic, really great.
 B How long did you stay there?
 A Three weeks altogether – I wanted to stay longer!
 B Was it expensive?
 A Well, the flight was, but it was cheap when we got there.
 B Who did you go with?
 A My sister and her boyfriend.
 B Did you have any problems?
 A Nothing serious. I lost my watch.
 B How did that happen?
 A We were staying in a cheap hotel and I left it in the bathroom.
 B Would you like to go back?
 A Yes, I'd love to. Maybe next year ...

- 2 Give students time to think about their last holiday, and then ask and answer questions about it in pairs. Weaker students could follow the dialogue in the Classbook, making changes as appropriate; stronger students could ask more questions of their own.

Don't forget

Practice exercises, Classbook p.86

Teacher's Resource Pack activity 5, *Complaints*

06

ON THE ROAD

Lesson aims

- Introduce and practise 'travel and transport' vocabulary.
- Develop the students' vocabulary using a word web.
- Introduce and practise language for asking for travel information.
- Introduce and practise language for booking a hotel room.
- Give students the opportunity to learn and use practical English for travelling.

Speak for yourself

- 1 Give students a couple of minutes to look at the pictures, and discuss them in pairs or small groups. Ask them what they can see in the pictures, and which country they think they might be.

- 1 a hotel in London
- 2 a rickshaw in India
- 3 a bus in Vietnam
- 4 a luxury yacht
- 5 a beach hut in Thailand
- 6 a ferry in the Philippines
- 7 a train in Japan

- 2 Ask students to discuss their travelling preferences in pairs.

Feedback: ask two or three students to report on their discussions. Do they have similar tastes?

Vocabulary

Transport

- 1 Play the tape, pausing after each announcement to allow students to discuss their ideas with a partner. (If students have problems with the language, there are contextual clues in the sound effects, and you could draw attention to key words.)



- 1 Flight BA 712 for Miami, Florida, is now boarding at gate 93.
- 2 Good afternoon, ladies and gentlemen. This is the 10.46 Intercity 125 to Edinburgh, calling at York, Durham, Berwick, and Edinburgh Waverley station. Would any people not wishing to travel please leave the train now.
- 3 Mind the gap.
- 4 This is a security announcement. Would the owner of a black briefcase left in the Duty Free store please return and claim – the owner of a black briefcase please return to the Duty Free store and reclaim it – thank you.
- 5 This is your captain speaking again, folks. We're running into a little turbulence ahead. Could all passengers return to their seats and fasten their seatbelts. Thank you.
- 6 Would all drivers please proceed to the car decks and return to their vehicles, as we will be docking shortly. Would all drivers please proceed to the car decks and return to their vehicles, as we will be docking shortly. Foot passengers may proceed to deck 2.
- 7 That'll be five fifty, please.
- 8 Tickets, please.

- 9 The next station is Piccadilly Circus. Change at Piccadilly Circus for the Bakerloo line.
- 10 Hastings, this is Hastings. This service terminates here. All change, please. Passengers wishing to travel to Ashford please proceed to platform 1. Hastings, this is Hastings. This service terminates here.

- 1 airport
- 2 train (at a station)
- 3 underground station / tube train
- 4 airport
- 5 (aero)plane
- 6 ferry
- 7 taxi
- 8 train (in motion)
- 9 tube train
- 10 train (at a station)

- 2 Elicit more forms of transport, e.g. *car, bicycle / bike, horse, motorbike, tram, coach*.
- 3 Give students two minutes to think and discuss in pairs.
Feedback: whole class.

get off / on	a bus, a tram, a train, a plane, a ferry, a coach, a bike, a motorbike, a horse
get into / out of	a car, a taxi, a rickshaw
ride	a bike, a motorbike, a horse

- 4 Encourage students to develop word webs using bilingual dictionaries. Divide the class into groups, and ask each group to choose two forms of transport.

Possible words

places	duty free (shop), baggage reclaim, airport terminal, departure hall, arrival hall, departure lounge, gate, check-in desk, passport control, immigration
people	pilot, ground crew, flight attendant, air steward / stewardess
verbs	take off, land, delay, arrive

English in use

Travel situations

- 1 Focus on the two dialogue situations and ask students to think of questions in English which they might hear. Elicit their ideas.
- 2 Ask students to read the sentences and decide which dialogue they are from.
Feedback: whole class.

- 1 booking a hotel room
- 2 asking for train information
- 3 asking for train information
- 4 booking a hotel room
- 5 asking for train information

Encourage students to complete the questions quickly, as a whole class activity.

Possible answers

- 1 Would you like a single or a double?
- 4 Is breakfast included?
- 5 When would you like to travel?

Asking for travel information

- 1 Give pairs some time to put the dialogue in order – they could do this individually if they prefer. (King's Cross is a station in London, Waverley station is in Edinburgh, and the journey takes about five and a half hours by train.)

Alternative

Play the tape first, with books closed. Then ask students to open their books and do exercise 1.

- 2 Ask students to compare their answers. Play the tape and establish the right order.

See Tapescript for answers.

2.2

- A Hello, National Rail Enquiries, Tracy speaking, how may I help you?
- B Oh hello, I'd like to ask about trains from London to Edinburgh.
- A When for?
- B This Sunday, at around 10.00.
- A Hold on a second ... right, there's one at 10.00 from King's Cross, which reaches Edinburgh at 3.21, or there's one at 10.30 which gets in at 4.06.
- B And how much is it?
- A Single or return?
- B Return, please.
- A First or standard?
- B Oh, standard.
- A That's £66.00, and there are no time restrictions on that ticket.
- B OK, thanks very much.
- A Thanks for calling. Bye.

- 3 Ask students to work in pairs to prepare and perform their dialogues.

Extra

If you're in an English-speaking country, ask your students to phone for travel information for homework. You could give each student a specific route and mode of transport to find out about. Alternatively, they could ask for the same information as in the task (train, London–Edinburgh) and see if the information they get is similar.

Booking a hotel room

- 1 Draw students' attention to the picture and set the scene. Give them time to complete the dialogue individually and compare answers in pairs.
- 2 Play the tape. Ask students to compare their version with what they hear, and then to check in the Tapescript on p.106.

See Tapescript for answers.

3.3

- Receptionist Good evening madam, how can I help you?
- Guest Hello, can you tell me if you have any free rooms?
- Receptionist One moment, I'll just check.
- Guest Thank you.
- Receptionist How many nights would you like to stay?
- Guest Two.

Receptionist Would you like a single, a double, or a twin?

Guest A double please, en suite if possible.

Receptionist Yes, we have a double en suite deluxe.

Guest How much is that for two nights?

Receptionist For two nights that's £250.

Guest Does that include breakfast?

Receptionist Yes, a continental breakfast.

Guest OK, well that's fine.

Receptionist Very good. Could you fill in this card, please?

- 3 Ask students to practise their dialogues in pairs.

Useful language

- 1 Draw students' attention to the **Useful language** box. Exercise 1 focuses on *I'd like*, *Would you like*, and *Could you*.

Feedback: whole class.

I'd like to ask about trains from _____ to _____ T

I'd like to ask about flights from _____ to _____ T

I'd like a double room please H

When would you like to travel? T

How many nights would you like to stay? H

Would you like first or economy? T

Would you like a single or a return? T

Would you like a single, a double, or a twin? H

Could you fill in this card? H

Could you tell me how much a return costs? T

- 2 Play the tape and focus students on the intonation.

3.4

When would you like to travel?

How many nights would you like to stay?

Would you like first or economy?

Would you like a single or a return?

Would you like a single, a double, or a twin?

The intonation falls at the end of all the questions.

Use the tape as a model for students to practise the intonation.

- 3 Ask the class to comment briefly.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Monitor and help students to choose appropriate information if necessary. Remind them to pay particular attention to sounding natural with the phrases. If necessary, play dialogues 2 and 3 again, pausing to let students repeat the sentences.
- 2 Invite one or two pairs to perform their dialogues for the class.

Don't forget

Practice exercises, Classbook p.87

Teacher's Resource Pack activity 6, *Three cities*

07

ENJOY YOUR TRIP!

Lesson aims

- Introduce and practise 'things to take on holiday' vocabulary.
- Focus on compound nouns, including pronunciation, e.g. *money belt*, *sunglasses*.
- Introduce and practise multi-word verbs, e.g. *set off*, *look forward to*.
- Give students the opportunity to discuss what to take on different holidays.

Speak for yourself

- 1 Give students a few minutes to do the matching exercise individually.

Feedback: whole class.

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

- 2 Ask students to discuss this in pairs or groups.

Feedback: elicit ideas.

Vocabulary

Packing your bags

Note

The unfamiliar vocabulary in the texts is likely to be:

nouns tent, sleeping bag, torch, tracksuit, first aid kit, towel, penknife, batteries, insect repellent, suncream, money belt, gloves, sunglasses, stove

adjectives thick, heavy, windproof, high-protection, wool, uncomfortable, waterproof, dried

- 1 Elicit two things that students know about each country. Ask students to read through the texts on their own.

Feedback: ask the class which words helped them identify each country.

- 1 Zimbabwe
- 2 Iceland

- 2 You could ask half the class (A) to think about Iceland and the other half (B) Zimbabwe. Give them a few minutes to think. Put them into pairs, A and B, to talk about the things they have / would need to buy. Encourage them to check the meaning of the nouns by asking each other and using dictionaries.

Feedback: ask students how many words were new to them.

Practice

- 1 This should be a challenge – the idea is for students to list *everything* they took. Give them a few minutes to think and write individually. Help with any new words they need.

- 2 **Against the clock.** Start the activity by modelling the dialogue on the board.

Teaching tip Providing language

With a weaker class, you could write useful language for this activity on the board, e.g.

It's useful / good / handy for + -ing

I wanted / needed it to / for ...

Because I ...

- 3 These compound nouns all appear in the Zimbabwe / Iceland texts. Weaker students can look back if necessary. Give students a few minutes to think and then ask them to compare answers in pairs. Encourage students to notice whether the compound nouns are one word or two words.

Feedback: whole class.

insect repellent

penknife

travel alarm

sunglasses

money belt

water bottle

suncream

The stress in compound nouns is usually on the first word.

Multi-word verbs

Teaching tip Multi-word verbs

Students may not have studied these explicitly before. Here seven are presented in clear contexts. It's probably best to concentrate on meaning at this stage, and not to focus on, e.g. whether they are phrasal or prepositional, or where the object or object pronoun goes.

- a Play the tape. The aim here is to focus students on meaning rather than content.

01

- 1 A You look tired.
B Yes, we got back at 3.00 this morning.
- 2 A There are lots of mosquitoes.
B Well, put on some insect repellent.
- 3 A Are you taking a torch or candles?
B I can't make up my mind.
- 4 A Are you leaving tomorrow?
B Yes, I'm really looking forward to it.
- 5 A Are the photos ready?
B Yes, I'm going to pick them up this afternoon.
- 6 A It's 9.00.
B 9.00? We should set off for the airport.
- 7 A I'm cold.
B You should get into your sleeping bag.

- 1 after
- 2 during
- 3 before
- 4 before
- 5 after
- 6 before or during
- 7 during

- b This focuses students on the content and the multi-word verbs, which all appear in the second lines of the dialogues. Play the tape as many times as necessary. You could gap the sentences on the board if necessary.

See Tapescript for answers.

- c Focus students on the meanings of the multi-word verbs. The contexts should help a lot. Ask them to check in their dictionaries.

- 1 got back
- 2 put on
- 3 make up (my mind)
- 4 look forward to
- 5 pick (them) up
- 6 set off
- 7 get into

Extra

You could also elicit other possible collocations, e.g.

get back	at 3 o'clock / on Sunday / last week
put on	a shirt / cream / clothes; also: put a shirt on
make up	my / your / his / her / our / their mind(s) is a strong collocation
look forward to	a holiday / a date / a party
pick up	(= collect) a package / a jacket / some documents
set off	for the airport / on a journey / for France
get into	bed / a sleeping bag

- d Encourage students to get as close as they can to the original first lines. Check by playing the tape again or by asking students to check in the Tapescript on p.107.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Put students in small groups and ask them to agree on one of the three trips.
- 2 Pre-teach kinds of bag, e.g. *suitcase*, *holdall*, *rucksack*. You could refer to the picture. Most of the vocabulary should be familiar. Monitor, helping with vocabulary as students discuss.

Feedback: elicit ideas from some of the groups.

Don't forget

Practice exercises, Classbook p.88

Teacher's Resource Pack activity 7, *Souvenirs*

08

TRAVELLERS' TALES

Lesson aims

- Develop students' listening skills by focusing on individual words and phrases, gist and specific information.
- Focus on sentence stress.
- Give students more confidence when relating experiences.

Listen for yourself

Foreign Office advice

- 1 Focus students on the map and elicit ideas about Florida. It may help to pair students first to give them some thinking time.

Feedback: whole class.

- 2 Ask students how they might find out travel advice before going on holiday somewhere. Explain that they are going to listen to advice from the Foreign Office for travellers who want to visit Florida. Give them time to read the text and predict what words might go in the gaps. Elicit ideas but don't confirm them at this stage.

- 3 Play the tape. Students may need to hear it twice.

01

Thank you for calling the Foreign and Commonwealth Office travel advice unit. We give advice on travel safety overseas. We have recorded information on the following countries: Egypt, the Gambia, India, Jamaica, Kenya, Nigeria, Pakistan, South Africa, Sri Lanka, and the USA. To hear the list again please press 1. For Egypt to Kenya please press 2. For Nigeria to the USA please press 3. For the USA press 7 now.

It is very important that travellers to the United States take out travel insurance.

Florida

If staying in a hotel, do not leave your door open at any time.

Do not wear expensive jewellery and avoid walking in run-down areas.

If arriving at night, take a taxi to your hotel and collect your hire car the next day.

If departing on an evening flight do not leave luggage and souvenirs in view in your hire car during the day. Thieves are looking for these vehicles and stealing the contents.

Drive on main highways and use well-lit car parks.

Do not stop if your car is bumped from behind. Instead, indicate to the other driver to follow you to the nearest public area and call for police assistance.

Do not sleep in your car on the roadside or in rest areas.

Feedback: elicit answers.

Ten countries have recorded information. See Tapescript for the complete text.

- 4 Draw students' attention to the tip box in the margin. Point out that it is possible to understand a lot by focusing on the stressed words. Play the tape.

02

Do not wear expensive jewellery.

If arriving at night, take a taxi to your hotel.

Do not stop if your car is bumped from behind.

Feedback: whole class.

The stressed words are:

not wear expensive jewellery

arriving night taxi hotel

not stop car bumped behind

You could write the stressed words on the board and highlight the fact that they carry the message.

Listen 2

Highway robbery!

- 1 Pre-teach *Highway robbery*. Explain to students that they are going to hear someone called Chris talking about an experience when he was travelling in Florida with his family. The aim in exercise 1 is a bottom-up approach to listening – what exactly does Chris say? Play the tape as often as students need to hear it.

03

1 Highway robbers in the twenty-first century!

2 It all happened on the way home.

3 I didn't really know what was happening.

4 I stopped the car and so did he.

Feedback: whole class.

See Tapescript for answers.

Teaching tip Bottom-up listening

We often tell students not to worry if they don't understand everything. This is useful for *extensive* listening, but *intensive* listening practice is also valuable. Also, not understanding everything can be demotivating, and bottom-up listening can be a good confidence-builder. It appears several times in *Clockwise* Pre-intermediate.

Bottom-up listening involves starting with the parts and building the whole. You can do this with a 'story-board', as in exercise 1. Gap every word in a sentence, or just some of them. Ask students to listen to the sentence and tell you any words they hear. Play the sentence again, encouraging students to rebuild it. You may need to play the sentence several times.

You can do this with sentences or short passages from any listening.

- 2 Elicit ideas, using the sentences in exercise 1 and the pictures of the car and the baseball bat. This is a prediction activity so don't confirm ideas at this stage. The real clue is *I stopped the car and so did he*, which suggests that Chris was bumped from behind and stopped, instead of driving on to a public area.
- 3 Play the tape and elicit feedback from students. Were they right?

4

- Emma Chris! How was the holiday?
 Chris Don't ask.
 Emma Why? What happened? Wasn't it 'the holiday of a lifetime'?
 Chris It was absolutely fantastic. We went everywhere – Disneyland, the Epcot centre, the Kennedy Space Centre. The kids had a great time, Amanda had a great time, and for once so did I ... until the last day, anyway.
 Emma Why, what happened?
 Chris We got robbed! Would you believe we were robbed by highway robbers? Highway robbers in the 21st century! And they were very polite – it was like a game to them.
 Emma Highway robbers?
 Chris Yes, it was really bad luck. We'd been really careful during the holiday, and we never really felt at all uncomfortable. Everywhere we went people were very polite and friendly and helpful. We just relaxed and enjoyed the holiday.
 Emma And?
 Chris Well, it all happened on the way home. We were driving to the airport – I'd finally got used to driving on the wrong side of the road – when suddenly a big old car bumped into the back of us. It happened so fast – the kids were thrown back into their seats and Amanda screamed. I didn't really know what was happening. Anyway, before I had time to do anything, he bumped me again. I was pretty angry, I can tell you. I stopped the car and so did he. I wasn't really thinking, I just got out of the car and started calling him an idiot. That's when I saw four big guys getting out, and one of them had a baseball bat.
 Emma Ouch!
 Chris Exactly. I thought 'it looks like I'll be needing the medical insurance after all', but no. The guy with the bat just said 'Now stay cool and you won't get hurt. We'll just empty the trunk and be on our way! It took me a second to realize he meant the 'boot' and that he was going to rob us.
 Emma You're joking.
 Chris I wish I was. Anyway, they told Amanda and the kids to stay in the car, not that they were going to get out, and told me to open the boot. They took everything out of it – the luggage, of course, our coats, even the spare tyre. They didn't take our souvenirs and things – they were in the back with the kids. And then they put everything into their car and drove off.
 Emma So Amanda and the kids were OK?
 Chris Oh yes. We were all fine – a bit shaken up but fine. It didn't take long for the police to arrive. They looked after us, got us to the airport on time and so on, but it was a terrible way to end the holiday.

Focus briefly on the tip box in the margin. You could illustrate the difference between *rob* and *steal* with sentences about Chris, e.g. *Four men robbed him. They stole everything.*

- 4 Give students time to read the sentences before you play the tape. Ask them to do the task individually.
 Feedback: whole class.

- 1 T
- 2 T
- 3 T (not in the tapescript, but very likely)
- 4 F
- 5 F (everything from the boot, but not their souvenirs)
- 6 T
- 7 F
- 8 F

- 5 **Against the clock.** Give students two minutes to complete the task.

They may want to listen again if they find the task is difficult. If so, play the tape and ask students to stop you when they hear each of the sentences.

Feedback: whole class.

- 1 The kids had a great time.
- 2 We were driving to the airport.
- 3 Suddenly a big car bumped into the back of us.
- 4 I was pretty angry, I can tell you.
- 5 One of them had a baseball bat.
- 6 The luggage, our coats, even the spare tyre.
- 7 They didn't take our souvenirs.
- 8 It didn't take long for the police to arrive.

Extra

Tell the story of Chris yourself, but make deliberate factual mistakes. Ask students to stop you and correct you whenever they hear anything wrong, e.g. *Chris went to California on holiday ... No, he didn't, he went to Florida. They all had a terrible time ... No, they had a great time*, etc. You could do this before or after exercise 6.

- 6 Monitor while students tell the story. Don't interrupt unless students ask for help, but note errors for feedback.

Did you notice ...?

Ask students to check in the Tapescript.

You're joking.

boot (British), *trunk* (American)

Extra

The Practice material on p.89 has an exercise which focuses on useful expressions from the listening. You could do this now, while the tape is still fresh in students' minds.

Speak out

Teaching tip Thinking time

Discussions and story-telling activities work better if students have enough thinking and preparation time. You could say that you will give them a full five minutes for this. Monitor, helping students with ideas and vocabulary.

- 1 Check students understand the task and give them some time to think about their stories. Monitor, giving ideas to any students who are stuck. Make sure that each student has at least ten words to use in telling their story.
- 2 Monitor the groups but do not correct errors. Encourage the listeners to ask questions.
 Feedback: ask a few students to comment on a story that they listened to.

Don't forget

Practice exercises, Classbook p.89

Teacher's Resource Pack activity 8, *Lost luggage*

Writing

On p.89 there is a section about writing postcards. You could do this in class or ask students to do it for homework.

09

BEING IN TOUCH

Lesson aims

- Revise, practise, and contrast the present perfect and past simple.
- Focus on weak pronunciation of *have*, *has*, and *been*.
- Revise irregular past participles.
- Contrast *been* and *gone*.
- Improve students' performance when giving news.

Present perfect and past simple

Students should have met these tenses before, and may be able to manipulate form quite confidently, but they will almost certainly be unsure about the differences in use between them. This lesson briefly revises form, but concentrates mainly on use, and on the idea of unfinished and finished time periods in contrasting the present perfect and the past simple. This is necessarily a generalization, but it's a clear approach to a difficult area. You can expect lots of errors because of interference from the students' L1, e.g. *I've been to the bank yesterday*.

Speak for yourself

Focus students on the pictures and ask what they can see – faxes, e-mails (printed out), postcards, letters, (birthday) cards.

Start by writing on the board *a few of us*, *most of us*, *nobody*. Elicit how many people the phrases would refer to, relative to the size of your class, e.g. if you have 10 students, *a few of us* = 2 or 3, *most of us* = 7, 8, or 9, etc.

Demonstrate the task by doing number 1 yourself as an example. Ask students *Have you sent a fax recently?* If nobody has sent a fax recently, then number 1 is false.

If you include yourself in the activity, you'll get a good idea of the problems students have with questions in the present perfect.

Feedback: ask students to report their findings. If they say, e.g. *Number 3 is false*, ask *Why?* to elicit *Because nobody writes letters regularly*.

Grammar

Present perfect and past simple

- 1 Do text 1 as an example. Pair or group students to read and discuss the texts.

Feedback: whole class. Don't forget to ask how they know, since this will highlight some useful language.

- | | |
|---------------|--|
| 1 e-mail | E-mail is mentioned. |
| 2 answerphone | She says <i>Can you call me back?</i> |
| 3 letter | It begins <i>Dear Pete</i> . |
| 4 postcard | S/he wrote <i>As you can see</i> , so there must be a picture. |
| 5 e-mail | S/he mentions a computer and a message. |
| 6 answerphone | S/he says <i>it's me</i> and <i>I'm ringing</i> . |
| 7 postcard | S/he says <i>Having a fantastic time</i> and <i>Wish you were here!</i> – both typical postcard expressions. |
| 8 letter | S/he mentions the house number. |

- 2 Give students time to fill in the gaps. The aim of this task is to find out how familiar students are with past participles and the present perfect.

Feedback: whole class. Students may put *gone* in texts 2 and 8 – correct them now, and then return to the texts and use them as examples with the tip box in the margin on p.26.

Possible answers

- 1 heard from / seen / spoken to
- 2 been
- 3 bought
- 4 taken
- 5 asked / told
- 6 spoken
- 7 had
- 8 been

- 3 This is a clear focus on the present perfect and the past simple, before students look at the form and use in the box below.

- 1 present perfect
- 2 simple past

Extra

If students are familiar with the form of the present perfect, you could ask them to find more examples from the texts.

Present perfect and past simple

Form

The aim here is to provide a language summary for students. Ask them to complete the table on their own, or copy it on the board and elicit the answers.

We make the present perfect with have or has and a past participle.	
–	?
I haven't seen Paul today.	Have you seen Paul today?
He hasn't been to Madrid.	Has he been to Madrid?

Use

- 1 Ask students to look at the timelines and examples, and to complete the rules.

We use the present perfect to talk about **unfinished** time.
We use the past simple to talk about **finished** time.

- 2 Don't spend long on this, but point out that many languages have a 'present perfect' tense which is like English in form but not in use.
- 3 There are mistakes of form and use. Focus on both corrections where two are possible – this will draw students' attention to finished / unfinished time again.

- 1 I **wrote** two letters yesterday or I've written two letters today.
- 2 **Have you been** to Holland?
- 3 She **has** phoned me four times this week or She phoned me four times last week.
- 4 He **hasn't** lived here for long.
- 5 They **went** to France ten years ago.
- 6 I've **never broken** my leg.
- 7 We **had** breakfast two hours ago.
- 8 I **worked** there until 1997 or I've worked there since 1997.

Practice

- 1 This exercise focuses on the contractions and weak forms of *have* / (h)əv/, *has*, and *been* /bɪn/. Play the tape.

Feedback: whole class. Pause after each sentence to elicit the answer.



John's gone on holiday.
Work's been terrible.
I haven't seen you for ages.
Have you ever been to the States?
How many books have you read?

John has gone	<i>has</i> changes to the contraction 's.
Work has been	<i>has</i> changes to the contraction 's; <i>been</i> changes to weak form /bɪn/.
I have not	<i>have not</i> changes to contraction <i>haven't</i> .
Have you ever been	<i>have</i> becomes weak form /həv/; <i>been</i> becomes weak form /bɪn/.
have you read	<i>have</i> becomes weak form /əv/.

- 2 Use the tape as a model and drill the stress and intonation. Encourage students to imitate the sentences as exactly as possible.

Teaching tip Imitation

This is meant to be a fun challenge. Encourage students to imitate the recording as exactly as they can, in terms of speed, sentence and word stress, and intonation.

- 3 **Against the clock.** Be strict about the time limit – stop students after two minutes.

Feedback: whole class.

Extra

With a stronger class you could check the past forms of the verbs as well.

ride	ridden	(rode)
see	seen	(saw)
understand	understood	(understood)
come	come	(came)
write	written	(wrote)
sing	sung	(sang)
give	given	(gave)
teach	taught	(taught)
be	been	(was)
speak	spoken	(spoke)
win	won	(won)
make	made	(made)
meet	met	(met)
live	lived	(lived)
forget	forgotten	(forgot)
ring	rung	(rang)
break	broken	(broke)
eat	eaten	(ate)
buy	bought	(bought)
send	sent	(sent)

Focus students on the tip box in the margin about *been* and *gone*, and elicit ideas about the difference. You could refer back to texts 2 and 8 on p.24 for more examples.

Jane's been to Ireland.

She's not in Ireland now.

Jane's gone to Ireland.

She's in Ireland now.

- 4 Start by demonstrating the activity with a stronger student. As students continue, monitor for errors, especially with the verb forms and contractions, and correct them as they happen.

- | | |
|--------------------------|-------|
| 1 She didn't phone me | c d f |
| She hasn't phoned me | a b e |
| 2 It was very wet | c d f |
| It's been very wet | a b e |
| 3 I didn't see him | c d f |
| I haven't seen him | a b e |
| 4 We went to London | c d f |
| We've been to London | a b e |
| 5 They didn't eat out | c d f |
| They haven't eaten out | a b e |
| 6 I wrote two letters | c d f |
| I've written two letters | a b e |

- 5 This exercise prepares students for exercise 6. Give students time to brainstorm ideas together and compare them.

Feedback: check that the verb-noun combinations aren't too absurd! If students do come up with some odd possibilities, ask them to justify them.

forget	your mother's birthday
be, eat	in an expensive restaurant
see	a sunrise from a mountaintop
break	your leg
be, live, teach	abroad
understand, meet	a politician
ride, buy	a motorbike
write	to a newspaper
sing, speak	in public
make, buy	dinner for more than three people

- 6 Check students understand the task by demonstrating it yourself. Ask them to ask you a *Have you ever ...?* question using their ideas from exercise 5. Establish the short answers *Yes, I have* and *No, I haven't*. Then elicit some past simple questions from them.

As students do the task in their groups, monitor for errors of form and use.

Feedback: ask a few students what they found out about other students.

Extra

A twist on this activity is to insist that everyone answers *Yes, I have* to each *Have you ever ...?* question. The aim of the follow-up past simple questions is then to establish whether the person answering is lying or not.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Ask students to think about what they've done over the last six months. Monitor, helping with ideas and language, and give them time to think of questions to ask.
- 2 Model the dialogue and check students understand the task. Put students into pairs and monitor.

Feedback: discuss any errors and drill the correct forms.

Teaching tip Monitoring and errors

Note down errors you hear while you're monitoring an activity like this. When the activity is finished, write three or four appropriate errors on the board, and ask students to correct them. This is an effective way of closing an activity, and reassures students that you're listening to what they say, and that their errors aren't going unnoticed and uncorrected.

Don't forget

Practice exercises, Classbook p.90

Teacher's Resource Pack activity 9, *What have you been up to?*

10 IT'S FOR YOU

Lesson aims

- Revise and practise useful language for asking for clarification.
- Introduce and practise 'telephone' vocabulary.
- Give students the opportunity to listen to and understand different tones and recorded messages.
- Introduce and practise language for formal and informal phone conversations.
- Focus on question intonation.
- Give students more confidence when telephoning.

Speak for yourself

- 1 Introduce the topic by telling a foreign language phone call anecdote of your own, if you have one. Give students a few minutes to talk about their experiences on the phone.
Feedback: ask a few students to tell the class their anecdotes.
- 2 Ask students to do this in pairs or small groups. Likely complaints will be that they can't understand what is being said, people talk too fast, people don't talk clearly enough, they don't understand different tones, they can't see the person's face, etc.
Feedback: elicit ideas.
- 3 This is a lead in to exercise 4. Draw students' attention to the picture of the student and elicit ideas about his problems, e.g. *he can't understand, they're talking too fast, he isn't very polite or friendly*.

- 4 Give students time to order the sentences.
- 5 Play the tape, pausing after each sentence and playing it again if necessary.

See Tapescript for answers.



- 1 You couldn't say that again, could you?
- 2 I'm sorry, I can't quite hear you.
- 3 Could you speak up a bit, please?
- 4 How do you spell that?
- 5 I'm sorry, I didn't quite catch that.
- 6 Could you speak a bit more slowly, please?

Check that students understand the meaning of each expression, e.g. *speak up a bit* = *speak more loudly*. Drill the expressions, using the tape as a model for stress and intonation. Encourage students to imitate the tape as closely as they can – polite, tentative intonation is very important to avoid sounding too blunt.

Teaching tip Useful language

It's a good idea to stress how important this language is, not just on the telephone but in almost any situation.

Alternative

If you have a lively class, or want to change the dynamic, you could try this:

- 1 Ask students to close their books.
- 2 Write sentence 1 on the board, jumbled.
- 3 Students in pairs order sentence 1.
- 4 If a pair think they have the right order, they come and write it on the board, then sit down again.
- 5 Play sentence 1 once to check the order.
- 6 If the pair are right, award them points. If not, another pair can now attempt the right word order (for fewer points, as they've heard it now).
- 7 Play again and check.
- 8 Repeat the procedure for the other sentences.

Vocabulary

Telephones

- 1 Pair work. Give students time to match the nouns and verbs.

Feedback: whole class.

1 pick	the phone up
2 answer	the phone
3 make	a call
4 ring	someone up
5 put	the phone down
6 leave	a message
7 dial	a number
8 hold	the line

- 2 Explain that students are going to hear some tones and messages. Give them a few minutes to look at the alternatives in pairs. Clarify any they don't understand. Play the tape, pausing after each tone or message to allow students to discuss alternatives. Play again if necessary.



- 1 The person you are calling knows you are waiting. Please hold the line while we try to connect you.
- 2 *a phone ringing*
- 3 The Vodafone you have called may be switched off. Please try later.
- 4 Hello. This is Mike's phone speaking. If you leave a message, I'll get back to you. Please speak after you hear a series of beeps followed by a long tone. Thank you.
- 5 The number called has been changed to telephone number 01865 242450.
- 6 Elizabeth is not in her office right now. If you want to leave a message, press one. If you want to speak to someone else, please hold the line.
- 7 *engaged tone*
- 8 Thank you for calling the National Institute for Medical Research. You are held in a queue for the operator. If you know the extension you wish to reach, please dial it now.
- 9 Thank you for calling British Rail. Your call is in a queue and will be answered shortly ... we are sorry to keep you waiting, all our operators are busy, please hold the line.
- 10 The number you have dialled has not been recognized. Please check and try again.

Feedback: elicit answers.

- 1 hold on / hold the line
- 2 answer the phone
- 3 try again later
- 4 leave a message / put the phone down / hang up
- 5 redial with a new number
- 6 dial a single number and leave a message / hold on
- 7 put the phone down / hang up / try again later
- 8 dial an extension number / hold on
- 9 hold on / try again later
- 10 check you have the right number

Focus students on the tip box in the margin.

- 999 emergency services: police, fire brigade, ambulance, coastguard, mountain rescue, cave rescue
 192 directory enquiries for numbers in the UK
 1471 gives the telephone number of the last person who phoned you
 100 operator
 155 operator services for international calls

English in use

On the phone

- 1 Draw students' attention to the picture and establish that this is a business telephone call. Pair students and give them time to order the dialogue.
- 2 Play the tape and allow students to check.

See Tapescript for answers.



- A International Shipping, Elaine speaking, how may I help you?
 B Could I speak to Bob Harris, please?
 A Could I ask who's calling?
 B Allan MacFarlane.
 A Hold on a moment please, Mr MacFarlane.
 B Thank you.
 A I'm sorry, he's engaged at the moment. Will you hold?
 B No, thanks, I'll ring back later.
 A Would you like to leave a message?
 B Could you tell him Allan called?
 A Certainly, Mr MacFarlane, I'll tell him.
 B Thanks very much. Goodbye.

- 3 Ask students to listen for the difference between this conversation and the previous one. Play the tape.



- A International Shipping, Elaine speaking, how may I help you?
 B Could I speak to Bob Harris, please?
 A Could I ask who's calling?
 B Allan MacFarlane.
 A Hold on a moment, please, Mr MacFarlane. I'll just put you through.
 B Thank you.
 C Bob Harris speaking.
 B Hello Bob, it's Allan. I'm just ringing to confirm that I'll be arriving in the afternoon ...

Feedback: ask students to tell you the differences. Play the tape again and ask them to write down the new expressions used.

The difference is that Bob Harris was able to speak to Allan, so he didn't have to leave a message.

New language used:

I'll just put you through.

Bob Harris speaking.

... it's Allan. I'm just ringing to ...

- 4 Focus on the tip box in the margin, and ask how students identify themselves on the phone in their language.
Draw students' attention to the picture and establish that this telephone call is to someone's home. Elicit ideas about how the call might be different, e.g. less formal language. Ask students to do this task individually and write exactly what they hear. Play the tape, pausing to give students time to write.
Feedback: check how well they did.

See Tapescript for answers.



- A Hello?
B Hello. Can I speak to Chris, please?
A Who is it?
B It's Mark.
A Hello, Mark. Hang on a second, I'll just get her. (Pause) I think she's gone out. She'll be back soon.
B OK, not to worry. I'll phone back later.
A Can I give her a message?
B Just tell her I called.
A OK. Bye.
B Bye.

Teaching tip Playing tapes

To help students with a task like this, you could play the whole tape through once for them to get a feel for it. Then go back and repeat it, this time with pauses to give them time to write.

- 5 Ask students to listen for the rise or fall at the very end of each question. You may need to play the sentences several times.



- 1 Can I speak to Mike, please?
2 Who is it?
3 Could I leave a message?
4 Would you like to leave a message?
5 Can you ring back later?

Feedback: pause and elicit the answer at the end of each sentence.

- 1 rise
2 fall
3 rise
4 rise
5 rise

Note Question intonation

As a general rule, *Wh-* questions fall at the end and Yes / No questions rise (very often a fall-rise). This is a notoriously difficult area for teachers and students, but bear in mind that this intonation pattern is shared by the majority of languages, so most students shouldn't find it unnatural. However, they will still need to be reminded of intonation when asking questions.

- 6 Use the tape as a model to drill the questions. Encourage students to imitate it as closely as they can.

Useful language

- 1 This is a summary of useful telephone phrases.
Encourage students to work together in pairs or small groups to see what they can remember, before giving them time to look back at the dialogues to find the phrases.
Feedback: check the answers with the whole class.

Formal

- Could I speak to the manager please? C
Could I ask who's calling? A
Hold on a moment, please. A
I'll just put you through. A
Could I leave a message? C
Would you like to leave a message? A
Could you tell her I called? C
I'll ring / phone back later. C
Goodbye. A + C

Informal

- Can I speak to John, please? / Is John there, please? C
Who's calling? / Who is it? A
Hang on a second. A
I'll just get her. A
Can I leave a message? C
Can I give her a message? A
Just tell him I called. C
I'll ring / phone back later. C
Bye. A + C

- 2 Ask students to mark the sentences C or A. (See key above.)
3 Give students time to think about whether they'd usually make formal or informal calls in English.
Feedback: elicit ideas from the whole class.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 The conversation on the left is formal and the one on the right is informal. Ask students to work in pairs and prepare and practise their dialogues. Monitor, giving help and correction as necessary.
2 Encourage students to improvise and make up their own phone dialogues in pairs or threes (three students if there is a caller, a receptionist, and the person called). Monitor and give help and ideas.
3 Invite pairs or threes to perform their dialogues for the class.
Feedback: give some evaluation of how well they might cope in a real English phone situation.

Don't forget

Practice exercises, Classbook p.91

Teacher's Resource Pack activity 10, *Telephoning*

11

TALK TO ME

Lesson aims

- Introduce and practise 'technology and communication' vocabulary.
- Revise and extend vocabulary using a word web.
- Practise understanding and saying e-mail and website addresses.
- Focus on differences between similar words, e.g. *see, look at, watch*.
- Give students the opportunity to talk about their views on communication and technology.

Speak for yourself

- 1 Pre-teach the words in exercise 1. Discuss the first one together as a class. Make sure students have enough thinking time, and ask students to compare their ideas in pairs.
Feedback: ask a few students to tell the class their ideas.
- 2 Put students in pairs or small groups.
Feedback: short whole-class discussion.

Vocabulary

Technology and communication

- 1 Check that students understand the task, and give them time to read the texts and compare their answers in pairs.
Feedback: elicit answers and ask how students know if they are for or against.

1 mobile phones	against
2 e-mail	against
3 mobile phones	for
4 the Internet	against
5 the Internet	for
6 e-mail	for

Teaching tip Gist reading

When you want to help students focus on gist, and prevent them from getting bogged down in dictionaries, set a time limit for reading tasks – for example, two minutes for exercise 1.

- 2 Give students a few minutes to discuss the opinions in pairs or small groups.
Feedback: elicit students' own opinions.
- 3 Go through the vocabulary in the box. Check that students understand the task and give them time to write some statements individually.
Feedback: ask a few students to read out their statements.

Possible answers

For Satellite television is wonderful. There's a good choice of channels 24 hours a day, so you can watch whatever you want, whenever you want. The sports programmes are excellent.

Against Satellite television is awful. The programmes are rubbish – the choice is good, but the quality is low. It's all quiz shows.

Practice

- 1 Give students time to try and complete the phrases without looking at the texts. They can check by finding similar phrases in the texts.

Feedback: quickly go through the answers.

- 1 People never **turn** their mobile phones **off**.
- 2 **Surfing** the net is a major free-time activity.
- 3 Managers often **receive** over 200 e-mails a day.
- 4 **Just log on** and learn.
- 5 You can **phone** for help wherever you are.
- 6 I can **switch on** my computer, **send** a document round the world, and someone can **open** it a few minutes later.

- 2 Pair work. Encourage students to work together and use dictionaries to do this task.

Feedback: check the answers.

turn on	turn off
log off	log on
switch off	switch on
close	open

Note

Turn on and *switch on* can be used interchangeably for most electrical appliances. *Turn on* not *switch on* is used for taps / water.

- 3 The word web focuses on noun-verb collocations.

computer

turn on / off, surf, log on / off, switch on / off, plug in / unplug

radio

turn on / off, switch on / off, plug in / unplug, turn up / down, listen to

TV

turn on / off, switch on / off, plug in / unplug, turn up / down, watch

letter / e-mail

receive, send, open, close, write, read

- 4 Play the tape, pausing after each address and playing it again if necessary to give students time to write. Encourage them to compare answers. When they have checked their answers, find out how well they did. Give students a chance to practise saying the addresses in pairs, and encourage them to exchange their own e-mail addresses if they have them.



- 1 amanda@rad.net.id
- 2 106762.1927@compuserve.com
- 3 info@earthwatch.org
- 4 www.timenet.co.uk
- 5 www.usatoday.com
- 6 www.guardian.co.uk

Extra

It might be useful to revise the alphabet at this point. Refer students to the tip box in the margin, put this grid on the board, and ask students to complete it – give them the first letter in each column to get them started.

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/u:/	/ɑ:/
a	b	f	i	o	q	r
h	c	l	y		u	
j	d	m			w	
k	e	n				
	g	s				
	p	x				
	t	z				
	v					

Extra

Ask if students have any favourite websites. What are the addresses, and why do they like them?

Similar words

- a The aim here is to put the words into the three broad meaning groups of *see*, *hear*, and *say*. These words often cause problems for students as their meanings are similar.

1 see	watch	look at	
2 listen to	hear		
3 say	talk	speak	tell

Feedback: whole class.

Note

Hear is normally used to suggest non-deliberate listening. *Listen (to)* suggests deliberate listening. A neat way of demonstrating this in class is to say *Did you hear that noise? Shh. Listen.*

See and *look (at)* are similar to *hear* and *listen*. *See* is non-deliberate, and *look (at)* is deliberate.

Tell is normally followed by a direct object – *me*, *you*, *her*, *them*. *Say* is used without a personal object.

Speak and *talk* are more or less interchangeable with the preposition *to* in British English (American English *with*). *Speak* can be more formal than *talk*. *Speak* is used with languages.

- b Give students time to correct the mistakes in pairs.

- 1 He **told** me his name.
- 2 Shh! I'm **listening** to the news.
- 3 Hello? Hello? I can't **hear** you.
- 4 What did he **say to** / **tell** you?
- 5 I **watched** TV for three hours last night.
- 6 It's completely black – I can't **see** anything.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Demonstrate the task by doing sentence 1 as an example on the board. Show how you can change the meaning by deleting different words, e.g. *I never use a computer, I use a computer when I have to, I use a computer every day.*

Feedback: ask a few students for their sentences.

- 2 Group students in threes or fours. Give them time to compare ideas, and monitor.

Feedback: ask one student from each group to comment briefly on their discussion, and identify the most 'techno-friendly' person. Give students some evaluation of their performance. Are they using new vocabulary better than at the beginning of the lesson? Are they more confident?

Don't forget

Practice exercises, Classbook p.91

Teacher's Resource Pack activity 11, *Collocation*

Writing

On p.92 there is a section about writing messages. You could do this in class or ask students to do it for homework. In exercise 2 it would be good to use real Post-its if possible.

12

OUT OF TOUCH

Lesson aims

- Introduce and practise useful short phrases for agreeing and disagreeing.
- Develop students' listening skills through practice in predicting content and listening for specific information.
- Give students the opportunity to discuss differences in what men and women typically say and do.

Listen for yourself

What do you think?

- 1 Do number 1 as a class example to make sure everyone knows what the task is.

Feedback: elicit ideas. Encourage students to justify themselves as much as possible, but keep the feedback brief – gender differences are also the theme of the *Speak out*.

- 2 Set the scene. Two people, Amanda and Russell, are looking at the same ten phrases and deciding who would say them. Play the tape.

Feedback: ask a few students where they disagreed with Amanda and Russell.



Amanda OK, number one, 'Let me look at the map. What's that, Russell?

Russell I think they're in a car. I think it's a man ...

Amanda Yeah, I agree. They're in the car, a woman's driving. Number two, 'How do I look?' Woman to man?

Russell Definitely. Just about to go out for the evening.

Amanda That's what I think ... woman to man, asking him how ... how she looks, cos a man doesn't care how he looks. Number three, 'Come on! Hurry up!'

Russell Oh, that's me! Er ... that's definitely a man because er ... as you know, Amanda, women are always late!

Amanda I don't agree with that! That's rubbish! Right, number four 'But you never do the washing up' ... definitely a woman saying that, cos men never wash up.

Russell I don't ... I disagree with that completely.

Amanda That's what I think! 'Where did I put the car keys?' Man. Definitely a man, cos they always lose them.

Russell It's always the man who asks that, I agree with that.

Amanda Yeah.

Russell 'We never go out any more.'

Amanda No, no, you missed one. 'Do you want to talk about it?' Do you want to talk about it?!

Russell That's a woman. It's a woman asking, 'Do you want to talk about it?'

Amanda Yeah, that's what I think ... definitely a woman. Anyway, men never want to talk about it! 'We never go out any more.' Woman. Complaining to her, her boyfriend, yeah.

Russell That's usually ... when the, erm, the World Cup is on the television, don't you think?

Amanda Yeah, that's true! 'I love you, too!'

Russell I think a man says that more than a woman, cos the woman is usually the one who says it first.

Amanda Rubbish! That's not true. 'You're wearing a new shirt!' Woman to man. Cos men don't notice new shirts.

Russell Correct! I agree with that.

Amanda 'I'll do it later.' I think that's a man.

Russell So do I ... yeah, that's the man in response to a woman who's asked him to do the washing up.

Amanda Yeah, yeah, he's saying 'I'll do it later', yeah that's it.

Amanda and Russell's answers

- 1 man
- 2 woman
- 3 don't agree
- 4 don't agree
- 5 man
- 6 woman
- 7 woman
- 8 don't agree
- 9 woman
- 10 man

- 3 Focus students on the phrases for agreeing and disagreeing. Ask them to decide quickly which are for agreeing and which are for disagreeing. Play the tape again.

Feedback: elicit / give answers.

Agreeing

That's what I think. ✓

That's true. ✓

I agree (with that). ✓

Definitely. ✓

So do I. ✓

Neither do I.

Me, too.

Disagreeing

Definitely not.

That's rubbish. ✓

I don't agree (with that). ✓

That's not true. ✓

I disagree (with that). ✓

Note So do I and neither do I

These are both for agreeing – *So do I* is for agreeing with a positive statement, and *Neither do I* is for agreeing with a negative statement. The form and use are quite difficult. Here, the auxiliary *do* is used, as there is no auxiliary in the preceding clause. The simplest way of dealing with this is to focus only on the language Amanda and Russell use, e.g. *I think that ... So do I* and contrast this with *I don't think that ... Neither do I*.

You could point out that *Me, too* is a 'universal' agreeing phrase for positive statements.

- 4 Group students and asking them to think of more phrases. Encourage them to agree and disagree using the phrases in exercise 3.

Feedback: briefly elicit some ideas.

Listen 2

His and Her English

- 1 Pre-teach *male* and *female* as adjectives. Encourage students to do the task alone before comparing. Monitor and help with vocabulary where necessary. The right answers aren't important at this stage.

- 2 Put students into pairs to compare ideas. Briefly elicit some ideas, particularly where there are differences.
- 3 Set the scene using the radio programme description in the margin. Play the tape for students to check their answers to exercise 1, and ask which sentences are not discussed.



Interviewer You may or may not agree that men and women are different in various ways – how they drive, what they eat and drink, the things they like doing. But one area which is less obvious is how they talk, and what they talk about ... Julian Manson, welcome. First, who talks more, women or men?

Julian Manson Well, according to the stereotype, women talk more than men. They like to chat, they like small talk, they like to gossip, and typically, married women always complain that their husbands don't talk to them enough. He sits and reads the newspaper or watches television. But studies have shown that men talk more than women, so in fact the stereotype is not true.

Interviewer How can you explain that?

Julian Manson Men talk more in public ... at meetings, in discussions, in classrooms. Studies have shown that men speak more often in these situations, and for a longer time. Men's turns range from 10 to 17 seconds, while women's turns range from 3 to 10 seconds. So this is true in public situations. In private situations, it may be different.

Interviewer What about differences in the ways that men and women talk?

Julian Manson I think that everyone knows that men and women have different ways of talking. The difficult thing is to say how they're different. Many people have studied men's and women's speech and there do seem to be some linguistic differences.

Interviewer Can you give us some examples?

Julian Manson Yes, well, a strange example is that women describe colours better than men – they use a wider vocabulary of colours. And there are grammatical differences as well as vocabulary.

Interviewer Really?

Julian Manson Yes, women use more question tags like *it is, isn't it, you do, don't you, you would, wouldn't you?* Obviously everybody uses question tags all the time, but women do use slightly more. Men tend to use more imperatives – *do this, don't do that*. Women are more polite and tend to use phrases like *Could you ...* and *Do you mind ...?* Women also use more intensifiers with adjectives and adverbs, like *very, really, so*. *It's really lovely, it's so beautiful, I like him very much*. Some researchers say women apologize more.

Interviewer Interesting! What about topics of conversation? Are there any differences there?

Julian Manson Men tend to exchange information in conversation, in a very factual kind of way. Women are more intimate – they share secrets. They talk about emotions and relationships far more, personal things, feelings, problems they have. Men tend to talk more about money, jobs, sport, less personal topics.

Interviewer Really? I've never noticed that – my men friends talk to me about quite personal things.

Julian Manson That may be because you're a woman. Men with men don't usually talk about very personal things, but men with women are more personal, and women with women talk about the most personal areas. Also, it depends a lot on the individual, some men are happy talking about relationships, and some women aren't, so it's impossible to say exactly that 'Men are like this, and women are like that'.

- 1 not discussed
- 2 not discussed (the answer is female)
- 3 Women describe colours better than men.
- 4 not discussed
- 5 Women apologize more than men.
- 6 Men talk more than women.
- 7 Men talk more about jobs, women talk more about emotions.
- 8 Women are more polite.
- 9 not discussed (male birds are usually more colourful)
- 10 not discussed

- 4 **Against the clock.** Check students understand the task. Give them three minutes to complete the task. Play the tape again for students to check their ideas.

Linguistic differences

Women describe colours better than men.

Women use more question tags.

Men use more imperatives.

Women are more polite (*Could you ...? Do you mind ...?*).

Women use more intensifiers (*very, really, so*).

Women apologize more.

Topic differences

Men exchange information in conversation, they talk about money, jobs, and sport.

Women are more intimate, they share secrets, they talk about feelings, emotions, problems, and relationships.

Teaching tip Note-taking

In this kind of note-taking task, concentrate on what students heard rather than on whether they heard everything. This focuses on their achievement, and is encouraging and motivating.

Did you notice ...?

Ask students to check the Tapescript on p.108 and find the verbs.

to apologize

to chat

to gossip

to complain

Extra

The Practice material on p.92 has an exercise which focuses on useful expressions from the listening. You could do this now, while the tape is still fresh in students' minds.

Speak out

- 1 Check students understand the task and give them some time to think about themselves. Monitor, giving ideas to any students who are having problems.
- 2 Put students into small groups to compare ideas. Encourage the listeners to ask more questions.
Feedback: ask a few students to comment on who is the most 'typical' and who is the most 'different' in their group.

Don't forget

Practice exercises, Classbook p.92

Teacher's Resource Pack activity 12, *I saw you*

13

BEING A CONSUMER

Lesson aims

- Introduce and practise the first conditional.
- Introduce and practise the present simple after *when*, *before*, *after*, *as soon as*.
- Introduce and practise 'money' vocabulary.

First conditional

Many conditional sentences don't fit into the four 'standard types' of conditional (zero, first, second, and third), but it is still a useful classification at this level. *When*, *before*, *after*, and *as soon as* are included here, since these conjunctions (like *if*) are also followed by the present simple when talking about the future. Look out especially for students producing errors like *I'll phone you after I'll get home*, and *If I will ...*

Speak for yourself

- 1 Start the activity with a demonstration. Either give your own 'true' answers or elicit examples from around the class.

Give students a minute or two to think about the questions individually. They may want to refer to bilingual dictionaries.

Possible answers

every day	food / drink, newspapers
every week	meals out, supermarket shopping, magazines
once a month	the cinema / theatre, clothes, bills, haircuts, rent
once a year	a holiday, the dentist, Christmas presents, car servicing

- 2 Put students in pairs to compare their answers.

Feedback: whole class. Ask if they found out anything interesting about their partners.

Teaching tip Pyramiding

As an alternative interaction pattern, ask students to work on their own, and then to form pairs to compare their ideas. Pairs could then join to make a group of four, which could compare again, ending with a brief class discussion. This technique is useful if some pairs are faster than others – fast pairs can be joined, while slower pairs are still working separately.

Vocabulary

Money

- 1 Explain the difference in meaning between *wallet* and *purse*. The picture shows a traditional purse, but the dividing line between wallets and purses isn't always clear – if your students have a selection, you could try to classify them.

- 1 coins
- 2 notes
- 3 wallet
- 4 traveller's cheques
- 5 credit card
- 6 purse
- 7 cheques

Focus briefly on verbs which collocate with the nouns, e.g. *cash a cheque*, *change a traveller's cheque*, *put money into / take money out of your wallet / purse*, *pay by credit card*.

Teaching tip Checking meaning

Try to avoid questions like *What's a wallet?* or *What does 'wallet' mean?* Even if the students know, they may well lack the English to explain. Try to ask questions like *What do you put in a wallet?* *Who uses a wallet – men or women?*

- 2 Ask students to complete as many sentences as they can, and then find out the meaning of the verbs they don't know, using dictionaries if necessary. *Lend* and *borrow* will need a clear explanation. Ask them to compare with a partner.

Feedback: elicit answers. If appropriate, drill the questions, focusing on pronunciation and intonation.

- 1 Do you try to **save** money or do you usually **spend** it as soon as you get it?
 - 2 Do you **pay** for your shopping in cash or by credit card?
 - 3 How much does a CD **cost** where you live?
 - 4 What kinds of things do you **buy** second-hand?
 - 5 Do you ever **borrow** money or **lend** money to other people? What for? Who to?
 - 6 What can't you **afford** to do this year?
- 3 When setting up the pair work you could suggest student A asks the questions and notes the answers, and then student B does the same. Encourage the questioner to ask follow-up questions.
Feedback: whole class. Ask a few students what they found out.

Grammar

First conditional

Note

The unfamiliar vocabulary in the text is likely to be: survive, abroad, communicate, receipt, everyday, afford, satisfied, refund

- 1 Focus students briefly on the headlines and the picture and ask them to predict the content. Ask them to read the advert, noting new words as they read, and answer the two questions.

Feedback: elicit answers before dealing with new vocabulary.

- 2 It is more challenging if students cover the text, but they can look back if they want to.

Possible answers

- 1 People will be friendlier if you can speak the / their language.
 - 2 How will you communicate if you go abroad this year?
 - 3 We'll refund your money if you're not completely satisfied.
 - 4 If you study for three weeks before you go, you'll be able to say whatever you need to.
 - 5 As soon as you open your book, you'll start learning.
 - 6 We think that after you get home, you'll want to keep studying.
 - 7 You'll save £5.00 if you order in the next ten days.
 - 8 You won't survive if you can't speak the language.
- 3 Ask students to look at the sentences in exercise 2. Elicit the answer.

The present simple.

Extra

If you have access to English-language newspapers you can probably find language-learning advertisements like the one here. You could bring some to class and ask students to compare the adverts in terms of the claims they make, price, guarantees, etc.

First conditional

Form

Ask students to work on their own to choose the correct verb forms. Check the answers.

- + If she studies for three weeks, she'll speak perfect Italian.
- If I don't study every day, I won't learn anything.
- ? How will they ask for a receipt if they don't speak Russian?

Note Commas in conditionals

A comma is usually used to separate the two clauses in a conditional when the *If* clause comes first.

Use

- 1 Write *definite* and *possible* on the board and ask students to match the two sentences with the words.

I'll tell him if I see him. possible – perhaps I'll see him, perhaps not
I'll tell him when I see him. I'll definitely see him

Note

Because of interference from their first language, speakers of German, for example, may need more practice with the difference between *if* and *when*.

- 2 Ask students to work in pairs.
Feedback: whole class.

What will you say **when** you order food and drink?
If you study for just three weeks **before** you go ...
You'll start learning as soon as you open your book.
You'll want to keep studying **after** you get back home!

Practice

Start by focusing on the tip box in the margin, and ask students to find an example in the advert on p.35.

If you study for just three weeks before you go, you'll be able to say whatever you need to.

- 1 Look at the example with students and check they understand the task. Do the chain drill with the whole class, eliciting and drilling each sentence as you go. Try to keep it pacy and fast-moving.

Richard

If you lend me £5,000, I'll buy a car.
If I buy a car, I won't travel by train.
If I don't travel by train, I won't spend money on tickets.
If I don't spend money on tickets, I'll save £300 a month.
If I save £300 a month, I'll open another bank account.
If I open another bank account, I'll save more money.
If I save more money, you'll be happy.

Bank manager

If I lend him £5,000, he'll buy a car.
If he buys a car, he'll have to pay for petrol and insurance.
If he has to pay for petrol and insurance, he won't have much money.
If he doesn't have much money, he won't be able to pay back the loan.
If he can't pay back the loan, he'll sell the car.
If he sells the car, he'll get less than he paid.
If he gets less than he paid, I'll lose money.

- 2 Start this exercise by saying *Ask a question about Richard. What will happen if he ...?* Elicit a question and set up an open-pair question and answer drill. Then put students into pairs to complete the exercise.
- 3 **Against the clock.** Check students understand the task, using the first two prompts as examples. Remind students to use *if* or *when* in their sentences. This activity works well in pairs. Student A reads the first prompt, *get married*, and Student B makes an accurate sentence. Student A ticks that prompt and reads the next. They must use all the prompts in three minutes. Then reverse the roles.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Focus on the picture and ask what students can say about the person in it. Put students into pairs to consider the good and bad points of each idea. Remind them to use the first conditional.
Feedback: check and agree answers.
- 2 You could do this in pairs or groups, and give a time limit of, e.g. three minutes. Elicit suggestions, and ask the class for comments, e.g. *Is that good advice? Why / Why not?*

Don't forget

Practice exercises, Classbook p.92

Teacher's Resource Pack activity 13, *Negotiating*

14

READY TO ORDER

Lesson aims

- Introduce and practise 'restaurant' vocabulary.
- Introduce and practise language for eating in and out, including *will*, e.g. *I'll have ...*
- Focus on ellipsis, e.g. (*Would you like*) *milk and sugar?*
- Give students more confidence when eating out.

Speak for yourself

- 1 Ask students to complete the sentences individually, and then discuss their answers in pairs.

Possible answers

- 1 Tea / coffee and cereal and / or toast (probably not a cooked breakfast, except in hotels or at the weekend).
- 2 Dinner (the evening meal).
- 3 6.00 and 8.00 p.m.
- 4 Sandwiches.
- 5 Most people would say fish and chips or roast beef, but these are eaten less than pizza or curry.
- 6 Probably tea, though people drink more coffee than tea.
- 7 Lots of possible answers, but probably not as easy to say as with some countries.
- 8 Chinese, French, Italian, Thai

- 2 Ask students to write sentences about their country.
Feedback: whole class.

Vocabulary

Restaurants

- 1 **Against the clock.** This is a vocabulary revision and expansion exercise. It can be done individually, in pairs, or in groups.

Check the answers with the whole class, taking the opportunity to check and drill the pronunciation as you go.

Picture 1

menu
tablecloth
wine glass
flowers
tip
candles
cutlery
bill
waiter
salt and pepper
wine list

Picture 2

menu (on the wall)
ketchup
tray
paper napkin
plastic cup
milkshake
straw
French fries
salt and pepper
bin
fast food

- 2 Elicit answers from a few students.

English in use

Eating in and out

- 1 Students could do this individually or on the board together. Play the tape, pausing after each sentence.

See Tapescript for answers.

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- 1 No, that's all, thanks.
- 2 That would be very helpful.
- 3 3.95, please.
- 4 Certainly, madam.
- 5 Well done, please.
- 6 Here you are.
- 7 No, thanks, we'll have mineral water.
- 8 No, thanks, I really couldn't.

- 2 Ask students to do this individually and then compare with a neighbour, before bringing the class back together to agree on the matched-up questions and answers.

Drill the questions and answers for pronunciation and accuracy.

- | | |
|--|---|
| a How would you like the steak? | |
| Well done, please. | restaurant or café |
| b Do you want some more ice-cream? | |
| No, thanks, I really couldn't. | someone's house |
| c Shall I lay the table for you? | |
| That would be very helpful. | someone's house |
| d How much is that? | |
| 3.95, please. | restaurant or café |
| e Would you like to see the wine list? | |
| No, thanks, we'll have mineral water. | restaurant or café |
| f Would you like anything else? | |
| No, that's all, thanks. | restaurant or café |
| g Could we have the bill, please? | |
| Certainly, madam. | restaurant or café |
| h Could you pass the salt, please? | |
| Here you are. | restaurant or café
or someone's
house |

- 3 Exercise 3 is designed to develop students' listening through prediction. Let them try to work out the order before they listen to the tape.
- 4 Play the tape, students listen and check their answers in pairs. They may want to hear it more than once.

See Tapescript for answers.



Waiter Are you ready to order, sir?
Man Yes, I think so. Darling?
Woman I'll have the vegetable soup to start ...
Waiter The vegetable soup. And to follow, madam?
Woman The salmon with a salad.
Waiter And for you, sir?
Man I'll have the vegetable soup too, please.
Waiter Two vegetable soups.
Man And I'll have a steak, I think.
Waiter How would you like it, sir? Rare, medium, or well done?
Man Very rare – blue if you can.
Waiter Thank you very much, sir. Would you like to see the wine list?

Feedback: ask students how many they got right..

Extra

You could focus briefly on the use of *will* when ordering in a restaurant or café. Play the tape once more, asking students to tell you to stop the tape every time they hear 'I'll'. Alternatively, you could refer students to the Tapescript on p. 108 to find examples.

- Put students into groups of three – one waiter and a couple – to practise the dialogue.
- If you have a weaker class in terms of pronunciation, use the tape as a model and drill the pronunciation with the whole class before they do the exercise.
- Change the pace and add variety by asking students to change roles and practise the dialogue again, ordering different things.

Extra

To motivate students, tell them that you'll end the activity by asking one or more groups to perform the dialogue for the class.

Useful language

This focuses on and consolidates the use of functional phrases. Ask students to work individually to complete the boxes with the person who says each thing.

- Waiter
- Customer
- Waiter
- Customer
- Host
- Guest

Grammar

Short questions

Teaching tip Ellipsis

Ellipsis (leaving out words or phrases) is more natural than using full sentences. Encourage your students to use it where appropriate.

- Focus on the tip box in the margin about ellipsis. Ask students to work with partners and complete the pairs.

- | | |
|-------------------------------------|---------------|
| 1 Black or white? | coffee / tea |
| 2 Milk and sugar? | coffee / tea |
| 3 With or without sugar? | coffee / tea |
| 4 Brown or white bread? | |
| 5 Red or white? | wine |
| 6 English or continental breakfast? | |
| 7 Ice and lemon? | soft drink |
| 8 Still or sparkling? | mineral water |

Extra

Ask students which of the questions are Yes / No questions, and elicit or remind them of the correct intonation.

(2 and 7 are Yes / No questions, and have rising intonation.)

Note

English breakfast

bacon, eggs, sausages, toast, etc., tea / coffee

continental breakfast

croissant, orange juice, tea / coffee

- Ask students to look at the sentences, play the tape and do a 'listen and repeat' drill. Draw their attention to and practise the rising intonation on the word *toast*.



Would you like some toast?
 Like some toast?
 Some toast?
 Toast?

- Do this as a whole class drill. Extend the practice by adding *Yes, please* and *No, thank you* and turning it into an open-pair question and answer drill.
- Check students understand what to do and then let them try the activity, working in pairs.
- Play the tape and let students check their ideas.

See Tapescript for possible answer.



Waiter Ready to order?
Customer Yes, I'd like the potato soup.
Waiter White or brown bread?
Customer White, please.
Waiter And to follow?
Customer Just a chicken salad, please.
Waiter And to drink?
Customer A mineral water.
Waiter Still or sparkling?
Customer Sparkling, please.
Waiter Ice and lemon?
Customer Both, please.

Note

It is possible to reduce the dialogue further, but it would sound very brusque and unnatural, e.g.

Ready to order? Potato soup.

Can you remember ...?

You can use these sections before or after the *Speak out*, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

You could introduce this by talking about your favourite restaurant. Put students into pairs, and ask them to read the instructions and answer the questions. Encourage students to ask follow-up questions.

Monitor, noting significant errors related to vocabulary, grammar, or pronunciation for use in a follow-up. As you monitor, notice whether one pair's

answers differ markedly from another's, and if so try extending the exercise by pyramiding (joining pairs together).

Feedback: whole class. Elicit information on what students found out about each other, or about good restaurants to visit, etc.

Don't forget

Practice exercises, Classbook p.93

Teacher's Resource Pack activity 14, *Restaurant reviews*

15

FOOD TO GO

Lesson aims

- Introduce and practise 'supermarket' vocabulary.
- Revise and practise 'food and drink' vocabulary.
- Focus on the weak forms of /ə/ and of /ə(v)/.
- Revise and practise countable and uncountable nouns.

Speak for yourself

- 1 Ask students to do exercise 1 as a class, sharing information. If they are from the same country, elicit the names of well-known supermarkets and invite comments, e.g. *Which is the biggest? Which is the best? Which is the cheapest? Which do you shop in?*

If you have a multi-lingual class, they can each briefly answer the questions for their own country.

- 2 Put students into pairs or small groups. Ask them to work out what the products are and why. Encourage them to use dictionaries rather than asking you for the meaning of words.

Feedback: whole class. Elicit reasons. New vocabulary may emerge – start a vocabulary list on the board as you go.

- 1 wine
- 2 probably lettuce or similar
- 3 pills, probably aspirins or painkillers
- 4 bleach or similar
- 5 breakfast cereal
- 6 shampoo
- 7 tea bags
- 8 anything perishable, e.g. orange juice, mayonnaise, etc.

Extra

If you are teaching in an English-speaking environment, students could note down two or three other labels for homework. You could go through these as a quick class activity.

Vocabulary

Supermarkets

- 1 Give students one or two minutes to read the text and decide individually which things are better and

which are new. Tell them to ignore the gaps, and to underline any new vocabulary for checking later.

Feedback: check the answers with the class.

better	wider choice of frozen food, fish and meat counters, wider aisles, larger restaurant
new	bakery, salad bar

Ask students to add any new words to the vocabulary list on the board and check the meanings with them.

- 2 Ask students to do exercise 2, individually and then in pairs.

Feedback: whole class.

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

- 3 Put students back into pairs or groups to brainstorm vocabulary. Give them a time limit, e.g. four minutes, one minute per section.

Check their lists, checking meaning, spelling, and pronunciation, and adding any new vocabulary to the list on the board before moving on.

Possible answers

bakery	bread, rolls, cakes, croissants, pastries, etc.
toiletries	toothbrushes, shampoo, soap, etc.
frozen food	chips, pizzas, peas, lasagne, etc.
snacks	crisps, chocolate, peanuts, etc.

- 4 Ask students to draw the containers on the board. Put students into pairs to match the containers to the contents. Tell them the items may go into different containers, e.g. *a bottle / can of Coke*.

Note can and tin

There is a grey area in defining the difference between a *can* and a *tin*. A *can* is usually for drinks (a can of Coke / beer), and has a ring pull. A *tin* is usually for food (a tin of baked beans / cat food), and is opened with a tin-opener (though more and more tins now have ring pulls).

Feedback: whole class.

Pay attention to pronunciation as you check their answers, especially *crisps*, *chocolates*, *biscuits*, and *cereal*.

a packet of	crisps, biscuits
a bottle of	beer, orange juice, Coke, shampoo,
a tin of	beans, tuna
a can of	Coke, beer
a carton of	milk, orange juice
a box of	tissues, matches, chocolates

- 5 Play the tape and focus on the weak forms, *a /ə/* and *of /ə(v)/*. Play the tape again for students to listen and repeat.



a packet of crisps
a bottle of beer
a tin of tuna
a can of Coke
a carton of orange juice
a box of chocolates

Draw students' attention to the tip box in the margin, and point out that *a can of Coke* has Coke in it, but *a Coke can* is (probably) empty. You could give more examples, e.g. *a cup of coffee / a coffee cup*, *a packet of crisps / a crisp packet*.

Teaching tip Revising vocabulary

A good way to recycle / revise vocabulary is to have a regular two-minute slot when students write new words on small pieces of paper or card. Collect these in a box or a bag in the classroom. Periodically take out e.g. ten words. There are various things you could do with them:

- give definitions yourself, and students write down the words individually and then compare
- each student gets one word and defines it to the class
- students make sentences using the words in context
- write anagrams of the words on the board for students to work out

When students are confident they have learnt the words (meaning, possible collocations, pronunciation), throw them away, or move them to a second box for a final check later. This gives students a good sense of progress in learning vocabulary.

Countable and uncountable nouns

- a This is a quick revision of countability. Ask students to delete *countable* or *uncountable*, before checking the answers with the whole class. As you go through, elicit examples.

- 1 Uncountable nouns have no plural.
- 2 Countable nouns can be either singular or plural.
- 3 Countable nouns can take *a* or *an*.
- 4 Countable nouns can take a plural verb.
- 5 With uncountable nouns use *much*.
- 6 With countable nouns use *many*.

- b Ask students to look back through the lesson and find five countable and five uncountable nouns.

Feedback: elicit answers.

Possible answers

countable	uncountable
bag	meat
cup	pasta
snack	cheese
matches	milk
bottle	sugar

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Introduce the section by focusing students' attention on the photo. Ask them to describe it. *What meal is it? What can you see? Is it your idea of the perfect breakfast?*

Ask them to plan their perfect meal individually. Which meal of the day would it be? What would they eat? What would they drink? Encourage them to write the menu.

- 2 Put students into groups to describe their perfect meals. Ask them to use vocabulary from the lesson. Monitor, making notes of any significant errors, especially of pronunciation.

Feedback: ask *Who has the most expensive taste?*, etc. Go through any problems you noticed when monitoring.

Don't forget

Practice exercises, Classbook p.94

Teacher's Resource Pack activity 15, *Soup kitchen*

16

SHOP TILL YOU DROP

Lesson aims

- Give students the opportunity to discuss opening hours and shopping.
- Help students improve their listening, by predicting content and listening for specific information.
- Focus on phrases for expressing likes and dislikes.

Listen for yourself

Opening hours

- 1 Focus students on the sign showing opening times and the list of places. Ask them what kind of shop they think the opening times could be for (probably a small local shop).

Ask them to discuss opening hours in Britain and their own country (try to use local examples if you can). Take the opportunity to give students practice with the present simple, e.g. *In Britain banks open from 9.00–4.30 and in Italy they open from ... to ...*

Opening times in Britain

(these are rough guidelines)

banks	9.30–4.30
restaurants	close at 12.00 p.m.
supermarkets	9.00–8.00, but often stay open later, some 24 hours
cafés	ordinary cafés 8.00–5.30, trendy cafés close at 11.00 p.m.
post offices	9.00–5.30
nightclubs	9.00 p.m.–2.00 a.m.
bars / pubs	close at 11.00 p.m.
smaller shops	9.00–5.30

- 2 You could ask students what they would change if they could only change the opening hours of *one* of the places.
- 3 This focuses on listening for specific information. Check students understand the task. Ask them to work individually and complete the table. Play the tape.

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Roger	One of the things I really loved about Spain was the bars. They were open early in the morning, for a coffee on your way to work, until the early hours of the next morning. It was great!
Teresa	In the Czech Republic the opening hours are better than in Britain, I mean small shops open early, at 7 or 8, and close late, at 6 or 7.
Anna	Why does everything close so early in Britain? I mean I can't believe they asked us to leave the restaurant because they were closing. 11.00 and it's 'I'm sorry, we're closing.' 'Last orders, please.' I mean after 11 there's nowhere to go, it's terrible.

Extra

You could also do some bottom-up listening by gapping some of the sentences on the board (see **Teaching tip** on p.22).

Ask students to compare notes with a partner.

Feedback: whole class.

	country	place mentioned	opening hours	opinion
Roger	Spain	bars	early morning till very late	great
Teresa	Czech Republic	small shops	7.00 / 8.00–6.00 / 7.00	better than Britain
Anna	Britain	restaurants	close at 11.00	terrible

Teaching tip Effective listening

Often a class appears to complete a listening task successfully, but only the stronger students have actually done it. Remember – it's not the answer that is important, it's *hearing* the answer.

One way of helping with the listening about 'opening hours' (though you could do something similar with most listening tasks) is to reproduce the table on the board and ask one student to come to the board and complete the table for Roger. Ask the other students if they agree, and if not to come to the board and write their answers. Then play the tape again for the whole class to agree. Follow the same procedure for Teresa and Anna.

Listen 2

Time to shop

- 1 **Against the clock.** Focus on the two photos. Elicit that one is a grocer's (you could ask when they think the picture was taken – 1906) and the other is a modern supermarket.

Check that students understand the vocabulary before asking them to do the task. Tell them the aim is to think of as many differences as possible in three minutes.

Feedback: whole class.

Possible answers

opening hours

supermarket opening hours much longer, probably seven days a week

price

probably cheaper now

convenience

old shops convenient if you lived nearby, but now everything in one place (with lots of parking) – more convenient now?

selection

much bigger now

personal service

has more or less disappeared now – everything self-service

location

shops used to be in town centres, now likely to be on edge of town

speed

much faster now (apart from checkout queues)

- 2 This listening is quite long and is designed to be treated extensively as a gist listening exercise. Ask students to read and answer question 1. Play the tape and let them check.

The main message is the third one.



Shopping; Changing Times

Good afternoon, shoppers. It's 5.25. The store will be closing in five minutes. Five minutes, thank you.

Not long ago shops in Britain opened at 9.00 and closed at 5.30. That was how it was. If people wanted to go shopping they had to go at lunchtime, or in the thirty minutes between finishing work and the shops closing. Shops opening when people needed them? Never! Nothing was open on Sundays – Sunday was a day for cleaning the car, doing the garden, and spending time with the family. But now shopping in Britain is changing, and changing fast. Why? Partly because of the main supermarket chains, which started to open some of their stores from 8.00 in the morning until 10.00 in the evening.

Woman 1 I prefer to go in the evening, it's quieter and more relaxed and there isn't so much traffic on the roads. I don't know, it's just much less stressful – I don't like driving during the day. Although of course, now everyone does their shopping in the evening, so it's getting busy again.

Man 1 I haven't got time during the day, so I always come after work, about 7.00 or 8.00. I hate doing the shopping whatever time it is, I can't stand all the people ...

The number of people doing their shopping in the evenings has increased dramatically. And the supermarkets now open their doors on Sundays, too. Lots of people said it was terrible, that Sundays should be a day of rest, and that nobody would want to go to the shops – but they were wrong.

Woman 2 I work six days a week, so I can only come on Sundays. Yeah, I think it's great. I sometimes bring the family, and we shop together, it's like a day out. The kids really like it.

And now, some supermarkets are open 24 hours a day. But who would do their shopping while the rest of us are sleeping? Who would we find filling their trolleys in the small hours?

Young women Yes, I suppose 2.30 is a strange time to go shopping. We've been to a club and we're going home. The supermarket is right next to the main road, so we thought we'd come in and get something for breakfast, you know ... usually we don't mind when we shop, we're students so we can come anytime ...

Man 2 Well, I haven't been sleeping very well, and I woke up again and I felt a bit hungry, and there was nothing in the fridge so I thought well, why not, I'll do the shopping. There's nobody here, is there? I quite like it. I wouldn't normally be here at 3.00 in the morning.

Shopping in Britain is certainly changing. Sundays aren't special any more, they're just like any other day of the week. Go to any city centre on a Sunday and you'll find shops open and shoppers spending money. But at least the British still want to go to the shops – in a few years' time, all the shops might be empty, and everyone will be at home, sitting in front of the computer, credit cards by their side ...

- 3 Before you ask students to listen again, ask them to predict the answers based on what they remember and also on what they think. Go through their predictions before playing the tape again.

- 1 F (... now everyone does their shopping in the evening ...)
- 2 T (Lots of people said it was terrible ...)
- 3 F (... some supermarkets ...)
- 4 F (There's nobody here, is there?)
- 5 F (Sundays aren't special any more ...)
- 6 F (... everyone will be at home ...)

Feedback: whole class.

Alternative

As you replay the tape, ask students to tell you to stop when they hear the answer to each question. You may find that although they know the answer they didn't actually hear it – they used their knowledge of Britain. If you play *Stop the tape* it tends to focus students more, especially with a longer listening.

- 4 You could see if students can complete some of the table from memory. Alternatively play *Stop the tape* (see above), and pause for them to complete the table. Ask them to complete it individually, then compare with a partner and check in the Tapescript.

You could reproduce the table on the board and ask students to complete it for the 'class check' phase.

	time	reason
woman 1	the evening	quieter, more relaxed, less traffic
man 1	7.00–8.00 p.m.	no time during the day
woman 2	Sundays	works six days a week
young women	2.30 a.m.	on the way home from a club
man 2	3.00 a.m.	couldn't sleep and felt hungry

Extra

You could encourage students to reflect on the listening activities by asking e.g. *Was the listening easy, difficult, or just right? Which was easier, the first listening or the second? Why?*

Did you notice ...?

Ask students to check the Tapescript on p.108 and find the phrases. You could do this in conjunction with Practice exercise 16.2 on p.94, which covers the same language.

I prefer (to go in the evening).

I don't like (driving during the day).

I hate (doing the shopping).

I can't stand (all the people).

(The kids) really like it.

We don't mind (when we shop).

I quite like it.

Speak out

- 1 Focus on the shopping questionnaire. Ask students to complete it individually. Encourage them to use their dictionaries for unfamiliar vocabulary, or help as you monitor.
- 2 Put students in groups of three or four. It might be interesting to have single sex groups, or deliberately mix the sexes and discover if there is a male / female split over shopping. Encourage them to use a variety of expressions for talking about what they like / don't like.

Feedback: whole class.

Don't forget

Practice exercises, Classbook p.94

Teacher's Resource Pack activity 16, Numbers

17..

BEING A FOREIGNER

Lesson aims

- Revise and practise comparatives and superlatives, including (not) as ... as, much / a bit + comparative.
- Introduce and practise adjective–noun collocations for describing countries.
- Focus on word stress in adjectives.
- Focus on the weak forms of *than* /ðən/ and *as* /əz/.
- Give students the opportunity to compare different countries.

Comparatives and superlatives

Students will probably have met comparatives and superlatives before, though they may have been presented separately. This lesson revises their form and use, and introduces more language, e.g. *much, a bit, (not) as ... as*.

Speak for yourself

- 1 Demonstrate with the *Wales* example, or choose a city or country that your class will be familiar with. You could pre-teach *dragon, enormous, coastline, interior, unique, traffic, ancient, monument, skyscraper*, or leave vocabulary checking till after the exercise.

- 1 Ireland
- 2 Australia
- 3 Rome
- 4 New York

- 2 Give students time to think of a place and the language they will need to describe it.

Feedback: ask students to describe their chosen city or country for the class to guess.

Vocabulary

Describing countries

- 1 Start the activity by doing the first one as an example. Encourage students to ask each other or use dictionaries to check new words.

A

busy, polluted, noisy, modern, exciting
friendly, helpful, aggressive, polite, rude
hilly, mountainous, flat, wonderful, unspoilt
awful, dry, changeable, sunny, wet
golden, sandy, beautiful, crowded, deserted
spicy, delicious, tasty, expensive, lovely

B

cities
people
countryside
weather
beaches
food

- 2 Students will probably be able to put most of the adjectives in the right column. Encourage them to check in their dictionaries.

Oo

busy
noisy
modern
friendly
helpful
hilly
awful
sunny
golden
sandy
crowded
spicy
tasty
lovely

Ooo

mountainous
wonderful
changeable
beautiful

oOo

polluted
exciting
aggressive
deserted
delicious
expensive

polite and *unspoilt* – the stress is on the second syllable.
rude, flat, dry, and *wet* – only one syllable.

- 3 Monitor for stress, and demonstrate / drill as necessary.
- 4 Elicit suggestions from the whole class.

Grammar

Comparatives and superlatives

- 1 Start the activity by doing the first one as an example.
- 2 Give students time to discuss their answers. If they can't agree, encourage them to check with other pairs.

Chinese, 1,200 million
Russia, 17 million, 70
Mexico City, 30 million, São Paulo
Everest, 8,863, K2, 256
France, 60 million
Chile, 400
Arizona, 4,000

Alternative

Ask students to close their books and do this orally as a pair or team quiz. Offer to say each sentence as many times as they want, and teach useful phrases, e.g. *Could you say that again, please?* Invite them to check what they heard against what is in the book.

- 3 Give students time to focus on the grammar in pairs. Elicit a correct example of each (not from the text) before they start.

Comparatives

70 times larger, 256 metres lower

Superlatives

the most common language, the largest country,
the biggest city, the second biggest, the highest mountain,
the second highest, the most popular country,
the driest desert, the sunniest place

Comparatives and superlatives

- 1 Give students a few minutes to fill in the table in pairs or small groups. Each adjective exemplifies a different rule for forming comparatives and superlatives.

adjective	comparative	superlative
high	higher (than)	the highest
big	bigger (than)	the biggest
large	larger (than)	the largest
dry	drier (than)	the driest
sunny	sunnier (than)	the sunniest
common	more common (than)	the most common
popular	more popular (than)	the most popular

Elicit the rules. Summarize them on the board. Ask students how these compare with their own languages – similar or quite different?

high	One-syllable adjectives add <i>-er</i> or <i>-est</i> .
big	One-syllable adjectives with one vowel followed by one consonant double the consonant and add <i>-er</i> or <i>-est</i> .
large	One-syllable adjectives ending in <i>-e</i> add <i>-r</i> or <i>-st</i> .
dry	One-syllable adjectives ending in <i>-y</i> change the <i>-y</i> to <i>-i</i> and add <i>-er</i> or <i>-est</i> .
sunny	Two-syllable adjectives ending in <i>-y</i> change the <i>-y</i> to <i>-i</i> and add <i>-er</i> or <i>-est</i> .
common	Other two-syllable adjectives add <i>more</i> or <i>most</i> .
popular	Adjectives of three syllables or more add <i>more</i> or <i>most</i> .

Note

There are some exceptions to the rules above. With some two-syllable adjectives, both forms are possible, e.g. *gentle*, *clever*. Also, two-syllable adjectives ending in *-y* with a negative prefix (giving them three syllables) still end in *-ier* and *-iest* in comparatives and superlatives, e.g. *unhappier*, *unfriendliest*.

- 2 You could elicit the irregular adjectives with the whole class.

good	better (than)	the best
bad	worse (than)	the worst
far	farther (than)	the farthest
	further (than)	the furthest

- 3 Focus students on the examples and clarify the meaning of *as ... as*. Elicit one or two sentences from the class about the comparisons in the quiz, e.g. *Canada isn't as big as Russia*.
- 4 Focus students on the example. Explain the modifying meaning of *much* and *a bit*. Elicit one or two sentences about the facts in the quiz, e.g. *Everest is a bit higher than K2*.

England is much bigger than Scotland.	false
England is a bit bigger than Scotland.	true

Extra

Ask students to prepare a comparatives / superlatives quiz about their country for homework. They could use the one in the book as a model. You could ask students to work in small groups and swap quizzes, or act as quizmaster yourself.

Practice

- 1 Play the tape. and elicit the weak forms of *than* and *as*.

01

- A I think Japan is the safest country in the world.
B Yes, but it's not as safe as Singapore.
- A I think English people are more polite than Americans.
B Really? I think Americans are more polite than English people!

than /ðən/

as /əz/

- 2 Drill the stress and intonation – you could model the sentences yourself or use the tape. Allow students time to practise in pairs.

- 3 Do number 1 as a class example. Elicit ideas for the short dialogue and quickly drill these round the class for speed and naturalness – students can use different adjectives in the second line if they like.

e.g. A I think *Paris* is more beautiful than *New York*.

B Yes, but *New York* is much more exciting.

Put students in pairs and encourage them to use the new adjectives and modifying language, as well as to concentrate on the correct form for the comparatives or superlatives. Monitor for errors with form.

Feedback: focus on errors or invite students with good or interesting short dialogues to say them again for the class.

- 4 Pair work. The aim here is to give students controlled practice of *as ... as*. Draw students' attention to the example. Monitor for errors, and correct and help as needed.

- 5 **Against the clock.** Put students in pairs or groups of three. Encourage them to monitor one another for correct use of comparatives and superlatives.

Feedback: select students to read or say just one sentence. Go quickly round the class.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

Give students time to think about their country and the UK or another country. If you have a mixed nationality class, group them in different nationalities. If all your students are from the same country, divide them into groups and give each group three or four of the categories in the Classbook. Ask them to compare their answers.

Feedback: give some evaluation of their use of the new language and their fluency overall. In what ways has their English improved since the beginning of the lesson?

Don't forget

Practice exercises, Classbook p.95

Teacher's Resource Pack activity 17, *Children of the world*

Writing

On p.96 there is a section about writing informal letters. You could do this in class or ask students to do it for homework.

18

WHEN IN ROME

Lesson aims

- Introduce and practise useful polite language that students can use in different situations, e.g. *Could you tell me ...? Do you mind if I ...?*
- Focus on sounding polite, with appropriate stress and intonation.
- Give students the opportunity to compare cultures and customs.

Speak for yourself

Start the activity by describing your own most 'foreign' experience. Give students a few minutes to think. Pair or group them to talk about their experiences.

Feedback: ask pairs or groups to tell the class something interesting that they talked about.

English in use

Politeness and customs

Note

The unfamiliar vocabulary in the text is likely to be: good luck, shake hands, hug, male, hold hands, rubber, wake someone up, acceptable

- 1 Explain that the texts give advice about a particular country. Give students time to read and match the headings. Do one as a class example. Ask students to note down unknown vocabulary as they read, to be dealt with after the matching exercise.

- 1 Saying hello
- 2 Introductions
- 3 Offering and accepting
- 4 Attitudes to time
- 5 Asking for things in a shop
- 6 Attracting attention
- 7 Talking to strangers
- 8 Topics of conversation

The country is Indonesia – in particular, Java.

Make more of the texts by asking students what they found surprising, funny, or interesting, and allowing them more time to read again if necessary.

- 2 Ask students what they know about British politeness and customs. Elicit ideas, but don't confirm them at this stage. (The **Speak out** section deals with students' own countries, so resist the temptation to talk about them here.)

Feedback: discuss the answers as a class.

- 1 False Male friends shake hands when meeting after a long time, but not every time they meet. Men and women or women and women sometimes kiss on the cheek rather than shaking hands if they know each other well, but a lot depends on the individual.
- 2 True, especially in informal situations. In more formal situations you can shake hands and say *Hello*, and *I or How do you do? I Pleased to meet you*.
- 3 False *Please* and *thank you* are used a lot.
- 4 False Many people would arrive slightly early.
- 5 False You need to be polite in shops. The correct phrase is something like *Could I have a ..., please?*
- 6 True
- 7 False British people tend not to talk to strangers much, and when they do the topics of conversation tend to be safe – the weather, a delayed train, etc.
- 8 True

Useful language

Teaching tip Chunks of language

A lot of the phrases in this section are generative chunks of language which can be used in a wide variety of situations. Encourage students to learn them as phrases, rather than as, e.g. the verb *to mind*.

- 1 Ask students to read through the phrases. Explain that *verb* means infinitive without *to*, and *infinitive* is with *to*.
- 2 Ask a strong student to do the first one as an example.

Would you like to see the photos I took?

Could I have a coffee, please?

Could you tell me how much this costs?

Do you mind if I open the window?

You couldn't lend me 50p, could you?

Excuse me, is this the way to the station, please?

- 3 Elicit ideas from the class.

Possible answers

- 1 Telling a friend about your holiday.
- 2 In a café, in a friend's house, when asked what you'd like.
- 3 In a shop, to the shop assistant.
- 4 In a train, classroom, office, etc., to your fellow travellers, classmates, colleagues, etc.
- 5 Probably to a friend or colleague.
- 6 In the street, asking for directions from a stranger.

Note

You may want to check simple appropriate responses here, e.g. *Yes, please, No thanks, Yes of course, No, I'm sorry*, and the appropriate 'reverse' responses to *Do you mind if I ...? Not at all / I'm sorry, but ...*

Practice

- 1 This focuses on some 'set' phrases and responses. Elicit ideas for the first one as a class example. Don't confirm answers at this stage – students will check for themselves in exercise 2.
- 2 Play the tape for students to check their answers, pausing if necessary so they can make corrections.

See Tapescript for answers.

1

- 1 A Would you like a cup of coffee?
B Thanks, that'd be lovely.
- 2 A Hello, how are you?
B I'm fine, thanks. And you?
- 3 A Could I have some aspirin, please?
B Would you like 24 or 48?
- 4 A Excuse me, do you know the way to the stadium?
B I'm afraid I don't. I'm a stranger here myself. Sorry.
- 5 A Have you got the time, please?
B It's ten past ten.
- 6 A My phone number's 0161 7663339.
B Sorry, you couldn't repeat that, could you?
- 7 A Richard, can I introduce you to Nicola Rendall?
B Pleased to meet you, Nicola.
- 8 A It's a lovely day, isn't it?
B Yes, beautiful.

- 3 Focus students on the tip box in the margin. Point out that it's not only *please* and *thank you* which convey politeness, but the intonation (which is at least as important). Use the tape to model stress and intonation, and drill the class.
- 4 The aim here is to help students remember the dialogues, and to practise from memory. Monitor for errors and help students if they get stuck.
Feedback: how well can they remember? Compare the key words they chose.
- 5 **Against the clock.** Check that students understand the task by doing number 1 as a class example. Give them two minutes to do the task, and time to compare.

Possible answers

- 1 Could you tell me the time, please?
 - 2 Do you mind if I close the window?
 - 3 You couldn't say that again, could you?
 - 4 Would you like a cup of coffee?
 - 5 Could I have some aspirin, please?
 - 6 Excuse me, is this the way to the post office? / Could you tell me where the post office is?
 - 7 You couldn't lend me some change for the phone, could you?
 - 8 You couldn't be a bit quieter, could you?
- 6 Pair students and demonstrate the task. Monitor the pairs and help them if necessary. Insist on appropriate language and intonation.
Feedback: ask one or two pairs to perform a dialogue for the group.

Possible answers

- 1 A My phone number's 0131 7766121.
B You couldn't repeat that, could you?
- 2 A Could I have some stamps, please?
B Would you like first or second class?
- 3 A Would you like a cup of tea?
B That'd be lovely, thanks.
- 4 A Can I introduce you to Steven Richards?
B Pleased to meet you, Steven.
- 5 A How are you?
B Not bad, thanks, and you?
- 6 A Have you got the time, please?
B It's twenty past eight.
- 7 A Excuse me, do you know the way to the New Theatre?
B Sorry, I'm a stranger here myself.
- 8 A It's a horrible day, isn't it?
B Yes, awful.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

Give students some reading and thinking time for exercises 1 and 2. Group students into mixed nationality groups, if possible. Monitor but don't interrupt, and note down any interesting linguistic problems or achievements.

Feedback: ask students to comment on anything interesting they talked about, and what advice they thought of. Evaluate their speaking skills.

Don't forget

Practice exercises, Classbook p.96

Teacher's Resource Pack activity 18, *Say the right thing*

Writing

On p.97 there is a section about writing cards. You could do this in class or ask students to do it for homework.

19

LET'S CELEBRATE

Lesson aims

- Introduce and practise 'celebration' vocabulary.
- Record vocabulary using a word web.
- Focus on verb-noun collocation, e.g. *open presents*, *make a wish*.
- Introduce and practise fixed phrases for special occasions.
- Focus on word stress.
- Revise and practise saying dates.

Speak for yourself

- 1 Introduce the lesson by asking for today's date. Elicit / input the correct language and focus students on the tip box about the two ways of saying dates. Focus students on the dates in exercise 1 and drill them. You may need to check months and ordinal numbers.

Pair students to discuss the dates. Don't explain the festivals yet, if students are unfamiliar with them.

25 December	Christmas Day
31 October	Hallowe'en
1 January	New Year's Day
5 November	Guy Fawkes' Night
14 February	Valentine's Day
31 December	New Year's Eve
24 December	Christmas Eve

- 2 Ask students to discuss and compare ideas in pairs or small groups. Elicit ideas, and describe the festivals, if necessary.

fireworks	Guy Fawkes' Night, (New Year's Eve)
cards	Christmas Day, Valentine's Day
midnight	New Year's Eve
presents	Christmas Day, (Valentine's Day)
love	Valentine's Day
a day off work	New Year's Day, Christmas Day
children asking for sweets	Hallowe'en
last-minute shopping	Christmas Eve

- 3 This exercise gives more practice with dates. Focus students on the examples. Give them a few minutes to think. Group them to discuss ideas.

Feedback: ask a few students to comment to the class.

Vocabulary

Special days

Note

The unfamiliar vocabulary in the texts is likely to be: celebrate, decorations, traditional, turkey, roast, occasion, huge, hug, resolutions, postbox, handmade, poems, pretend, proposed, candles, wish, blow out

- 1 Elicit ideas, but don't confirm them at this stage – students will check their ideas in exercise 2.
- 2 Check students understand the task and give them time to read. They don't need to understand everything to do the task, but they may want to check new words in dictionaries or with you. Check the answers and compare their initial ideas with the information in the texts. Was there anything they didn't know?

- 1 Christmas
- 2 New Year
- 3 Valentine's Day
- 4 birthday

- 3 Students may have to read more closely for this task.

- 1 ... have a bottle of champagne.
- 2 ... they can't usually keep!
- 3 ... to her last year!
- 4 ... everyone else pays for you.

- 4 Encourage students to develop the word web using bilingual dictionaries.

Feedback: go through the word web on the board.

Christmas

25 / 12, presents, tree, celebrate, church, decorations, lights, traditional dinner, turkey

New Year

party, midnight, hug, resolution

birthday

cards, presents, party, cake, candles, wish, 21st, 18th

Valentine's Day

cards, hearts, romantic poems, red rose, propose

Alternative

You could give students the words in a 'wordpool' on the board for them to sort into categories using bilingual dictionaries.

Practice

- 1 Do one or two on the board as examples. Give students time to work through and compare. Check the answers by marking the word stress on the board. Check the part of speech for each word.

celebrate	decoratio
celebration	arrange
congratulate	arrangement
congratulations	champagne
tradition	occasion
traditional	resolution
décorate	romantic

- 2 Ask students to repeat the words that end in /ʃən/ and identify the stress.

The stress in words ending *-tion* or *-sion* is always on the penultimate syllable.

Note Word stress

Word stress rules are quite complicated, but 'stress before /ʃən/' is a good simple rule. It's worth pointing out simple word stress rules, e.g. the tendency for nouns and adjectives to have the stress on the first syllable, and the tendency for compound nouns to be stressed on the first syllable (see p.21 of the Classbook).

Words that go together

- a Check that students understand the task by doing one as an example. Pair them and give them time to work through the task.

give	presents	birthday, Christmas, (Valentine's Day)
open	presents	birthday, Christmas, (Valentine's Day)
	a bottle of champagne	birthday, Christmas, New Year
go	to church	Christmas
have	dinner	Christmas (Valentine's Day)
make	a wish	birthday
	resolutions	New Year
propose	to your girlfriend	Valentine's Day
cut	a cake	birthday, Christmas Day
blow out	candles	birthday

- b **Against the clock.** Give students some examples of 'true' sentences about yourself, using the collocations. Give them three minutes to think and write, and a few minutes to compare.

Feedback: elicit some sentences from individual students.

Teaching tip Collocation

Students may not have focused on collocation before. It's a good idea to encourage them to note words in phrases, so they develop an awareness of words that commonly go together.

- 3 You could start this activity by asking students what they say in their language, e.g. on someone's birthday, on Christmas Day, at New Year, etc.

Play the tape, pause, and elicit the appropriate response. Do a quick class drill, focusing on the attitudes conveyed by the intonation.

01

- I'm 26 today.
- We're going to have a baby!
- clock striking, followed by cheering
- I've got my driving test tomorrow.
- carol singers
- Cheers.
- We've been married for 25 years today.

- Happy Birthday! or Many happy returns!
- Congratulations!
- Happy New Year!
- Good luck!
- Merry Christmas!
- Cheers!
- Happy anniversary!

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

Give students some thinking time. Put them in small groups of different nationalities, if possible. If your students are all from the same country, make sure that individuals in the group talk about different celebrations or festivals, which may vary from region to region, town to town, and family to family. Give them time to compare ideas.

Feedback: ask one student from each group to comment briefly on their discussion. What was the most interesting / unusual celebration? Do people from different places do things in the same way?

Give students some evaluation of their performance: are they using new vocabulary better than at the beginning of the lesson? Are they more confident?

Don't forget

Practice exercises, Classbook p.98

Teacher's Resource Pack activity 19, *On this day*

20

LIVING ABROAD

Lesson aims

- Develop students' listening skills by predicting content, listening for specific information, and listening for gist.
- Give students communicative speaking practice.

Listen for yourself

Other countries

- 1 Pre-teach *abroad*. Have a quick class discussion: has anyone lived abroad? If so, where? For how long? What was difficult or strange? Group students for exercise 1.

Feedback: elicit ideas. There are no right or wrong answers, so encourage students to explain their ideas. Could it be their country?

- 2 Focus students on the photo of Thérèse. Play the tape, pausing after each question and playing it as many times as students ask to hear it. Invite students to compare. Elicit answers, playing the tape as necessary.

See Tapescript for answers.



- 1 What's the best thing about living in Britain?
- 2 What's the worst thing?
- 3 What do you miss most about France?
- 4 What's the strangest thing about living in Britain?
- 5 What advice would you give someone coming to live in Britain?

- 3 Give students a couple of minutes to read and think. Elicit ideas, but don't confirm them at this stage.

- 4 Play the tape. Elicit and check the answers.



- Interviewer** What's the best thing about living in Britain?
Thérèse The best thing? I would say ... my relationship with my boyfriend.
- Interviewer** What's the worst thing?
Thérèse Being in Britain! No, I don't know, I think the worst thing is the food ... and the coffee, oh yes, the coffee.
- Interviewer** What do you miss most about France?
Thérèse Well, first of all my family, second my food, and third my friends ... my friends most of all.
- Interviewer** What's the strangest thing about living in Britain?
Thérèse The strangest thing ... I found it very strange, I still find it very strange that the pubs close at 11 o'clock ... and the fact that you can't go into a bar just to ... you can't really go into a bar just to have a cup of tea or coffee or you know, at 7 o'clock at night, I find it a little bit strange.
- Interviewer** What advice would you give someone coming to live in Britain?
Thérèse A French person? If ... What would it be? Bring an umbrella.

- 1 my boyfriend
- 2 the food, the coffee
- 3 my family, the food, my friends
- 4 pubs and bars close early
- 5 bring an umbrella

- 5 Focus students on the photo of Jim. Give students a few minutes to think about how the questions will be different. Elicit ideas.

The main difference is in the tense of the questions – for questions 1, 2, 3, and 4 all the present tenses become the past. *France* becomes *Ecuador*.

Play the tape. Encourage students to compare answers.

Feedback: check the answers.



- Interviewer** What was the best thing about living in Ecuador?
Jim The best thing for me I think was the mountains, I loved the mountains.
- Interviewer** And what was the worst thing?
Jim I don't think there was a worst thing really, I just liked everything about it.
- Interviewer** What did you miss most about England?
Jim What did I miss most? My bed and er ... probably family and friends because I couldn't afford to come home for Christmas.
- Interviewer** What was the strangest thing about living in Ecuador?
Jim The strangest thing? Being rich! I mean even on my salary I could afford to do things, like, like ... fly somewhere for the weekend.
- Interviewer** What advice would you give someone going to live in Ecuador?
Jim Travel around as much as they can, it's an amazing place ...

- 1 the mountains
- 2 nothing
- 3 my bed, family and friends
- 4 being rich
- 5 travel (around) as much as you can

- 6 Pair students and set up the task. Monitor for errors with the question forms.

Feedback: ask one or two students to report on their partners' opinions.

Listen 2

What should I take?

- 1 Focus students on the map and elicit ideas about Sri Lanka. What do they know about it? Set the scene. Focus students on part 1 and play the tape.



- Andrew** Well, congratulations on your new job. Are you looking forward to it?
Jim Yes, a lot, but you know, it's always difficult moving to a new country.
- Andrew** Oh, I'm sure you'll be fine.
Jim Well, look, you've lived in Sri Lanka, haven't you, so I wanted to ask you some advice.
- Andrew** Sure, go ahead.
Jim What do I need to take?
Andrew Take with you, you mean? Well ... you can get most things out there, so you don't really need to take much. You can get really cheap clothes there, you know, cotton shirts and trousers. Shoes are more difficult, so I'd recommend that you take as many pairs as possible ... a couple of pairs of good work shoes, some casual shoes, and maybe a couple

- of pairs of trainers or sports shoes if you're going to play tennis or squash or that kind of thing.
- Jim** So do you think I need to take a coat or jumper with me or anything like that?
- Andrew** No, no. It's really hot, really, really hot out there, but I guess you'll need a jacket or a jumper to wear if you go up into the hills or anything, then it can get a bit cool, particularly in the evenings, but in the city it's pretty hot all year round.
- Jim** How much did you pack when you went there?
- Andrew** Not much, hardly anything. I took one really small suitcase with me, with just a few clothes. When I came back, I had loads of stuff ... but when I went, I tried to take as little as possible. I did take quite a lot of books, but in fact it's very easy to get English books there, so you don't need to take any.
- Jim** Anything else you can think of?
- Andrew** Yes, take a couple of spare pairs of glasses, just in case yours get lost or stolen.
- Jim** Is it safe? What's it like in terms of stuff getting stolen, things like that?
- Andrew** Oh it's quite a safe place ... be careful with your money, and your camera, and things like that, your personal possessions, just like anywhere. But people are very friendly, and it's a very busy place, so even at night there are people around, walking about, selling food.
- Jim** What's the food like?
- Andrew** Very hot, and there's lots of rice! There's lots of fresh fruit, fantastic fruit, all kinds of different bananas, long ones, short ones, mangoes, papaya, coconut ... you'll be OK if you're careful, most places are very clean, you won't have any problems.
- Jim** What about the water, is it safe to drink?
- Andrew** No, I always used bottled water, even to clean my teeth.

climate
crime
what to take
what to wear
people
food
health

Focus students on specific topics to take notes on, e.g. *what to take, health*. Play the tape again.

For part 3, group students to compare answers. Check the answers as a class.

Possible notes

what to take shoes, trainers, jacket or jumper, glasses
climate very hot, but cool in the hills in the evening
what to wear a jacket or jumper in the hills
crime safe, but be careful with money, camera, etc.
people very friendly
food very hot, lots of rice, lots of fresh fruit
health don't drink the water

- 2 Check that students understand the task. Monitor for errors in form, but don't worry about errors of content at this stage. They may want to listen to the tape again.

Possible answers

He doesn't need to take many clothes. You can get cheap clothes there.
It's quite safe.
He should take as many pairs of shoes as possible.
The people are very friendly.
He'll need a jumper if he goes up into the hills.
The food is hot and spicy.
It's very easy to get English books.
The water isn't safe to drink.
He should take spare pairs of glasses in case his get lost.

- 3 If your students are from the same country, you could do this as an open-class discussion. If they are from different countries, divide them into groups with students from other countries.

Feedback: elicit some ideas.

Did you notice ...?

Ask students to check the Tapescripts on p. 109 and find the repetitions.

Thérèse repeats part of the question twice.

Jim repeats part of the question three times.

They do it to 'play for time', to give them time to think about their answers.

Extra

The Practice material on p. 98 has an exercise which focuses on useful expressions from the listening. You could do this now, while the tape is still fresh in students' minds.

Speak out

- This needs careful setting up. Ask students to read the categories and then model the task yourself. Write the names of two or three countries on the board and ask students to guess which category they are in. When they've guessed correctly, ask them if they agree with you, and explain your reasons. Give them some thinking time and ask them to write the names of the countries on a piece of paper - it's very important that they do this randomly or the task won't work. Monitor, giving ideas to any students who are having problems.
 - Pair students and ask them to compare their lists. Encourage them to talk about the countries they have chosen and justify their ideas. Monitor and note errors.
- Feedback: ask a few students to comment on what they found out about people in their group. Evaluate their speaking.

Don't forget

Practice exercises, Classbook p.98

Teacher's Resource Pack activity 20, *Utopia*

21

BEING FASHIONABLE

Lesson aims

- Introduce, revise, and practise (*don't*) *have to* and *mustn't* to talk about obligation.
- Focus on the pronunciation of *have* /hæv/ and *have (to)* /hæf/.

(*don't*) *have to* and *must*

Students may well have met these forms before, but they're unlikely to have a firm grasp of their use. Form is less of a problem, which is why **Use** appears before **Form** in the grammar box on p.55.

Conventionally books teach *must* at the same time as *mustn't*. This can lead to difficulties in explaining the difference between *must* and *have to*. We have deliberately left out *must* for ease of teaching. If students ask, and they might, you could suggest that *must* and *have to* are similar – but that *have to* is far more common in spoken English. Analysis of spoken corpora suggests that *must* and *mustn't* are surprisingly infrequent.

Speak for yourself

- 1 Focus students on the magazine cover. (If possible, bring in some magazines yourself for students to look at.) Elicit ideas about magazine content, and teach vocabulary as necessary. Remind students that there are magazines like this for men as well.

Possible answers

fashion (clothes, furnishings)
health and beauty
relationships
travel
home and shopping
horoscopes
sex (mentioning this depends on your class, but if you bring in magazines it may be inevitable)

- 2 Group or pair students to discuss, and check any new vocabulary.

The likely articles are

The most exclusive shops in London
Your horoscope for this week
101 ways to find love
How to be healthy
Perfect honeymoons
This year's fashion rules

Grammar

Obligation

Note

The unfamiliar vocabulary in the texts is likely to be: exotic, afford, selection, luggage, in style, involve, romance, expert, suit, ask someone out, in a relationship, independent, at least

- 1 Explain that the texts are extracts from the six likely magazine articles in **Speak for yourself** exercise 2. Pair or group students to read and discuss. Exercise 1 shouldn't take long, as the pictures will help. Ask students to justify their ideas – it's more important that students express their ideas rather than get the 'right' answer.

1 Perfect honeymoons	men / women
2 The most exclusive shops in London	men (ties are mentioned)
3 Your horoscope for this week	men / women
4 This year's fashion rules	men (shirts are mentioned)
5 101 ways to find love	women (<i>you don't have to wait for a man ...</i>)
6 How to be healthy	men / women

- 2 Start the activity by doing number 1 as a class example. This task involves a closer reading, and a focus on the meaning of (*don't*) *have to* and *must*, so students will need more time to look at the language. Ask them to underline the key sentences that tell them the answers. Elicit the answers and the key sentences (you could write the key sentences on the board to use later as examples of use). If students have problems deciding whether the sentences are true or false, move on to the **Obligation** grammar box, and go back to the true / false task later, when students can see the difference in use.

- 1 T You have to go at least twice a week. (text 6)
- 2 F You don't have to spend that much. (text 2)
- 3 T You mustn't get involved in office romance. (text 3)
- 4 F You don't have to have to be in a relationship. (text 5)
- 5 T You have to go to somewhere exotic. (text 1)
- 6 F Suits don't have to be boring. (text 4)
- 7 F You mustn't fly economy. (text 1)
- 8 T You don't have to be rich to enjoy life. (text 3)
- 9 F You mustn't do too much exercise at first. (text 6)
- 10 T You don't have to wait for a man to ask you out. (text 5)

- 3 Group students to discuss the ideas in the articles. Feedback: elicit their ideas.

Obligation

Use

- 1 Ask students to complete the sentences, and match them to the uses. Check how each student has completed the sentences, or elicit ideas from each student.

Teaching tip Obligation

You could check the uses by matching them to the sentences that you wrote on the board.

Possible answers

- | | |
|--|---------------|
| I have to get up at 5.00 tomorrow because my plane leaves at 7.00. | obligation |
| She doesn't have to go to work tomorrow because it's the weekend. | no obligation |
| He mustn't wear jeans at work because his boss told him not to. | prohibition |

Form

- 1 Ask students to complete the summary of form.

- | | |
|---|--|
| + | I / You / We / They have to get up at 5.00 tomorrow. |
| | He / She has to ... |
| - | I / You / We / They don't have to wear a uniform. |
| | He / She doesn't have to ... |
| ? | What time do I / you / we / they have to get up? |
| | What time does he / she have to get up? |

- 2 Give students a few minutes to work and compare answers.

Feedback: check the answers.

- 1 She has to go now.
- 2 I have to go home.
- 3 You mustn't smoke.
- 4 I don't have to take the exam.
- 5 Do I have to come? (Have I got to come?)
- 6 He doesn't have to wear a uniform.

Practice

- 1 Play the tape and focus on /hæv/ for the 'normal' verb and /ghæftə/ for the modal verb. Use the tape to model pronunciation.



You never have enough money.
You don't have to be rich.

- 2 **Against the clock.** This could be done in pairs or individually. Do one or two as an example. Keep a strict time limit to keep interest and motivation high.
Feedback: check a few answers quickly around the class, focusing on any errors of form and insisting on correct pronunciation of /ghæftə/.

- 3 Put students into pairs for a few minutes to add statements about themselves.

Feedback: elicit some of the statements. Focus students briefly on the tip box in the margin.

- 4 Check students understand the task by doing number 1 as an example. Point out that these sentences do not appear in the extracts but that they

are from the same articles. Give them time to complete the exercise and compare their ideas, referring back to the magazine articles.

- | | |
|-----------------|---------------|
| 1 have to | (text 6) |
| 2 have to | (text 3 or 5) |
| 3 mustn't | (text 4) |
| 4 don't have to | (text 1 or 5) |
| 5 mustn't | (text 5) |
| 6 don't have to | (text 2) |

- 5 This is another quickfire practice. Pair students for this task. Ask them not to look at the texts (*You mustn't look at the texts*). Do the first one as a class example.

- 1 Suits don't have to be boring.
- 2 Clothes have to work hard.
- 3 You mustn't do too much exercise at first.
- 4 You have to go somewhere exotic.
- 5 Everything has to be black.
- 6 You don't have to wait for a man to ask you out.
- 7 You mustn't fly economy.
- 8 You have to go (swimming) at least twice a week.
- 9 You don't have to be rich to enjoy life.
- 10 You mustn't get involved in office romance.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Set up the activity by putting the article titles on the board. Group students to discuss content ideas.

Extra

A strong or interested class might like to write one or two magazine articles, using the ones on pp.54–55 as examples. These articles could be displayed on the classroom walls, put into a school magazine, or exchanged and evaluated by other students.

- 2 **Feedback:** elicit some sentences from the groups. Comment on any funny or interesting ideas. Focus on any problem language.

Teaching tip Cross-grouping

An interesting way to handle group work is to put students into 'group A', 'group B', 'group C', etc. You would have four groups in a class of twelve. When students have prepared ideas in these groups, reorganize them into new groups, where each group contains a student from group A, a student from group B, a student from group C, etc. This means that everyone in the new group has something to say that the other members of the group haven't heard before.

The key to successful cross-grouping lies in clear, direct classroom management.

Don't forget

Practice exercises, Classbook p.98

Teacher's Resource Pack activity 21, *Obligation*

22

JUST LOOKING

Lesson aims

- Introduce and practise 'shops and services' vocabulary.
- Introduce and practise useful phrases for shopping and services.
- Revise language for making polite requests.
- Give students more confidence when shopping.

Speak for yourself

- 1 Students could do this very quickly. Check their answers with the whole class by asking, e.g. *Who's bought a book in the last week?* etc.
- 2 Model one or two examples yourself, encouraging the class to ask questions, and giving as much detail as you can. Give students time to think, remember, talk, and ask questions.

Feedback: elicit ideas.

Teaching tip When to stop activities

All students have their own natural speed of working, and their performance at a particular task will depend on various factors – difficulty of the language, difficulty of the task, mood, health, heat and light in the classroom, etc. It's important to keep things moving, but at the same time give students enough time to get the maximum benefit out of tasks and activities. One option is to pitch slightly below the middle of the group's ability, moving on when most of the group have finished. Remember that it's the slower students who need you – and the practice – the most.

Vocabulary

Spending money

- 1 Check that students understand the vocabulary (you could refer to the pictures) but don't pre-teach the types of shops. Give students time to compare answers and ideas.

Feedback: Check the answers. Teach the names of the shops and places where necessary, paying attention to pronunciation and the phrase *at / in a ...'s*, as appropriate.

buy jeans	in a clothes shop
buy painkillers	at a chemist's
have an eye test	at an optician's
have a drink	in a pub / in a bar / in a café
have dinner	in a restaurant
send a parcel	at a post office
have a haircut	at a hairdresser's / at the barber's
do the weekly shop	at a supermarket
buy a newspaper	at a newsagent's
buy a ring	at a jeweller's
see a film	at the cinema
buy a film	in a supermarket / at a film developer's / at a chemist's
change money	at a bank / at a bureau de change
buy a novel	in a bookshop

- 2 This recycles the vocabulary from exercise 1. Pair or group students for this task.

Feedback: ask students to comment on anything that was interesting or unusual. There might be some interesting comparisons if students are from different countries.

English in use

Spending more money

- 1 Set the scene. Give students time to read through the phrases and predict the answers. Play the tape, pausing after each request and playing it again if necessary.

21

- 1 Excuse me, can you tell me where the CDs are, please?
- 2 Excuse me, do you think I could try this on?
- 3 I'd like to buy a new battery for my watch.
- 4 Two for *Casablanca*, please.
- 5 Excuse me, could you tell me where I can find the toothpaste, please?
- 6 Can I have a phonecard, please?
- 7 Could you tell me what kind of film I need?
- 8 Could you possibly dry clean these trousers in one hour?
- 9 Can I help you?
- 10 Could I make an appointment for this afternoon, please?

Give students time to compare, then ask them to check their answers in Tapescript 22.1 on p.109 of the Classbook.

See Tapescript for answers.

- 2 Check students understand the task by doing one as a class example. Give them time to read, think, and compare. Play the tape, pausing after each mini-dialogue. Clarify new vocabulary as you play each one.

22

- 1 A Excuse me, can you tell me where the CDs are, please?
B They're on the second floor.
- 2 A Excuse me, do you think I could try this on?
B Yes, the fitting rooms are over there.
- 3 A I'd like to buy a new battery for my watch.
B Sure. Can I have a look at it?
- 4 A Two for *Casablanca*, please.
B There you are. Screen two is on the left. Enjoy the film.
- 5 A Excuse me, could you tell me where I can find the toothpaste, please?
B I think it's in aisle seven. I'll show you.
- 6 A Can I have a phonecard, please?
B Certainly. Would you like 10, 20, or 50 units?
- 7 A Could you tell me what kind of film I need?
B Standard 35 millimetre would be fine.
- 8 A Could you possibly dry clean these trousers in one hour?
B Certainly. They'll be ready after lunch.
- 9 A Can I help you?
B No, thanks. I'm just looking.
- 10 A Could I make an appointment for this afternoon, please?
B Is that for a cut or a wash, cut, and blow dry?

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

3 Pair students to focus on the context of the dialogue.

2 g clothes shop

1 i music shop, department store

3 f jeweller's / watch shop

4 c cinema

5 b supermarket

6 e newsagent's / post office

7 d camera shop

8 a dry cleaner's

9 h any shop

10 j hairdresser's

Useful language

1 Pre-teach *customer*, *assistant*, *to try on*, *tight*, and *receipt* if necessary. Check students understand the task by doing one or two examples with them.

Asking

I'm just looking, thanks.

C

Can I help you?

A ✓

What size would you like?

A

Have you got this in a size 12 / a medium?

C ✓

I'll just have a look.

A ✓

I'll take it / them.

C ✓

Trying on

Could I try it / them on, please?

C ✓

The fitting rooms are over there.

A ✓

Any good?

A ✓

It's a bit tight / big / small.

C ✓

Do you think I could try on a bigger one?

C ✓

Paying

Can I pay by credit card?

C

How would you like to pay?

A ✓

Cash or credit card?

A

Your receipt's in the bag.

A ✓

2 Play the tape. Pause every now and then, and play the dialogue a couple of times to give students time to respond to what they hear on the tape, and tick the expressions they hear.

See above for answers.

3

Assistant Hello, can I help you?

Customer Yes, have you got this in a size 12?

Assistant In blue?

Customer Yes, in blue.

Assistant I'll just have a look. Yes, here you are.

Customer Could I try it on, please?

Assistant Of course. The fitting rooms are over there.

Customer Thank you.

Assistant Any good?

Customer I think it's a bit tight. Do you think I could try on a bigger one?

Assistant Yes, I'll see if we've got a 14.

Assistant Better?

Customer Yes, I'll take it.

Assistant Great, OK, if you could take it to the cash desk.

Cashier How would you like to pay?

Customer Cash, please.

Cashier That'll be 15.99, then.

Customer There you are.

Cashier 16, 17, 18, 19, 20. Thanks. Your receipt's in the bag.

Goodbye.

Customer Thanks very much. Bye.

3 Give students a couple of minutes to think about and discuss this.

I'm just looking, thanks.

Can I help you?

Have you got ...

I'll just have a look.

I'll take it / them.

Any good?

Can I pay by credit card?

How would you like to pay?

Cash or credit card?

Your receipt's in the bag.

4 Draw students' attention to the two sentences by writing them on the board, for a change of focus.

Could you tell me where the CDs are, please?

Note Embedded questions

It's probably better not to go into the grammar of embedded questions. You can teach this kind of language as a phrase, e.g.

Can / Could you tell me where the ___ are, please?

Practice

- 1 **Against the clock.** Pair students for this task. Ask them not to look at the previous page.
- 2 Focus students briefly on the tip box in the margin. Play the tape, pausing after each question, and playing again if necessary to allow students to check their ideas. Encourage them to compare the 'real' answers with their own, and give them feedback on whether their answers are appropriate and acceptable. Drill stress and intonation, using the recording as a model.

See Tapescript for possible answers.

4

1 Could I try it on, please?

2 Can you tell me where the shampoo is?

3 I'd like to buy a phonecard, please.

4 Can I pay by credit card?

5 Could you possibly dry clean this suit today?

6 Could you tell me how much this is?

7 Can I try a smaller one, please?

8 Could you tell me where the fitting rooms are?

3 Model the first mini-dialogue to make sure students know how to do the task. Pair them and monitor for accuracy and appropriate intonation – the challenge here is to sound as fluent as possible. Encourage students to exchange roles and repeat.

Feedback: Correct any errors of form and pronunciation you noticed.

Teaching tip Varying pairs

Your students might sometimes appreciate a change of partner. You could try some of the following:

- Invite students to get up and sit anywhere they like.
- Assign everyone in one half of the class a letter, and everyone in the other half of the class the same letters, so that there are two As, two Bs, two Cs, etc. Invite the two As to form a pair, the two Bs, etc.
- Male / female partners, if you have enough of each – or smokers and non-smokers, cat people and dog people, etc.
- A milling activity instead – and change partners every two minutes on the bell / clap / whistle, etc.

It's often a good idea to tell students why you are managing them in a particular way – moving individuals for no obvious reason may bring back unpleasant memories of school, when teachers moved students as a punishment or sanction.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Ask students to work in pairs and prepare and practise their dialogue, paying particular attention to sounding natural with the phrases. Monitor, giving help and correction as necessary.
- 2 Encourage students to improvise and make up their own shopping dialogues in pairs or threes. Monitor and give help and ideas.
- 3 Invite pairs or threes to perform their dialogues for the class.

Feedback: give some evaluation of how well they might cope in a real English shopping situation.

Don't forget

Practice exercises, Classbook p.99

Teacher's Resource Pack activity 22, *Objectively speaking*

23

NOTHING TO WEAR

Lesson aims

- Introduce and practise 'clothes and accessories' vocabulary.
- Develop students' vocabulary using a word web.
- Introduce and practise *go with, suit, fit, look*.
- Focus on adjective-noun collocations.

Speak for yourself

Pre-teach *earrings, second-hand, tattoo, hairstyle, make-up, designer clothes*, if necessary. Set the class survey up by demonstrating the first one yourself. Ask all students wearing earrings *Do you wear earrings every day?* If anyone says Yes, then sentence 1 is false.

Check the question forms for each sentence, e.g. *Do you buy second-hand clothes?* etc. Give students time to mill around the room and ask questions. You could divide a large class into groups – each group should have at least five students.

Feedback: elicit answers. Check that the answers are true, and establish the right language where necessary.

Extra

You could focus on the vague language of quantity. Ask students to rank the following from 100%–0% (write them on the board in random order).

All	Nearly all	Most	Quite a lot
Some	A few	Not many	None

Vocabulary**Clothes and accessories****Extra**

You could ask students to stand up and sit next to the person whose clothes are most like their own. Ask them to justify their position.

- 1 Introduce the texts by focusing on the picture, and using it to pre-teach any new words. Give students time to read and compare their answers, consulting dictionaries or checking unknown vocabulary with you.
Feedback: elicit answers, and ask students how they know.
- 1 man (suit, tie, pipe smoke), businessman / office worker, probably at least 50
- 2 woman (skirt, no make-up or jewellery, a top, rings, bracelets, earrings), schoolgirl
- 3 woman (jewellery, make-up), police officer, probably quite young

- 2 Give students a few minutes to read and underline.

Feedback: check answers, and focus on meaning and pronunciation.

businessman / office worker	suit, shirt, tie, briefcase, umbrella, raincoat, trousers, cardigan
schoolgirl	uniform, skirt, shirt, tie, make-up, jewellery, jeans, top, rings, bracelet, earrings
police officer	jacket, shoes, hat, joggers, T-shirt, trainers (shirt, tie, trousers, jewellery, and make-up are in the other texts)

Extra

You could point out the phrase *a pair of*, used to refer to clothes that naturally come in twos (shoes, socks) and 'plural' clothes (trousers, shorts).

- 3 Set up the task by drawing the word web on the board and eliciting ideas. Ask students to start by adding the words underlined in the texts and then see how many more they can add (whether you include underwear is up to you).

head	make-up, earrings, hat (lipstick, cap)
hands	briefcase, umbrella, rings, bracelet (gloves, watch)
body	suit, shirt, tie, raincoat, cardigan, top, jacket, T-shirt (dress, jumper, sweater, coat, anorak)
legs	trousers, skirt, jeans, joggers (shorts)
feet	shoes, trainers (socks, sandals, boots)

Note British and American English

pants – British English = men's underwear,
US English = trousers

vest – British English = men's underwear,
US English = waistcoat

Practice

- 1 You could do this as quick oral practice. The answers below are deliberately conventional – *make-up* could be men and women. Let your students decide.

Only men suit, tie

Only women make-up, bracelet, top, skirt, dress

- 2 **Against the clock.** Check the phrases *is wearing*, and *has got*. Model the task by asking students to describe you, using the target language. Set the task, and be strict with the time limit.

Feedback: quickfire round the class.

- 3 Ask students to look these words up in a dictionary. They may need further clarification and examples – if possible use pictures. Ask questions to check comprehension: *Do red trousers go with a green shirt? Does my hairstyle suit me? Does my shirt look good?*

Refer students to the cartoon on p.59 of the Classbook to illustrate the meaning of *fit*.

- 4 Model and drill the expressions for naturalness of speed and intonation – the important thing here is that students should sound complimentary. Use yourself as the class example. Group students to practise, or have them mill around. Monitor for accuracy and appropriate and natural intonation.

Words that go together

- a The aim here is to focus on common adjective–noun combinations. Don't check any unfamiliar words at this stage, but allow students to work them out in pairs, using deduction, dictionaries, and each other. **Feedback:** check the answers and drill for pronunciation. (Students may be able to justify other answers.)

three-piece suit

cotton shirt (jumper)

gold earrings (watch strap)

leather watch strap (shoes)

woollen jumper

high-heeled shoes

- b Elicit answers quickly around the class.

Extra

Ask students to list everything in their pockets or bags on a piece of paper. Collect the pieces of paper and redistribute them. Students guess whose they have, and say why. You could do this at the beginning of a later class as revision.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Demonstrate the task by doing *a wedding* as a class example. Either tell students what you would wear or get them to tell you. **Feedback:** ask one student from each group to comment briefly on their discussion.
- 2 Close the lesson by quickly asking students which situations they'd need new clothes for. Give them some evaluation of their performance: are they using new vocabulary better than at the beginning of the lesson? Are they more confident?

Don't forget

Practice exercises, Classbook p.100

Teacher's Resource Pack activity 23, *Image*

24

MY GENERATION

Lesson aims

- Develop students' listening skills by predicting content and listening for specific phrases and information.
- Focus on useful short phrases for being tentative.
- Give students confidence when discussing current events.

Listen for yourself

When was that?

Alternative

With books closed, write these phrases on the board:

One small step for man ...

Nuclear fallout.

Give peace a chance.

Five times Wimbledon winner.

Helping the sick and dying.

The end of the Cold War.

The American civil rights movement.

Ask students what events or people in the last 40 years they associate with the phrases (don't discuss the years yet). If they need more help, ask them to look at the pictures on p.62. Then move on to exercise 1 in the book.

- 1 Focus students on the pictures. Elicit information from the class about one of the pictures to ensure that students are clear what the task is. Group or pair students to do the task.
- 2 Ask students to check on p.109.
 - a Chernobyl, in the Ukraine (then USSR), nuclear accident, 1986.
 - b John Lennon, former member of the Beatles, shot dead in 1980.
 - c Björn Borg (Sweden) won Wimbledon from 1976–1980.
 - d Mother Teresa, helped the sick and dying of Calcutta until her death in 1997.
 - e Neil Armstrong, on the moon in 1969.
 - f Martin Luther King, assassinated in 1968.
 - g The Berlin Wall, pulled down in 1989.
- 3 Set the scene. Two people, Keith and Sara, are discussing the same events. Play the tape.



- Keith** The Berlin Wall was knocked down ... now I remember this because my girlfriend, erm, my girlfriend went to Berlin and brought back a piece of the Berlin Wall.
- Sara** A piece of the wall! So what year was that, eighty ...
- Keith** I think it was nineteen ... ninety.
- Sara** Nineteen ninety?
- Keith** I think so.
- Sara** Mmm OK. Now, John Lennon was killed ... um, was it the late seventies? No, no, early eighties.
- Keith** No.
- Sara** Eighty ... one. Eighty-two.
- Keith** I'm trying to remember what happened, where I was and what happened.
- Sara** I don't know, early eighties, I can't remember, I think I was still at school.

- Keith** Maybe it was eighty-seven, eighty-eight.
- Sara** That late?
- Keith** I think so. I may be wrong, may be wrong.
- Sara** Mother Teresa died, that was nineteen ninety-seven. It was August or September, just a couple of days after Diana died, and there'd been a huge fuss ...
- Keith** That's right, that's right. And the years that Borg won Wimbledon was definitely the late seventies ... no, no, mid-seventies, wasn't it?
- Sara** Something like that ... no, late seventies, I think. The last time he won it was in eighty-one so ... and he won it five times in a row, didn't he?
- Keith** Let's say seventy-seven to eighty-one?
- Sara** Yeah. Nineteen sixty-seven, Neil Armstrong?
- Keith** On the moon ... yeah, I think it was nineteen sixty-seven.
- Sara** And Martin Luther King sixty ... eight. I'd say sixty, sixty-eight.
- Keith** It's around there, late sixties.
- Sara** Chernobyl.
- Keith** Chernobyl, oh that was nineteen eighty-six or seven, wasn't it?
- Sara** No idea. Mid-eighties.
- Keith** Mid-eighties.

Elicit ideas: Did they get the years right?

Keith and Sara get these years right:

Mother Teresa, died 1997

Martin Luther King, assassinated 1968

(Chernobyl, mid eighties)

- 4 Focus students on the phrases. Set the task. Play the tape again.
They use phrases 2, 3, 4, 6, 7, 8, 9.
- 5 Group or pair students for this task. Encourage them to use language from exercise 4.
Feedback: elicit ideas.

Alternative

You could divide the class into groups for exercise 5, and give each group either a decade, or an area to think about, e.g. sport, music, politics, famous people.

Listen 2

The way we were

- 1 Focus students on the two photographs. Set the task and give students time in pairs to discuss their ideas and descriptions.
Feedback: elicit dates and some descriptions.
- 2 Ask students to read the beginnings of the conversations.

Susan and Dave

Sam and Daniel

left photo

right photo

- 3 Set the task and play the tape. Give students time to compare answers. If necessary, play it again.

2

- 1 Susan Look at this photo. I can't believe we looked like that!
 Dave I know, it's so embarrassing, isn't it? Look at my hair!
 Susan Yeah, well, the thing was everybody used to look like that. I think people followed fashion more in those days, now they look more different. Then, if long hair was in fashion, everybody had long hair ...
 Dave Including the men! I really can't believe it. I'd forgotten how long it used to be. And my shirt. That is a *horrible* shirt.
 Susan Well, I'm no better! Look at that dress, and all the flowers! I can't imagine wearing clothes like that. When do you think this was taken?
 Dave Umm, I'd say about 19 ... 68, I was about 22 then, I'd just finished university, and I was wondering what to do with my life. I didn't think I'd end up in a bank!
 Susan Yeah, the late sixties were exciting times, weren't they? I mean Neil Armstrong on the moon, Martin Luther King, the students in Paris, and England were good at football. It felt as if the world was really changing fast.
 Dave Yeah, and the music and everything. The Beatles, the Rolling Stones, Bob Dylan. It was a good time to be young ...
- 2 Sam Well, we haven't changed that much.
 Daniel Not really, no. I've still got that hat ...
 Sam But not those stupid sunglasses! Oh, my hair was a lot shorter then. And I don't wear a nose ring any more. I don't think I'd have got my job with a nose ring!
 Daniel Well, it was really fashionable, wasn't it, to have nose rings, and we were both students then, so we could wear what we liked, really. It's a bit different now we've both got jobs.
 Sam So when was this photo taken?
 Daniel Oh, 97 I think, in the summer. Or was it 98? No, it wasn't 98 because there was the World Cup in France that year, and I wore my England T-shirt all summer!
 Sam I remember that T-shirt.
 Daniel I think this was just after Diana died ...
 Sam I remember, that was really sad, wasn't it?
 Daniel Yeah, all those flowers in London, and that Elton John song ...

- 1 Susan and Dave 1968
 Sam and Daniel 1997
- 2 clothes and jewellery
 shirt, dress, hat, sunglasses, nose ring, T-shirt
 famous people
 Neil Armstrong, Martin Luther King, Diana
 sport
 football, World Cup (France 1998)
 music
 the Beatles, the Rolling Stones, Bob Dylan, Elton John

Alternative

You could do exercise 3 as a jigsaw listening. Divide the class in half. Each half listens to either Susan and Dave or Sam and Daniel, and makes notes about their dialogue. Then pair students from each half for them to compare notes.

Did you notice ...?

Ask students to check the Tapescript on p. 110 and find the phrases.

early eighties

mid-seventies

late sixties

Extra

The Practice material on p. 100 has an exercise which focuses on useful expressions from the listening. You could do this now, while the tape is still fresh in students' minds.

Speak out

- 1 Check students understand the task and give them some time to think about it. They could do this stage in pairs. Monitor, giving ideas to any students who are having problems.
- 2 Group students and ask them to compare ideas. Encourage the listeners to ask more questions. Monitor, and make a note of errors.
Feedback: ask a few students to comment on the discussion. What was interesting? Did they agree? Evaluate their speaking, and go through errors that came up in the discussion.

Don't forget

Practice exercises, Classbook p. 100

Teacher's Resource Pack activity 24, *My room*

25

BEING A WORKER

Lesson aims

- Revise and practise the present simple and present continuous.
- Revise and practise adverbs of frequency.
- Practise the pronunciation of the third person -s.
- Give students' more confidence when talking about their lifestyles.

Present simple and continuous

Students should have met these tenses before. This lesson contrasts the two, and revises and clarifies their form and use.

Speak for yourself

Read out the five statements and teach any unfamiliar vocabulary. Put students into groups of three or four for the discussion.

Feedback: ask one student from each group to give a brief report of the discussion.

Grammar

Present simple and continuous

Note

The unfamiliar vocabulary in the text is likely to be: suburban, quality, nursery, PR (public relations), earns, asleep, hardly ever, career

- 1 Ignore the grammar at this stage and concentrate on the text and the topic. Focus students on the photo. Ask them to describe it, e.g. *Who do you think they are? Where are they? What are they doing?*

Teaching tip Exploiting visuals

Visuals help to contextualize the text, and by getting students to think about the topic they are less likely to struggle with understanding it.

Try the 'flashcard' approach. Tell students to close their books. Tell them you are going to show them the photo / picture for five seconds. 'Flash' the photo – open your book and show it to the class for five seconds. Make sure everyone can see it. Close your book and elicit information. Your questions can be relevant to the text, e.g. *Where are they? What are they doing? Who are they?* but can also include questions such as *What are they wearing?*

Ask students to read the text and do the task individually, then compare with a partner. Ask them to note new words as they read. Deal with the new vocabulary after checking their answers.

Mike and Tina would probably agree with sentences 2, 4, and 5.

- 2 Discuss the questions.

Feedback: whole class.

Teaching tip Vocabulary in texts

If you ask your students to note new vocabulary as they read a text, at an appropriate point ask them to come to the board and list the words. Before teaching the vocabulary, ask yourself:

- Is the word unknown to every student? If not, the meaning can be checked by eliciting it from the class. Avoid questions like *What does it mean?* and try e.g. *What's another word for ...?* or *What's the opposite of ...?*
- Can meaning be deduced from the context or surrounding language? Can I help focus on the context by asking questions?

You could deal with the list in different ways.

- a Explain or define the words / phrases (but note that explanations can be linguistically more complex than the word being defined).
- b Draw pictures.
- c Mime.
- d Dictionary use.

- 3 The focus changes to grammar now. Ask students to look back at the text and complete the gaps. Do this as a whole-class scanning exercise.

- a He's **reading** to his daughter Louise.
- b He **looks after** the children full-time.

- 4 Elicit the answer and the examples.

- a **present continuous**
Mike Beaver *is sitting* ...
Eddie *is playing* ...
He's *enjoying* ...
I'm *enjoying* ...
- b **present simple**
There are lots of examples, e.g.
He *wakes* the children up ...

Present simple and continuous

Form

Ask students to complete the table. With a weaker class, copy the table onto the board and go through it, completing the gaps.

Present simple

- + I / You / We / They work.
He / She / It works.
- I / You / We / They don't work.
He / She / It doesn't work.
- ? Do I / you / we / they work?
Does he / she / it work?

Present continuous

- + I'm working.
You / We / They're working.
He / She / It's working.
- I'm not working.
You / We / They're not / aren't working.
He / She / It's not / isn't working.
- ? Am I working?
Are you / we / they working?
Is he / she / it working?

Use

- 1 Ask students to complete the rules.

present simple	habits / regular events, facts
present continuous	temporary states, what is happening now

- 2 Ask a few students about the rules in their languages.
- 3 This matching exercise will help to illustrate the difference between the two tenses.

What do you do?	I work for a bank.
What are you doing?	Trying to find my wallet.
Where do you live?	In London.
Where are you living?	In a hotel until I can find a flat.

Adverbs of frequency

- 1 Ask students to look back at the text and complete the four adverbs of frequency.

always usually often sometimes hardly ever never

- 2 Elicit the answers. Ask students to find examples in the text.

Adverbs of frequency go before the verb, but after the verb to be.

She **often** doesn't get home until 8.00 p.m.

The children are **usually** asleep.

She **hardly ever** sees them during the week.

The children **sometimes** invite friends over.

Practice**Note**

The pronunciation of -s depends on the sound that precedes it.

/s/ after unvoiced consonants, e.g. /p/, /t/, /k/

/z/ after vowels and voiced consonants

/ɪz/ after /s/, /z/, /ʃ/, /tʃ/, and /dʒ/

- 1 Ask students to copy the table and complete it, working individually or in pairs. Allow them to listen to the cassette and check / correct their lists.

01

sits	looks
drives	speaks
starts	kisses
makes	watches
passes	understands
goes	belongs
works	puts
earns	does

Elicit the rules by drawing their attention to the final sounds.

Alternative

With a weaker class begin by using *sit*, *earn*, and *kiss* to teach the rules, continue by modelling each word for students to put in the correct column, ask them to listen to the cassette, check the answers, and use the lists for listen and repeat practice.

/s/	/z/	/ɪz/
sits	drives	passes
starts	goes	kisses
makes	earns	watches
works	understands	
looks	belongs	
speaks	does	
puts		

- 2 Do number 1 as a class example. Ask students to complete the gaps, first without looking back at the text, and then using the text to check their answers.

Use part 2 as a way of checking with the whole class, e.g. T: *What's the answer to number 1?* Ss: *Mike looks after the children.* Look out for correct pronunciation of the final -s.

Focus on the collocations and list them on the board – *look after someone or something*, *take someone to somewhere*, etc. Encourage students to record them.

- 1 Mike looks after the children.
- 2 Mike takes them to school.
- 3 Tina gets home from work.
- 4 The whole family goes for a walk.
- 5 Mike does the shopping.
- 6 Mike puts the children to bed.
- 7 The children invite friends over.
- 8 The whole family sits in front of the television.
- 9 Tina works long hours.
- 10 Mike cleans the house.
- 11 Mike makes the dinner.
- 12 Tina earns a good salary.

Note Collocation

It's a good idea to point out collocations where possible. It's better for students to see how words are used together than to learn them in isolation. Students could keep a note of 'delexicalized verbs' (e.g. *have*, *take*) and the words and phrases that collocate with them, and update it when they meet new examples, e.g. *have a shower*, *have a coffee*, *take a bus*, *take a photo*.

- 3 Put students into pairs and ask them to make sentences. Monitor, and intervene to correct as appropriate.
Feedback: elicit a few sentences from around the class.
- 4 Before you play the tape, focus students on the people's names for pronunciation, and elicit vocabulary from the pictures – *tennis racquet*, *dog*, *book*, *shower*, *car*, *shopping trolley*.
Play the tape, more than once if necessary. Check the answers with the whole class.

See Tapescript for answers.

2

- 1 A Are Jack and Chloe around?
B Not at the moment, they're taking the dog for a walk.
- 2 A Have you seen David?
B I think he's outside, cleaning the car.
- 3 A Hello, could I speak to Stephanie, please?
B I'm afraid she's not in – she's doing the shopping. Do you want to leave a message?
- 4 A Hi, Mike. What are you up to?
B Oh, I'm studying for my exams next week.
- 5 A What are John and Sara doing?
B They're playing tennis.
- 6 A Do you know where Kate is?
B She's having a shower, I think. She won't be long.

- 5 Monitor students as they do the activity but don't interrupt them.

Feedback: correct any mistakes you noticed.

- 6 This exercise focuses on bottom-up listening. Play the tape again. Once your students have worked out exactly what they think is being said, ask them to check in Tapescript 25.2 on p.110. Then use the tape for listen and repeat practice of the dialogues. This is an accuracy exercise so insist on a high standard of pronunciation.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Elicit some examples on the board, possibly one example for each area of life, e.g.

Home – Where ... *do you live?*

Free time – What sports ... *do you play?*

Daily routine – What time ... *do you usually get up?*

Work / Study – Where ... *do you work?*

Family – How many ... *brothers and sisters have you got?*

Then ask students to work individually and write more questions – with a stronger class you could give a time limit of e.g. five minutes. Monitor, checking the accuracy of the questions and offering help where necessary.

- 2 Put students into pairs to interview each other. Encourage them to ask and answer follow-up questions.

- 3 Bring the class back together, and ask some pairs to perform their interview for the class. End by asking students how they would like their lives to be different.

End by telling students how you'd like your life to be different.

Don't forget

Practice exercises, Classbook p.100

Teacher's Resource Pack activity 25, *Poetic justice*

26

ALL WORK AND NO PLAY

Lesson aims

- Introduce and practise 'work and study' vocabulary.
- Introduce and practise language for asking for and giving advice.
- Give students confidence when talking about work and study problems.

Speak for yourself

- 1 Check students understand the instructions. Encourage them to ask you for help with any unfamiliar words in the questionnaire. Ask them to complete the questionnaire and read what their score tells them.

Alternative

You could maximize the questionnaire's potential, if your students know each other well enough, by doing a class survey. While students complete the questionnaire, list their names on the board. After they have finished, invite them to come to the board and write their score next to their name. Add your name and score to the list, and move on to the discussion.

- 2 Feedback: whole class.

Vocabulary

Work and study

- 1 Draw a table with three columns, headed *jobs*, *being a student*, *both* on the board. Ask students to copy the table and do the exercise individually. Invite a stronger student to reproduce his / her table on the board and seek class agreement. Check the pronunciation and stress and drill the words if necessary.

jobs	being a student	both
colleague	revise	deadline
office	exams	
boss	learn	
conference	library	
business	study	
meeting		

- 2 Put students into pairs and give them a few minutes to make sentences.

Feedback: Elicit some of their sentences.

English in use

Giving advice

- 1 Focus initially on the reading and the topic, not the function of giving advice. Ask students to read about Susan's problem, and elicit some advice. You may need to help by asking a few questions, e.g. *Does he work too hard? Is he married to his job? Can she change him? Should she stay with / leave him?*

Susan's husband is a workaholic who doesn't spend enough time with her.

- 2 Ask students to read the advice and discuss which is better and why.
- 3 Ask students to discuss question 3. Monitor the group work, noting any examples of the language of advice.

Feedback: whole class.

Useful language

- 1 This can be done with the whole class. Ask students where the language appears in the text and write the phrases on the board.

You should / shouldn't + verb

My advice is to + verb

If I were you, I'd + verb

Have you thought of + -ing form?

Why don't you + verb?

- 2 Give students time to match the parts and think of the problems. Elicit their ideas.

- | | |
|--|-------------------------|
| 1 I think you should get more exercise. | overweight / unfit |
| 2 My advice is to take some aspirin and go to bed. | cold / flu |
| 3 If I were you, I'd break the window. | lost door key / car key |
| 4 Have you thought of having contact lenses? | doesn't like glasses |
| 5 Why don't you take him to the vet? | sick animal |

Note

You could point out that the negative of *I think you should ...* is *I don't think you should ...*, not *I think you shouldn't ...*

- 3 This focuses on stress and intonation. Begin by reminding students that *how* you say something is as important as *what* you say. Draw their attention to the rubric, play the tape, and elicit the answers.

01

- 1 I think you should get more exercise.
- 2 My advice is to take some aspirin and go to bed.
- 3 If I were you, I'd break the window.
- 4 Have you thought of having contact lenses?
- 5 Why don't you take him to the vet?

- 1 sentence 1 I get exercise
- sentence 2 my take aspirin go bed
- sentence 3 I break window
- 2 Sentence 4 has rising intonation on the last syllable.

Draw students' attention to the fact that content words (the words which convey the message) are stressed, while form / grammar words are unstressed and so less easy to hear.

- 4 Play the tape again, asking students to listen and repeat. Encourage them to try to sound as much like the tape as possible.

Teaching tip 'Ghosting'

One enjoyable way of helping students with pronunciation is to ask them to repeat along with the tape. Keep the sound low. After they have 'ghosted' a couple of times, play the tape again and as they start speaking turn the sound off. Turn it back up when they finish to see if they have kept time with the tape. This is especially useful when working on sentence stress and rhythm, as in sentences 1, 2, and 3.

Practice

- 1 Exercises 1, 2, and 3 are linked. Begin by drawing students' attention to the picture and eliciting, e.g. *He's afraid of flying*. Play the tape, pausing after each sentence to elicit the problem, or for students to write it.

1 2

- 1 I'm afraid of flying and my boss has asked me to fly to Paris for a meeting.
- 2 I'm so worried about my exams that I can't sleep.
- 3 I borrowed a colleague's car yesterday and I had an accident.
- 4 There's a party tonight but I've got loads of work to do.
- 5 I'm thinking about leaving my job – it pays well but it's really boring.

- 1 afraid of flying
- 2 worried about exams
- 3 crashed a colleague's car
- 4 party tonight, but lots (loads) of work to do
- 5 boring job

- 2 Give students a few minutes to do this task, then elicit the answers.

- 1 go by train
- 2 go to see a doctor
- 3 pay for the damage
- 4 go but don't stay long
- 5 stay until you find something more interesting

- 3 Exercise 3 is a drill designed to make use of the contexts developed in exercises 1 and 2. Turn it into a two-line dialogue drill. Ask the class T: *What's the first problem?* Ss: *She's afraid of flying*. T: *Give her some advice*. S1: *Why don't you go by train?* Elicit different forms from around the class. S1: *I'm afraid of flying*. S2: *Well, if I were you, I'd go by train*. etc. Continue using the other problems / advice.

- 4 Draw students' attention to the gap-filling exercise. Before you play the tape, ask them to work in pairs and try to guess what goes in the gaps. Play the tape for them to listen and check.

1 3

- Jane I've got a real problem – I'm afraid of flying and my boss has asked me to fly to Paris for a meeting. What do you think I should do?
- Owen When's the meeting?
- Jane Monday morning at 10.00.
- Owen Well, if I were you, I'd go by train on Sunday. Then you can see a bit of Paris, too.
- Jane Good idea! Thanks.

Ask students to focus on how Jane asks for advice.

See Tapescript for answers.

Jane says, 'What do you think I should do?'

- 5 This exercise gives controlled practice following the pattern established in exercise 4. Remind students of the other four problems. Do the first problem (worried about exams) with the whole class to demonstrate the exercise. You could build up the dialogue on the board.

Then put students in pairs to prepare and practise the dialogues. Monitor their dialogues, intervening, helping, and correcting as appropriate.

Bring the class back together and move on to the **Speak out** without asking pairs to perform their dialogues – they will be doing this in the **Speak out**.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Focus students' attention on the rubric. Ask pairs to discuss the options and think of a problem.
- 2 Ask the pairs to write a dialogue to practise giving and receiving advice. Before they begin, tell them that they will be performing their dialogues for the class. Monitor their discussion and intervene as appropriate to help them create their dialogue and to rehearse it. (Having a rehearsal stage will help students get into their roles.)
- 3 Once they have had time to rehearse, invite a stronger pair to perform their dialogue. Decide whether to elicit feedback after each dialogue, or after the whole group have finished, e.g. *What was their problem? What was the advice? Did you think it was good advice? Would you give the same advice? Would you take that advice? Did student A sound worried? Did student B sound concerned?*

Don't forget

Practice exercises, Classbook p.101

Teacher's Resource Pack activity 26, *Stress dominoes*

27

9 TO 5

Lesson aims

- Introduce and practise 'jobs and work' vocabulary.
- Focus on noun / adjective forms, e.g. *enthusiasm* / *enthusiastic*.
- Give students confidence when talking about work.

Speak for yourself

- 1 Encourage students to use their dictionaries to help them complete the task. Elicit ideas about what the sayings mean. Do students agree?
 - 1 All work and no play makes Jack a dull boy. It's important to enjoy yourself as well as working.
 - 2 A woman's work is never done. Men work 9 to 5, women work all the time (e.g. looking after the family).
 - 3 Work won't kill but worry will. Hard work isn't bad for you, but worrying about it is.
 - 4 Many hands make light work. Jobs are easier if people cooperate.
- 2 Ask students to tell the class about similar sayings in their own languages.

Teaching tip Vocabulary columns

It's a good idea to have a column on the board for listing and recording vocabulary in every lesson. Since vocabulary is not always the main focus of the activity or lesson, keep the vocabulary column simple, e.g. list the word / phrase, mark the main stress, and indicate the part of speech, either *n*, *v*, *adj*, *adv* or by prefacing the word with an article or to e.g. *a job*, *to work*, etc.

Vocabulary

Jobs and work

Note

The unfamiliar vocabulary in the advertisements is likely to be:

voluntary, volunteer, enthusiastic, flexible, vacancy, flexitime, reliability, ambition, ASAP (as soon as possible), recreation facilities, require, applicant.

- 1 **Against the clock.** Check that students understand all the questions, and tell them they have *exactly* two minutes to find all the answers.

Teaching tip Scanning

Most students at this level prefer to go through a text studying it for vocabulary before attempting to extract meaning. Scanning activities are designed to show them that they don't need to read word for word in order to get what they want from a text. (It is important to allay their worries by coming back to the vocabulary at the end of the activity.)

When checking the answers begin by asking what each job is. End the exercise by explaining any unfamiliar vocabulary.

- 1 c
- 2 a
- 3 c
- 4 a
- 5 a
- 6 b (the advert only gives an e-mail address)
- 7 b, c
- 8 a

Extra

If you have access to English-language publications, take in some job advertisements. Cut them up and hand them out to students in groups (perhaps five or six for each group), and ask students to rank the jobs in terms of salary, interest, and qualifications needed. Which could / would they apply for?

- 2 This exercise is designed to help students revise and categorize work-related vocabulary. Ask students to match the headings.

pay skills hours type of work benefits personality

Then ask students to add more words from the adverts.

pay	salary (b), per month (c), in the region of (b), voluntary (a)
skills	degree (b, c), diploma (b), communication skills (c), ability to work independently (c)
hours	flexitime (b), full-time (c)
type of work	voluntary (a), challenging (b), varied (b)
benefits	pension (b), health insurance (b), flexitime (b)
personality	enthusiastic (a), friendly (a), flexible (a), enjoy working in a team (a), enthusiasm (b), reliability (b), flexibility (b), ambition (b)

Note

licence (noun) = British English

license (noun) = American English

license = verb

Teaching tip Vocabulary on the board

Some ideas for using vocabulary that you've written on the board.

- a Put the vocabulary on slips of paper and add it to your vocabulary box (see p.38).
- b Focus on pronunciation and drill it, e.g. *How many syllables? Where's the stress? Say the word.*
- c Play a memory game. Drill the words on the board, then erase a few. Point to the spaces and ask students to tell you what the word was. Gradually continue erasing words and pointing to the spaces. Students can readily recall 10–15 words, even after a significant time lapse.

- 3 Against the clock.** Ask students to make as many sentences as they can. Be strict with the time limit.
Feedback: elicit some of the sentences.

Parts of speech

Students at all levels have difficulty with parts of speech, and benefit from practice in transforming nouns into adjectives, adjectives into adverbs, nouns into verbs, etc.

- a** Ask students to refer to the job adverts to complete the gaps.

Volunteers should be enthusiastic and flexible (advert a).
You offer enthusiasm and flexibility (advert b).

Highlight the parts of speech (adjectives in the first sentence, nouns in the second), and elicit and drill the difference in word stress between adjective and noun.

- b** Encourage students to guess what the noun / adjective is *before* looking in their dictionaries, and to use their dictionaries to check.

Feedback: check the answers, and drill pronunciation, drawing attention to changes in word stress.

noun	adjective
reliability	reliable
patience	patient
a friend	friendly
a challenge	challenging
ambition	ambitious
responsibility	responsible
independence	independent

- c** This is a quick exercise to recycle the nouns and adjectives. Demonstrate the task yourself, using one of each pair of words to describe yourself or teachers of English, e.g. *I'm (not) very reliable, teachers have to be patient and friendly, teaching beginners is a challenge, I'm (not) very ambitious, I (don't) like responsibility, I like being independent.*

Put your students in groups of three or four.

Monitor, checking parts of speech for correction after the activity ends.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- Students could do this very quickly on their own, and then compare in pairs or groups.
- Ask students to do this individually.
- Write a table on the board, with the five jobs down the side and *pay, stress, skills, and value* along the top. Give students time to compare their ideas in groups, and then try to reach a class consensus and complete the table on the board. You could use the pyramid technique described on p.33 here.

Don't forget

Practice exercises, Classbook p.102

Teacher's Resource Pack activity 27, *Job swap*

28

JUST THE JOB

Lesson aims

- Develop students' listening skills by listening for gist and specific information.
- Improve students' performance in interviews.
- Give students communicative speaking practice.

Listen for yourself

Advice for interviewers

- 1 Put students into pairs and give them a couple of minutes to ask and answer the questions.
Feedback: elicit some interview stories.
- 2 You could do this with the whole class. Elicit ideas.

Possible answers

education, personality, hobbies, salary

- 3 Ask students to read the text. Deal with any unfamiliar vocabulary, e.g. *interrupt*, *applicant*. Draw students' attention to the picture and ask *What's wrong with the interview in the picture?*
- 4 Draw students' attention to the table. Check they understand the questions, e.g. *snap decisions*. Play the tape for students to make notes. Pause after each part.

01

Number one – yes, this is good advice. But actually we have an interview room with a table and chairs, so I don't need to prepare it – it's always ready.

The second point. Yes, now this is important. I ask them if they'd like a cup of tea or coffee, and yes, I chat about their journey. How they got here, did it take a long time? That sort of thing, just to get them talking.

Number three – ah now, it says 'Don't make a decision in the first minute', but I *do* make quick decisions. I always know in the first minute if I like someone. I know I shouldn't but I do.

Number four ... difficult questions? Well, maybe it's a good idea to ask difficult questions, but in my experience people don't like them. Questions about money, about themselves, what sort of person they are, that sort of thing. It's funny how people don't like to talk about themselves, isn't it?

And number five – a quick decision? Well, we always, always tell people in writing. After the interview I fill in a form, and this is used to write a standard letter, offering the job – or not of course – so I suppose people usually know the following day.

- 1 He doesn't need to prepare the interview room, it's always ready.
 - 2 He offers tea or coffee and talks about their journey.
 - 3 Yes, he does (but he knows he shouldn't).
 - 4 Questions about money and about their personalities.
 - 5 The following day (by post).
- 5 Ask students how much of the advice he follows.

2, 5 (and probably 1)

Listen 2

Two interviews

- 1 Exercises 1–3 review and practise question forms. You could ask students to do exercise 1 in pairs. Don't check accuracy yet, students do this in exercise 2.
- 2 Play the tape for students to check their answers.

02

- 1 Why do you want to work for us?
- 2 Who will I work with?
- 3 How much do you earn in your current job?
- 4 How much will I earn?
- 5 What are your strengths and weaknesses?
- 6 Why do you think you'd be good at this job?
- 7 What are the training opportunities?
- 8 Where do you want to be in five years' time?
- 9 Do you like working in a team?
- 10 Is it possible to work flexitime?

- | | |
|--|-------------|
| 1 Why do you want to work for us? | interviewer |
| 2 Who will / would I work with? | interviewee |
| 3 How much do you earn in your current job? | interviewer |
| 4 How much will / would I earn? | interviewee |
| 5 What are your strengths and weaknesses? | interviewer |
| 6 Why do you think you'd be good at this job? | interviewer |
| 7 What are the training opportunities? | interviewee |
| 8 Where do you want to be in five years' time? | interviewer |
| 9 Do you like working in a team? | interviewer |
| 10 Is it possible to work flexitime? | interviewee |

Elicit the questions which have Yes / No answers.

9, 10

- 3 Play the tape again, pausing after each question for students to repeat it as exactly as possible. Elicit whether each question rises or falls at the end.

For questions 1–8 (*Wh-* questions) the intonation falls at the end. For questions 9 and 10 (*Yes / No* questions) it rises at the end.

- 4 Ask students to read the IT advert on p.70. Elicit information about education, background, and type of person needed. Play the two interviews.

03

Interview 1

- | | |
|--------------------|--|
| Applicant | A bit of cinema, a bit of reading, you know ... I don't really have very much free time, really. In my current job I quite often have to work on Saturdays and Sundays, or late at night when the computers can be turned off – we sometimes can't do much during the day because everyone's using their machines. |
| Interviewer | OK, great. Perhaps we can turn to this job now. First of all, why do you want to work for us? |
| Applicant | I think because yours is the biggest company in the field. I'm really interested in modern communications, and the biggest company should offer the biggest opportunities. |
| Interviewer | And what are your strengths and weaknesses? |
| Applicant | Weaknesses? I haven't got any! And strengths? Ambition. I really want to do well, and I'm flexible and reliable. |
| Interviewer | Why do you think you'd be good at this job? |

- Applicant** Oh, um, why would I be good? I don't know really ... I just think I'd be good at it, I mean, I know a lot about systems support, and this seems to be the perfect job for me.
- Interviewer** Where do you want to be in five years' time?
- Applicant** I want to progress within the organization – I'd like more responsibility, and more money too, if possible!
- Interviewer** Speaking of money, could I ask you a few details about your current salary and extras?
- Applicant** Yes, sure. Well, I'm earning 19,000 at the moment, but then I get some overtime on top of that, so I suppose altogether it comes to more like twenty-two. And I'm a member of the company pension scheme which is good for the future ...
- Interview 2**
- Applicant** Yeah, the traffic was terrible, and the weather, it took me ages to get here, and then I couldn't find the car park! I'll just put my umbrella in the corner here, shall I? Anyway, I'm really sorry I'm late.
- Interviewer** Well, I'm glad you got here in the end. Now, we should probably get going as fast as we can, because I've got another interview at 12.00. I think the most important question I can ask is 'Why do you want to work for us?'
- Applicant** Well, I'm a bit bored where I'm working at the moment, so I'd really like a change. I mean, I've been there for nearly a year now. I don't know if I'll like it more here, but it's a bigger company, and the salary's a lot better than the job I've got. Also, I like the idea of flexitime, because I find it really hard to get up in the morning!
- Interviewer** And what would you say your main strengths and weaknesses are?
- Applicant** Strengths? A sense of humour. And weaknesses? Well, everybody says I'm really disorganized, but I don't think I am. I'm sometimes a bit late, you know, for meetings and deadlines, but I usually survive! I think I'm reliable – I always do what I say I'm going to do, eventually.
- Interviewer** Why do you think you'd be good at this job?
- Applicant** Oh ... hmm, that's a difficult question. Well, I've got the right qualifications, I'm interested, and I like a challenge. I'm quite independent, too.
- Interviewer** And where do you want to be in five years' time?
- Applicant** Australia, I hope! I mean I'm planning to stay in Britain for a year or two, but to be honest I really want to move somewhere hot and sunny. And after a couple of years I'll probably feel like another change.
- Interviewer** OK. And what about your free time? What sort of things do you do?
- Applicant** Um, well, I like to keep my weekends completely free – I hate having, having to work at the weekend, because I go walking. I try to get up to Scotland whenever I can. And I play a lot of sport, tennis, squash, things like that, you know ...

You probably wouldn't give the job to either of them. The first gives generally better answers, but is arrogant (*no weaknesses*), doesn't know why he will be good at the job, and is more interested in the salary and promotion than in the job itself. The second is more likeable but he arrives late, is more interested in leaving his old job than in the new job, is bored after a year, and wants the job for the wrong reasons – salary and flexitime. He sounds disorganized.

Alternative

If you think students will find the listening difficult, do the questions in exercise 5 before those in exercise 4. Check students understand the questions and deal with any unfamiliar vocabulary, e.g. *several*, *ambitious*, *flexitime*. Play the two interviews and let them compare notes.

- This exercise goes into more detail about the interviews.
- Play the tape again for students to check their answers.

- second (Australia)
- first (member of pension scheme)
- first
- second
- first
- first (talks about 'biggest opportunities' and 'wanting to progress')
- second (sport – tennis, squash, walking)
- second (traffic, weather, couldn't find the car park)
- second (finds it hard to get up)
- second (salary is 'a lot better')

Did you notice ...?

Ask students to check the Tapescript and find the word to complete the phrases.

I'm really interested in ...

I'd really like to ...

I really want to ...

Extra

The Practice material on p.102 has an exercise which focuses on useful expressions from the listening. You could do this now, while the tape is still fresh in students' minds.

Speak out

- Ask students to work in pairs and choose one of the adverts on p.70. Give them time to prepare their roles.
- If you can, organize the classroom so that students are in separate pairs, to avoid distraction.

Teaching tip Role plays

Preparation

Divide students into pairs and put all the As and Bs together to discuss their role. Monitor and encourage each group to develop their role.

Rehearsal

This takes time, but will help give a better performance.

Performance

Make it clear that you will be asking some pairs to 'perform' their role play. If you have a large class, some pairs could perform in another lesson.

Evaluation

Ask students to comment on each others' performances, in terms of language, realism, and outcome.

Follow-up

Note language errors while students are role playing. Either write them on the board for students to correct, or make a worksheet of errors. If you make a worksheet, it is a good idea to include some correct and some incorrect sentences. Students have to decide if an error has been made, and then correct it.

Don't forget

Practice exercises, Classbook p.102

Teacher's Resource Pack activity 28, *Curriculum vitae*

Writing

On p.103 there is a section about writing formal letters. You could do this in class or ask students to do it for homework.

29

HUMAN BEING

Lesson aims

- Introduce and practise ways of talking about the future.
- Introduce and practise multi-word verbs to do with life stages, e.g. *grow up*, *settle down*.
- Focus on the weak forms of *to*, *going to*, and *want to*.
- Improve students' performance when talking about their future hopes and plans.

The future

When dealing with the future, pre-intermediate course books often cover *going to* and *will*, differentiating them in terms of 'prior intention' or 'decision at the moment of speaking'. This lesson has a different approach, and covers different ways of talking about hopes and plans for the future – *want to*, *'d like to*, *hope to* / *hoping to*, *plan to* / *planning to*, *looking forward to*, and *going to*.

Will is covered in lessons 13 (first conditional), 14 (ordering in a restaurant), and 22 (decisions in shops).

The present continuous appears in lesson 02 (making social arrangements).

Speak for yourself

- 1 There may be unknown vocabulary, e.g. *go bald*, *settle down*, *put on weight*, *nappies*. Decide whether to pre-teach it or encourage students to use dictionaries and answer queries about meaning on an individual level. The latter makes the exercise more challenging.
- 2 Put students into pairs to compare notes. Some of the options have only one answer, e.g. *babies wear nappies*, some have a number of possible answers, e.g. *eat sweets*. There may be interesting differences of opinion about e.g. at what age people leave home.
Feedback: whole class.

Possible answers

babies	wear nappies
children	eat sweets, play computer games
teenagers	leave home, babysit, get their first job, get into trouble
twenty-somethings	get married, settle down, have children
thirty-somethings	put on weight
middle-aged people	go bald, go grey
retired people	go on a cruise, live on a pension

- 3 Bring the class together and elicit ideas. Important events in students' lives won't necessarily be happy ones – you may need to exercise caution here.

Vocabulary

Multi-verb verbs

- 1 Ask students to use their dictionaries and complete the sentences. You could increase the challenge by setting a time limit, e.g. three minutes.

- 1 grow up
- 2 looking forward to
- 3 settle down
- 4 take up
- 5 look after
- 6 gave up

- 2 Put students into pairs to ask and answer questions.
Feedback: whole class. Ask if they found out anything interesting.

Grammar

The future

- 1 Give students time to match the texts and photos, and ask them to compare with a partner.
Feedback: elicit the answers. Ask *Why do you think that?*
 - 1 c leaving school and going to university
 - 2 e changing job and moving
 - 3 d retiring
 - 4 b getting married
 - 5 a getting divorced

Teaching tip Checking answers

You can check answers for reading comprehensions in different ways:

- a Pairs compare answers, followed by class check.
- b Question and answer around the class.
- c Student completes chart / table, etc. on the board, other students agree / alter / correct.

- 2 Ask students which people seem happiest.

All the people have something to look forward to, but 1 and 4 seem happiest.

Extra

Ask students to underline the multi-word verbs in the texts.

- 1 I'm looking forward to ..., I've finally grown up
- 2 I'm looking forward to ...
- 3 I'd like to take up ..., I'm not looking forward to ...
- 4 Looking after them ..., We're really looking forward to ...
- 5 I'm looking forward to ..., give up smoking

- 3 Ask students to look back at the texts and underline different ways of talking about the future.

- 1 I'm looking forward to, I'm hoping to, I'd like to, I'm going to, I want to
- 2 I'm looking forward to, I'm going to, I'd like to
- 3 I'd like to, I want to, I'm not looking forward to, I'm planning to
- 4 We're planning to, we'd like to, we're going to, We're really looking forward to
- 5 I'm looking forward to, I hope to, I'm going to

The future

- 1 Write the ways of talking about the future on the board and elicit the answers. Students could look back at the texts to check their ideas.

I want to + verb
 I'd like to + verb
 I hope to / I'm hoping to + verb
 I plan to / I'm planning to + verb
 I'm looking forward to + -ing form / noun
 I'm going to + verb

- 2 Check that students can form negatives and questions.

I don't want to ...
 Do you want to ...?

I wouldn't like to ...
 Would you like to ...?

I hope not to / I'm hoping not to ...
 Do you hope to / Are you hoping to ...?

I don't plan to / I'm not planning to ...
 Do you plan to / Are you planning to ...?

I'm not looking forward to ...
 Are you looking forward to ...?

I'm not going to ...
 Are you going to ...?

Note hope to

The 'negative' of *I hope to* / *I'm hoping to* is *I hope not to* / *I'm hoping not to*. Students should learn this as an exception to the rule.

- 3 Ask students to correct the mistakes.

- 1 They're hoping to **get** married soon.
- 2 He **doesn't** want to be a doctor.
- 3 I'd really like to **take up** the piano.
- 4 I'd like to travel the world next year.
- 5 I'm looking forward to **going** to Brazil.
- 6 She wants to **be** an engineer.
- 7 We're planning to **start** a business.
- 8 I'm **not** going to have any children.

Practice

- 1 Ask students to discuss the sentences – they could do this in small groups where they will probably repeat the sentences as they suggest ideas.

Possible answers

- 1 teenager / middle-aged woman or man?
- 2 woman or man, probably about 60, has plans for retirement, or doesn't like job
- 3 a determined twenty-something who wants a change, or a disillusioned thirty-something
- 4 a teenager
- 5 boy or girl?
- 6 someone who's got divorced
- 7 an 18-year-old, pre-university
- 8 married couple with teenage children

Focus on the tip box in the margin.

- 2 Play the tape and elicit the weak forms.



- 1 I'm going to go on a diet.
- 2 I'm looking forward to retiring
- 3 I'm going to give up my job.
- 4 I'd like to hitchhike across the States.
- 5 I want to be a racing driver when I grow up.
- 6 I'm never going to get married again.
- 7 I'm hoping to study modern languages.
- 8 We're planning to sell the house when the children grow up and leave.

to /tu:/ becomes /tə/

going to /ggəʊɪŋ tu:/ becomes /ggəʊə/ or /ggəʊɪŋ tə/

want to /wɒnt tu:/ becomes /gwɒnə/ or /wɒnt tə/

- 3 Do a listen and repeat drill using the tape as a model. Be demanding of students' pronunciation – the objective is for them to try to sound *exactly* like the tape.
- 4 **Against the clock.** Draw students' attention to the illustrations and tell them they have exactly three minutes to make as many sentences as they can about the two women, using as many of the future forms as possible. Use the two sentences as examples. Make sure their sentences begin with *She ...*

Possible answers

Angela

She wants to visit lots of countries.
 She'd like to go to New York.
 She's hoping to have enough money.
 She's planning to travel for a year.
 She's looking forward to India.
 She's going to have a wonderful time.

Janet

She wants to escape from the office.
 She'd like to get a more interesting job.
 She's hoping to start her own company
 She's planning to look for a new job.
 She's looking forward to the weekend.
 She's going to be happy at 5.00.

- 5 Ask students to read out some of their sentences – the rest of the class has to decide who the sentences are about. You could give some of your own as well.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 Ask students to make true sentences about their futures.
- 2 Double up the pairs to compare ideas. Encourage them to ask follow-up questions.
- 3 Describe your 'life plan' if you have one. Ask students if they have one, and invite them to describe it.

Don't forget

Practice exercises, Classbook p.103

Teacher's Resource Pack activity 29, *Future dictation*

30

GET WELL SOON

Lesson aims

- Introduce and practise 'medical problems' vocabulary.
- Introduce and practise language for expressing concern and sympathy, e.g. *What's the matter? What's up?*
- Introduce and practise language for describing medical problems.
- Give students more confidence when giving advice.

Speak for yourself

- 1 Ask students to read the two texts and decide which they agree with. Deal with any new vocabulary. There could be quite a lot of new vocabulary in this and the next section, so start listing it on the board.
- 2 This could be done as a whole class activity, or in pairs or small groups. Use *food* to demonstrate the activity. Ask, e.g. *What food do you eat to keep healthy?* If students do the exercise as pair work or group work, monitor and intervene to help with vocabulary.

Vocabulary

Medical problems

- 1 Check that students understand the task by demonstrating it yourself. Put them into pairs and respond to queries about vocabulary as they arise. Check the pronunciation and stress and drill the words if necessary before eliciting answers. Do this as an across-class question and answer drill, e.g. S1: *What do you do when you have a headache?* S2: *I take an aspirin*, etc.
- 2 Do this quickly as a whole class exercise. You could ask who has had the most and the least problems. Focus on the tip box in the margin.

backache, toothache, stomach ache, headache, earache, and heartache (an emotional condition, not a physical one)

English in use

What's the matter?

- 1 Draw students' attention to the photo and elicit the context and relationship, e.g. *What can you see in the photo? What do you think she is saying to him?* Play the tape once, while students listen. Then ask them to try to complete the missing parts of the dialogue.



Helen Hi, Nick. You don't look too good.
 Nick No, I feel terrible.
 Helen What's the matter?
 Nick I've got a splitting headache and my body aches all over.
 Helen Oh dear. It sounds like flu to me. Why don't you go home?
 Nick Too much work to do ...

- 2 Ask students to compare with a partner before checking in Tapescript 30.1 on p.111.

See Tapescript for answers.

- 3 Use the tape as the model and follow the drilling technique for a 'supply dialogue' (see below).

Teaching tip Supply dialogues

Supply dialogues are very useful for short, controlled pronunciation practice. Model line one, drill, model line two, drill, recap lines one and two, etc.

Use dialogues of 3–8 lines, not longer. If the dialogue is on tape, use the tape as the model. Be demanding and insist on a high standard of pronunciation for the exercise.

Recap 'across the class' in open pairs, rather than closed pairs. After recapping the whole dialogue once, put students into closed pairs for further practice.

Drills are designed to be short, demanding, snappy, and enjoyable, not boring!

Useful language

Ask students to work in pairs.

Feedback: check answers.

- | | |
|----------------------------|-----------------------------|
| 1 I feel ill. | e I feel awful. |
| 2 What's the matter? | d What's up? |
| 3 You don't look too good. | g You don't look very well. |
| 4 Oh dear. | f I'm sorry (to hear that). |
| 5 Are you OK? | a Are you all right? |
| 6 I think you should ... | c Why don't you ...? |
| 7 I've got stomach-ache. | b My stomach hurts. |

Practice

- 1 Play the tape and ask students to identify the stressed words.

See Tapescript for answers.



You don't look very well.
 Are you all right?
 Oh dear.
 I've got a splitting headache.
 My back hurts.
 I feel terrible.
 I've got an awful cold.

Play the tape again and ask students to repeat the sentences, sounding as much like the tape as possible. It may help to ask them to *look* the sentence before they say it, e.g. in *You don't look very well* look very concerned, really stress the *don't*, in *I've got a splitting headache* hold your head, look in pain, put real feeling into the word *splitting*, etc.

Teaching tip Pronunciation

It is sometimes a good idea to ask students to 'analyse' a sentence for pronunciation rather than simply ask them to listen and repeat. Questions you might ask are e.g. *How many syllables are there in this word / phrase / sentence? Where's the stress in the word / sentence? Which are the content / meaning words and which are the grammar / form words in the sentence?* (Form words are unstressed and often reduced.) Once you have done the analysis, drill the sentence. You may find students are more aware of what they are trying to do, and what they are doing wrong.

- 2 This exercise sets up the practice in exercises 3 and 4. Ask students to note the problem and what the friend says as they listen. Play the tape, pausing after each dialogue.

3

- 1 A You don't look very well, are you all right?
B Not really. I've got awful backache.
A You poor thing. Do you want an aspirin?
B No, thanks. I've just taken some. I'll be fine.
- 2 A You don't look very well. What's up?
B No, I'm fine. I'm feeling a bit sick, that's all.
A Do you want me to stop for a bit?
B No, don't worry. It'll go soon.
- 3 A That's over 20 minutes now!
B I know, but I can't stop.
A Drink a glass of water very slowly – it always works for me.
B OK, I'll try it

- 1 She's got backache. He suggests aspirin.
2 She feels car sick. She offers to stop the car.
3 He's got hiccups. He suggests a glass of water.

You could ask students what their cure for hiccups is.

- 3 Put students in pairs and ask them to prepare and practise the dialogue.

Feedback: ask some pairs to perform their dialogue.

Possible answer

- A You don't look too good.
B No, I feel terrible.
A What's the matter?
B I've got awful toothache.
A Oh dear. Why don't you go to the dentist?
B Yes, I'll go tomorrow.

- 4 Focus on the tip box in the margin. Ask students if they can explain the difference.

I'm cold = I feel cold.

I've got a cold = I'm ill.

Put students into pairs and have different pairs practising different dialogues, e.g. Pair 1: a bad cold, Pair 2: a high temperature, etc. Stronger pairs could do more than one dialogue.

Monitor, and encourage students to look and sound the part, e.g. if they have a cold, they should be sneezing, they should have their handkerchief over their nose, they should sound ill, etc.

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

- 1 The more well-travelled students will find this easier than the less well-travelled, but they should all find it informative. Be prepared to help with unknown vocabulary, e.g. illnesses such as rabies, etc.
Bring the class back together and elicit suggestions.

Possible answers**Before you go**

six weeks

What to take

aspirin / paracetamol, antihistamine cream, antiseptic cream, diarrhoea pills, rehydration mix, calamine lotion, plasters, bandages, insect repellent, suncream / sunblock, syringes and needles

While travelling

While you are on the plane, **do exercises and don't drink alcohol.**

If you suffer from travel sickness, **don't eat too much and take travel sickness pills.**

If you have jet lag when you arrive, **try to fit in with the local time.**

Avoid insect bites by **using insect repellent, sleeping under a mosquito net, and wearing long-sleeved shirts and long trousers.**

In hot climates drink lots of **water / soft drinks.**

Drink **bottled** water if possible.

Wash **fruit and vegetables** before you eat it / them.

Don't eat **shellfish / food** that isn't freshly made.

Keep out of the sun between **12.00 and 4.00.**

If you get sunburn, **use calamine lotion and stay out of the sun.**

If you are bitten by an animal, **see a doctor immediately.**

- 2 Elicit possible medical problems.

Possible answers

Your doctor won't have time to give you inoculations.

You could get malaria or rabies, suffer from dehydration, stomach upsets (diarrhoea, dysentery), sunburn and / or sunstroke, and travel sickness.

- 3 If you are teaching in an English-speaking country, elicit what health precautions students took before coming.

Then put students into groups to answer the question.

Feedback: whole class. Ask the groups to share their information. They may need to explain why they are offering particular advice.

Don't forget

Practice exercises, Classbook p. 104

Teacher's Resource Pack activity 30, *At the chemist*

31

MIND AND BODY

Lesson aims

- Introduce and practise 'parts of the body' and 'emotions' vocabulary.
- Focus on noun / adjective forms, e.g. *happiness* / *happy*.
- Focus on -ed and -ing adjectives, e.g. *interested* / *interesting*.

Speak for yourself

- 1 Draw students' attention to the pictures and elicit *ants*, *sheep*, *dog*, and *eagle*. The photos are there to help students think of associations – ants for organization, sheep for wool / stupidity, dog for friendliness / intelligence, eagle for speed / feathers, etc.

This task can be done in pairs or groups, or as a whole class brainstorming activity.

If done as pair / group work, try making it a timed activity, e.g. *How many animals can you think of in three minutes?* Then list them on the board.

If done as a whole class activity, put the 16 words on the board and invite students to mill around the board listing the names of animals. Make it a timed activity – three minutes to get as many as possible.

Be prepared to supply unknown vocabulary, and ask students to justify their ideas.

Possible answers

speed	cheetah
stupidity	sheep, donkey
cheese	cows, goats, mice
feathers	birds
wool	sheep
strength	elephants
malaria	mosquitoes
honey	bees
the sea	fish, dolphins, whales
organization	ants, termites
racing	horses, dogs
intelligence	dogs, cats, dolphins, chimpanzees
friendliness	dogs, cats
farms	cows, sheep, pigs, chickens
Christmas	turkeys
Australia	kangaroos, koala bears

Check pronunciation, number of syllables, and stress.

- 2 Put the question to the whole class 'just for fun', but be prepared for them to take it seriously.

Vocabulary

Bodies and minds

Note

The unfamiliar vocabulary in the text is likely to be: achieved, trained, rescuing, drowning, wide range, diving, well-developed, birth, refusing, wounded

- 1 Focus students on the photo, and ask what the text is about. Elicit *dolphins*.

Ask students to read the first paragraph. Keep their reading time short or they may continue reading. Check their understanding of paragraph 1, e.g. *Why does 'man' think he is more intelligent? Why do dolphins think they are more intelligent? What do you think?*

- 2 Elicit what students know about dolphins and list their ideas on the board e.g. *playful*, *intelligent*, *life-savers*, etc. Ask them to read the rest of the text and tick the ideas in the text which are listed on the board.
- 3 With books closed, elicit similarities between humans and dolphins from the whole class.

Possible answers

intelligence, social animals, communicate with each other, play, well developed social structure, close tie between mother and child, help each other

- 4 **Against the clock.** This is a brainstorming to revise parts of the body (students will probably know a surprising number). Give students exactly three minutes to list as many parts of the body as they can. Copy the word web on the board while they are doing it. After three minutes invite a weaker student to the board to list, e.g. five words. Do not check for spelling yet. Invite another weaker student to add, e.g. five more. Continue with other students adding until they run out. Check for spelling, eliciting correct forms. Elicit and indicate number of syllables and stress.

Possible answers

head	arm
eye	hand
nose	finger
ear	thumb
mouth	elbow
body	leg
chest	foot
back	toe
shoulder	ankle
	knee

Teaching tip Translating vocabulary

Should students be asked or encouraged to translate vocabulary? A reasonable approach is to use translation constructively, as part of the learning process. It can be a convenient shortcut to understanding, but if you translate every new word your students encounter it will quickly become counter-productive.

- 5 Ask students to complete the table. Encourage them to use their dictionaries to check.

noun	adjective
anger	angry
sadness	sad
excitement	exciting / excited
boredom	boring / bored
happiness	happy
depression	depressing / depressed
disappointment	disappointing / disappointed
surprise	surprising / surprised

- 6 Ask which adjectives have four syllables and where the stress is.

four syllables	disappointing / disappointed
three syllables	exciting, excited, depressing, surprising (dots above words to show stress)

-ed and -ing adjectives

Either clarify the use of *-ed* and *-ing* yourself or use the box to do so.

- a Someone is interested because something is interesting. *Interesting* describes what something is like, e.g. *an interesting story*. *Interested* describes the effect something has on somebody, e.g. *I was very interested (by the story)*.
- b The correct words are *boring* and *disappointed*.
- 7 Ask students to give genuine answers to the questions. Encourage them to make the sentences *interesting*, not *boring*!

- 8 Students compare their answers in groups. Close the activity by bringing the class back together and asking, e.g. *What did you find out?*

Can you remember ...?

You can use these sections before or after the **Speak out**, or as revision prompts. See the Introduction, p.05, for ideas.

Speak out

Introduce the section by focusing students' attention on the photo, e.g. *What can you see in the photo? Do you think she looks like her dog, or does her dog look like her? Do you think people become like their pets?*

If your class are 'pet people', elicit information / stories about their pets.

Put students into pairs / groups to brainstorm ideas on the similarities / differences between the animals and people. You could introduce an element of competition by asking them to classify the differences into obvious / widely known and unusual / not widely known.

Feedback: whole class. Encourage students to share ideas and information.

Don't forget

Practice exercises, Classbook p.105

Teacher's Resource Pack activity 31, *Feelings*

32

UNDER PRESSURE

Lesson aims

- Develop students' listening skills by listening for specific information.
- Give students communicative speaking practice.

Listen for yourself

What stresses you out?

- 1 **Against the clock.** Students may need a little time to get into the topic before doing this. Focus on the pictures at the bottom of the page and elicit / supply descriptive vocabulary, e.g. *stressed (out)*, *relaxed*, *calm*.

Put students into pairs or small groups. Tell them they have exactly three minutes. You could give them a few stress-creating categories, e.g. *work*, *families*, *people*, *driving*.

Feedback: whole class. Elicit things which stress people out. Ask students to be as specific as they can, e.g. what exactly about driving / shopping / families stresses them out?

- 2 Tell students they are going to listen to three people. Play the tape and ask them to complete the table. Pause after each speaker, give students the opportunity to compare notes and ask them if they want the tape replayed before moving on.

01

Sharon

I think, erm, work more than anything, being late for work, not earning enough money, going to work on the underground, you know. What do I do when I feel stressed? Eat chocolate, have a really long hot relaxing bath, with my, with some really soothing music playing and, and candles, and a lovely cup of tea. I just stay there for hours.

Brad

It really stresses me out when, when my mother asks me, like you know, when I'm going to get married. She always says it in front of my girlfriends. Unbelievable. What do I do when I feel stressed? Erm, usually, I, well, if I'm really stressed out the best thing is if I go and have a game of squash, or do some weights, you know physical exercise, takes out the aggression.

Ben

Um, I think phoning information lines, recorded information lines because you always get some stupid message. What do I do? I don't do anything really.

Sharon

work, being late, not earning enough, going to work on the underground

She eats chocolate or has a bath (with music, candles, and tea).

Brad

his mother asking him when he's going to get married

He does physical exercise – squash or weights.

Ben

recorded information lines

He doesn't do anything.

Alternative

As an alternative to eliciting the answers from the whole class, reproduce the table on the board and ask three students to complete it – one each for Sharon, Brad, and Ben. Ask the class if the answers are correct, encouraging other students to come to the board and add more ideas. Play the tape again for them to check.

- 3 Ask students to complete the sentences individually.
- 4 Put students into groups of three or four.

Feedback: whole class. Ask students to relate any unusual problems or advice which came up in their groups.

Listen 2

Stress management

- 1 Students may have a lot to say about this if they have jobs / personal experience of stress. You could ask them if they think they need 'stress management'.
- 2 Put students into pairs to discuss which are good ideas and which aren't.

Feedback: elicit answers. Don't tell students the answers yet, as they will check in exercise 3.

- 3 Play the tape once. At the end ask students how many ideas they have ticked. Ask them if they'd like you to play the tape again. (Tell them how many ticks they should have before replaying the tape – 7.)

02

Interviewer Too much work to do? Working long hours? Taking work home? Too busy to take the weekend off? No holidays? No social life? *Stressed out*? Of course you are! Well, today on the Health Programme we have a guest who may have some interesting advice. Dr Janet Squire, author of *How to Beat Stress*. Welcome, Dr Squire.

Dr Squire Hello.

Interviewer Obviously lots of people feel stressed, but what exactly causes stress?

Dr Squire Well, you need to realize that there are two kinds of stress – *good* stress and *bad* stress. Good stress comes from situations where you feel in control. These situations are a challenge. Bad stress comes from situations where you feel out of control, and that could be when the washing machine breaks down, or when you go shopping and the supermarket is very crowded.

Interviewer How do I know if I'm suffering from stress?

Dr Squire Well, there are many symptoms of stress, such as headaches, tiredness, or backache. If you get angry easily, then you're probably suffering from stress.

Interviewer And so what can we do once we've identified that we suffer from stress?

Dr Squire Stress is like smoking – if you really want to stop, you can. By changing the way you think and the way you behave, you can reduce the amount of stress that you feel. You don't need to see a doctor, you don't need tranquillisers, and you don't need sleeping pills!

Interviewer Now in your book, you identify some exercises that people can do if they're feeling stressed. Tell us about some of these.

Dr Squire Well, exercise is one of the best things you can do for stress. How much exercise do you take? Not running or going to the gym, but ordinary, everyday exercise. Probably not much. Most people drive to work, take the lift to their office, and sit there all day. Try running up the stairs, and take a ten-minute walk at lunchtime. Some people find that doing very physical sports helps

them to relax – it makes them feel energized and happy. It's very important to take breaks during the day and do the things that you want – even if it's just having lunch with a friend. I think it's also important to have fun ... spend a minute making a list of all the things that you enjoy doing, like reading a book or going to the cinema, and make sure that you do these things regularly.

Interviewer You also suggest some more unusual things, don't you?

Dr Squire Well, perhaps they might seem unusual because they're so obvious. Slow down your eating, for example. Put your knife and fork down between bites, and count to 20 while you chew your food. It'll give you time to talk and relax. If you slow down your eating, you'll find that you slow down in other areas of life. You should avoid too much coffee and too much alcohol – and you should eat healthy foods like vegetables, salads, and fruit – but more importantly you should enjoy eating. And finally try to spend a day without your watch. Make an effort to forget about time.

Interviewer Dr Squire, that's all we've got time for. Thanks for joining us. Coming up after the break it's ...

Ideas suggested

Take breaks during the day.

Avoid coffee and alcohol.

Go for a walk at lunchtime.

Spend a day without your watch.

Take exercise.

Have fun.

Eat more slowly.

- 4 Put students in pairs to try to do this task from memory.
- 5 When checking, ask students to tell you to stop the tape when they hear an answer (the answers are in order on the tape).

- 1 ... out of control.
- 2 ... headaches, tiredness, or backache.
- 3 ... if you really want to stop, you can.
- 4 ... you don't need sleeping pills.
- 5 ... take breaks ...
- 6 ... vegetables, salads, and fruit.

Did you notice ...?

Ask students to check the Tapescript and find the words.

unbelievable

soothing

Extra

The Practice material on p. 105 has an exercise which focuses on useful expressions from the listening. You could do this now, while the tape is still fresh in students' minds.

Speak out

- 1 Ask students to work in pairs to rank the things. (You could change the length of the activity by asking them to choose the three most stressful things, or the two most and the two least stressful).
- 2 Ask students to compare in groups of three or four – encourage them to give reasons and ask follow-up questions. (You could ask them to agree on the most stressful and the least stressful thing.)
Feedback: elicit ideas. You could do a class survey. List the things on the board, and do a headcount of number ones / number 10s, etc.
- 3 You could do this as an open class activity. Follow up with a focus on errors gathered during monitoring.

Don't forget

Practice exercises, Classbook p. 105

Teacher's Resource Pack activity 32, *In the public eye*

PRACTICE KEY

01

- 1 1 c What's your first name?
2 h What's your surname?
3 -
4 i How old are you?
5 g When were you born?
6 f Where were you born?
7 d Where are you from?
8 e Where do you live?
9 a What do you do?
10 k Are you married?
11 b Have you got any children?
12 j What do you do in your spare time?
- 2 Because you never ask somebody if they are a man or a woman.
- 3 1 Where does Sarah live?
2 What does she do?
3 What did she want to be when she was young?
4 Is she married?
5 When did she and her husband split up?
6 Has she got / Does she have any children?
7 How old is Kate?
8 When / What days of the week does Kate stay / live with Sarah?
9 What are Sarah's plans for the future?
10 Where's her house?
- 4 A Is George married?
B No, he's not, but he has a girlfriend, Robyn.
A Oh! Are they in love with each other?
B I don't think so. George says it's not serious yet. He's too busy at work!
A Does he have a good job?
B It's OK, but he's going to go back to university.
A Why does he want to do that?
B To study Internet design. He loves computers.
A Does he spend all his free time on his computer?
B No, he doesn't. I told you. He has a girlfriend and they go out two or three times a week. Why are you asking all these questions about George? Do you fancy him?
A No, I don't. What a silly idea!
- 5 1 Do you live in Barcelona?
Yes, I do.
2 Is John coming too?
Yes, he is.
3 What does this word mean?
I don't know.
4 Where are you from? / Where do you come from?
I'm from Barcelona.
5 How long are you staying here?
Three more days.

- 6 Do you like learning English?
No, I don't. It's difficult.

6 Students' answers

Filling in forms

- 1 1 c
2 a
3 e
4 -
5 b
6 d
7 f
Instruction 4 has not been followed because *For official use only* means *Do not write here*.

2 Students' answers

02

- 1 1 stay in
2 go out
3 have an early night / a take-away
4 chat on the phone
5 get a take-away
6 listen to music
7 watch a video
8 read a book
- 2 A Are you doing anything tomorrow evening?
B No, nothing special.
A Do you fancy coming to a party?
B Yes, that sounds great. How about meeting for a drink first?
A That would be nice.
B The King's Arms?
A I don't really like it there. Let's go to Black's Café instead.
B OK. See you there at 8.00?
A Fine, see you.

3 Students' answers

03

- 1 1 uncle
2 sister
3 nephew
4 grandfather
5 mother
6 granddaughter
7 cousin
8 aunt
- 2 1 tall (the others describe hair)
2 shy (the others describe age)
3 straight (the others describe personality)
4 left-handed (the others describe appearance)
5 elderly (the others describe hair)
6 confident (the others describe appearance)

04

- 1 1 out with
2 divorced
3 on with
4 love
5 fallen in
6 split up
7 married
8 fancy
9 argue
- 2 a 8
b 2
c 5
d 3
e 6
f 9
g 7
h 1
i 4
- 3 1 Most of the time we get on OK.
2 I want him to be tall, dark, and handsome.
3 It wasn't exactly love at first sight.
4 I was a bit worried when we decided to get married.

05

- 1 1 went 9 was
2 flew 10 were
3 stayed 11 was
4 travelled 12 ate
5 did 13 drank
6 saw 14 cost
7 went 15 was
8 spent 16 wanted
- 2 1 woke up were circling
2 was was rising was
3 was drinking looking thinking arrived
4 was melting had to
5 were screaming
6 arrived were walking
- 3 1 Tanzania
2 Chile
3 Greece
4 the Antarctic
5 Brazil
6 China
- 4 1 I decided I wanted to travel around Vietnam.
2 Something strange happened to me yesterday.
3 I couldn't ring you last night because I didn't have your phone number.
4 When I was younger, my parents took me on holiday every year.
5 I was skiing in the Alps when I fell over and broke my leg.

- 6 I **was staying** in a cheap hotel when someone **stole** my passport.
 7 I **forgot** to buy it.
 8 I **went** on a business trip last week.
 9 Where are my keys? I'm sure I **put** them on the table.
 10 I saw a lot of wildlife when I was **driving** across Africa.

- 5 stopped 1 walked 1
 watched 1 started 2
 waited 2 married 2
 decided 3 answered 2
 visited 3 arranged 2
 changed 1 asked 1

- 6 /d/ /d/ /t/
 waited married stopped
 decided changed watched
 visited answered walked
 started arranged asked

06

- 1 1 car 6 motorbike
 2 taxi 7 plane
 3 coach 8 train
 4 ferry 9 tube
 5 bicycle 10 bus
 2 1 get on a bus, a plane, a bicycle, a motorbike, a train, a horse
 2 get off a bus, a plane, a bicycle, a motorbike, a train, a horse
 3 get into a car, a taxi
 4 get out of a car, a taxi
 5 ride bicycle, a horse
 6 fly a plane
 7 drive a car, a bus, a taxi, (a train)
 8 take a bus, a taxi, a train

3 places

terminal A, station T, check-in A, ticket office T, platform T, airport A, departure lounge A

people

ticket inspector T, pilot A, driver T, flight attendant A

verbs

check in A, get off B, take off A, get on B, arrive B, land A

4 See above

- 5 1 train
 2 train
 3 bus
 4 bus
 5 train
 6 bus
 7 plane
 8 plane
 9 plane, train

6 T

Can you tell me when the next Manchester train is?

It's at 9.22.

Can I have a return?

First or standard?

Standard, please.

That's £36.80, please.

H

I'd like to make a reservation, please.

When for?

For 22 January.

And what kind of room would you like?

A double with bathroom, please.

Certainly. Could I have your name and phone number?

7 See above

07

- 1 1 the Caribbean
 2 Moscow
 3 Ireland
 4 Ireland
 5 the Caribbean
 6 Moscow

- 2 1 batteries
 2 shorts
 3 sunglasses
 4 guidebook
 5 raincoat
 6 moisturiser
 7 suitcase
 8 sandals
 9 earplugs
 country = Argentina

- 3 1 alarm clock
 2 traveller's cheques
 3 money belt
 4 walking boots
 5 suncream
 6 beach towel
 7 corkscrew
 8 driving licence
 9 cassette recorder
 10 sleeping bag

4 Students' answers

- 5 1 get
 2 put
 3 make
 4 got
 5 looking
 6 pick
 7 set

08

- 1 2, 4, 3, 1
 2 1 went 11 was
 2 flew 12 back
 3 for 13 hours
 4 had 14 were
 5 for 15 receptionist
 6 shining 16 had
 7 were 17 asked
 8 football 18 playing
 9 walking 19 saw
 10 were 20 picked

3 Possible answer

Last April I went to New York on holiday. I had a fantastic time. On the last day I went to the top of the Empire State Building. I went to the restaurant, and looked at the incredible view. I was walking back to the hotel when I realized I'd left my bag in the restaurant. My passport, hotel key, and money were in the bag. I ran back to the hotel, and the receptionist shouted to me, and she had my bag. 'Where did you get that?' I asked. 'One of the waiters found the hotel key and brought it here', she replied.

- 4 1 Wasn't it 'the holiday of a lifetime'?
 2 It was **absolutely** fantastic.
 3 The kids had a **great** time.
 4 Yes, it was really bad **luck**.

Writing postcards

- 1 1 Canada
 2 about two weeks
 3 yes
 2 food, weather, things he's going to do, countryside, accommodation
 3 1 gorgeous
 2 wonderful, fantastic, great
 3 freezing
 4 Students' answers

09

1 across

- 1 stolen 14 seen
 4 worked 15 fallen
 5 driven 16 flown
 8 came 19 been
 10 got 21 lived
 12 eaten 22 ridden

down

- 2 taken 11 thrown
 3 had 13 travelled
 4 written 17 left
 6 begun 18 worn
 7 gone 20 made
 9 risen

2 1 written

- 2 driven
 3 flown
 4 ridden
 5 been
 6 eaten
 7 fallen
 8 made
 9 seen
 10 worn

+ Students' answers

- 3 1 There was an e-mail for you last night.
 2 Marlowe **didn't write** *Twelfth Night*, Shakespeare did.
 3 We've known him since he was a boy.
 4 I **drank** a lot of wine last night.
 5 She **was ill** a week ago / She has been ill **for** a week.
 6 I was born earlier than 1960.

- 7 What a fantastic photo. Did you take it yourself?
 8 How did you break your leg?
 9 It's the second time I've been here in sunny Hastings.
 10 The first time I saw her I fell in love.
- 4 1 I met my new boss yesterday.
 2 I've eaten too much chocolate today.
 3 Have you ever eaten frogs' legs?
 4 I started a new job last week.
 5 I went on holiday three weeks ago.
 6 I haven't been swimming this year.
 7 She phoned me two minutes ago.
 8 He's had a mobile phone since last year.

5 Students' answers

- 6 1 been
 2 gone
 3 been
 4 gone
 5 been

10

- 1 1 I'm sorry, I don't understand.
 2 Could you repeat that, please?
 3 I'm sorry, I didn't quite catch that.
 4 Could you speak a bit more slowly, please?
 5 I'm sorry, I can't quite hear you.
 6 You couldn't say that again, could you?
 7 Could you speak up a bit, please?
 8 How do you spell that?
- 2 1 Pick up the receiver.
 2 Listen for the dialling tone.
 3 When you hear the dialling tone, insert coins.
 4 Dial the number you require.
 5 Listen for the ringing tone.
 6 If you hear the engaged tone, hang up.
 7 When the person you are calling answers, press the 'ANSWER' button.
 8 Insert more coins when the display flashes.
 9 To end the call, replace the receiver.
- 3 1 Why don't you give me a ring when you get home?
 2 My area code is 01424 and my number is 778823.
 3 This is a very bad line. Can you hear me OK?
 4 Sorry, I think you've got the wrong number. This is the library not the sports centre.
 5 Hello again. Did you hang up or were we cut off?
 6 I'm sorry, her line is engaged / busy at the moment. Would you like to ring back later?
 7 Can I speak to Jason Lombard on extension 245, please?
 8 Hold on, I'll just get him.
- 4 Possible answer
 A Good morning, Okapi Software. How may I help you?
 B Could I speak to Mr Singh, please?
 A Could I ask who's calling?
 B It's Dr Max Crisp.

- A Hold on a moment please, Dr Crisp.
 B Thank you.
 A I'm sorry, Mr Singh is engaged at the moment. Will you hold?
 B No, thanks, I'll ring back later.
 A Would you like to leave a message?
 B Could you tell him I called?
 A Certainly, Dr Crisp, I'll tell him.
 B Thank you very much, goodbye.
 A Goodbye.

11

- 1 1 a computer
 2 a TV, a computer, a radio
 3 an e-mail, a letter
 4 an e-mail, a letter, a telephone
 5 a telephone
 6 a TV, a radio
 7 a TV, a computer, a radio
 8 an e-mail, a letter
 9 an e-mail, a letter
 10 a telephone
- 2 1 watching
 2 look at
 3 see
 4 Listen to, talking
 5 hear
 6 Tell
 7 spoke, say

Writing messages

1 Possible answers

- 1 Dave, I've gone to my yoga class. Your dinner's in the oven. Lots of love.
 2 Peter, I'm sorry, but I can't meet you at 7.00. I'll meet you outside the cinema at 8.00 instead. Is that OK? Sue
 3 Julia, I've gone to the dentist. I'll be back by 3.00. If Sue phones, can you take a message? Vicky
 4 Bill, the computers have crashed! I've contacted the IT department, and they're coming at 11.30.
 5 Bruce, where are you? I've cancelled two appointments this morning. The Managing Director rang. We've got problems! Geraldine
- 2 1 Phil, Becky rang last night. Wants to talk about holiday plans.
 2 Bill, TV repaired. Only thing wrong was plug! £65! Sue
 3 Ben, Benita phoned. Call back. Urgent.
 4 Paul, borrowed £20 from your wallet. Pay you back this p.m. See you in restaurant at 8.00, Paula
 5 Angela, sorry, can't meet at weekend. Too much work. Maybe weekend after?

12

- 1 1 So have I.
 2 Neither am I.
 3 Neither did I.
 4 So am I.
 5 So did I.
 6 So was I.
 7 Neither do I.

- 2 1 Can you give us some examples?
 2 Men tend to use more imperatives.
 3 I've never noticed that.
 4 It depends a lot on the individual.

13

- 1 1 afford
 2 spend
 3 lend
 4 save
 5 pay
 6 cost
- 2 1 buy sell
 2 win lose
 3 expensive cheap
 4 spend save
 5 lend borrow
- 3 1 If it's sunny, we'll go to the beach.
 2 If I pass my exams, I'll go to university.
 3 If you eat too much, you'll feel sick.
 4 She'll get sunburn if she stays out in the sun.
 5 If I earn enough this year, I'll go on holiday.
 6 I'll save money if I walk to work.
 7 I won't worry about money if I win the lottery.
 8 If you don't ask me, I won't do it.
 9 If I work hard, I'll be able to afford a car.
 10 I'll miss the game if I stay at home.

- 4 1 'I'll love a CD player
 2 won't believe instant coffee
 3 use moisturiser
 4 start a pen
 5 will last a diamond ring
 6 buy a PC
- 5 1 before
 2 when
 3 when
 4 if
 5 as soon as
 6 if

14

- 1 1 French fries
 2 bin
 3 breakfast
 4 ketchup
 5 tray
 6 menu
 7 dinner
 8 cutlery
 9 tablecloth
 10 wine
 11 sparkling
 12 glass
 meal = fish and chips

2 Possible answer

- Waiter Are you ready to order?
 Customer Yes, I'd like the soup, please.
 Waiter White or brown bread?
 Customer Brown, please.
 Waiter And to follow?
 Customer The trout, please.

- Waiter With rice?
 Customer No, potatoes, please.
 Waiter What would you like to drink?
 Customer A beer, please.
 Waiter I'm afraid we haven't got any beer. Would you like wine?
 Customer Yes, a glass of red, please.
 Waiter Thank you.

15

- 1 1 can 4 box
 2 bottle 5 cartonwine
 3 packet 6 tin
 2 a 6 cat food
 b 3 crisps
 c 2 wine
 d 4 tissues
 e 1 Coke
 f 5 grapefruit juice

3 Possible answers

toiletries

toothpaste, soap, shampoo, hair spray

fresh fruit

oranges, apples, bananas, grapefruit

delicatessen

olives, pies, cheese, ham

bakery

bread, rolls, cakes, pastries

butcher's

sausages, chicken, steak, pork chops

4 Possible answers

Countable Uncountable

oranges toothpaste

apples soap

bananas shampoo

grapefruit hair spray

olives cheese

pies ham

rolls bread

cakes chicken

pastries steak

sausages

pork chops

- 5 1 How much money have you got?
 2 Did the teacher give us much homework?
 Did the teacher give us any homework?
 3 I haven't seen many films.
 I haven't seen any films.
 4 I've just made some tea.
 5 There were a few people in the restaurant.
 6 I haven't taken any photographs.
 I haven't taken many photographs.

16

- 1 4, 2, 7, 5, 1, 6, 3
 2 1 I don't like driving during the day.
 2 I hate doing the shopping whatever time it is, I can't stand all the people.
 3 The kids really like it.
 4 We don't mind when we shop.

- 3 1 I hate buying clothes.
 2 Shopaholics really love shopping.
 3 I hate doing the Christmas shopping.
 4 I don't mind going to the supermarket once a week.
 5 I really love window shopping on Saturday afternoons.
 6 I don't mind shopping but I can't stand the shoppers.
 7 Do you think families really enjoy shopping together?

17

- 1 1 more unusual 10 friendlier
 2 better 11 more difficult
 3 longer 12 later
 4 simpler 13 larger
 5 quicker 14 more generous
 6 best 15 cheaper
 7 fastest 16 fattest
 8 larger 17 better
 9 lower

- 2 Paula 1994 3
 Alicia 1992 2
 José 1991 1
 Mako 1993 4
 Mohammed 1995 5
 3 1 Which is further from London – New York or Moscow?
 2 Switzerland is the most mountainous country in Europe.
 3 Melbourne isn't as big as Sydney.
 4 Thai food is the tastiest I've ever eaten.
 5 My French is even worse than my Spanish.
 6 The Atacama desert is drier than the Sahara.
 4 1 Canada
 2 Brazil
 3 Italy
 4 Paris
 5 Singapore

Writing informal letters

Students' answer

18

- 1 1 Would you like a biscuit?
 2 Could I have a look at the newspaper?
 3 Could you tell me the time, please?
 4 Do you mind if I sit here?
 5 You couldn't lend me £5.00, could you?
 6 Is this the way to the post office?
 7 Hi, how are you?
 8 Can I introduce you to my friend Harvey?
 9 It's a beautiful day, isn't it?
 10 Would you like to go out for the day?

- 2 a 4
 b 10
 c 7
 d 5
 e 1
 f 8
 g 9
 h 3
 i 6
 j 2

- 3 1 Excuse me.
 2 Excuse me.
 3 Lovely day, isn't it?
 4 Can I borrow your pen, please?
 5 Pleased to meet you.
 6 10.55
 7 When you first meet them, and when you meet them again after a long time.

Writing cards

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

19

- 1 1 on
 2 –
 3 at, in
 4 in
 5 –
 6 at
 7 on
 8 in
 9 at
 10 in

- 2 1 d
 2 c
 3 c
 4 b

20

1 across

- 1 Dutch
 3 Brazilian
 6 Japanese
 11 Hungarian
 13 Irish
 14 Kenyan

down

- 2 Thai
 4 Italian
 5 French
 7 American
 8 Spanish
 9 Polish
 10 Turkish
 12 Greek

- 2 1 I wanted to ask you **some** advice.
 2 Not much, **hardly** anything.
 3 When I came back, I had **loads** of stuff.
 4 **Anything** else you can think of?

21

1 Students' answers

- 2 1 don't have to
 2 don't have to
 3 have to
 4 have to, mustn't
 5 don't have to
 6 mustn't
 7 mustn't
 8 don't have to

22

- 1 1 a park
 2 a nightclub
 3 a shop
 4 a supermarket checkout
 5 a cinema
 6 a car park
 7 a cashpoint
 8 a restaurant

2 Possible answers

jeweller's
 a watch, a ring, earrings
newsagent
 cigarettes, a magazine, a newspaper
bookshop
 a guidebook, a dictionary, a map
post office
 stamps, envelopes, a TV licence
chemist's
 aspirin, suncream, camera film

- 3 1 a phonecard
 2 shoes
 3 a shirt
 4 a film
 5 a ring
 6 a dress
 7 a rainjacket
 8 a stereo

- 4 A Good afternoon, how can I help you?
 B I'd like a refund on this sweater, please. It's not really big enough.
 A Do you have your receipt?
 B Yes, here you are.
 A Do you have your credit card? We need it to refund your account.
 B Certainly, here it is.
 A Could you sign here? Thank you very much, goodbye.

- 5 1 c
 2 a
 3 a
 4 b
 5 a

23

- | | |
|---------------------|-------------|
| 1 12 earrings | 16 lipstick |
| 7 watch | 9 shirt |
| 20 skirt | 14 zip |
| 3 pocket | 4 button |
| 6 collar | 17 sleeve |
| 18 belt | 10 jacket |
| 19 handbag | 8 glasses |
| 1 high-heeled shoes | 15 hat |
| 13 necklace | 11 umbrella |
| 5 tie | 2 jeans |
- 2 1 shoes
 2 pipe
 3 earrings
 4 hard hat
 5 jumper
 6 suit
 7 make-up
 8 socks

24

- 1 1 1981
 2 1994
 3 1998
 4 1961
 5 1990
 6 1981
 7 1978
 8 1998
 9 1962
 10 1974
- 2 1 I really can't **believe** it.
 2 I was **wondering** what to do with my life.
 3 I've **still** got that hat.
 4 I think it was **just after** Diana died.

25

- 1 1 Mike usually gets up at 7.00 a.m. Tina often gets up at 7.00 a.m.
 2 Mike never works in an office. Tina always works in an office.
 3 Mike always has a beer before dinner. Tina sometimes has a beer before dinner.
 4 Mike occasionally eats out in a restaurant. Tina often eats out in a restaurant.
+ Students' answers
- 2 1 This car belongs to my father.
 2 She **speaks** English.
 3 He **goes** shopping twice a week.
 4 The film is **starting** now.
 5 After I **eat** breakfast, I get dressed.
 6 She **doesn't** live in London.
 7 Where **do you work**?
 8 She **doesn't** understand the problem.
 9 A Do you like chocolate?
 B Yes, I **do**.
 10 Why **don't you** get a job?
- 3 1 Do you eat, I eat
 2 do you do
 3 are you doing

- 4 are you living
 5 do you have
 6 do you want
 7 do you do
 8 are you doing
 9 Is it raining
 10 Does it snow

- | | |
|---------|--------|
| 4 /s/ | /z/ |
| looks | is |
| wakes | does |
| takes | gives |
| picks | cleans |
| makes | earns |
| puts | goes |
| works | sees |
| forgets | enjoys |
| | says |
| | means |

26

- 1 1 exams
 2 conference
 3 office
 4 workaholic
 5 library
 6 student
 7 revise
 8 colleague
 9 interview
 job = architect
- 2 Possible answers
- 1 If I were you, I'd wear a shirt.
 2 You should try to be confident.
 3 You shouldn't give vague answers.
 4 You should arrive early.
 5 My advice is to ask questions about the job.
 6 You shouldn't be too interested in money.
- 3 A Hello, Rodney. I hear Global are taking over your company.
 B Yes, that's right. They're already talking about downsizing and making people redundant. I could lose my job.
 A Are you sure? Have you talked to the new Managing Director?
 B No, not yet. No one in Global is talking to me, and that's a bad sign.
 A Well, if I were you I wouldn't wait to be asked. I'd ring the Managing Director and ask to see him.

27

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

- 2 1 secretary
2 mechanic
3 scientist
4 surgeon
5 dentist
6 lawyer
7 journalist
8 engineer
9 volunteer
10 teacher
11 musician
12 professional
13 manager
14 salary
15 overtime
- 3 1 part-time
2 well paid, interesting
3 company
4 qualifications
5 stressful
6 responsible

4 professional	oOo	profession	oOo
musician	oOo	music	Oo
technician	oOo	technology	oOo
surgeon	Oo	surgery	Ooo
dentist	Oo	dentistry	Ooo
volunteer	ooO	voluntary	Ooo
journalist	Ooo	journalism	Oooo
engineer	ooO	engineering	ooOo
architect	Ooo	architecture	Oooo
secretary	Ooo	secretarial	ooOoo

28

- 1 1 advertisement 6 career
2 application 7 education
3 fill in 8 company
4 letter 9 successful
5 invite 10 offer
- 2 1 I quite often have to work on Saturdays and Sundays.
2 I'd like more money too, if possible!
3 It took me ages to get here.
4 I'm really sorry I'm late.

Writing formal letters

Students' answer

29

- 1 1 in different countries
2 ourselves
3 retiring
4 in a small village
5 golf
6 travelling

2 Students' answers

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

- 4 18-year-old
university, leave home, parties, travel round the world
30-year-old
children, buy a house, a better job
65-year-old
golf, cruise, retire, gardening

5 Possible answers

18-year old

I'm planning to travel round the world.

I'm looking forward to leaving home.

I want to go to university.

30-year-old

I'd like to get a better job.

I'm planning to have children.

I'm going to buy a house.

65-year-old

I'm going to go on a cruise.

I'm looking forward to retiring.

I'd like to take up golf.

- 6 1 going 10 looking forward
2 next 11 time
3 planning 12 travel
4 money 13 planning
5 hope 14 year
6 like 15 don't want
7 want 16 going
8 have 17 myself
9 yet

30

- 1 1 backache
2 a cold
3 food poisoning
4 toothache
5 sunburn
6 short-sightedness
7 mosquito bites
8 a cut finger

2 A Can I help you?

B Yes, I need something for my son. He's got very bad sunburn.

A You could try camomile lotion, or some aloe vera gel – that's very soothing.

B I'll take the gel, please.

A Fine. If he starts to feel sick, take him to the doctor.

B Thanks. I'll keep an eye on him.

A Can I help you?

B Yes, I think I've got flu.

A Oh, dear. Well, you could try aspirin, or maybe this hot lemon drink with paracetamol.

B The lemon drink sounds good. I'll take the large size.

A And you should stay in bed – definitely don't go to work.

B I won't, don't worry.

3 Possible answer

A Can I help you?

B Yes, I need something for my wife. She's got a sore throat.

A You could try aspirin, or maybe these throat pastilles.

B I'll take the throat pastilles, please.

A Fine. If she gets worse, take her to the doctor.

31

- 1 6 head 4 arm
3 hand 9 thumb
11 knee 1 foot
5 body 2 leg
10 finger 12 ankle
8 elbow 7 shoulder

2 1 Fingers

2 foot

3 headed

4 my leg

5 an eye

3 1 d

2 c

3 e

4 a

5 b

- 4 1 disappointing 5 confusing
2 bored 6 embarrassed
3 excited 7 terrifying
4 pleased 8 astonished

32

- 1 1 Too much work to do?
2 Too busy to take the weekend off?
3 Obviously lots of people feel stressed.
4 There are many symptoms of stress, such as headaches, tiredness, or backache.

2 +

relaxed

calm

excited

energetic

patient

-

nervous

worried

bored

irritated

angry

impatient

frightened

stressed

?

busy

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