OUTCOMES ELEMENTARY TEACHER'S BOOK SAYER DELLAR WALKLEY

NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning

SECOND EDITION

OUTCOMES

A1	A2	B1	B2	C1	C2

CEFR correlation:

Outcomes Elementary is for students who are around level A1 and want to progress towards A2.

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ELEMENTARY
TEACHER'S BOOK

MIKE SAYER
HUGH DELLAR ANDREW WALKLEY

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OUTCOMES

Real situations, real language, real outcomes

The second edition of *Outcomes* has been fully revised and updated to provide contemporary, global content and stunning National Geographic photos and videos. Its trademark lexically-rich approach shows students how vocabulary works, and the evenly-paced grammar syllabus provides examples and tasks based on what people actually say and write. With a huge variety of talking points and practice, *Outcomes* teaches students the English they need to communicate *outside* the classroom.

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Women traders at the Lok Baintan Floating Market in the village of Sungai Pinang, South Borneo, Indonesia. An interesting feature of this traditional floating market is the exchange of goods and barter system.

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CONTENTS

	INTRODUCTION TO *OUTCOMES* ELEMENTARY	4
1	PEOPLE AND PLACES	8
2	FREE TIME	20
3	HOME	31
4	HOLIDAYS	41
5	SHOPS	54
6	EDUCATION	64
7	PEOPLE I KNOW	76
8	PLANS	85
9	EXPERIENCES	97
10	TRAVEL	106
11	FOOD	117
12	FEELINGS	126
13	NATURE	137
14	OPINIONS	146
15	TECHNOLOGY	158
16	LOVE	167
	AN INTRODUCTION TO WRITING IN *OUTCOMES*	178
	WRITING LESSONS ANSWER KEY	180
	GRAMMAR REFERENCE ANSWER KEY	183
	TESTS	192
	TESTS ANSWER KEY	221
	TESTS AUDIO SCRIPTS	228
	COMMUNICATIVE ACTIVITIES	230
	TEACHERS' NOTES TO COMMUNICATIVE ACTIVITIES	246
	WORKBOOK ANSWER KEY	250

INTRODUCTION TO *OUTCOMES* ELEMENTARY

In this introduction, we try to answer these questions:
- What are the goals of language students?
- How did we choose language for students at this level?
- What makes *Outcomes* better for teachers?
- How can we help students learn?

Goals and Outcomes

The Common European Framework of Reference (CEFR) states that language learning and teaching overall goals should be:
1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.
(Council of Europe, 2001, *Common European Framework of Reference for Languages,* p3)

These ideas underpin everything we do in the *Outcomes* series. At Elementary, we look at some can-do statements at A2 as a guide to what students might want to achieve. On the **opening double-page** of each unit you will see a list of outcomes. The vocabulary, grammar and skills practice that is provided in each unit aims to help students to do these things better.

Business of everyday life
Outcomes has a strong practical thread. For example, students at Elementary learn the grammar and vocabulary to:
- ask people to do things and give polite answers, page 31
- understand prices and describe what they want in shops, pages 44–45
- buy train tickets and talk about transport information, pages 88–91
- understand menus and order food, pages 98–101
- understand and give email and website addresses, page 137.

For many students, passing **exams** is also the business of everyday life, which is why *Outcomes* has a **Grammar reference** with exercises on all the grammar you'd expect. The **Review pages** after every two units also make use of exercise types found in common exams such as **Cambridge First**, such as cloze tests, wordbuilding and transformation exercises.
Writing sections deal with both practical types of writing task (forms, pages 150–151) and exam-type writing (an internet profile, pages 152–53; describing photos, pages 162–163).

Communicating thoughts and feelings
Practicalities are important, but just as important, and perhaps more motivating, is the ability to communicate in a way which reflects your personality, feelings and opinions. That's why most of the **Developing conversations** and **Conversation practice** sections work towards practising typical conversations we have to establish and maintain friendships. For example:
- making arrangements, page 17
- making suggestions, page 71
- exchanging news, page 143

This is also why we constantly give students the chance to exchange their ideas, through **Speaking**, practice activities in **Vocabulary** and **Grammar**, the lead-ins to **Reading** and **Listening** and discussions about the texts.

Understanding other cultures
Students will best understand other cultures by talking with other students and by having the language to express themselves, which the language input and **Speaking** activities in *Outcomes* always encourage. However, many classrooms may not have people from a large mix of backgrounds, which is why we use texts and **National Geographic videos** with international contexts to reflect cultures throughout the world, both English-speaking and non-English speaking. Students may well realise they share many of the same desires and concerns as others from very different cultures.
You'll watch videos about:
- a famous city, page 22
- an experiment to find out about the abilities of a parrot, page 40
- a photography class in a refugee camp, page 58
- two Kenyans on a visit to a cattle ranch in Texas, page 76
- Barcelona's street life, page 94
- an initiation ceremony in a village in the Amazon, page 112
- national symbols around the world, page 130
- snow-making machines at a ski resort in Minnesota, in the USA, page 148.

Choosing specific outcomes
We want to work towards specific conversations and outcomes. We consulted documents such as the ALTE can-do statements which identify situation and levels for the purposes of writing exams. For example, they take the social and tourist situation of sightseeing and give different levels students may be able to achieve.
For example, A2 levels suggest:
- Can exchange basic information with other customers, related to place in the queue, etc.
- Can, where appropriate, bargain in the market place to a minimal extent.

- Can get the attention of staff in an appropriate way and order a meal in a restaurant. Can make simple complaints, for example, 'The food is cold'.
- Can understand most of what is on a standard menu, especially in restaurants where, by their nature, the menu is to a large extent predictable. Can ask simple questions about the menu and understand simple answers. Can express an opinion about food.
- Can complete most forms related to personal information.

We also make judgements based on the kinds of things we ourselves talk about (as people rather than authors!) and the kinds of conversations we've had with students over the the years.

Language and *Outcomes* Elementary

In *Outcomes,* it is generally the topic and conversation that comes first. We sometimes write dialogues or texts and work backwards to consider what vocabulary and grammar will help students have those conversations, talk about those topics, or read / listen to those texts. We grade the texts and choose language input in the following ways:

- to reflect CEFR level descriptors
- to meet expectations of grammar input at this level
- to include frequent words students are likely to use and see / hear outside the class.

CEFR level

Elementary students are aiming to move from around level A1 towards level A2, where they are, for example, expected to 'understand phrases and the highest frequency vocabulary related to ... personal and family information, shopping, local area, employment ... read very short simple texts ... handle short social exchanges ... use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my job ... write a very simple personal letter, for example thanking someone for something.' (*Common European Framework of Reference for Languages,* pages 24–28)

Grammar

You will see the same grammar syllabus as you would expect in other books at this level. We know because we've checked! In fact, there are not only the 32 **Grammar** sections, but a different kind of grammar is often seen in **Developing conversations**. Where you might find the grammar presentation slightly different to other books is that texts may only have one or two examples of the key grammar, and the text may not always have an example of all forms (e.g. question, statement, negative). That's because we write the texts for the outcome and to sound natural, and often negatives or questions are much less common. We want to show the grammar as it is really used. However, the Grammar reference and other exercises will normally give examples of how these other forms are used. We sometimes suggest that your students translate the target grammar pattern into their own language in order to identify where the differences and similarities lie; this is an optional activity presented in the Teacher's Book and can be very effective with classes who all have the same L1.

Frequent words

We refer to frequency guides in the British National Corpus (phrasesinenglish.org) and published dictionaries such as Cobuild and Macmillan which provide information on frequency. We try to choose those words with a higher frequency (top 5,000 most common words). This is especially true when we focus on words with **reading** and **listening** texts. In some cases, the word you really need is not frequent within the whole of the language but might be within a topic (e.g. *asthma*). In this case, we may teach it. All these important words are found in the **Vocabulary Builder**, with phonetics, definitions, collocations (often very frequent words) and examples where relevant.

Other words will appear that are part of a story but aren't otherwise worth teaching and remembering. These words are glossed or ignored and don't appear in the Vocabulary Builder.

Better for teachers

Most teachers need or want material that:

- is quick and easy to prepare
- motivates students.

Quick and easy to prepare

A Student's Book is easy to use when the relation between input and outcomes is clear, and we hope you already see that this is the case with *Outcomes*. However, other aspects of the Student's Book and components should help you just pick up the book and teach:

- **Grammar** and **Vocabulary** have clear links to texts and / or topics.
- **Clear structured grammar presentations** which get students to do the work:
  - short explanation boxes allow you to introduce grammar points
  - examples from the texts with questions or tasks get students to think about the rules
  - grammar reference provides short clear explanations for students to check their ideas
  - simple to more difficult tasks allow students to check and practise their understanding.
- **Fully integrated pronunciation**. Regular pronunciation work is integrated as part of language input and listening tasks based on simple drills and dictation exercises. The video pages include Understanding fast speech activities, which show how words in spoken English are grouped in chunks, and help students to understand and imitate fast speech.
- **Simple instructions** in the Student's Book fully explain tasks.
- **Straightforward numbering** of exercises and audio on each page helps teachers orient students and manage the class.
- **New design** makes navigation around the pages easy.
- **Regular unit structure** allows you to teach as discrete lessons.

- Every spread has its own identity and **lesson title**, which is usually a fixed expression or collocation, using every opportunity to teach students real English.
- **There is thorough recycling and revision of language** throughout the course.
- **The Teacher's Book** provides background information, additional activities and language support. Audio scripts and full answer keys with additional explanations accompany the activity notes.
- **Tests** in the Teacher's Book allow you to assess students' progress after every unit, and to review and assess what they have learnt so far on the course at regular intervals through the year.
- **Quickly-prepared photocopiables** provide additional practice. They involve limited cutting, are quick to set up and provide full practice and revision of language in the Student's Book.
- **The Vocabulary Builder** follows the spreads of the book so you and your students can easily look up words in class. All of the target vocabulary is contained in a database on the website. Students can search for specific words, create their own word lists, add translations and examples, as well as print out pdfs organised by spread.
- **ExamView tests** allow you to make your own revision tests in a matter of minutes.
- **The course website** gives access to all of the additional materials, videos and audio.
- **MyOutcomes online resource.** Teachers can use the online resources practising grammar and vocabulary if they apply for an access code. Go to myelt.heinle.com and request a MyELT instructor's account. This will allow you to set specific work for all your students and then receive their results. You can then store these results through the Grade book, so both you and your student have a record of their marks and progress.
  1 Go to the MyELT.heinle.com website.
  2 Click Create an Account!
  3 Click Instructor and then click Next.
  4 Complete the online form and click Submit Request. New accounts will be processed within 72 business hours. You will receive a verification email after submitting your account request. A second email will include instructions for logging in to MyELT once your account has been approved. Please print and / or save these emails for your records.

Motivating students

As a teacher, motivating students will be a major part of your job. However, we know a Student's Book can often work against student motivation by having irrelevant or boring content, unclear, unrealistic or unfulfilled outcomes or simply by a dull design. *Outcomes* helps you motivate students by having:

- **outcomes** that reflect many students' wants and needs
- **vocabulary** and **grammar** input and tasks that really help to fulfil those outcomes
- a beautiful design which makes the material clear and easy to navigate
- **National Geographic photos** that inspire, including a full double-page spread photo as the starting point for each unit, intended to raise questions and provoke debate
- **National Geographic videos** that bring in real world content and speech
- fun and funny **Conversation practice videos** on the DVD-ROM, which incorporate role plays into the lesson, and include a Karaoke feature!
- **reading** and **listening** texts based on authentic sources that we think you'll find by turns informative, funny, even moving
- a range of **speaking** tasks that allow for play, humour and gossip, as well as serious discussion.

Key to learning

There are many ways to learn but it seems there are a few essentials:

- Students need to notice.
- Students need to understand.
- Students need to remember language.
- Students need to practise – spoken, written, receptive.
- Students need to make mistakes.
- Students need to repeat these steps a lot.

Noticing and understanding

Obviously, **Grammar** and **Vocabulary** encourage students to notice and understand language. Grammar has simple explanation boxes, lots of examples and questions and tasks that guide students to notice form and understand meaning. Words in bold help students to notice key words. **Pronunciation** tasks and drills also help students pay attention to form. Explanations in the **Vocabulary Builder** and many additional collocates and examples allow students to see and understand useful vocabulary. Finally, **reading** and **listening** tasks often ask students to notice words and how they are used.

Remember

Students do have to remember the language they have studied if they are going to use it. That's why you will see exercises in the Student's Book which encourage students to study, cover and remember language. Students often will avoid this work! In class, they may say things like 'it's impossible'! Don't give in. Give students time to study in class, and encourage them. They won't remember everything – which is why you need to repeat over time (see below) – but they will remember more than they (and perhaps you) think! Regular **Review** units get students to recall language, and additional tests in the Teacher's Book review and assess what students have learnt so far on the course at regular intervals throughout the year. Additionally, **ExamView** allows you to create your own tests. Further practice that helps students remember the language they have studied includes photocopiable **communicative activities** in the Teacher's Book, and some of the **reading** and **listening** tasks that provide key words and encourage students to try to remember how they were used.

Practice

There are controlled, written practice tasks for all the **Vocabulary** and **Grammar** sections, in the **Grammar reference**, **Workbook** and **Vocabulary Builder**. However, students also need to try and make language their own and there is also always an opportunity to experiment

with the language that's presented and practise real communication. You might model some of these activities to show students how they can make use of the language taught. Encourage students to incorporate some of the new language – but don't expect them to use it all or get it right (see Making mistakes below). **Photocopiable activities** in this Teacher's Book also provide more of this kind of practice.

Making mistakes
Students will make mistakes with new language as part of the process of learning how to use it. See this as a positive thing and use these moments to extend their knowledge. Not all teaching and input can or should be provided by the Student's Book. We all know from experience and research that people learn new language when they are struggling to express something and the 'correct' or better word is given. This is also why we have lots of **Speaking** activities and speaking after **Listening** and **Reading** texts. They are not just opportunities for students to practise what they know; they are chances for them to try to say something new, stretch themselves and make mistakes, which you can then correct.

Repetition
Seeing a word once is not enough! Some say you need to see and understand vocabulary ten times before you have learnt to use it! Maybe grammar takes even longer. Recycling and revision is therefore a key part of the design of *Outcomes*. We try to repeatedly re-use language from **Vocabulary** in **Listening** and **Reading**; in **Grammar** and **Grammar reference**; in **Developing conversations**; in Workbook texts; in exercises and texts in other units of the Student's Book and even in other levels of the series. We also re-use grammar structures in vocabulary exercises. And as we have seen, the **Speaking** and **Conversation practice** exercises also allow students to re-use language they've learnt, because we work backwards from the outcome to the language.
You as a teacher can help recycle vocabulary and grammar by correcting students after they speak and asking questions about language as you go through exercises. The **Teacher's Book** gives tips and advice on this.

Grammar and vocabulary is also specifically revised and tested in the **Workbook**, **MyOutcomes** online resource, **Reviews** after every two units, **Grammar reference**, and grammar-focused exercises in the **Vocabulary Builder**. You can help students by using these elements over time rather than in one go. For example, you could:

- tell students to study the relevant Vocabulary Builder pages before you teach pages in the Student's Book
- set grammar homework from the reference or MyOutcomes the night after they do it in the Student's Book
- ask students to use the Vocabulary Builder material to create their own word lists, adding their own translations and examples
- ask students to start working through the Workbook exercises after they finish the whole unit
- get students to prepare for the review unit by doing the Vocabulary Builder exercises
- do the review unit in class
- set an ExamView test every four or five units.

1 PEOPLE AND PLACES

Speaking

Aim
to encourage students to get to know each other and learn each other's names

1 Start by saying your name and writing it on the board. Ask: *What's your name?* and encourage responses from three or four individuals in the class. Ask students to ask and answer the questions across the class. Then put them in groups of three to ask and answer the question. Alternatively, in a small class, ask everybody to stand up, walk round, and find out everybody's name.

Optional extra activity There are various 'getting to know you' games that you could play to help break the ice. Here is one.

- Bring in a bean bag or light rubber ball. Say: *Hello, I'm John* and throw the ball to another student. Prompt the student to say: *Hello, I'm ...* and then say their name before throwing the ball to another student. When the ball gets back to you, say: *Hello, I'm John and this is ...* before throwing the ball to the student whose name you have said. It then becomes a memory game. Students must say their name and introduce another student before throwing the ball. By the end of the game, students should have all memorised each other's names.

Teacher development: establishing roles and relationships

Adults embarking on a language-learning experience may be feeling excited and motivated, or may be uncertain about their abilities. They may have certain expectations and concerns. They may be easy-going people, or very demanding ones. It is important to establish a positive learning environment from the start, and to let students know how things will operate in your classroom. Here are some suggestions.

- Plan for variety and balance in early lessons. For example, a lesson could include a game, some listening, a bit of grammar practice, a word matching task. If you have variety, it keeps everybody on their toes, keeps everybody happy, and leaves students feeling they have had fun and communicated in English, but have also learnt something tangible.
- Plan to vary interaction and activity type – don't let students sit in the same place. Include pairwork and groupwork, mingles and games.
- Establish your role and teaching style – think about how you want students to see you. For example, if you want to be seen as a sympathetic, listening teacher then make sure the way you organise activities reflects this.
- Help students establish relationships – learners need to establish themselves in the group; that is why it is important everybody gets to know each other, work with each other, and feel comfortable no matter who their partner is. Some students will be quiet and insecure, others will be confident or will play the fool. Try to be as inclusive as possible and make everybody feel they have a role in the group.

Words for Unit 1

Aim
to introduce the theme of the lesson and a set of key, useful vocabulary using photos

2 Lead in by writing *People* and *Places* on the board. Read out five or six of the words in the box on page 7. Ask students to shout out whether they are people or places, e.g. Teacher: *airport*! Students: *place*! Teacher: *police officer*! Students: *people*!

- Organise the class into pairs to match the words to the photos. Elicit the first match to get them started. Go round the room and check students are doing the task and prompt if necessary. Students may need help with a dictionary or teacher translation to do the exercise (see Teacher development below).

3 1 Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.

- Play the recording again. This time, ask students to repeat the words. If students have problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see language notes below).

1 and answers

1 beach
2 factory
3 river
4 nurse
5 businesswoman
6 church
7 countryside
8 waiter
9 mosque
10 museum
11 office
12 government
13 airport
14 university
15 police officer
16 traffic
17 shop assistant

Background language notes for teachers

Note that people's jobs are sometimes gender-specific in English, but often they are not. So, *nurse, police officer, shop assistant* and *student* may all refer to either a male or a female. We say *businessman* and *businesswoman* (in preference to *business person*), and we say *waiter* (for a man) or *waitress* (for a woman).

- Note that the strong stress is on the first syllable of all the words except: *museum, police officer, assistant, university.*
- Note: *businesswoman* /'bɪznɪsˌwʊmən/; *government* /'gʌvəmənt/ (the /n/ is usually silent)
- Point out the weak /ə/ sound in the unstressed syllables of some words: e.g. *police* /pə'liːs/, *assistant* /ə'sɪstənt/, *waiter* /'weɪtə/.

Teacher development: matching words to pictures

It is suggested that you use the matching activity in the words for the unit section as a diagnostic task to see what students know or can work out. However, be aware that if they don't know the answers, students will need help with a dictionary or teacher translation to do the exercise. Here are some ideas to help.

- In monolingual situations, you could quickly read out the translations of the words in the list. It will take one or two minutes at most. Then students work in pairs to do the matching of vocabulary to photos.
- To do a dictionary research task with the words, put students into teams. Different students can look up different words. See which team can match the words the quickest.
- To help students come to class prepared, ask them to do the initial matching words to photos task for homework. Go through the answers at the start of the lesson, and spend time checking the most difficult words.

4 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.

- Use the feedback time to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

5 End this stage by asking your students to say if there are any other words they recognise in the pictures. Students may well know or guess quite a lot of words (e.g. *sea, car, computer, fruit, chair, food, plane, tree*). There is no need to check or teach these words, but you could select five or six of the more useful words they say to write up on the board.

Optional extra activity Write ten words on the board. Choose words that are shown in the photos, and which you think your students might know (e.g. *sea, car, computer, fruit, chair, food, plane, tree, tower, fountain*). Put students in pairs and find out which pair can be first to find the words in the pictures.

Culture notes

In case you and your students want to know the actual places shown, here is a list: 1 Lake Michigan shoreline at the Indiana Dunes State Park; 2 cement factory, Scotland; 3 river flowing to the horizon in Venezuela; 6 village church in autumn, Vermont, USA; 7 countryside in Costa Rica; 9 Malacca Straits Mosque, Malaysia at sunset; 12 The White House, Washington DC; 14 Royal Holloway, a college of the University of London; 15 British police constables (or 'bobbies') in their distinctive helmets; 16 traffic on M25 round London, UK.

Teacher development: words for the unit

Outcomes aims to start each unit with a section that pre-teaches some of the key words from the unit. As students work through the unit, students will come across the same words again on different pages. In some cases, the words will be connected in a lexical set, but often they are just common, frequently-used words, and are presented randomly. There is evidence that it is better to see words first in more random groups. In many units, there will be further work on lexical sets. Including some of the words in the opening section makes these tasks easier and consolidates learning.

- The match between photo and word may not always be absolutely obvious. For example, *government* (in the exercise above) is matched to a picture of The White House. Students will need to discuss their ideas, and make associations.
- All the words are recycled in the unit and of course all the words appear in the online Vocabulary Builder, with extra examples.

WHERE ARE YOU FROM?
Student's Book pages 8–9

Communicative outcomes
In this two-page spread, students will practise asking and saying where they are from; it introduces countries and the verb *be*.

Speaking

Aim
to encourage students to revise each other's names and to practise asking and answering about other people

1 Start by asking: *What's my name?* Then briefly ask: *What's his name?* and *What's her name?* while gesturing towards two or three students. Once students have the idea, organise the class into pairs to ask for and give the names of students round the class.

Optional extra activity Ask students to stand up, walk round, ask each other's names, and then sit down in alphabetical order: Students whose names begin with A to the far left of the teacher, students whose names begin with X, Y or Z to the far right. It is a handy way of mixing students at the start of the lesson so they get used to working with new people.

Listening

Aim
to help train students to hear specific words or specific pieces of information

2 2 Start by setting the scene. Ask students to look at sentences 1 to 6 and read them out. Ask questions to focus students on the task: *Do you think Miguel is from Spain? Is he a businessman? What's the opposite of east?* (*west* – also teach *north, south*) *What's the opposite of hot?* (*cold*).

- When students are ready, play the recording. Let students compare their answers in pairs. In feedback, elicit True or False from the students.

Answers
1 F 2 F 3 T 4 F 5 F 6 F

3 2 Play the recording again. Let students work in pairs to write corrected sentences. In feedback, you could ask students to come up to the board and each write a different corrected sentence.

Answers
1 The student's surname is Hernandez. / The student's first name is Miguel.
2 He's from Mexico.
4 The city is in the north.
5 It's not hot in the city now.
6 He's a police officer.

2
I = Ivy; M = Miguel
I: Hi. Come in. Sit down. How are you?
M: Fine.
I: I'm Ivy. I'm a teacher here. What's your name?
M: Miguel.
I: Right. Hi. Nice to meet you. And what's your surname, Miguel?
M: Sorry?
I: Your surname. Your family name.
M: Oh, sorry. Hernandez.
I: OK. Her-nan-dez. Is that right?
M: Yes.
I And where are you from, Miguel? Spain?
M: No, I'm not. I'm from Mexico.
I: Oh, OK. Which part?
M: Chihuahua. It's a city in the north.
I: Is it nice?
M: It's OK. It's a city. Factories. Business. Some things are nice.
I: Is it hot?
M: Now? No, it's not hot now. In June, it's very hot. 30. 35.
I: OK. And what do you do?
M: Again?
I: What do you do? What's your job?
M: Oh, I'm police.
I: Really? You're a police officer?
M: Yes – sorry. I'm a police officer.
I: Interesting. Is it a good job?
M: It's OK. It's a job.

4 Ask students to look at the audio script on page 197 to check and confirm their answers. End this stage of the lesson by asking students to practise reading out the conversation in their pairs.

Optional extra activity Practice makes perfect. Ask students to practise the conversation three or four times, trying to memorise more and more of it each time. Then ask them to close their books and try to remember as much as they can and to improvise the rest.

Background language notes for teachers

We often say *surname* instead of *family name.*
What's your surname, Miguel?
My first name's Lisa and my surname is Sjukur.
His surname's Lansbury.

Culture notes

Chihuahua is a city of about a million people, and the capital of the state of Chihuahua, which is in the north of Mexico and neighbours the United States. The name is pronounced: /tʃi'wawa/.

VOCABULARY Countries

Aim
to introduce and practise ways of saying countries and parts of the world

5 Organise the class into pairs to match the countries to the parts of the world. Elicit the answer to the first one to get them started. In feedback, elicit answers as whole sentences (for example, *Costa Rica is in Central America*), and check any words that students are unsure of. You could do this by projecting a map or by drawing a rough map on the board.

Answers

Costa Rica	Central America
Brazil	South America
Italy	Europe
Canada	North America
China	Asia
Saudi Arabia	the Middle East
Kenya	Africa

Background language notes for teachers

In English, countries and parts of the world are proper nouns, so they have capital letters. Generally, we do not use 'the' with countries or continents. However, there are some exceptions when talking about some regions and some countries which are either groups of islands or groups of regions or states: the Middle East, the Seychelles, the United States / the USA, the United Kingdom, the UAE.

- Most of the countries and parts of the world have a strong stress on the first syllable. Note the following exceptions: *Brazil* /brə'zɪl/, *America* /ə'merɪkə/. Note the difficult pronunciation: *Asia* /'eɪʒə/.

6 Allow students some preparation time to think of countries individually for each part of the world. Go round and help, especially with how to pronounce the names of the countries students think of.

- Organise the class into pairs to test each other. You could mix students at this point. In feedback, elicit some of the more interesting places students came up with. An alternative is to turn this into a competition – find out which pair can think of the most countries.

7 Ask students in pairs to look at the photos on pages 6 and 7, and take turns to say where they think the places are. Explain that they don't need to know the correct answer, they only need to guess. Monitor closely, and note any errors or mispronunciations of language. In feedback, correct any errors you heard.

Optional extra activity If you have a multilingual group, make sure you include the names of all your students' countries. Elicit and drill the names of your students' countries and write them on the board. Ask other students to say what part of the world they are in.

DEVELOPING CONVERSATIONS

Which part?

Aim
to introduce and practise asking and answering questions about where a person is from

8 Read through the information in the box as a class.

- Ask students to look at the map. Ask one or two focus questions to make sure students are clear about the information: *Where is Parral? Where is Tampico?*
- Ask students to complete the sentences. Do the first as an example. Let students compare their answers in pairs. In feedback, check and write up answers on the board.

Answers
1 Mexico City
2 Parral
3 Acapulco
4 Tampico
5 La Paz
6 León

9 Organise students into groups of four. Ask them to think of how to answer the two questions: *Where are you from?* and *Which part?* Point out that *Which part?* could mean part of a country, a region or a city. When students are ready, tell them to ask and answer in their groups. Monitor closely as students speak, and note any errors. In feedback, find out where students are from. Then feedback on any errors you heard.

Optional extra activity 1 Ask students to extend this activity into a mingle. They walk round and ask different students the two questions.

Optional extra activity 2 A fun and demanding way of practising this language is to organise a mingle in which students ask: *Where are you from?* and *Which part?* However, tell them that every time a new person asks the question, they must answer differently. So, they might answer *Italy* the first time they are asked, but *Europe* the second time, and *the south of Italy* the third time, and *Calabrese* the fourth time.

Teacher development: open-class drilling

At this level, it is better to model what you want students to say rather than expecting them to improvise. Equally, it is better to provide an oral modal than a written model as this aids correct pronunciation.

- Once students have prepared their answers for the dialogue in Exercise 9, ask them to close their books. Say: *Where are you from?* Provide a clear example of stress and intonation, showing that *are* and *you* are weakly stressed. Use a sweeping arm gesture to get the whole class to repeat. Do the same for *Which part?*
- Look at a student and say: *Where are you from?* Elicit their prepared response, and prompt them to correct it or pronounce it better if necessary. Ask *Which part?* and do the same. Then motion for the student to ask another student the two questions across class in an open-class drill. Do this four or five times across the class until

students are clear not just what to say, but how to say it. They should be trying hard to approximate correct stress and intonation.
- Now use hand gestures to put students in groups, and to encourage them to keep asking their questions. Go round and monitor, paying particular attention to students who are finding it hard to say the language correctly.

GRAMMAR *be*

Aim
to check students' understanding of how to use *be* in the present tense

10 Read through the information in the box as a class. Then organise the class into pairs to complete the tables. Monitor and note how well students understand the rules.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 166.

Answers
I am
He / She / It is
You / We / They are
Am I
Are you / they
Is it

G **Students complete Exercise 1 in the Grammar reference on page 166.**

Answers to Exercise 1, Grammar reference
1 are
2 is / 's
3 are
4 am / 'm
5 is / 's
6 Is
7 are
8 Is
9 is / 's
10 are / 're

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from the tables on the board. Use the examples to highlight form and use.

Background language notes for teachers: *be*

The verb *be* is taught here first, and in isolation, not just because it is so common and useful, but because, unusually, it has three different irregular forms, (*I am, He / She / It is* and *You / We / They are*). It is further complicated for low-level learners by the fact that it generally contracts to *'m, 's* and *'re*, and in the negative form *not* also contracts. Note that *I'm not* is correct but ~~*I amn't*~~ isn't correct, whereas *He isn't* and *You aren't* are generally preferred to *He's not* and *You're not*, which are possible but often used when being emphatic.

- You will need to give students plenty of guidance and practice to become accurate in the form, and students whose alphabet is different from that of English may struggle to get apostrophes in the right place.
- Students will struggle to pronounce the difficult long vowels and diphthongs involved in the pronunciation (e.g. *aren't* /a:nt/ and *we're* /wɪə/).
- Students may forget to switch round subject and verb when making questions (e.g. *You are from France?*).
- Look out for students missing out pronouns (e.g. *Is cold today.*) or missing out *be* altogether (e.g. *Where you from?*), depending on their L1.

11 Elicit the correct form in sentences 1 and 2 to get students started. Then ask students to work individually to complete the sentences before checking answers with a partner.
- Have a brief class feedback and discussion session and deal with queries. In feedback, ask students to come to the board and write up the correct sentences, but don't confirm.

Answers
1 are you
2 is your grandad
3 My parents are
4 I'm
5 isn't / is not / 's not
6 Tokyo is
7 is Miguel
8 Are we
9 Are you
10 It's

12 3 Play the recording. Students listen and check their answers. Then play the recording again so students can listen and repeat. Point out the weak stress of *are* in *How are you?* and the strong stress in the question *Are we late?*

3
1 How are you?
2 Where's your grandad from?
3 My parents are from Spain.
4 I'm a receptionist in a hotel.
5 It's not a good job.
6 Tokyo's a very big city.
7 How old is Miguel?
8 Are we late?
9 Are you cold?
10 It's a boring place.

13 Organise the class into groups of four or five. Elicit the question they need to ask (*Where's your grandmother / grandfather from?*) and the responses *He's from ... / She's from ...* . Ask them to take turns to ask and answer questions. Monitor and note errors and interesting uses of language.
- Once you have given feedback on content, look at language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

G For further practice, see Exercise 2 in the Grammar reference on page 166.

Answers to Exercise 2, Grammar reference
1 I'm a French teacher.
2 Where are you from?
3 What time is it?
4 I'm not sure.
5 They are at the airport
6 It is not a big place.
7 How old are your grandparents?
8 Is it cold in winter?

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

14 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
- Ask students to think of one more question and to get ready to answer the questions provided. Monitor and help with ideas for questions (some possibilities: *What's your surname? What's your job? Are you cold?*).
- Organise a mingle. Ask students to stand up and go to a quiet or spacious part of the classroom. Tell them to keep changing partners. Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

1 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

WHAT DO YOU DO?
Student's Book pages 10–11

Communicative outcomes
In this two-page spread, students talk about jobs and workplaces; it introduces the present simple affirmative and question forms.

Vocabulary Jobs and workplaces

Aim
to introduce and practise words for jobs and workplaces

1 Write *Jobs* on the board and ask: *What's my job? What's your job?* Elicit *teacher* and the names of two or three of your students' jobs (if they are working). Ask students to repeat the words for pronunciation, and write the jobs on the board. Then give students one minute to write any other jobs they can think of. At the end of the minute, let students compare answers with a partner. Find out which pair has the longest list, and ask for their three most interesting jobs.

Optional extra activity In preparation for the next activity, you might want to go round the class and make sure everybody can write down and say their own job. Encourage students to express their jobs simply, so 'regional area sales and marketing consultant' could be turned into 'sales manager'.

2 Ask: *What do you do?* Then say: *I'm a teacher*. Ask: *What do you do?* to various students round the class and elicit *I'm a ...* from them. You may need to help them say their job, or simplify how to describe their job. Once students understand that *What do you do?* means *What's your job?,* use a hand gesture to get them to stand up and start walking round the class, asking the question.
- In feedback at the end, gesture towards different students in the class and say *What does he / she do?* See if other students can remember and say their jobs.

3 Elicit and show the first match to get students started. Then ask them to match jobs and workplaces. A suggested way of doing this is for students to try to work out and guess the matches on their own from their own knowledge, and from the fact that many of the words are international or likely to look similar to words in their L1. After a couple of minutes, let students check their answers in pairs, using dictionaries to check them if they aren't sure. Finally, quickly check the answers in feedback. Point out the use of *a / an* and the examples in the yellow box.

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

Background language notes for teachers: *a / an*

Note the stress: *receptionist, designer, civil servant, police station, traffic department*.

- Many languages omit the indefinite article *a / an* when referring to jobs, and some languages omit the verb *be*, so watch out for errors such as *I'm teacher* and *I teacher*. We use *an* when the following word begins with a vowel sound. In these sentences, *a / an* are weakly stressed, and thus reduced to /ə/ and /ən/.

Culture notes

Harrods is London's largest, most famous department store. As it is the name of a shop, it doesn't take *a / an*, e.g. *I'm in Harrods*.

Teacher development: handling feedback

When providing feedback on answers at this level you need to avoid being wordy or long-winded, but should provide a clear record and confirmation of answers, and deal with any areas of confusion. Here are some tips with reference to Exercise 3 above.

1 As students match the jobs to the workplaces, walk round unobtrusively, ready to prompt, but also ready to assess. Have a good idea where problems are before you give feedback.
2 Write 1 to 8 in a column on the board as students are doing the task. As you monitor, notice which items students know or find easy and just write the correct letter up against the number as they work. You are signalling that this one is done – concentrate on the others. The moment students have finished checking in pairs, a completed record of answers will be on the board, or a nearly completed record with a couple of gaps that you can then check with the class.
3 As an alternative, write a column of numbers on the board and a column of letters. Ask a volunteer student (or two) to come to the board and draw lines to match numbers and letters while being prompted by the rest of the class. This makes the activity student-centred and student-led.

4 Organise the class into new pairs to prepare and practise conversations. Point out that the phrases in bold in the model do not need to be changed, but students should change the other details in each conversation. You may wish to model and drill the example conversation first, so that students focus on the pronunciation, or use the open-class drilling technique described in the Teacher development section on page 11 to get students used to manipulating the forms in open class before doing it in pairs.

- As students practise, monitor and prompt students to correct errors of form and pronunciation. Practice makes perfect, so getting students to try out this conversation frame four or five times is useful.

Optional extra activity Once students have had a go at conversations in pairs, extend the activity to a mingle. Ask students to stand up, walk round and ask about jobs. Every time you shout 'New job!' students must change their job.

Listening

Aim
to practise listening for specific words

5 4 Ask students to read the four descriptions before they listen. If you wish, you could set a focus task: *find ten jobs*.

- Play the recording. Students listen and circle the correct words. Let students compare answers with a partner before checking briefly as a class.

Answers
1 a doctor, a hospital
2 a teacher, a school, enjoys
3 a civil servant, an office, OK
4 a waiter, a café, a police officer

4

1
A: Hello.
B: Hi. It's Jan, isn't it?
A: Yes.
B: What do you do, Jan?
A: I'm a doctor.
B: Really? Where do you work?
A: In a hospital in Warsaw.

2
C: So, Lara, what do you do?
D: I'm a teacher.
C: Oh, really? Where do you work?
D: In a secondary school in Bristol.
C: Do you enjoy it?
D: Yes, it's great.
C: What do you teach?
D: French.
C: That's good. Sorry, I don't speak French!

3
E: Where are you from, Marta?
F: Brazil.
E: Oh, OK. Which part?
F: I live in Rio Branco – in the north.
E: I don't know it.
F: Ah. It's a small city.
E: What do you do there?
F: I'm a civil servant.
E: OK. Where do you work?
F: In a local government office.
E: Do you enjoy it?
F: Yes, it's OK.

4
G: What do you do, Filippo?
H: I'm a waiter.
G: Where do you work?
H: In a café in the centre of town – near the cathedral.
G: OK. Do you enjoy it?
H: Not really. I want a different job.
G: Oh? What do you want to do?
H: I don't know – maybe become a police officer.

6 In pairs, students find and practise a conversation to focus on in the audio script on page 197. Practice makes perfect, so encourage students to try out the conversation two or three times, and to close their books and try to memorise it as much as possible.

7 Elicit whether the first sentence, *I want a different job*, is positive or negative. Then ask students in pairs to decide whether to tick or put a cross next to the other words. Students could use dictionaries to check new words, or you could check in feedback by pointing out opposites *(good / bad, long / short, night / day, interesting / boring)*. Use mime and gesture to show the meaning.

Answers

1 ✗	3 ✓	5 ✓	7 ✗
2 ✓	4 ✗	6 ✗	8 ✗

8 Organise the class into small groups of four or five to ask and answer the questions, or organise a mingle. Encourage students now to personalise and try to improvise answers from what they remember from the lesson. Use the feedback time to point out any errors students still continue to make with form and pronunciation.

Optional extra activity 1 Ask students to write a personalised dialogue using questions from the lesson and their own personal information. This is then a written record they can memorise and learn.

Optional extra activity 2 Here is an activity that looks at language patterns and the use of the verb *want*. It works best with monolingual classes. Write the sentences below on the board. Ask students to translate them into their language then translate them back into English. Ask students to compare their new sentences to the original and say what they notice.
What do you want to do?
Where do you want to go?
He wants to become a policeman.
I want to study Arabic.
She wants to be a designer.

GRAMMAR Present simple

Aim
to introduce and practise the present simple

9 Read through the information in the box as a class. Then organise the class into pairs to complete the table. In open class, elicit which word goes in the first space as an example. Monitor and note how well students understand the use of the auxiliary verb in the negative and question forms.
- In feedback, project or copy the table on the board and complete it. Then ask students to check in the Grammar reference on page 166.

Answers

1 lives	4 Do
2 don't	5 Does
3 doesn't	

G Students complete Exercise 1 in the Grammar reference on page 166.

Answers to Exercise 1, Grammar reference

1 works	6 lives
2 like	7 don't
3 get up	8 has
4 you	9 doesn't
5 do	10 they

Background language notes: present simple

We use the present simple for present states that are always true, and for general habits and routines. Meaning is unlikely to be a problem for students, but the form is difficult to get the hang of because of the way the auxiliary verb *do* is used to form negatives and questions.
- Common errors at this level include missing off the third person *-s* (*He enjoy work*), and avoiding the auxiliary (*I no / not speak French. You work in an office? Where you live?*). Devote plenty of time to manipulating form in written and spoken accuracy practice exercises.
- The weakly-stressed pronunciation of *do* and *you* in questions (e.g. *Where do you* (/dəjə/) *work?*) and the difficult pronunciation of *doesn't* (/'dʌzənt/) are errors to focus on.

10 Set a simple focus task for the text. Say: *Look at the picture. What does she do? Where does she work? Does she like her job?* Elicit answers, then ask students to read the text quickly and find the correct answers (*she's a journalist, she works for a newspaper and likes her job*).
- Ask students to write the correct forms individually. Monitor and prompt. Let students check their answers with a partner. Write or show the correct forms on the board in feedback.

Answers

1 works	4 gets up	7 doesn't want
2 don't see	5 has	8 is
3 does	6 don't	9 likes

11 Start by eliciting ways of changing the example sentences, keeping the words in bold. Then ask students to write their own sentences. Monitor and help with ideas, vocabulary and spelling. Ask students to read out their sentences with a partner.

12 Start by referring students to the example so that they understand the task. Let students work individually before checking answers in pairs. In feedback, you could write up one or two examples in a table to confirm how questions are formed (see Teacher development below).

Answers

2 Where do you live?
3 Who do you live with?
4 How do you go there?
5 What time do you get up?
6 When do you go to bed?
7 How many languages do you speak?
8 Do you want to go out?

Optional extra activity If you prepare some small cards before the lesson with all the words from Exercise 12 printed on them (*do, you, how, speak, live,* etc.), you could make this activity memorable and hands-on. Students have to move the cards around to make questions instead of writing them.

Teacher development: using tables

Use a table to show how questions are formed:

Question word	*do / does*	subject	verb
Where	*do*	*you*	*live?*
When	*do*	*you*	*go to bed?*
	Do	*you*	*want to go out?*

13 Elicit the first match. Let students match the questions and answers individually before checking in pairs. Write up the answers on the board to confirm.

Answers

a 3 b 6 c 1 d 2 e 4 f 7 g 8 h 5

Pronunciation

Aim

to practise the weak pronunciation of *do you*

14 5 Play the recording. Ask students what they notice, and point out the weak stress in fast speech: /dəjə/ or /djə/. Ask students to repeat the questions. Play and pause if necessary. Encourage students to approximate the weak sounds.

5

/djə/
/də jə/
/duː jʊː/
1 Where do you live?
2 Who do you live with?
3 How do you go there?
4 What time do you get up?
5 When do you go to bed?

15 Ask students in pairs to practise asking and answering the questions and answers from Exercises 12 and 13.

G For further practice, see Exercises 2 and 3 in the Grammar reference on page 167.

Answers to Exercise 2, Grammar reference

1 do	4 do
2 does	5 does
3 does	6 do

Answers to Exercise 3, Grammar reference

1 do	5 Do, don't
2 does, don't	6 don't, do
3 does, doesn't	7 Do, do
4 do	

Speaking

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

16 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

- Ask students to choose and prepare their questions individually. They should then memorise them so that they can practise asking and answering from memory instead of reading them out. This makes it much more like a natural conversation.
- Organise them into pairs to ask and answer their questions. Change pairs once students finish.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Web research activity Ask students to type the following into their search engine: *boring job, interesting job, good job, bad job, different job*. Ask them to say which jobs they found.

Communicative activity worksheet The photocopiable worksheet on page 230 can be used at this point or at the end of the unit for further practice.

A NICE PLACE TO LIVE
Student's Book pages 12–13

Communicative outcomes
In this two-page spread, students describe places.

VOCABULARY Describing places

Aim
to introduce and practise words to describe places

1 Organise the class into pairs to remember words from page 7. Tell them to keep their books closed and set a one-minute time limit. At the end, find out who remembered most.

2 Let students look at page 7 to remind themselves of the words.
- Ask students to say the plurals and answer the questions in their pairs. In feedback, point out the irregular plural and the words with no plural.

Answers
The words are: *airport, beach, church, countryside, factory, mosque, museum, office, river, university*
The plurals: *airports, mosques, museums, offices, rivers* (add *-s*); *churches, beaches* (add *-es*); *factories, universities* (change *y* to *i* and add *-es*)
Countryside has no plural.

Background language notes for teachers

Countryside and *traffic* are uncountable nouns and have no plural form (uncountable nouns will be covered in Unit 2). Note *man / men, woman / women* and *child / children* are the most common irregular plurals for students to learn.

3 Elicit the first answer to get students started. Then ask students to work individually, without a dictionary, to guess the words from their knowledge and the context. Let students compare answers in pairs, using a dictionary (or the teacher's input) to check the meanings. In feedback, confirm the answers and briefly drill the words for the correct stress and pronunciation.

Answers

1 big	4 famous	7 busy	10 safe
2 dirty	5 boring	8 great	
3 hot	6 cheap	9 beautiful	

Background pronunciation notes

All these adjectives are stressed on the first syllable. When drilling for pronunciation, point out the long sound /ɔː/ in *boring*, the /juː/ sound in *beautiful*, and the weak unstressed /ə/ sound in the second, unstressed syllable of *famous*.

4 Start students off by eliciting or providing an example for the first space. Let students think of their own ideas individually. Monitor and prompt as they prepare.
- When students are ready, organise them into small groups of four or five to practise saying the sentences they have prepared.

Optional extra activity Write the names of five cities on the board (they could be world-famous cities or cities from the students' own country). Organise the class into pairs. One student must make sentences to describe one city, but mustn't say its name. Their partner must listen until they know which city it is, and only when they are sure can they guess. Tell them they have only one guess. Students change roles. To make it more competitive, put students in groups. See which student guesses the correct city first.

READING

Aim
to give students practice in reading for general understanding and for specific information

5 Start by asking students to look at the photos. Ask: *What can you see?* Point to a photo and ask: *Where is it? Is it beautiful? Is it boring?* Elicit a few ideas to get students started, then put them in pairs to describe the photos together. Monitor and prompt if necessary. Encourage students to use the new adjectives they have learnt.

Possible answers
a It's a very famous town. It's a beautiful place. A lot of people visit in the summer.
b It's very quiet. It's a boring place to live. A lot of people visit in the summer. It's a small town.
c It's a big city. It's dirty and it's not very safe, but it's very cheap.
d It's a big city and it's very famous. It's a great place to live. A lot of people visit.

6 Ask students to read the texts and match them to the people. Let them compare their answers with a partner before discussing as a class.

Answers
a Yu Tsan (Shenyang)
b Jeff (New Romney)
c Nancy (Pinedale)
d Rolando (Seville)
1 Jeff 2 Rolando 3 Yu Tsan 4 Nancy

7 Ask students to work individually first to think of answers to the questions. Organise the class into pairs to discuss the questions. As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, elicit students' ideas, and look at good pieces of language that they used, and pieces of language they didn't quite use correctly during the activity.

Optional extra activity Ask students to find and underline five words in the text they don't know. Tell them to share their words with a partner and explain them to each other. Ask students to look up any words they are still not sure of in a dictionary.

Culture notes

- Shenyang is the largest city in Northeast China by urban population. Built in 1625, Mukden Palace was the former imperial palace of the early Qing dynasty in China. It houses a museum today.
- New Romney is on the coast of Kent, south-east of London. It is a small, attractive town with some medieval buildings.
- Seville (pronounced /səˈvɪl/ in English but /seˈβiʎa/ in Spanish) is the capital and largest city of Andalucia, Spain's southern region. Dating from Roman times, and influenced by Moorish and Medieval Catholic architecture, it is one of Europe's most beautiful cities.
- Pinedale is a small residential suburb of Fresno in California.

GRAMMAR *there is / there are*

Aim
to introduce and practise *there is / there are*

8 Read through the information in the box as a class. Then organise the class into pairs to complete the table. Elicit which word goes in the first space as an example in open class. Monitor and note how well students understand the use of the auxiliary verb.
- In feedback, project or copy the table on the board and complete it. Then ask students to check in the Grammar reference on page 167.

Answers

1 There	3 aren't
2 Is	4 there

G Students complete Exercise 1 in the Grammar reference on page 167.

Answers to Exercise 1, Grammar reference

1 There's	5 There's
2 There are	6 there are
3 There are	7 There are
4 There's	8 There's, there are

Background language notes for teachers

We use *there* as a pronoun to introduce the subject of a sentence – somebody or something that exists or happens. We use *there is* to introduce singular or uncountable nouns, and *there are* to introduce plural nouns. The main problem for students here is simply remembering the phrase, as it is unlikely to translate word for word from their language. They may well use a phrase which is grammatically very different.

9 Elicit the first answer to get students started. Then ask them to work individually to complete sentences. Let students compare answers in pairs before checking as a class.

Answers

2 Is there	7 There are
3 There is	8 There's
4 There aren't	9 Are there
5 There's	10 There aren't
6 There are	

PRONUNCIATION

Aim
to practise the weak pronunciation of *there is* and *there are*

10 6 Play the recording. Ask students what they notice, and point out the weak stress in fast speech: /ðəz/ or /ðərə/. Ask students to repeat the sentences. Play and pause if necessary. Encourage students to approximate the weak sounds.

6
1 There are a lot of nice shops near my house.
2 Is there a university in your town?
3 There's a beautiful old mosque in the town centre.
4 There aren't any hospitals in the area.
5 There's an expensive restaurant near here. It's famous!
6 There are some beautiful houses in the old part of the city.
7 There are some nice little places to eat on the beach.
8 There's an airport outside town.
9 Are there any cinemas in your town?
10 There aren't any schools in the village. We go to the next town.

11 Ask students in groups of four or five to discuss the questions and practise using *there is* and *there are*. Monitor and prompt students to attempt the correct pronunciation. Collect errors, which you could write on the board and use for feedback at the end of the activity.

G For further practice, see Exercise 2 in the Grammar reference on page 167.

Answers to Exercise 2, Grammar reference
1 **There aren't** any jobs here.
2 **There's** a lovely river in the town.
3 There are a lot **of** expensive houses in this area.
4 There aren't **any** good shops here.
5 Is **there** a nice place to eat near here?
6 There **aren't any** cheap hotels in the centre.

SOUNDS AND VOCABULARY REVIEW

Aim
to practise the sounds /l/, /r/ /w/ and /j/; to listen and write down words in continuous speech

12 7 Play the recording. Students listen and repeat the sounds.

7
wɪtʃ, læŋgwɪdʒ, juː, laɪk, waɪf, rɪ, tel, weɪ, ləʊkəl, res, wɒnt, west, liːs

13 8 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

8
1 Which languages do you speak?
2 I don't like English food.
3 My wife's a receptionist in a hotel.
4 He's a waiter in a local restaurant.
5 Do you want to go swimming in the river?
6 She's at university in west London.
7 He wants to be a police officer.
8 Where does your brother work?

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/l/, /r/, /w/, /j/). Get students to write two collocations or phrases for each word in the box in Exercise 13. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer.

Sounds

You can play the audio or you can model the sounds yourself if you prefer. The key sounds mentioned in the rubric are heard in combination with other sounds that students will hear in the dictation. You may choose to focus only on correcting key sounds of the rubric or you may pick up on other problem sounds in the audio. When using the audio, you can play all the way through and let students repeat as a class, or you can play each sound and pause and ask individual students to repeat. After playing the audio, you might want to drill the words in the box – whole class and individually.

Correction

Students sometimes don't differentiate /l/ and /r/ sufficiently. Japanese and Korean students are known to find this particularly difficult. Encourage students to bend their tongue as far back as they can in the mouth, and flick it forward as they say /l/. Conversely, tell them to keep their tongue still when saying /r/. /w/ is a semivowel in that the tongue doesn't move to touch the top of the mouth. Start by pursing the lips and then release and blow air.

Dictation

Don't play the audio over and over again until they 'get it'. The point of this task is that it's collaborative and will force students to repeat the language (and key sounds) in the process. It's also helping students to develop their ability to hear familiar words in connected speech. It also raises awareness of grammar if students didn't get all the words on two listenings.

- Put the students in groups. Tell them they will hear eight sentences including each word in the box. The audio is at 'normal' speed. They can't write every word but they can compare together. Probably it's best to play the first sentence, then pause. Ask students to work together to write the sentence. Then replay the first sentence again and allow students to compare. Elicit the sentence from the whole class and write it on the board. This should show students how the task works. Then tell them you'll play the other seven sentences in one go. You can pause the recording briefly after each one if you want to allow a brief comparison first time or just play all seven. Then students work together to write what they heard. Then play all the sentences again and students compare one last time. Elicit the answers from students and write them on the board.
- You can make it more competitive by getting students to swap papers and give each team a point for a correct word.
- They could also check and mark each other's by looking at the audio script (and not using the board). Finally, you might ask the students to practise saying the sentences in pairs. Again you can make this a little more competitive by getting students to say the sentence slowly first and then take turns in their pairs to say the sentence a bit faster each time.

G For further revision, see Exercises 1–3 in the Grammar reference on page 167.

Answers to Exercise 1, Grammar reference
1 I **don't** like French food.
2 I'm **not** hungry.
3 She **doesn't** work here.
4 They**'re not** / They **aren't** from this country.
5 I **don't** work at the weekends.
6 He**'s not** / He **isn't** in the office today.
7 They **don't** live together.
8 It**'s not** / It **isn't** cold today.
9 There **aren't any** shops in the village.
10 There **isn't** a hotel near the airport.

Answers to Exercise 2, Grammar reference
1 doesn't like
2 aren't
3 do ... leave
4 isn't
5 aren't, 're
6 Is
7 has
8 Are
9 don't understand
10 does ... live

Answers to Exercise 3, Grammar reference

1 are	5 doesn't
2 do	6 don't
3 has	7 is, works
4 am, is	8 Does

2 FREE TIME

Words for Unit 2

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the activities to the photos. Elicit the first match to get them started (photo 1 is *doing sport*). Go round the room and check students are doing the task and prompt if necessary. Students will need help to do the exercise (see Teacher development below).

2 9 Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words and phrases. If students have any problems saying any of them, model them yourself, and encourage students to try again. Write some of the difficult words on the board, and mark the stress.

9 and answers
1 doing sport
2 dancing
3 singing
4 meeting new people
5 playing computer games
6 walking
7 cooking
8 reading
9 going to a concert
10 watching TV
11 listening to music
12 swimming
13 playing the guitar
14 going out for dinner
15 going to the cinema
16 drawing

Optional extra activity Use flashcards in open class to elicit, drill and check the words. Either print out A4-sized pictures to represent six to eight of the words in the box (choose the most difficult in terms of meaning, form or pronunciation), or find pictures you can use on your IWB or projector. Show each picture, ask: *What is the activity?* and elicit the phrase. Say it clearly for students to repeat, then write it on the board and mark the strong stress.

Background language notes for teachers

At this level, this language is best learned as set, fixed phrases rather than analysed. Note, however, that we use gerunds (*-ing* endings on verbs to form nouns) when describing activities, and there are some specific collocations (*do sport* but *play tennis / football / basketball*).
- Students often forget the *to* in *listen to music*.
- Note the strong stress is on the first syllable of all the words except *computer* and *guitar*.
- *Drawing* /ˈdrɔːɪŋ/ and *sport* /spɔːt/ have the same long vowel sound, which students often find hard to get right.
- Point out the pronunciation of /ŋ/ when drilling these activities – the sound isn't pronounced with a hard /g/ sound but is caught in the throat.

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task, and help if necessary.
- Use the feedback time to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

4 End this stage by asking your students to say if there are any other words they recognise in the pictures. Students may well know or guess quite a lot of words (e.g. *basketball, ball, dress, book, water, pool, glass, singer, guitar, pencil*). There is no need to check or teach these words, but you could select five or six of the more useful words they say to write up on the board.

Optional extra activity Organise students into groups. Students take turns to say three words. The other students guess which photo they are thinking of.

Teacher development: using mime, actions and drawings to check meaning

Avoid an over-reliance on dictionaries or translation by getting students to learn, revise and remember vocabulary visually. You could check all the words in Exercise 1 using simple mimes. You could get students to attempt drawings in their notebooks to show the meaning of new words. You could also play mime games. For example, ask students in pairs to sit face to face. Write a list of six activities on the board. Ask the students in each pair who can see the board to act out or mime the words to their partner as quickly as they can.

Teacher development: Words for Unit 2

All the words in this section are recycled in the unit, and of course the most important words appear in the Vocabulary Builder with extra examples.
- Note that some words here are taught as verb / noun collocations (*meet people, listen to music, watch TV*). Evidence suggests that learning pairs of words can be as effective as learning single words and may help fluency. It also means previously taught words are recycled. So the student may learn *go to the supermarket* to learn *supermarket* and later learn *manage a supermarket* to learn *manage*.

DO YOU WANT TO COME?
Student's Book pages 16–17

Communicative outcomes
In this two-page spread, students will practise talking about activities they like and dislike, and making arrangements.

Speaking

Aim
to recycle adjectives from Unit 1 and practise speaking about activities

1 Start by modelling the activity, e.g. *Meeting new people is boring*, or *Doing sport is expensive*. Wait for students to respond positively or negatively. Once students understand the activity, ask them to complete the sentences with their own ideas. Monitor briefly to prompt and correct spelling.

2 Organise the class into pairs to share and comment on ideas. Monitor and note any errors you can briefly focus on in feedback.

Optional extra activity Ask pairs to find one thing they are both good at, one thing they are both bad at, and one opinion they both share.

Listening

Aim
to help train students to hear specific pieces of information

3 Start by setting up the situation. Ask students to look at the first of the two pictures. Ask: *Is it a man or a woman? Is he young or old? What does he like doing? Does he like doing sport?* Encourage the class to speculate. You may wish to pre-teach *horror film* and *love film*.

4 10 Ask students to look at the table. Make sure they understand what to write in each box (*doesn't like*, *thinks it's OK* and *loves*).
- When students are ready, play the recording. Let students compare answers in pairs. In feedback, elicit answers from the students. Alternatively, write up or project the table on the board, and ask students to come up to the front and write in their answers.

Answers		
	Woman	**Man**
doing sport	loves	doesn't like
walking	thinks it's OK	doesn't like
playing computer games	doesn't like	loves
going to the cinema	loves	loves

10
A: Do you like doing sport?
B: No, I'm really bad at it. What about you?
A: Yeah, I think it's great. I love playing tennis and basketball. Do you like walking?
B: No – it's boring. What about you?
A: Yeah, it's OK. I like going to the park. I sometimes walk there.
B: Do you like playing computer games?
A: No, not really. What about you?
B: Oh, I love it. It's really good fun. I play every day – a lot! Do you like going to the cinema?
A: Yes, I do. It's great.
B: I love it too. Do you want to see *Love Train*?
A: No. I don't like love films. I like horror films.
B: Oh.

5 Ask students to look at the audio script on page 198 to check and confirm their answers. End this stage of the lesson by asking students to practise reading out the conversation in their pairs.

Optional extra activity Practice makes perfect. Ask students to practise the conversation three or four times, trying to memorise more and more of it each time. Then ask them to close their books and try to remember as much as they can and to improvise the rest.

Teacher development: preparing to listen

Listening to people speak, and understanding what they say, is very challenging at Elementary level. It is important to spend plenty of time setting up the situation and the exact task. Here are some tips:
1 Make it visual. So, start with a picture of the speakers, where are they, what the situation is. This helps students visualise what they are listening to on a recording.
2 Establish who is speaking, So, in the activity above, students need to be clear it is a man and a woman and they are talking about activities. The more context, the better.
3 Make the task simple and clear. Use an ICQ (instruction check question) to make sure students know what to do, e.g. *Are you going to listen to the woman first? Are you going to write 'like' or 'doesn't like'?* Don't ask students to write much – just ticks and crosses or odd words.
4 Give students a sense of achievement by enabling them to complete the task. So, be prepared to play the recording twice, and pause if really necessary. Use the audio script to confirm answers.

Speaking

Aim
to practise asking and answering questions about likes and dislikes

6 Organise the class into groups of four or five to ask and answer questions. Model the activity first in open class by playing the role of A yourself and asking a student the question. Prompt a reply, then reply back. Ask students to briefly ask and answer questions in open class so everyone gets the idea. Then leave students to ask and answer in their groups. Monitor and note how accurately students use the language. If they make errors with *-ing*, don't worry as this is taught next, but be aware that this is a problem students may have.

Background language notes for teachers

We say: *What about you?* to return a question someone has already asked us.
A: *Do you like walking?*
B: *No. What about you?*
A: *It's OK.*
Ask students to practise using *What about you?* when asking about likes and dislikes.

GRAMMAR Verb patterns

Aim
to introduce and practise verbs followed by *to* + infinitive or the *-ing* form

7 Read through the information in the box as a class. Then organise the class into pairs to match the sentences to the patterns. Elicit the first match as an example in open class. Monitor and note how well students can identify the patterns.
• Ask students to check their answers in the Grammar reference on page 168.

Answers
1, 3 and 6 are pattern a, the others are pattern b.

G Students complete Exercise 1 in the Grammar reference on page 168.

Answers to Exercise 1, Grammar reference

1 swimming	4 dancing	7 playing
2 to go out	5 to be	8 to decide
3 to go	6 playing	

Background language notes for teachers

• After verbs that express likes and dislikes, we generally use the *-ing* form, e.g. *I like / love / hate swimming*. (Note that while *like* + infinitive is possible, it is less common, and has a different meaning, so it is best not to introduce it at this level).
• After *need, want* and *try* we use the infinitive. There are no useful rules. Students need to memorise and practise the patterns when they learn the verbs.

8 Elicit the first full sentence in open class, then ask students to write the other sentences individually. Monitor and help and prompt with spelling and form. Let students compare in pairs before writing answers on the board.

Answers
1 My daughter wants to get a new phone.
2 My sister loves playing tennis.
3 Do you like dancing?
4 I try to study English every day
5 I don't enjoy shopping.
6 We need to buy some things later.
7 I really hate cooking.
8 I really want to learn to draw.

PRONUNCIATION

Aim
to practise the weak pronunciation of *to*

9 11 Play the recording. Ask students what they notice, and point out the weak stress in fast speech: /tə/. Ask students to repeat the sentences. Play and pause if necessary. Encourage students to approximate the weak sounds.

11
1 I need to go.
2 I want to learn to drive.
3 Try to use the words you learn.
4 My daughter wants to get a new phone.
5 I try to study English every day.
6 We need to buy some things later.

10 Ask students to complete the sentences with their own ideas. Provide one or two examples to get them started.

11 Organise the class into pairs to practise saying their sentences.

Optional extra activity Provide a task. For example, ask student to find three things they have in common.

G For further practice, see Exercise 2 in the Grammar reference on page 168.

Answers to Exercise 2, Grammar reference
1 My brother really likes **reading**.
2 I hate **singing**. I'm really bad at it.
3 My parents want **to** have more free time.
4 I don't really enjoy ~~to~~ **working** in an office.
5 I always try **to** go to bed before eleven.
6 I need **to finish** my homework before I go out.
7 I'm not very good at **playing** the guitar.
8 She's bad at **drawing**, but she enjoys doing it.

DEVELOPING CONVERSATIONS

Arrangements

Aim
to introduce and practise ways of making arrangements using the present simple

12 Read through the information in the box as a class.
• Ask students to look at the phrases in the box. Ask students to complete the dialogues with the missing sentences. Do the first as an example. Let students compare their answers in pairs. Students may need to use dictionaries to check words like *end* and *meet*, but see if they can work out meaning from context first.

Answers
1 What time do you want to meet?
2 What time does the film end?
3 Do you want to see *Monsters 6* on Sunday?
4 Do you like going to the cinema?
5 Where?

13 12 Set the situation by focusing on the notes. Ask: *What days can you see? What do they want to watch on Saturday? What time does she want to meet Tina?* Elicit answers.
• Play the recording. Students listen and choose the correct options. Let them compare answers with a partner before discussing as a class.

Answers
1 match
2 Green Street station
3 four
4 Italian
5 one
6 cathedral

12
1
A: Do you like watching football?
B: Yeah. It's OK. Why?
A: Well, do you want to watch the match on Saturday?
B: Where?
A: In a café in town. It's on TV.
B: OK. What time does it start?
A: Five.
B: So what time do you want to meet?
A: Is four OK? We want to get a place to sit.
B: OK. Where do you want to meet?
A: Outside Green Street train station?
B: That sounds good. So four o'clock outside Green Street station.
A: Yes. See you there.
2
B: Do you like Italian food?
C: Yeah, I do. I love it.
B: Do you want to meet for lunch on Sunday? There's a really nice Italian restaurant near here.
C: Yeah. That sounds good. What time do you want to meet?
B: Is one OK?
C: Yes, sure. Where?
B: Outside the cathedral?
C: OK. Great.

14 Students discuss the question in pairs. Take brief feedback from the class.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

15 This is an opportunity to bring together several parts of the lesson, and for students to practise using all the language they have learnt.
• Ask students to think of activities and make brief notes about what they want to do. Then ask students to practise the conversation in the Developing conversations box. You could model this by acting out a conversation with a reliable student first, or by asking one well-prepared pair to model their conversation for the class.
• As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
• In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Once students have practised in pairs, extend the activity to a mingle. Ask students to walk round, speak to three different people, and try to improvise the dialogue a bit more.

2 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

I USUALLY FINISH AT FIVE
Student's Book pages 18–19

Communicative outcomes
In this two-page spread, students talk about everyday activities and how often they do them.

VOCABULARY Daily life

Aim
to introduce and practise activities in daily life

1 Start by reading out *do homework* and *finish school* and eliciting where in the table students would put the phrases. Once students get the idea, ask them to work individually to write the activities in the table. You could ask them to copy the table into their notebooks first so that they have more space to write.

2 Let students compare their answers in pairs. Note that they may have different answers (e.g. some may watch the news in the morning, others in the evening), so encourage them to explain why they disagree. Tell students to use mimes to explain words they are not sure of, and use mime yourself to explain words as you monitor. At the end, allow students to use dictionaries if they are still unsure of any words.

Possible answers
in the morning: get up, have a coffee, have a shower
in the afternoon: do homework, finish school, have lunch, write emails
in the evening: go to bed, go to the theatre, leave work, watch the news

Optional extra activity You could preview which daily activities students already know before they do the task. For example, write 'in the morning' on the board and mime a few things you do in the morning – students must shout out what they see you do.

Background language notes for teachers

- Note the stress is on the first syllable of all these words. Tricky pronunciations include: *theatre* /ˈθɪətə)/; *email* /ˈiːmeɪl/.
- Note the specific verb / noun collocations here.
- Encourage students to make and learn other collocations, so *finish work* and *leave school* are also possible.
- Students may find it confusing that in English we sometimes use *the*, sometimes *a / an*, and sometimes no article. At this stage, it is best to just learn phrases as fixed chunks rather than analysing them.

3 Organise the class into new pairs. Ask students to try to memorise as many words as they can, and try to remember them with books closed. You could ask pairs to write down all the words they remember. At the end, find out which students remembered most before asking them to check by opening their books.

Teacher development: memorising and testing new words

Students simply have to get into the habit of trying to memorise new words as they learn them. If they want to be able to use words without looking at a dictionary all the time, they have to do this! But you can help students remember words by checking and testing them regularly. Here are some ideas:

- Play memory games with words or have vocabulary tests as a warmer at the start of each lesson, or as a game to finish. Go back to earlier units, not just the one you are studying at the moment.
- Ask students to order, categorise or visualise words. So, they might put the words in Exercise 1 in the order they do them in, or match them to small drawings.
- Play memory games. Some people remember words by imagining a scene in which the words are all happening, or by inventing a story in which the words all appear.

GRAMMAR Adverbs of frequency

Aim
to introduce and practise adverbs of frequency

4 Read through the information in the box as a class. Then organise the class into pairs to complete the table. Elicit which word goes in the first space as an example in open class. Monitor and note how well students do the task.

- In feedback, project or copy the table on the board and complete it. Then ask students to check in the Grammar reference on page 168.

Answers
1 always 2 often 3 sometimes 4 never

G Students complete Exercise 1 in the Grammar reference on page 168.

Answers to Exercise 1, Grammar reference
1 sometimes 4 usually
2 hardly ever 5 never
3 never 6 always

Background language notes for teachers

We use adverbs of frequency to say how often we do things. In terms of meaning, students are unlikely to have problems.

- In terms of form, the adverb goes between subject and main verb (*I often read books*). If the verb *be* is used, it goes after the verb (*I'm often tired*). Occasionally, the adverb may be put at the start of a sentence (native speakers will often place *sometimes* at the start) but at this level it is best to stick to the simple rule: subject + adverb of frequency + verb.
- Note the stress on *occasionally*.
- Note the silent /t/ in *often* /ˈɒfən/ and the difficult sounds in *usually* /ˈjuːʒʊəlɪ/.

5 Set up the task by asking students to tick or suggest changes to the first sentence. Give students two or three minutes to tick or correct the sentences.

6 Organise the class into groups of four or five to share their sentences. Monitor and prompt, and note how well students are using the frequency adverbs. In feedback, find out which students are similar, and point out any errors or problems you noticed.

7 Start by saying or writing two questions that are true for you. Set a two-minute time limit and and ask students to write their sentences. Monitor and prompt for correct spelling and word order. Let students share their sentences with a partner.

Possible answers
1 I often cook dinner for friends at the weekend.
2 I sometimes use English outside class.
3 I never sleep in the afternoon.
4 I occasionally work at the weekend when I'm busy at work.

Optional extra activity Ask students to write three sentences about themselves – two are true, one false. They read out their sentences in groups. The group members must decide which sentence is false.

For further practice, see Exercise 2 in the Grammar reference on page 168.

Answers to Exercise 2, Grammar reference
1 I **often** sleep until twelve on Sunday mornings.
2 My parents **hardly ever** do sport.
3 I don't go shopping **very often**.
4 I **never** decide what to do in my family.
5 A: Do you **ever** go out dancing?
6 A: What time do you **usually** get up?

Reading

Aim
to give students practice in reading for general understanding and for specific information

8 Start by focusing students' attention on the article. Ask: *What's the title? Where is Birgit from? Where are Frankie and Svetlana from?* Ask students to read the article and find answers to the questions. Let students compare their answers in pairs. Take brief feedback from the class. There are no right or wrong answers – just ask students what they think.

9 Ask students to read the article and match the people to the sentences. Do the first as an example (write B next to 1 on the board). Let them compare their answers with a partner before discussing as a class.

Answers

1 Birgit	3 Birgit	5 Svetlana	7 Svetlana
2 Frankie	4 Frankie	6 Birgit	8 Frankie

10 Ask students to work individually to complete the sentences. Let them compare their answers with a partner before discussing as a class.

Answers

1 on	3 on, at	5 at, at	7 in
2 on	4 at	6 at	8 in

Optional extra activity 1 Write some of the prepositional phrases from Exercise 10 on the board: *on Mondays, on Sunday mornings, in the afternoon,* etc. Ask students in pairs to improvise as many sentences as they can about things they do at these times. To make it more meaningful, tell students to make sentences which may be true or false – their partner must say whether they think it is true or not (e.g. A: *I always do sport on Mondays.* B: *False.* A: *OK, yes. It's false.*).

Optional extra activity 2 Write the sentences below on the board. Ask students to translate them into their own language. Then ask them to translate them back into English. Tell them to compare the English to the original.
Maybe once or twice a year.
I usually have a shower twice a day.
He works at the weekend once a month.
She goes running maybe four times a week.

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
- Ask students to practise saying the questions briefly. Then organise them into groups of four or five to ask and answer. In feedback, ask different groups to say who has the best social life and why.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Web research activity Ask students to find out what people from a particular nationality typically do at the weekend. They could choose their own nationality, or an English-speaking nationality – Americans, Canadians, or Australians, for example. Students present sentences in the next class: *A lot of Australians do sport at the weekend. They often go to the beach. They like rugby and cricket.*

Communicative activity worksheet The photocopiable worksheet on page 231 can be used at this point or at the end of the unit for further practice.

A LOT OF HOMEWORK!
Student's Book pages 20–21

Communicative outcomes
In this two-page spread, students learn some classroom language and practise classroom conversations.

Speaking

Aim
to practise describing English language-learning experiences

1 Organise the class into pairs to discuss the questions. You may wish to check and pre-teach the phrases first. You could use mime to check the words (e.g. *finding words in a dictionary*) or you could ask students to use dictionaries to check words before they start.
- As students speak, go round and monitor, and note what they like and dislike. This is useful information as the course proceeds.

Optional extra activity Ask students to work in pairs or groups to make a list of things they can do outside class to help improve their English. Build up a class list on the board.

Vocabulary In an English class

Aim
to introduce and practise phrases used in an English class

2 Elicit the first match (1 d) from the students to get them started. Then organise the class into pairs to complete the exercise. Tell them to match what they can before checking any difficult words in their dictionaries.
- In feedback, show a clear record of the answers. Point out any 'clues' that helped students reach the answers (e.g. *listen* goes with *to*).

Answers

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

Background language notes for teachers

- Note the collocations here. Phrases like *take a break* or *turn off the light* may not translate word for word into students' L1 so they will need to be memorised as fixed collocations.
- Note the difficult pronunciation: *close* /kləʊz/.

3 Model the activity with a reliable student to get the class started. Then organise the class into pairs to take turns to say a verb and remember and say the whole phrase. Extend the activity until students are confident about remembering all the phrases.

4 Start by checking the meaning of the words in the box. Students could use their dictionaries or you could use realia (see Teacher development below).
- Give students one minute to prepare things to say. Then put them in pairs to share their sentences.

Possible answers
I often need a dictionary because I need to check the meaning of words.
I never need a mobile phone because I don't make phone calls in class.
I sometimes need money because I want to buy a drink.
I always need paper and a pen because I need to write answers.
I don't often need a rubber because I don't use a pencil.
I sometimes need tissues because I have a cold.
I sometimes need water because I am thirsty.

Optional extra activity Ask students to write five sentences in their notebooks using different words from the box and adverbs of frequency.

Background pronunciation notes

All these nouns are stressed on the first syllable. When drilling for pronunciation, pay attention to *scissors* /ˈsɪzəz/ and *tissues* /ˈtɪʃuː/ which are both hard to say.

Teacher development: using realia

Teaching meaning by holding up objects, eliciting the word and asking students to repeat the word after your model is a simple and effective way of getting across meaning. There are other ways of using realia in the classroom. Here are some ideas:
1 Ask students to say which of the words in the box in Exercise 4 they can see in the classroom.
2 Ask students to copy the words on to pieces of paper and place the 'labels' on the objects in the classroom.
3 Walk round and pick up objects. Students shout *SNAP* if the object is in the box. They then say the object.

Listening

Aim
to give students practice in listening for gist and for specific information

5 13 Start by asking students: *What do students say at the beginning / end of the class?* This will preview the listening and focus students on the task. You may wish to pre-teach: *a break, a café, to buy, a lazy student*.
- Play the recording. Students listen and note answers. Let them compare their answers with a partner before discussing as a class.

Answers
a 3 b 1 c 2

13
M = Matty, S = Simon, C = Camilla

1

M: OK. Let's take a break! There's a café next door if you want a coffee.
S: Eh? What?
C: It's a break. He says there's a café next door.
S: Oh. OK, thanks.
C: Do you want to have a coffee?
S: Oh … yeah, but I don't have any money.
C: That's OK. I have some money.
S: Are you sure?
C: Sure. You buy another day.
S: OK, thanks. How long is the break?
C: Oh, I don't know. Teacher! Teacher!
M: Yes, Camilla.
C How much time do we have?
M: Twenty minutes.
C: Twenty. OK. Thanks.
M: Oh, and Camilla – call me Matty, not 'teacher'!
C: Oh. OK! Sorry … Matty.

2

C: Er … um teacher, er Matty?
M: Yes. Camilla.
C: Do we have any homework?
M: Oh yes. Everyone! Look on page 157. The Grammar reference. OK? So do Exercise 2 on 'going to' and then in Revision do all three exercises.
S: All?
M: Yeah. And then try to learn some vocabulary from today's class.
S: This is a lot of homework.
M: Do you think so?
C: No, it's not much homework. I think Simon is lazy!
S: Maybe.
M: No, I don't think so! Simon, try to do it. Do some every day – five or ten minutes.
S: OK. Maybe.
A: OK, everyone. Thanks. See you next week.

3

M: OK everyone, nice to see you again. My name's Matty. Before we start, everyone tell each other your names.
M: OK. Stop there! Oh, hello Simon.
S: Hi … er, sorry, … I'm late.
M: That's OK. Sit down. There's a place next to Camilla.
S: Er. OK.
M: OK. So everyone. Look at page 57 now. See Exercise 1. What's the answer to number 1? Anyone? Camilla?
C: Close the window.
M: Yes. That's right. OK, everyone – you find the other answers.
S: Teacher! I don't have a pen.
M: Oh, right. Does anyone have a pen? Thanks, Camilla! Oh, and Simon, call me Matty, not 'teacher'.
S: OK. OK. Er … Teacher – what does 'turn off' mean?
M: Um … er … Do you have a dictionary?
S: No. … Oh, Camilla, thanks. Camilla, do you have any paper?

6 13 Start by reading through the six sentences and checking any new words.

- Play the recording again. Students listen and write T or F for each sentence. Let them compare their answers with a partner before discussing as a class.

Answers
1 T 2 F 3 F 4 F 5 T 6 T

7 13 Start by eliciting the first answer. Let students try to complete the sentences individually.

- Play the recording again. Students listen and check or write the missing words. Let them compare their answers with a partner before discussing as a class. You could let students check by looking at the audio script on page 197.

Answers
1 there's 2 long 3 think 4 try 5 sorry 6 mean

8 Organise the class into pairs to discuss the questions. As students speak, go round and monitor, and note down any interesting pieces of language you hear.

- At the end, elicit students' ideas and look at good pieces of language they used and pieces of language they didn't quite use correctly during the activity.

Optional extra activity Write *beginning, middle* and *end* on the board. Put students in pairs. Point to *beginning* – students must improvise and act out a conversation at the beginning of a lesson. Point to *end* – they must try a different conversation. Point to *middle*, or to *beginning* again. Students have to keep thinking of things to say.

Grammar

Countable and uncountable nouns

Aim
to introduce and practise countable and uncountable nouns

9 Read through the information in the box as a class. Ask students to give you other examples of countable and uncountable nouns.

- Ask students to work individually to complete the sentences. Elicit the first answer to get them started. Organise the class into pairs to check their answers. Monitor and note how well students understand the use of countable and uncountable nouns.

Answers

1 an	3 some	5 a lot of
2 a	4 some, some	6 some

10 Ask students to work individually to circle the differences in each pair of sentences. Elicit the first answer to get them started. Organise the class into pairs to check their answers. Monitor and note how well students understand the use of countable and uncountable nouns.

- In feedback, elicit answers and explanations from students. Then ask students to check in the Grammar reference on page 169.

Answers

1	I don't need a dictionary.	I don't need any help.
2	There aren't any cars.	There isn't any traffic.
3	There aren't many cars.	There isn't much traffic.
4	Do you have a rubber?	Do you have any paper?
5	Do you have any tissues?	Do we have any homework?
6	Do you want some chips?	Do you want some water?

Negative sentences:
not a with countable singular noun (*dictionary*), *not any* with countable plural or uncountable noun (*cars, traffic*)
not many with countable plural, (*cars*) or *not much* with uncountable noun (*traffic*)
Questions:
Do you have + a with countable singular noun (*rubber*), *+ any* with countable plural or uncountable noun (*scissors, paper, homework*)
Do you want + some with countable plural noun (*chips*), or uncountable noun (*water*)

Students complete Exercise 1 on page 169 of the Grammar reference.

Answers to Exercise 1, Grammar reference
1 a
2 some
3 a lot of, much
4 a, much
5 any, much
6 any, any

Background language notes for teachers

Be aware that countability can be much more difficult than it looks. Your students' L1 may have no concept of countability (e.g. Japanese), or may omit articles with countable nouns (e.g. Russian), or may consider words that are countable in English to be uncountable (e.g. *information* is uncountable in English but countable in French; the word for *people* in Italian is uncountable, but the word for *money* in Italian is countable).

- Try to show that countable nouns can be counted (use your fingers or lines on the board to show four pens for example) and that their plural form has *-s* or *-es*.

11 Elicit a possible dialogue to get students started. Then ask them to work in groups of four or five to practise asking about the classroom objects. Monitor and correct any misuses of countable or uncountable nouns.

12 Ask students to work individually to write sentences, using the prompts and words from the grammar box, i.e. *a lot of, some, not ... any, not much.*

13 Let students compare their answers in pairs before practising saying them to each other. In feedback, find out what similarities different pairs found.

Possible answers
1 I have a lot of / don't have any free time.
2 There are / aren't a lot of things to do here.
3 I (don't) do some / a lot of homework. / I don't do any / a lot of homework.
4 I want to have two / three / a lot of kids. / I don't want to have any / a lot of kids.
5 I drink a lot of coffee. / I don't drink any coffee.
6 I don't like (any) rock music.

For further practice, see Exercise 2 in the Grammar reference on page 169.

Answers to Exercise 2, Grammar reference
1 one
2 some
3 one
4 some
5 some

Sounds and vocabulary review

Aim
to practise the sounds /k/, /g/, /s/ and /z/; to listen and write down words in continuous speech

14 14 Play the recording. Students listen and repeat the sounds.

14
/kləʊ/, /kʌ/, /ge/, /gəʊ/, /geɪ/, /eɪk/, /ɜːk/, /æks/, /siː/, /saɪ/, /ɪz/, /eɪz/

15 15 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

15
1 Do you want to take a break?
2 That shop never closes.
3 We sometimes go to the countryside.
4 My son plays a lot of computer games.
5 I get home from work at six.
6 We don't get much homework.
7 I want to relax on Saturday.
8 He seems very nice.

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/k/, /g/, /s/ and /z/). Get students to write two collocations or phrases for each word in the box in Exercise 15. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

Sounds and correction

- The sounds /k/ and /g/ are both formed by the back of the tongue lifting to touch the roof of the mouth; /k/ forces air through – you can feel the air on your hand, or if you place a piece of paper in front of the mouth it will move as you say the sound. The sound /g/ is voiced. You can feel the sound by touching your throat.
- The /s/ sound is usually made by spreading the lips and placing the tongue further forward on the roof of the mouth, just behind the teeth.
- The /z/ sound is made the same way but voiced. If students put their hands over their ears, they should hear it echo more loudly when saying /z/.

G For further revision, see Exercises 1–3 in the Grammar reference on page 169.

Answers to Exercise 1, Grammar reference
1 love, usually
2 hardly ever, need
3 want, very often
4 often, like
5 hate, never
6 hate, always

Answers to Exercise 2, Grammar reference
1 I like meeting new people.
2 I want to buy a computer game.
3 Do you like listening to music?
4 I hardly ever go to the cinema.
5 I sometimes chat on the internet.
6 I usually play tennis on Wednesdays.
7 What time do you usually get home?
8 Do you ever go out dancing?

Answers to Exercise 3, Grammar reference
1 Do you have any white paper?
2 Does he have a job at the moment?
3 Do you want a tissue?
4 Do you need an alarm clock?
5 Do you have any scissors?
6 Do you need any help?

VIDEO 1: A FAMOUS CITY
Student's Book page 22

Aim
to find out more about an unusual aspect of life in a famous city; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses

1 Lead in to the topic by asking students to look at the photos and say what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Culture notes

The photos show famous places in Paris: the Eiffel Tower, the Pompidou Centre, a Paris Metro sign (underground railway), the Louvre museum.

2 3 As students watch the first part of the video (up to 0.58), they should note answers to the questions. Let them compare their notes in pairs before discussing as a class.

Answers
1 Paris
2 The parks, gardens and squares / the open spaces.
3 Answers might include: walk, play, talk, swim, run, roller-skate, eat, drink, work, sit, read.

3 3 Ask students to watch the next part of the video (0.58–2.18), to check which things the speaker mentions from Exercise 2. Let them compare their notes in pairs before discussing as a class.

4 Ask students to remember as many things as they can that are mentioned in the video. You could play the video one final time for students to complete their lists.

Answers
1 big parks
2 small gardens
3 a park next to the river
4 a park on a hill
5 gardens in an old building
6 a park with a lake

1 do exercise
2 sit and talk
3 sit and sleep
4 go for a walk
5 take children to play / play football
6 play music
7 dance
8 get married
9 grow vegetables
10 eat

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to find photos, then put them into small groups and give them three or four minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- Alternatively, ask students to bring in photos to discuss at the end of the following lesson.

Understanding fast speech

6 4 Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said.

7 Encourage students to practise saying the extract several times.

3
For tourists, Paris is the Eiffel Tower, the museums, the churches.
But for me, Paris is the open spaces – the parks, gardens and squares. There are some big parks, and lots of small public gardens.
There's a park next to the river,
there's a park on a hill with a lovely view,
and there are gardens in an old building!
I sometimes go to this park with my child. It has a small lake and we take his toy boat.

Part 2

People do lots of things in the parks. In the morning, I sometimes see this woman doing exercise.
In the afternoon, some people sit and talk,
some sit and sleep!
Some people go to the park for a walk,
parents take their children to play; some children play football;
people play music, or dance
and some couples get married!
At the weekends when it's hot and sunny, the parks are busy.
And at night they are very quiet.
And this is my local space. It's small. We grow vegetables. We meet. We eat. We talk.

REVIEW 1
Student's Book page 23

Aim

to consolidate vocabulary and grammar from Units 1 and 2

Answers

1
1 is
2 to go
3 any, some
4 Are, I'm
5 playing, it's
6 Is, are
7 do you do, I don't
8 Does, loves, often

2
1 What do you do?
2 Where do you work?
3 Do you enjoy it / your job?

3
1 I need **to** do some shopping.
2 I **hardly ever** play computer games.
3 Sorry, I **don't** understand. What does 'journalist' mean?
4 Do you have **a** pencil and paper?
5 There's a **beautiful** palace near the river. It's great.
6 She speaks English very well, but she's **not** from the UK.

6

1 watch	5 turn off
2 live	6 help
3 play	7 check
4 say	8 close

7
places: church, clinic, countryside, department, factory, the Middle East
jobs: assistant, nurse, officer, receptionist, waiter
free time: concert, dancing, draw, guitar, swimming

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

9

1 work	5 go
2 finish	6 spend
3 get	7 have
4 like	8 listen

16 and answers to Exercise 4
1 Do you have any money?
2 I don't need any help, thanks.
3 What time do you want to meet?
4 There are a lot of places to visit here.
5 I don't need to do much homework tonight.
6 He usually gets up at six and starts work at seven.

3 HOME

Words for Unit 3

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the words and phrases to the photos. Elicit the first match to get them started (photo 1 is *share food*). Go round the room and check students are doing the task and prompt if necessary. Students will need a dictionary or help or translation from a teacher to do the exercise.

2 **17** Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model them yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see notes below).

17 and answers
1 share food
2 wash some clothes
3 a post office
4 put on make-up
5 a supermarket
6 hang up the washing
7 the bathroom
8 set the table
9 sit in the kitchen
10 dry my hair
11 clean the house
12 get dressed
13 a department store
14 go to a chemist
15 the living room
16 a sports centre

Background language notes for teachers

Many of these phrases need to be learnt as fixed collocations, their meaning reinforced with a visual and a mime. Collocations like *put on make-up* and *set the table* are unlikely to translate exactly into L1 so it is best to learn them as fixed expressions rather than separate verbs and nouns.
- Note the strong stress is on the first syllable of all the words except: *department store*.

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- Use the feedback time to correct any errors students made, or to point out the pronunciation of words students found hard to say.

4 End this stage by asking your students to say which photos they liked or didn't like, and why.

Optional extra activity Ask students to work in pairs to find other words they recognise in the pictures. Students may well know or guess quite a lot of words (there are examples of clothes and furniture, for example). There is no need to check or teach these words, but you could select five or six of the more useful words they say to write up on the board.

Teacher development: personal response

Asking students to say which photos they like and why is a way of getting students to respond personally and to say something 'for real'. Elementary students need to be given plenty of short, simple tasks in which they get to say what they think, feel or experience. It is very motivating for your students to be able to express themselves in a real and personal way with the limited English they have.

IS THERE ONE NEAR HERE?
Student's Book pages 26–27

Communicative outcomes
In this two-page spread, students will practise talking about local facilities in their towns, and saying where they are.

SPEAKING

Aim
to encourage students to revise places and adjectives from Unit 1

1 Start by modelling the activity. Describe your area briefly using *There's* and *There are* and the names of a few simple places. Once students have got the hang of the activity, ask them to work in pairs to describe facilities near their home. Monitor briefly to prompt and correct spelling.

Optional extra activity Ask students to draw a simple map first, showing their house and four places in streets nearby. Tell them to show the map to their partner as they describe facilities.

VOCABULARY Local facilities

Aim
to introduce and practise words to describe local facilities

2 Elicit the first match (1 a chemist's) from the students to get them started. Then organise the class into pairs to complete the exercise. Tell them to match what they can before checking any difficult words in their dictionaries.

Answers
1 a chemist's
2 a bookshop
3 a café
4 a clothes shop
5 a shoe shop
6 a sports centre
7 a post office
8 a bank

Background language notes for teachers

Café is a French borrowing so it usually has an acute accent (though it can be omitted). A *chemist's* takes a possessive *'s* as it is an abbreviation of *chemist's shop* (compare *butcher's, baker's, grocer's*).
- Note the strong stress is on the first syllable of all the words. Note the hard /k/ sound at the start of *chemist's* and the difficult consonant cluster sounds in the word *clothes* /kləʊðz/.

3 Organise the class into groups of four or five to discuss the questions. Monitor and note how well students understand, use and pronounce the places. In feedback, briefly find out which places students go to, and check the meaning and pronunciation of any words students had problems with.

Optional extra activity Read out the list of shops. Students must write one thing they can buy in each shop you say. Put the students in pairs. Tell them to say words at random from the words they wrote down. Their partner must say which shop they can buy them in.

GRAMMAR Prepositions of place

Aim
to introduce and practise prepositions of place

4 Read through the information in the box as a class. Then organise the class into pairs to label the pictures using the prepositions from the Grammar box. Elicit the first answer as an example in open class. Monitor and note how well students understand prepositions.
- Ask students to check their answers in the Grammar reference on page 170.

Answers
1 in
2 on
3 in front of
4 between
5 next to
6 opposite
7 behind

G Students complete Exercise 1 in the Grammar reference on page 170.

Answers to Exercise 1, Grammar reference

1 at	4 on	7 on	10 on, on
2 in	5 on	8 in	
3 on	6 next	9 between	

Background language notes for teachers

Depending on your students' L1, *in* and *on* may or may not be problematic. Basically, *in* is used when you are located in a place which is surrounded in some way (*in a shop*, for example), and *on* is used when you are not surrounded (*on a street*, for example). That is how their uses are introduced with the artwork in Exercise 4. However, be aware that 'rules' are more complex than that (*at a shop* and *in a street* are possible, for example), so it is best to get students to learn uses as set phrases. Students may confuse *opposite* (face to face) and *in front of* (the opposite of *behind*).

5 Read the first sentence out loud and elicit the label in open class (label E, bank). Write it on the board. Ask students to label the other places individually. Let students compare in pairs before checking answers with the whole class.

Answers
A museum
B department store
C post office
D cinema
E bank
F café
G hotel
H clothes shop

6 Ask students to work in pairs to ask and answer questions about different places on the map. Point out that the bold phrases in the model will usually stay the same, the other phrases should be changed each time. Start by modelling the activity with a reliable student, or by getting students to ask *Is there ...?* questions across the class in an open-pairs drill.
• Once students are working in closed pairs, monitor and note how well they use prepositions. In feedback, write a few incorrect sentences on the board and ask students to correct them.

G For further practice, see Exercise 2 in the Grammar reference on page 170.

Answers to Exercise 2, Grammar reference
1 I'll meet you at the bus station / at the bus stop / on the bus.
2 I'll meet you in front of the cinema.
3 I'll meet you on the corner of Wall Street and Broad Street.
4 I'll meet you at reception / in the reception area / in the hotel lobby.
5 I'll meet you at the airport / at the check-in desk / in the departure lounge.
6 I'll meet you in the café, next to the window.

Teacher development: collecting errors

When students are speaking in pairs or groups, walk round the class, monitoring each group equally, using a note pad to scribble down any errors you hear. At the end of the activity, write up four or five sentences (anonymously) which contain errors. Ask students to work in pairs to decide what the error is and to correct it.

Listening

Aim
to help train students to listen for gist and for specific information

7 18 Start by setting up the situation. Ask students to look at the questions. Make sure students know there will be three conversations and people will ask about places and things to buy.
• Play the recording. Let students compare answers in pairs. In feedback, elicit answers from the students.

Answers
Conversation 1
a a shoe shop b shoes for her son
Conversation 2
a a restaurant b something to eat
Conversation 3
a a bookshop b a phrasebook

18
1
A: I need to buy some shoes for my son. Are there any shoe shops near here?
B: How old is he?
A: Six.
B: Try Kid's Stuff – it's a clothes shop for kids. They sell nice shoes.
A: OK. Where's that?
B: It's on New Street. There's a big bookshop on the right, and it's next to that.
A: OK. Thank you.
2
C: Are there any restaurants near here? We want to get something to eat.
D: There aren't really any places in this area. Try the supermarket on Dixon Road. They have sandwiches and salads.
C: Dixon Road?
D: Yeah. Do you know it?
C: Yes, I think so.
D: Well, the supermarket's on the left there – opposite the small park.
C: Great. Thanks for that.
3
E: Is there a bookshop near here? I want to buy a phrasebook.
F: No, sorry. Maybe try Jeffer's. It's a department store on Chester Street. I think they sell books and things for tourists.
E: Sorry. Where?
F: It's on the corner of Chester Street and Hale Road.
E: OK. Sorry. Can you show me on the map?
F: Yes, sure. Look. We're here – on Simpson Lane and there's Hale Road and that's Chester Street there. The department store's on the left – next to a big clothes shop. It's called Jeffer's.
E: OK. Great. Thank you.

8 18 Ask students to read the sentences and decide whether they think they are true or false.

- When students are ready, play the recording again. Let students compare their answers in pairs. In feedback, elicit answers from the students. Ask students to justify their answers by saying what they heard. At the end, you may wish to allow students to look at the audio script on page 199 to check their answers.
- Point out in feedback that native speakers often say *Thanks* or *Cheers* instead of *Thank you*, e.g. *Great. Thanks for that. Thanks for your help. That's great. Cheers.*

Answers
tick sentences 1, 3, 5, 7
2 It's on the right.
4 There aren't any.
6 It's opposite a small park.
8 It's on the left.
9 It's next to the clothes shop.

Optional extra activity Practice makes perfect. Ask students to practise one of the conversations in the audio script. Ask them to close their books and try to remember as much as they can and to improvise the rest.

Developing conversations

Asking for information

Aim
to introduce and practise ways of asking for information

9 Read through the information in the box as a class.

- Ask students to look at the example conversations in the box and find and underline *I need to …*, *We want to …* and *Try*.
- Elicit an example reason to get students started. Let students compare their ideas in pairs. Students may need to use dictionaries to find words to use.

Possible answers
Clothes shop: I need / want to buy a dress / some jeans / a pullover.
Sports centre: I want to play football / go to the gym.
Internet café: I want to check my emails / update my blog.
Chemist's: I need / want to buy some aspirin / some medicine.
Post office: I need to post a letter / buy an envelope.
Bank: I need to get some money / pay a bill.

10 Ask students to use the ideas they prepared in Exercise 9 to practise conversations. As students speak, monitor and listen for errors, and correct students if they have problems.

Optional extra activity Extend the activity for fast finishers by giving them other shops to make conversations about (e.g. shoe shop, department store, supermarket).

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

11 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt. Let the class decide as a whole which task to do.

a Ask students to work in A and B pairs. First, they must find their maps. Second, they must prepare questions to ask and reasons for needing to go. You could model this by acting out a conversation with a reliable student first, or by asking one well-prepared pair to model their conversation for the class.
b Students doing this activity should work in groups of four. Ask groups to prepare individually before asking and answering their questions. In this activity, students need to improvise a little to talk about real places in their city.

- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity For stronger groups, you might feed in some phrases to help students explain how to get there (e.g. *go down this road and turn left*). For weaker groups, the extra repetition will be good. Alternatively, you could leave this task and do it as a revision task at the beginning of the next lesson or as part of the review lesson at the end of Unit 4.

5 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

FAMILY HOME
Student's Book pages 28–29

Communicative outcomes
In this two-page spread, students talk about rooms and furniture and what families do at home.

VOCABULARY In the house

Aim
to introduce and practise rooms and furniture

1 Start by reading out the words in the box, and pointing out the pronunciation. You could ask students to listen and repeat.
• Ask students to read the two descriptions and complete them with words from the box. Let students compare their answers in pairs. In feedback, use mime to check the words (e.g. mime sleeping for *bed*, eating at a *table*, opening and closing a *cupboard*). At the end, allow students to use dictionaries if they are still unsure of any words.

Answers

1 bedrooms	4 apartment	7 balcony	10 sofa
2 bathrooms	5 sink	8 cupboards	
3 kitchen	6 table	9 bed	

Optional extra activity Show a picture of a typical bedroom, bathroom and kitchen. Use it to elicit and check words from the lesson visually.

Background language notes for teachers

Note that the British English word *flat* can be used as an alternative to *apartment*.
• Note the stress is on the first syllable of all these words, except for *apartment*. Tricky pronunciations include: *cupboards* /ˈkʌbədz/; *kitchen* /ˈkɪtʃɪn/.

2 Organise the class into new pairs. Give students two or three minutes to prepare things to say individually. Monitor and help with ideas. When students are ready, ask them to take turns sharing descriptions. Monitor and note any interesting things students say. In feedback, ask what different students found out about their partner's house and write up any useful phrases you heard on the board.

3 Focus students' attention on the tip about learning words in the yellow box (see Teacher development below). Exercises 3 and 4 are activities which build on the idea of learning phrases or collocations rather than individual words, and on connecting phrases to situations, which will help students remember and use them.
• Ask students to draw their house plans individually and write in the name of each room. Then ask them to write in the phrases – students don't need to write all of them, just the ones that are particularly relevant for them. Once students have completed their plans, tell them to share ideas in pairs or small groups. Encourage them to say whole sentences, e.g. *I brush my teeth in the bathroom.*
• As students do the activity, monitor and note any unusual or interesting sentences. In feedback, you could share what you heard (e.g. *Anna puts on make-up in the kitchen*) and correct any errors you heard, too.

Possible answers
Bathroom: brush his teeth, get a towel, take an aspirin, put on make-up
Kitchen: put things in the fridge, cut vegetables, wash the dishes, make dinner
Living room: send an email, talk on the phone, watch a film, work on the computer
Bedroom: get dressed, set the alarm clock, lie down, look in the mirror

4 Ask students to work in pairs to prepare sentences. Start by writing an example sentence about someone in your class and pointing out the use of the *-ing* form to describe the activity, the use of *in the* or *on the*, and the abbreviation of *is* to *'s*. Monitor and help with ideas and vocabulary as students prepare.

Possible answers
Tom's in the bathroom brushing his teeth.
Clara's in her bedroom setting the alarm clock.
Anna's in the kitchen putting things in the fridge.

Optional extra activity Write the names of people in the class on the board. Then ask different people in the group: *Where's X?* The student you ask should say their sentence: *He's / She's in the kitchen making dinner.* X then mimes the verb. Points could be awarded for correct / good sentences and mimes.

5 Organise students into pairs or small groups to do this activity. You could make it competitive – find out which student in each group can remember most words, or find out which pair can be the first to remember and write down ten phrases.

Optional extra activity Use an activity from the box below to provide more practice in learning, connecting or remembering phrases and collocations.

Teacher development: spending time learning words

Support students in learning and memorising words by showing them ways of recording words they learn and by regularly revisiting and revising words, phrases and collocations. Here are some more ideas to expand on the ways mentioned in the yellow box in the Student's Book (see also Teacher development on page 26).
• Write three times on the board (e.g. *8a.m., 1p.m., 9p.m.*). Ask students to write what people in their family are doing at these times (e.g. *My dad's in the kitchen making breakfast).*
• Ask students in pairs to sit facing each other so that one student can see the board, while the other can't. Write a sentence on the board using the name of a student in the class (e.g. *Sebastian's in the bathroom*

brushing his teeth). The student who can see the board must mime the phrase and their partner must guess the whole sentence.

- Use small pieces of card or paper to make word cards: a set of rooms, a set of nouns and a set of verbs (e.g. *kitchen, send, computer, make-up, get, teeth, brush, bathroom, towel*, etc.). Organise the class into groups and give them a pile of cards. Ask them to work together to make phrases by putting sets of three cards together (a room, a verb and a noun).

Reading

Aim
to help train students to read for general understanding and for specific information

6 Start by setting up the situation. Ask students to look at the title and photos in the blog and ask questions to focus on what they can see, e.g. *What is the blog about? Where is the city?*

- Ask students to read the blog and answer the question. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
The photo of the city shows Thessaloniki.
The country scene shows Askós, a small village.

7 Ask students to read the blog again to find answers to the questions. Let students compare their answers in pairs. In feedback, elicit answers from the students. Ask students to justify answers by saying what they read.

Answers
1 Thessaloniki is a great city and there are lots of things to do, but the flat is small and she shares a room with her sister. There is only one bathroom. Her family house is in a beautiful place, but it's quiet and small and there isn't much to do.
2 Her sister Dimitra and her brother Costa.
3 Dimitra spends hours in the bathroom; Costa doesn't do his jobs in the house.

8 Ask students to match the verbs to the phrases by themselves. Elicit the first match to get them started. Let students compare their answers in pairs. In feedback, elicit answers from the students. Use mimes or examples to check the words, or let students check words like *share* and *annoy* in their dictionaries.

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

9 Ask students to make sentences using the phrases from Exercise 8. Start them off with an example on the board – underline the *s* after the verb to remind students to add *s* when taking about people in the third person. In feedback, elicit some of the sentences students can make about the text. There is no need to go through all possible answers or make students read again – just find out what students remember.

Possible answers
Maria studies English and Business Management.
It takes an hour to drive to Askós.
Maria shares a room with Dimitra.
Maria's brother and sister annoy her.
Dimitra spends hours putting on her make-up.

Optional extra activity 1 There are some difficult words in the blog which students may not know (see below). At the end, ask students to find and underline words they don't know and try to guess their meaning from context. Then explain them with examples, translation or dictionary work.

Optional extra activity 2 Write the sentences below on the board. Ask students to translate them into their first language. Then ask them to translate them back into English and compare the English to the original.
She spends hours putting on her make-up.
He spends hours checking his emails every day.
I spend about an hour a day practising the piano.
They spend a lot of time working.

Background language notes for teachers

Note these words in the blog:
the weekend = Saturday and Sunday
a village = a place in the country that is smaller than a town
retired = someone that has stopped working because they are old
a mess = not tidy
annoy = make someone angry

Culture notes

- Thessaloniki, pronounced /θesalo'nici/, and spelt Θεσσαλονίκη in Greek, is the second largest city in the country. It is on the coast, and has an important commercial port. It is considered the country's cultural capital and has important historical buildings from the Byzantine and Ottoman periods.
- Askos is sixty kilometres from Thessaloniki and well-known for the wines and cheeses it produces.

Grammar

Pronouns, possessive adjectives and 's

Aim
to introduce and practise the use of subject and object pronouns, possessive adjectives, and the possessive 's

10 Read through the information in the box as a class. Then organise the class into pairs to complete the table. Elicit which word goes in the first space as an example in open class. Monitor and see how well students do the task.

- In feedback, project or copy the table on the board and complete it. Then ask students to check in the Grammar reference on page 170.

Answers
1 me 2 your 3 his 4 her 5 our 6 them

G Students complete Exercise 1 in the Grammar reference on page 170.

Answers to Exercise 1, Grammar reference
1 Your
2 Their
3 She
4 us
5 My parents' car
6 It's
7 mum's
8 They, them

Background language notes for teachers

In English, subject pronouns go before the verb, and object pronouns go after the verb. Possessive adjectives generally go before the noun they are describing.

- Problems for students will depend on their L1. In some languages, subject pronouns are left out (*On Friday, watch a film*), some repeat noun and pronoun (*Simon he makes dinner*), many languages have nouns which have gender, so, if the word *bedroom* is feminine in a student's language, they may say *her bedroom*, thinking that *her* must match the noun's gender, not the gender of the person who uses the bedroom.
- The use of *'s* is very particular to English and Germanic / Scandinavian languages. Students may wish to say *the book of John* or *John his book* or *John book*. This use will take some practice to get right.

11 Set up the task by asking students to study the example. Ask students to work individually to complete the rest of the sentences. Let students compare answers in pairs before checking the correct answers in feedback.

Answers

1 my sister's	4 me	7 our
2 my	5 their	8 his father's
3 its	6 us	9 my grandparents'

12 Organise the class into pairs to discuss how true the sentences are for them. Monitor and prompt, and note how well students are using the language. In feedback, find out which students are similar, and point out any errors or problems you noticed.

Optional extra activity Read out three sentences about yourself, using language from the lesson. Ask students to listen and write down the sentences. You may need to read out the sentences two or three times. Ask students in pairs to look at the three sentences and say which one is untrue (make sure two are true, and one false, but not obviously so).

G For further practice, see Exercise 2 in the Grammar reference on page 171.

Answers to Exercise 2, Grammar reference
1 Where do **your** parents live?
2 My **dad's** part of the family are from Malta.
3 What's **their** address?
4 My **boyfriend's sister** lives with us.
5 It's not my money; it's **Andrew's**.
6 I don't like the **government's** ideas.

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

13 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

- Ask students to work individually to prepare answers. Monitor and help with ideas and vocabulary.

14 Organise students into groups of four or five to discuss their answers. You could ask one student to ask the questions while the rest take turns to answer. In feedback, ask different groups to say what they found out about each other.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language they didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Web research activity Ask students to research phrases from the lesson by typing in phrases to their search engine and seeing what whole sentences come up. For example, typing in *brush his teeth* revealed *Chris Hadfield brushes his teeth in Space, Crawford the Cat brushes his teeth* and *Help! My son won't brush his teeth*. Ask students to present sentences in a later class and say what the story behind each sentence might be.

CAN YOU HELP ME?
Student's Book pages 30–31

Communicative outcomes
In this two-page spread, students practise talking about problems and solutions, and asking people to do things, using *can / can't*.

Listening

Aim
to give students practice in listening for gist and for specific words

1 Elicit the first match to get students started. Let them compare their answers with a partner before discussing as a class.

Answers

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

2 Organise the class into groups of four or five to discuss the questions. In feedback, elicit a few ideas from students and write a few of the things they suggest saying on the board. You can refer to these phrases later, after listening, to see whether students predicted good things to say.

Possible answers
a Can you switch it off / turn it down?
b Can you help me?
c Can you turn it up?
d Can you help me / look for them?
e Can you turn it up / switch on the heating?
f Can you turn on the air-conditioning / open the window?
g Can you tidy it up / clean the room?
h Can you clean it?

3 19 Recap the situations in the pictures by asking what problem each picture shows.
• Play the recording. Students listen and match each conversation to a situation from Exercise 1. Let them compare their answers with a partner before discussing as a class.

Answers
1 g 2 e 3 c, a

19
1
A: Simon!
B: What?
A: Look at this room!
B: What?
A: It's a mess!
B: What?
A: I can't walk across it without breaking something!
B: It's not bad.
A: Can you tidy it, please?
B: Later.
A: Now, please!
B: But, mum!
A: Now!
B: OK, OK.
2
C: Wh ... what te ... temperature is the air conditioning on?
D: 17.
C: Ca ... can you turn it up? I'm co ... cold.
D: It's not cold.
C: P ... please.
D: OK.
C: Thanks.
3
E: What did he say?
F: 'It's not you, it's me.'
E: Oh ... and what was that?
F: 'I don't love you anymore.'
E: OK ... What? Can you turn it up? I can't hear it.
F: It's old age, Dad. Is that OK for you?
E: Yes, thanks.
G: Can you turn the TV down? I need to study and I can't concentrate.

4 19 Start by reading through the eight sentences and asking if students can remember any words. Don't confirm or reject anything at this stage.
• Play the recording again. Students listen and complete the sentences. Let them compare their answers with a partner before discussing as a class.

Answers

1 can't	3 on	5 not	7 up
2 tidy	4 turn	6 say	8 OK

Understanding vocabulary

Collocations

Aim
to introduce and practise the most important kinds of collocations

5 Read through the information in the box as a class. Ask students to give you other examples of verb + noun, adjective + noun and preposition + noun collocations.
• Ask students to work individually to match the verbs to the groups of nouns. Let them compare their answers in pairs. In feedback, elicit answers from the class.

Answers

1 put on	3 turn up	5 wash
2 cut	4 brush	6 share

6 Ask students to work individually to match the nouns to the groups of verbs and adjectives. Let them compare their answers in pairs. In feedback, elicit answers from the class.

Answers

1 towel	3 table	5 alarm clock
2 air-conditioning	4 sink	6 cupboard

7 Model the activity by focusing students' attention on the example sentences and either eliciting or providing other examples. Give students two or three minutes to think of things to say. Then organise the class into small groups to share their sentences.

Optional extra activity Ask students to write five true sentences in their notebooks using the collocations from the lesson.

Communicative activity worksheet The photocopiable worksheet on page 232 can be used at this point or at the end of the unit for further practice.

Teacher development: the importance of collocation

- *Outcomes* emphasises the importance of learning chunks of language. In particular, learning collocations or word partnerships enables students to learn new words in a way that is more memorable and more useable. Learning a word in isolation invites errors. It is better to learn *watch TV* than to learn *watch* and *TV* separately. Encourage your students to notice and learn words in partnerships (verb + noun, adjective + noun, etc.) rather than as separate, isolated pieces of language. Encourage them to notice whether the partnerships are fixed and worth learning as a complete chunk (e.g. *in the morning*) or whether they are less fixed (e.g. *a busy week*).
- Note that the online Vocabulary Builder extends vocabulary from each unit and provides a lot of work on collocation.

GRAMMAR *can / can't*

Aim

to introduce and practise *can't* to say something is impossible, and *can* to ask someone to do something or to ask for permission

8 Read through the information in the box as a class. Ask students to give you other ways of answering the questions. Then ask students to check in the Grammar reference on page 171.

Possible answers
OK. I'll do it now. Yes, of course. No. Sorry.

G Students complete Exercise 1 in the Grammar reference on page 171.

Answers to Exercise 1, Grammar reference
1 Can you move?
2 Can you take me in the car?
3 Can I phone you later?
4 Can you set the table?
5 Can I open the window?
6 Can I make a sandwich?

9 Ask students to work individually to put the words in order to make sentences. Elicit the first answer to get them started. Organise the class into pairs to check their answers. Monitor and note how well students understand the use of countable and uncountable nouns.
- In feedback, elicit answers or move on to Exercise 10. Students will hear the correctly ordered sentences on the recording.

10 **20** Play the recording. Students listen and check their answers. Play the recording again. Students listen and repeat, and practise saying the sentences.

20 and answers
1 I can't sleep.
2 Can you help me?
3 Can I use your bathroom?
4 Can you turn up the music?
5 I can't find my book.
6 Can I wash some clothes?
7 We can't come next week.
8 He can't drive at the moment.

Background language notes for teachers

The modal verbs *can* and *can't* have a variety of uses, but here students are being introduced to some simple uses: *can't* means 'it is impossible to', *can you* is used in questions to ask others to do things, and *can I* is used to ask for permission.
- *Can* and *can't* are followed by the infinitive without *to*. They are modal auxiliary verbs so *can* and the subject noun or pronoun invert to make questions.
- In questions, *can* is stressed, but in statements it is reduced to /kən/. *Can't* is always stressed.

11 Read the example explanation and question for the first set of prompts. Then ask students to work in pairs to write their sentences.

Answers
2 I can't see the board. Can you move?
3 I can't do this exercise. Can you help me?
4 I can't hear the CD. Can you turn it up?
5 I can't come to the class. Can you tell me the homework?
6 I can't read the board. Can I sit nearer?
7 Can I go to the toilet? I can't wait.

12 Demonstrate a short conversation using the example given. Elicit possible further ways of answering the request, referring back to Exercise 8 if necessary. Ask students to practise conversations in pairs. Monitor and correct any misuses or mispronunciations of *can* and *can't*.

G For further practice, see Exercise 2 in the Grammar reference on page 171.

Answers to Exercise 2, Grammar reference

1 can't	3 can't	5 can
2 can't	4 can't	6 can

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

13 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
- Ask students to work in pairs to prepare conversations. Monitor and help with ideas and vocabulary.

14 Organise students into groups of four by putting one pair with another, and ask pairs to take turns to act out their conversations.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language they didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Extend this practice into a mingle in which students have to meet and improvise conversations based on the pictures.

Sounds and vocabulary review

Aim
to practise the sounds /f/, /v/, /p/ and /b/; to listen and write down words in continuous speech

15 21 Play the recording. Students listen and repeat the sounds.

> **21**
> /faɪ/, /bæ/, /bɑː/, /pʊ/, /ʌp/, /lʌv/, /lɪv/, /pæ/, /pəʊ/, /pleɪ/, /pliː/, /flæ/, /fɪ/, /fɔː/, /ve/, /friː/

16 22 Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further, or play and pause them, but students should be able to write complete sentences after two or three listenings.

> **22**
> 1 I need to find a bank.
> 2 She's in the bathroom, putting on make-up.
> 3 They have a lovely living room.
> 4 I want to send this package to Poland.
> 5 Put the plates in the sink, please.
> 6 My flat's on the left – opposite the post office.
> 7 A friend has four sofas in her flat!
> 8 There's a plate of vegetables in the fridge.

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/f/, /v/, /p/ and /b/). Get students to write two collocations or phrases for each word in the box in Exercise 16. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds, but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1, page 19).

Sounds and correction
- The sounds /v/ and /f/ are both formed by placing the top teeth on the bottom lip – you might exaggerate this for students.
- The sounds /b/ and /p/ are made by forcing air through the lips which initially come together.
- The sounds /v/ and /b/ are both voiced (feel sound being made in the throat).
- The sounds /f/ and /p/ force air out (you can feel it with your hand or see a piece of paper in front of your mouth moving).

G For further revision, see Exercises 1–3 in the Grammar reference on page 171.

Answers to Exercise 1, Grammar reference page 171
1 There, one, behind / opposite
2 in, on, next
3 It, front, on

Answers to Exercise 2, Grammar reference page 171
3 his
4 his
5 their
6 school's
7 brothers'
8 your
9 our
10 her

Answers to Exercise 3, Grammar reference page 171
1 can't, on, between, Can
2 on, my, his, son's, can't

4 HOLIDAYS

Words for Unit 4

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the words and phrases to the photos. Elicit the first match to get them started (photo 1 is *enjoy the nightlife*). Go round the room and check students are doing the task and prompt if necessary. Students will need help with a dictionary or teacher help or translation to do the exercise.

2 **23** Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see language notes below).

23 and answers
1 enjoy the nightlife
2 watch a football match
3 be annoyed
4 rent a boat
5 get some flowers
6 have a picnic
7 get back home
8 have a cold
9 see a film
10 walk in the mountains
11 do some shopping
12 laugh
13 snow
14 celebrate your birthday
15 stay in a hotel
16 go sightseeing

Background language notes for teachers

Revise the use of *a* with singular countable nouns (*a picnic, a boat*), and *some* with plural countable nouns (*some flowers*) and uncountable nouns (*some shopping*).
- Note the strong stress is on the first syllable of all the words except *annoyed*.
- Note the difficult pronunciation of *flowers* /ˈflaʊəz/ and *laugh* /lɑːf/, a word in which (to Elementary students) the sound and spelling don't seem to match.

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- Use the feedback time to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

4 End this stage by asking your students to say which photos they liked or didn't like, and why.

Optional extra activity Ask students to work in pairs to find other words they recognise in the pictures. Students may well know or guess quite a lot of words (there are examples of clothes, food and furniture, for example). There is no need to check or teach these words, but you could select five or six of the more useful words they say to write up on the board.

Teacher development: using repetition drills and showing stress

To ensure your students are attempting to pronounce new words correctly, placing the stress in the correct place, it is important to get them used to repetition drills in which they repeat the word chorally and individually after your model or after the model provided on the recording. Here are some tips.
1 After playing the recording in Exercise 2 to allow students to check their matched answers, play it again and pause the recording for students to repeat. Ask the whole class to repeat chorally. Then nominate three or four individuals to say the word on their own. Correct firmly, making sure students try their best to say the words correctly.
2 If you are a native speaker, or confident of your pronunciation, do a repetition drill after your model (instead of using the recording). This allows you to be more flexible, only drilling words that your students have problems with.
3 Use your fingers to show stress. So, hold up three fingers as you say *celebrate*, pointing to each of the three fingers in turn to illustrate the three syllables you are saying. Point to the first finger forcefully to show that this is the stressed syllable in the word.
4 Write up the phonemic script of difficult words (e.g. *laugh* /lɑːf/) on the board so students have a record of how to pronounce such words.

I HAD A GREAT WEEKEND
Student's Book pages 34–35

Communicative outcomes
In this two-page spread, students will practise talking about past activities.

Listening

Aim
to help train students to listen for gist and for specific phrases

1 Start by using the photo on the page to set the theme and create interest. Ask students: *Where are they? Is it the weekend or a weekday? Why? What do you do at the weekend?*

- Ask students to read the sentences individually and match them to the three options. Let students compare their answers in pairs before discussing as a class.

Answers
a a bad time
b a very good time
c a very good time
d an OK time

Teacher development: using visuals on the page

On many pages, *Outcomes* includes an illustrative photo to show students what the topic of the lesson is. As a lead-in, use the photo to get students talking about the topic. Here are things you can do with a photo.

1 Ask questions about what the photo shows as a warmer to get students talking in open class or in pairs.
2 Ask personalised questions related to the photo to get students talking and using vocabulary they have learnt, or to revise language from previous lessons (e.g. *What do you do at the weekend?*).
3 Pre-teach key phrases students may need in the lesson (e.g. *cook lunch, have a picnic*).
4 Preview language from the lesson. Here, for example, you could say: *This is the Giroud family in France. What did they do last weekend? What did they eat? Where were they?* Find out how well students can already use past forms.

2 24 Start by setting up the situation. Make sure students know there will be four conversations and they must match each one to a sentence in Exercise 1. They must also note what the person says about their weekend.

- Play the recording. Then let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
1 b 2 d 3 a 4 c
1 good (fantastic) 2 OK 3 bad 4 good (great)

24
1
A: Hi, Helga. How are you?
B: OK, but very tired!
A: Oh. What did you do at the weekend?
B: We went to a rock festival.
A: Yeah?
B: Yeah. It was fantastic.
A: Really? Who did you see?
B: Oh, lots of bands! The Hives, The Strypes. Who else now? Oh, yes. I saw The Loons on Saturday night. They were good.
A: Sounds great.
B: Yeah, it was great, but I didn't sleep much.
2
C: Hello.
D: Hi, how are you? Did you have a nice weekend?
C: Yes, it was OK.
D: What did you do?
C: Nothing much, really. I did some shopping on Saturday morning. I played tennis, watched TV – the usual things.
D: It sounds OK.
C: Yeah, I needed to relax.
3
E: Did you have a good weekend?
F: Not really.
E: Oh! That sounds bad. What did you do?
F: Nothing! I was ill. I had a bad cold. I stayed in bed all weekend.
E: Oh, no! Are you OK now?
F: Yes, but I need to work now!
4
G: Detlev! Hi! How are you?
H: Good.
G: Did you have a nice weekend?
H: Yes, it was great.
G: What did you do?
H: Well, some friends came to visit, so I showed them round the city.
G: That sounds nice. Where did you go?
H: Well, on Saturday, we went to the cathedral and then had a picnic in the park, and in the evening we went into the old town. Then on Sunday, we went to the market in the morning, and then I cooked lunch for everyone.
G: That sounds great.
H: It was. It was lovely.

3 24 Ask students to read the sentences and decide whether they can match any to the conversations they have heard. Then play the recording again. Let students compare their answers in pairs. In feedback, elicit answers from the students. At the end, you may wish to allow students to look at the audio script on page 200 to check their answers.

Answers
1 b, f 2 e 3 c 4 a, d

4 Model the first question: *Do you like busy weekends or quiet weekends?* Ask the question two or three times round the class and elicit responses. Then put students in pairs to ask and answer the questions. Monitor and note errors or good uses of language you could feed back on at the end of the activity.

Optional extra activity Extend the activity by asking students to prepare five more *Do you like ...?* questions about weekend activities. Once students have prepared questions, ask them to mingle and interview three or four different people.

GRAMMAR Past simple

Aim
to introduce and practise the past simple

5 Read through the information in the box as a class. Then organise the class into pairs to write the infinitive forms. Elicit the first answer as an example in open class. Monitor and note how well students know regular and irregular forms.

- Ask students to check their answers in the Grammar reference on page 172.

Answers

1 show	6 go
2 cook	7 do
3 stay	8 have
4 play	9 be
5 watch	10 come

G Students complete Exercise 1 in the Grammar reference on page 172.

Answers to Exercise 1, Grammar reference

2 I went shopping and got some new boots. go, get
3 I was lucky. I found €20 on the pavement. be, find
4 I slept badly because I drank too much coffee. sleep, drink
5 We met at school. I sat next to her in class. meet, sit
6 I spent three years in Japan. I taught English there. spend, teach
7 I saw her yesterday and she said hello to you. see, say
8 My son made dinner for us yesterday. It wasn't great, but I ate it. make, be, eat
9 She told me she swam five miles last Saturday. tell, swim

Background language notes for teachers

The past simple in English is likely to surprise many of your students in its simplicity. Unlike many other languages, there are no complex conjugations to remember, with changes depending on first person or third person, masculine or feminine, plural or singular. We add *-ed* or *-d* to regular verbs in all persons.

- The big difficulty here is remembering all the irregular pasts. They simply need to be learned, so think about setting homework, doing revision tests, and playing memory games with irregular verbs. Many of the most common verbs in English have irregular past forms, and there are no useful rules for why they change as they do.

6 Ask students to work in pairs to test each other. In feedback, discuss which forms students found it most difficult to remember.

7 Ask students to complete the sentences. Do the first as an example to get students started. Let students compare their answers in pairs before going through the answers as a class. Write up the correct forms on the board so students can check and copy if necessary.

Answers

1 had	5 was
2 went	6 came
3 stayed	7 got
4 watched	8 spent

8 Ask students to prepare their sentences. You could provide an example by reading out sentences of things you did in the past which were great, bad or boring. Monitor and help with ideas, vocabulary and spelling.

- Organise the class into groups of four or five to share their ideas. Rather than telling them to read out the questions they prepared, tell them to close their books and try to remember and say the sentences without reading. Once students are working in groups, monitor and note how well they use past forms. In feedback, write a few incorrect sentences on the board and ask students to correct them.

G For further practice, see Exercise 2 in the Grammar reference on page 172.

Answers to Exercise 2, Grammar reference

1 went	9 was
2 made	10 loved
3 sat	11 swam
4 ate	12 were
5 talked	13 got
6 told	14 had
7 laughed	15 slept
8 watched	

Developing conversations

That sounds ...

Aim

to introduce and practise ways of using the expression *that sounds* ... to comment on what people say

9 Read through the information in the box as a class.

- Ask students to write their own comments using *that sounds* ... Elicit an example to get students started. Let students compare their ideas in pairs.

Possible answers

1 That sounds nice / great.
2 That sounds nice / great.
3 That's sounds bad.
4 That sounds nice.
5 That sounds interesting.
6 That sounds great.

10 Ask students to use the ideas they prepared in Exercise 9 to practise conversations. You could act out the example conversation with a reliable student to show the class what to do before they start. As students speak, monitor and listen for errors, and correct students if they have problems. Encourage students to attempt a good intonation pattern when pronouncing the phrase (see below).

Background language notes for teachers

Here, *that* is a pronoun which refers back to what the previous speaker said.

- In order to sound interested in a conversation, students need to pay attention to their intonation. A flat intonation can sound disinterested or even rude. Encourage students to start their intonation high over *that*, rising over *sounds*, and falling over *nice*:

That sounds nice.

- Native speakers often miss out *that* when they use this phrase.

A: *We went to the country for the day.*
B: *Sounds nice.*

Pronunciation

Aim

to help train students to hear the /t/, /d/ or /ɪd/ pronunciation of *-ed* in regular past forms

11 25 Ask students to read the pairs of verbs and say which ones are infinitives and which are past forms. Play the recording and ask students to circle the verbs they hear. Let students compare their answers in pairs before discussing as a class.

- Read through the information in the box as a class, pointing out the pronunciation of regular past forms (see below).

Answers

1 visit	5 wanted, rained
2 visited	6 chatted
3 played	7 walk, chat
4 tried, play	8 walked

25

1 My friends visit me a lot.
2 We visited the cathedral.
3 I played a game of tennis with a friend.
4 I tried to phone you yesterday to arrange to play tennis.
5 I wanted to go out last night, but it rained.
6 I met a friend and we chatted all night.
7 We often walk together and chat.
8 We walked along the river and had a picnic.

Background pronunciation notes

Many students at Elementary level get into the habit of producing regular past forms with a one-size-fits-all rendering of *-ed* as /ɪd/. So, they pronounce *played* as /pleɪ'ɪd/, for example. Avoid this by getting students to practise the pronunciation a lot, and by correcting mispronunciations whenever they occur.

- There are rules for when the three pronunciations should be used.

1 Say /d/ after a voiced sound (which includes all vowel sounds): /reɪnd/, /pleɪd/.
2 Say /t/ after an unvoiced sound: /wɔ:kt/, /kɪst/.
3 Say /ɪd/ after words that end with /t/ or /d/ sounds: /'vɪzɪtɪd/, /dɪ'saɪdɪd/.

12 Ask students in pairs to look at the audio script for track 24 on page 200 (which relates to the Listening exercise students did in Exercises 2 and 3 on page 34 of the Student's Book). Tell them to practise the conversations. Monitor and correct any misuses or mispronunciations. Tell students to close their books after they have practised a conversation once or twice, and tell them to try to remember and reproduce the conversation.

Optional extra activity Write five to eight key words or phrases from the first conversation on the board. For example: *How are you? / tired / do at the weekend? / rock festival / fantastic / see? / lots of bands! / Sounds great.* Ask students in pairs to recreate or reimagine the conversation from the prompts and practise it.

Conversation practice

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

13 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learned.

- Start by saying: *What did you do at the weekend?* Elicit a few answers and write any useful phrases on the board. You could help by saying what you did at

the weekend, and reminding students of phrases they have learnt which they could use. Once students have prepared things they did at the weekend, ask them to practise asking about their weekends with a partner.

14 Organise the class into groups of four or five, or ask them to stand up and mingle, to practise asking and answering the questions about their weekends. If you do a mingle, join in yourself, and model saying: *That sounds nice,* and any other useful phrases for students.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.

15 At the end of the group or whole-class activity, put students in pairs to discuss what class members did at the weekend, and to say who had the best weekend and why. In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

6 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

A PUBLIC HOLIDAY
Student's Book pages 36–37

Communicative outcomes
In this two-page spread, students talk about months, seasons and dates; they talk about what they normally do on public holidays, and what they did on the last one.

VOCABULARY

Months, seasons and dates

Aim
to introduce and practise months, seasons and dates

1 Start by reading out the words in the box, and pointing out the pronunciation. You could ask students to listen and repeat.
- Ask students to put the months in order. Let them compare their answers in pairs before discussing as a class.

Answers
January, February, March, April, May, June, July, August, September, October, November, December

Optional extra activity To help students learn and memorise dates, and practise the pronunciation, play a few games. For example, say a month at random – students must say which month goes before and which goes after the month you say; say three months in sequence – students must say which comes next.

Background pronunciation notes

- Note the stress is on the first syllable of all the months except the last four: *September, October, November, December*.
- Note the difficult pronunciation of *January* /ˈdʒænjuːˌərɪ/, and especially *February*, /ˈfɛbjuːˌrɪ/ (in which the first *r* is silent).

Culture notes

Months will be comfortingly familiar to speakers of other European languages, particularly speakers of romance languages. In common with most other European languages, English takes the names of its months from the names of Roman Gods (Janus, Mars, Maia, Juno), Roman emperors (July = Julius Caesar; August = Augustus Caesar), Roman rituals (*Februa* was a Roman purification ritual, *April* is a corruption of the Roman word for 'opening'), and from Roman numbers (*September* to *December* are based on the Roman words for 7 to 10).

2 Organise the class into groups of four or five to discuss the questions. Monitor and help with ideas. In feedback, elicit ideas and drill the names of the seasons in English.
- Read through the information about ordinal numbers in the box.

Possible answers
In Europe, the following is more or less true:
spring: March, April, May
summer: June, July, August
autumn (*fall* in American English): September, October, November
winter: December, January, February

Optional extra activity 1 Give students some initial practice in using ordinal numbers by asking them to write and say their birthday. Start by saying your birthday (e.g. *September the twenty-third*) and writing it on the board. Then ask students to write and say theirs. Go round and check that they are saying and writing the date correctly.

Optional extra activity 2 Extend the activity above into a fun mingle. Students mingle and say their birth date to everybody in the class with a view to sitting down in the order of birth dates. So, people born in January should end up to the far left of the class and people born in December should be to the right. Students will have to work together to rearrange themselves so they are in order. At the end, ask everyone to say their day and month of birth in order to confirm they are sitting in the right order.

Background language notes for teachers

- The months and seasons in English don't take an article (e.g. *I like summer*; *I go camping in May*). Months always have a capital letter (e.g. *June, September*) but seasons don't (*spring, summer*). *Autumn* has a difficult pronunciation: /ˈɔːtəm/. Note the silent *n* at the end.
- Ordinal numbers require some practice. The first three are irregular, so *one* becomes *first*, *two* becomes *second*, and *three* becomes *third*. After that, it is a case of just adding *-th*. There is a slight change of spelling and pronunciation between *five* / *twelve* (a /v/ sound) and *fifth* / *twelfth* (a /f/ sound).
- Producing the /θ/ sound at the end of ordinals may prove a real challenge for your students (see below).
- In British English, people generally say, for example, *June the first*, but *the first of June* is also possible. In American English, saying *June first* is more common.
- We say *in June* but *on June the first*.
- When writing, it's more common to write ordinals as numbers without *the*, so *June 21st* or *May 5th*. Note that writing *21st June* or *5th May is* also correct.

Teacher development: producing the /θ/ sound

Producing the /θ/ sound at the end of ordinals is challenging. That is because it is a sound that many other languages don't have. It is made even more difficult when it comes after other consonant sounds, notably the /f/ in *fifth* /fɪfθ/. Show students how to make the /θ/ sound by placing your finger vertically in front of your lips and putting your tongue out to touch your finger then withdrawing your tongue as you say /θ/. Students need to practise putting the tip of their tongue past their teeth as they make this sound.

3 26 Focus students' attention on the list of public holidays.
- Play the recording. Students listen and write the dates. Let students compare answers in pairs before writing the dates up on the board so students can check.

26 and answers
1 January the first
2 October the nineteenth
3 March the eighth
4 November the second
5 June the twenty-fourth
6 the third Monday in January

Culture notes

- Mother Teresa (1910–1997) was an Albanian Roman Catholic nun and missionary who founded and ran hospices and homes for the poor in India.
- Women's Day, or International Women's Day, is a celebration of women. In some parts of the world, it is used politically to push for women's rights. In others, including Russia, it is closer to Mother's Day, an occasion for people to express their love for women, and to show love and respect to women they know.
- Day of the Dead (*Día de Muertos* in Spanish) is a Mexican holiday which focuses on gatherings of family and friends to pray for and remember friends and family members who have died, and help support their spiritual journey.
- The Feast of Sant Joan (Saint John the Baptist), celebrated in Barcelona and other parts of Catalonia, is held on the summer solstice and announces the start of the summer. Bonfires and fireworks are lit throughout the city and region.
- Martin Luther King Day is an American federal holiday marking the birthday of Martin Luther King (1929–1968), a leader in the African-American Civil Rights Movement who was shot and killed.

4 Ask students to work in pairs. Tell them to decide who is A, and who B, and to find their files (on page 192 and 193 of the Student's Book). Tell them to complete their files with the missing dates. Then ask them to take turns to ask and answer questions about public holidays. Make sure students write down the dates they hear. Monitor and note any errors which you could point out in feedback.

Answers
Student A's answers:

Labour Day, Bolivia	May 1st
Unity Day, Germany	October 3rd
Youth Day, Morocco	August 12th
Father's Day	the first Sunday in June

Student B's answers:

Immaculate Conception, Italy	December 8th
Teachers' Day, China	September 10th
Human Rights Day, South Africa	March 21st
Independence Day, India	August 15th

Culture notes

- Labour Day, or International Workers Day, is celebrated in many countries on May 1st.
- Unity Day commemorates the anniversary of German reunification in 1990 (when West and East Germany reunited after the fall of the Berlin Wall).
- International Youth Day is an international observance on August 12th, officially recognised by the United Nations.
- Father's Day is a celebration of fatherhood, paternal bonds, and the influence of fathers in society. It takes place in many countries, but not always on the same day.
- The feast of the Immaculate Conception is an important Christian celebration and is a public holiday in Italy and many other Catholic countries.
- In many countries, Teachers' Day is a special day for the appreciation of teachers, and may include celebrations to honour them for their special contributions. The date varies from country to country.
- Human Rights Day in South Africa is linked with March 21st, 1960, and the events of the Sharpeville massacre. On that day 69 people died and 180 were wounded when police fired on a peaceful crowd that had gathered to protest against the Apartheid regime.
- Independence Day in India commemorates the nation's independence from the British Empire on August 15th, 1947. People fly the flag and sing patriotic songs on that day.

5 Organise students into small groups to do this activity. As students speak, monitor and listen for errors, new language or interesting ideas to use in feedback.
- At the end of the group activity, find out anything interesting that students shared. In feedback, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Ask students to rank the three most important public holidays they celebrate from first to third. In feedback, students should say why they have ranked the holidays in the way they have.

Listening

Aim
to give students practice in listening for gist and for specific words

6 27 Remind students of the public holidays in Exercise 3. Explain that students need to listen out for clues, in particular anything relating to the month, date or time of year.
- Play the recording. Students listen and match each speaker to one of the holidays. Let them compare their answers with a partner before discussing as a class.

Answers
Speaker 1 Sant Joan's Day
Speaker 2 Women's Day
Speaker 3 Martin Luther King Day

27
1 The night before the holiday, we made a fire on the beach with some friends. We sat round the fire all night and we drank and ate and sang songs and laughed. We had a great time. Some of my friends swam in the sea, but I didn't. The sea wasn't very warm. It usually isn't in June. Then on the 24th, I slept until four in the afternoon.
2 I wasn't in Russia in March, I was in London for work, so I missed the holiday. They don't have this holiday in the UK. It was sad. On Women's Day, men usually treat us very well. They do nice things and give us presents. But I didn't go out for dinner. I didn't get any flowers. I didn't have anyone to say nice things to me. I just sat in my hotel room and watched TV! It wasn't very nice.
3 For the holiday, we went to Snowshoe Mountain in West Virginia. The snow's good in January. We left on Saturday the 16th at three in the morning and we drove to the mountains. It was good because there weren't many cars on the road. We got there at eight and spent the whole weekend skiing. It was very clear and sunny. There wasn't a cloud in the sky. We had great views. We came home on the afternoon of the holiday Monday, but the traffic was bad. We didn't get back home to Washington until two in the morning.

7 27 Organise the class into pairs to discuss the words and say which speaker used them. Ask students to decide which words are verbs, which are nouns, and which are adjectives, and ask them to try to work out their meaning from the other words, or from what they remember from first listening. Let students check any words they are still unsure of in dictionaries.
- Play the recording again. Students listen and check their ideas. Let them compare their answers with a partner before discussing as a class.

Answers
a 2 b 3 c 1

8 27 Put students in pairs first to see which of the missing words they can remember, having already listened twice. Play the recording a third time. Students listen and check and complete the sentences. Let them compare their answers with a partner before discussing as a class.

Answers

1 made	4 holiday	7 left
2 sang	5 treat	8 mountains
3 sea	6 any	9 sky

9 Organise the class into pairs to make sentences using the words in Exercise 7. The aim here is to get students using past forms in whole sentences. In feedback, try to get the class to reconstruct as much of the story as they can.

GRAMMAR Past simple negatives

Aim
to introduce and practise past simple negatives

10 Read through the information in the box as a class. Then organise the class into pairs to complete the sentences. Elicit which word goes in the first space as an example in open class. Monitor and note how well students do the task.
- Ask students to check their answers in the Grammar reference on page 172.

Answers
1 weren't 2 didn't 3 wasn't

G Students complete Exercise 1 in the Grammar reference on page 172.

Answers to Exercise 1, Grammar reference

1 didn't	6 didn't
2 wasn't	7 didn't
3 didn't	8 wasn't
4 weren't	9 weren't
5 wasn't	10 didn't

Background language notes for teachers

In English, we use the negative form of the auxiliary verb *didn't* + the infinitive form, so watch out for errors like *He didn't played* or *He didn't drove*, where students feel they should still use the past form of the main verb.

11 Elicit the negative form in the first sentence as an example. Ask students to work individually to complete the sentences. Let students compare answers in pairs before checking the correct answers in feedback.

Answers

1 didn't do	5 weren't
2 didn't get up	6 didn't answer
3 wasn't	7 didn't have
4 didn't take	8 didn't go out

12 Read through the information in the box as a class. Elicit the answer to the first sentence as an example. Ask students to work individually to complete the sentences. Let students compare answers in pairs before checking the correct answers in feedback.

Answers

1 any	5 anywhere
2 anything	6 any
3 anyone	7 anyone
4 anything	8 anywhere

Optional extra activity 1 Ask students to write three true sentences about their day using *any, anyone, anything* or *anywhere*.

Optional extra activity 2 Write the sentences below on the board. Ask students to translate them into their first language. Then ask them to translate them back into English and compare the English to the original.
We didn't see anyone the first day.
I didn't go anywhere last weekend.
I didn't do anything last night.
We didn't try any of the food.

Communicative activity worksheet The photocopiable worksheet on page 233 can be used at this point or at the end of the unit for further practice.

Background language notes for teachers: *any*

In negative sentences, *any* is used before plural or uncountable nouns.
- In negative sentences, we can also use *anyone* or *anybody* (to refer to people), *anywhere* (to refer to places) and *anything* (to refer to other things) when we are not being specific about what it is we are referring to.

G For further practice, see Exercises 2 and 3 in the Grammar reference on page 173.

Answers to Exercise 2, Grammar reference
1 There weren't **any** cheap hotels in the old town, so we stayed outside the city.
2 I was only in Cairo for two days. I didn't have time to see **anything**.
3 I didn't email or phone **anyone** for two weeks! It was good to relax.
4 I was very tired, so I didn't do **anything** last night.
5 I didn't go **anywhere** on Sunday. I just stayed at home and relaxed.
6 We stayed in the mountains. We didn't see **anyone** for almost a week.
7 I looked in ten different shops, but I couldn't find **any** wine.
8 He didn't try **any** local food. He just ate burgers all week.

Answers to Exercise 3, Grammar reference
2 We didn't go to bed very late.
3 The hotel wasn't very cheap.
4 I didn't have a very busy weekend.
5 People weren't very friendly.
6 We didn't stay a very long time.
7 My parents weren't very happy.
8 The water in the room wasn't very hot.

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

13 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

- Ask students to work individually to prepare answers to the questions. Monitor and help with ideas and vocabulary. Then organise them into groups of four or five to discuss their answers. You could ask one student to ask the questions while the rest take turns to answer. In feedback, ask different groups to say what they found out about each other.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Web research activity Ask students to research public holidays from around the world. Tell them to choose a country and find three public holidays. In a later lesson, students present the country, the three holidays, the dates they take place, and one thing people do on that public holiday.

DID YOU GO ANYWHERE NICE?
Student's Book pages 38–39

Communicative outcomes
In this two-page spread, students practise talking about where they usually go on holiday, where they went recently and what they did there.

Vocabulary Going on holiday

Aim
to introduce and practise language for talking about things people do on holiday

1 Start by reading the definition of 'go on holiday' as a class. Ask: *Where do you go on holiday in the summer?* Elicit a few answers.

- Ask students to match the verbs to the groups of words individually, then let them compare their answers in pairs. At the end, allow students to use dictionaries if they are still unsure of any words.

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

2 Organise the class into groups of four or five to discuss the questions. You could ask one student to ask the questions while the rest take turns to answer. In feedback, ask different groups to say what they found out about each other.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

Reading

Aim
to give students practice in reading for general understanding and for specific information

3 Start by focusing students' attention on the photos. Ask: *What can you see in the photos? Where are the places?* Elicit ideas and useful vocabulary (you may wish to pre-teach *capital city, mountains* and *sheep* using the photos).

- Ask students to read the email and put the photos in order. Let students compare their answers in pairs. Have a brief feedback session. Ask students to say which parts of the text gave them clues.

Answers
1 c (*Dublin, the capital … we went out and enjoyed the nightlife*)
2 b (*two weeks driving round the country*)
3 d (*we only saw sheep*)
4 a (*now we're back in Copenhagen*)

Culture notes

- Dublin is the capital of the Republic of Ireland. It is the largest city, and on the east coast. It is famous for its literary heritage (the writers James Joyce, W.B. Yeats, Samuel Beckett, George Bernard Shaw and Oscar Wilde were all from Dublin), the drink Guinness (a type of black, bitter beer), and historical eighteenth- and nineteenth-century buildings.
- County Mayo is in the far west of the country.

4 Ask students to read the email again and answer the questions. Elicit the first answer as an example (*Nicklas went to Dublin and County Mayo in Ireland*). Let students compare their answers with a partner before discussing as a class.

Answers
1 Ireland (Dublin and County Mayo)
2 No, he went with Helena.
3 three weeks
4 Yes, it didn't rain once.
5 He went sightseeing, enjoyed the nightlife, drove round the country, and went walking.

5 Ask students to work individually to complete the sentences. Let them compare their answers with a partner before discussing as a class.

Answers

1 flew	5 favourite	9 anywhere
2 spent	6 walking	10 flights
3 beautiful	7 anyone	
4 worried	8 was	

Optional extra activity Organise the class into pairs to roleplay a conversation with Nicklas. Student A asks the questions in Exercise 4, changing the words *Nicklas* and *he* to *you*. Student B is Nicklas and answers using information from the email.

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

6 Ask students to work in pairs. Give students two minutes to think of things to say first. You could help by spending a minute telling students about the best places in your country in order to provide a model of what to say. Monitor and help with ideas and vocabulary.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Extend this practice into a mingle. If your students come from different countries, ask them to walk round the class and tell each other about the best places to do different things.

Grammar Past simple questions

Aim
to introduce and practise past simple questions

7 Read through the information in the box as a class. Ask students to work in pairs to prepare questions using the prompts. Do the first one together as an example. In feedback, write up or show answers on the board.

Answers
1 Did you go on holiday anywhere?
2 Where did you go?
3 Who did you go with?
4 Did you have a good time?
5 How long were you there for?
6 Where did you stay?
7 Was it very expensive?
8 Was the weather good?
9 Was the food good?

Background language notes for teachers

In English, we invert *was / were* and the subject to form questions (e.g. *Peter was tired* becomes *Was Peter tired?*). Notice that *was* and *were* are stressed in *yes / no* questions, but in *Wh-* questions they are generally unstressed and reduce to a weak sound (e.g. *How was /wəz / your summer?*).
- With other verbs, we use the auxiliary verb *did*. You could show this in a table for students:

Q word	**auxiliary *did***	**subject**	**verb** (in the infinitive)
Where	*did*	*you*	*go?*
	Did	*you*	*have a good time?*

Pronunciation

Aim
to practise the fast pronunciation of *did you*

8 28 Play the recording. Students listen, read and notice the way *did you* is pronounced.
- Play the recording again. Students listen and repeat. Give students time to practise saying the questions in pairs. Tell them to start by reading them out, but to try to memorise them and say them at a fast, natural speed with the correct pronunciation.

28
/djə/
/dɪ djə/
/dɪd jʊː/
1 Did you go on holiday anywhere?
2 Where did you go?
3 Who did you go with?
4 Did you have a good time?
5 Where did you stay?

9 Ask students to work individually to match the answers to the questions. Do the first one as an example. Let students compare their answers in pairs. In feedback, write up or show answers on the board.

Answers

a 4	c 6	e 5	g 7	i 8
b 9	d 1	f 3	h 2	

Background pronunciation notes

In natural speech, *did you* is unstressed and reduced to /dɪdjə/. Encourage students to stress the questions words and the main verbs that are in the infinitive form, but to try to run *did* and *you* together and to say them with very weak stress.

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 173.

Answers to Exercise 1, Grammar reference

1 What did you do last night?
2 What film did you see?
3 Was it good?
4 Who did you go with?
5 Where did you buy your shoes?
6 Were they very expensive?
7 Did you get anything else?
8 Do you usually go shopping there?

Answers to Exercise 2, Grammar reference

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

Speaking

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity; to practise asking questions in the past simple

10 Ask students to prepare individually. Tell them to choose a topic and to make very brief notes about what they want to say.

11 Then ask students to prepare questions for their partner to ask. Monitor and help with ideas and vocabulary.

12 Organise the class into new pairs. Tell them to hand over their questions and to take turns to interview each other about the event they prepared.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Write one of the topics from Exercise 10 on the board. Tell the class that you will talk about that event if people in the class ask you accurate past simple questions about it. Elicit a question from a student. If they say the question correctly, answer it. If not, look quizzical until the student or a classmate corrects the question. Use the activity to tell the class about a true event in your life as a 'live listening'.

Sounds and vocabulary review

Aim

to practise the sounds /d/, /t/, /m/ and /n/; to listen and write down words in continuous speech

13 29 Play the recording. Students listen and repeat the sounds.

29
/uːn/, /aʊnd/, /ent/, /mən/, /maʊnt/, /æm/, /deɪ/, /drəʊ/, /tɪd/, /tɪk/, /tɪn/, /təl/, /ɪst/, /aɪt/

14 30 Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

30
1 We drove round the country.
2 We went to Germany in June.
3 We missed our flight when we came home.
4 We went walking in the mountains.
5 We rented a boat and swam in the river.
6 We spent a day in the capital city.
7 We had a fantastic time.
8 The weather was warm and sunny.

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/d/, /t/, /m/ and /n/). Get students to write two collocations or phrases for each word in the box in Exercise 14. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section on page 19).

Sounds and correction

- /t/ and /d/ are formed in the same way. Students should press their tongues against the ridge just behind the upper teeth. The difference is that /d/ is voiced, but /t/ is unvoiced. Note how /t/ and /d/ is often not pronounced or has a glottal stop /ʔ/ when followed by another consonant. This is perfectly standard and correct pronunciation.

• /m/ and /n/ are both nasal sounds. Air is forced through the nose in making the sound. To make /m/ students close their lips together. To make /n/ students press the end of their tongue behind their upper teeth.

G For further revision, see Exercises 1–3 in the Grammar reference on page 173.

Answers to Exercise 1, Grammar reference

1 worked	6 stayed	11 saw
2 met	7 put	12 walked
3 made	8 sat	13 played
4 moved	9 stopped	14 studied
5 wanted	10 tried	15 could

Answers to Exercise 2, Grammar reference

1 a go	b went	
2 a left	b leave	
3 a feel	b felt	
4 a had	b have	
5 a was	b is	
6 a get	b got	
7 a know	b knew	
8 a sleeps	b slept	

Answers to Exercise 3, Grammar reference

1 A: Where did you go on holiday?
2 B: We went to the Czech Republic.
3 A: Did you stay in Prague?
4 B: No, we didn't. We rented an apartment in the mountains.
5 A: Was it nice?
6 B: Yes, it was. We had a great time.
7 A: What did you do?
8 B: We didn't do much. We read, we swam in the lake – just relaxed.
9 A: Did you like the food?
10 B: Yes, we loved it! We ate out a lot.
11 A: How long were you there?
12 B: Two weeks. We arrived back yesterday.

VIDEO 2: ALEX THE PARROT
Student's Book page 40

Aim

to find out about an experiment to measure intelligence in parrots; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses

1 Lead in to the topic by asking students to look at the picture. Ask: *What can you see?* (a cat, a dog and a parrot); *Why do you think they are together?* Organise the class into pairs or small groups to discuss the questions and complete the table with their own ideas. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

2 7 Give students time to read through the sentences first. Check that students understand *cognitive ability, biologist, basic reasoning, communicate, project* and *tests* (see language notes below). As students watch the video, they should choose the best answer. Let them compare their answer in pairs before discussing as a class.

Answer
Sentence 4

Background language notes for teachers

cognitive ability = the ability to solve problems
biologist = someone who studies plants and animals
communicate = talk to another person
basic reasoning = a simple ability to solve a problem or find an answer

3 7 Ask students to read the summary and complete it as best they can. Elicit the first answer to get students started. Ask students to watch the video again to check their ideas. Let them compare their answers in pairs before discussing as a class.

Answers

1 African	5 abilities
2 many	6 died
3 different	7 words
4 smaller	8 love

4 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

• Give students time to read the questions then put them in pairs or small groups and give them seven or eight minutes to ask and answer them.
• Monitor and listen to each group. Help with pronunciation and ideas if necessary.

• When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Understanding fast speech

5 8 Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said.

6 Encourage students to practise saying the extract several times.

7
Narrator: Cognitive biologist Dr Irene Pepperberg worked with Alex, an African grey parrot, on a project that showed some surprising results.
Dr Irene Pepperberg: Now once more, how many green wooden blocks, how many green wooden ...
Alex: Four.
Irene: Good Birdy. On the tray, what sound is yellow? What sound is yellow?
Alex: Or.
Irene: Or, very good.
Narrator: Many parrots can talk, but Alex amazed scientists. Why? Alex knew what he was talking about. Pepperberg designed special tests for Alex because she did not want him to simply repeat or mimic information, she wanted him to answer specific questions.
Irene: He can tell me how many, he can tell me what's same, what's different, what colour bigger, what colour smaller or what matter bigger or what matter smaller.
Irene: How many?
Alex: Two.
Irene: Two is right, good boy.
What colour bigger? What colour bigger?
Alex: None.
Irene: None, very good. OK, good boy.
Alex: Treat?
Narrator: Alex was able to identify an object many ways – by colour, size and so on. This shows cognitive ability similar to those of 4 to 5-year-old humans.
Dr Irene Pepperberg: Green?
Alex: Four.
Dr Irene Pepperberg: That's right, good boy.
Narrator: Alex showed that parrots might be able to communicate and to use basic reasoning. Alex died in 2007. During his life he learned about 150 words. His last words to Irene were reportedly 'I love you'.

REVIEW
Student's Book page 41

Aim
to consolidate vocabulary and grammar from Units 3 and 4

Answers
1
1 on 2 next 3 Simon's 4 him 5 can't 6 go 7 were 8 at, opposite
2
1 had 2 flew 3 spent 4 saw 5 took 6 stayed
3
1 I can't come to the next class.
2 Is there a supermarket near here?
3 The hotel wasn't very good.
4 Did he have a nice time?
5 I didn't understand everything.
6 Can I help you later?
4
1 Did you have a nice weekend?
2 What did you do?
3 Where does he live?
4 What did you see?
5 Was it good?
7
1 e 2 b 3 a 4 f 5 d 6 c
8
local facilities: bookshop, chemist's, post office, sports centre
home: apartment, balcony, cupboard, fridge, kitchen, sink, sofa
time of year: autumn, March, October, spring, winter
9
1 share 2 send 3 get 4 set 5 cut 6 wash 7 turn down 8 show
10
1 visited 2 rents 3 sightseeing 4 nightlife 5 view 6 annoys 7 mess 8 lay 9 watched 10 songs

31 and answers to Exercise 5
1 The bank's on this road on the right.
2 I think she lives on her own.
3 Can you turn it up? I can't hear it.
4 How long were you there for?
5 There wasn't anyone I knew there.
6 I'm sorry. I didn't hear what you said.

5 SHOPS

Words for Unit 5

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the words and phrases to the photos. Elicit the first match to get them started (photo 1 is *a bar on the top floor*). Go round the room and check students are doing the task and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

2 32 Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see pronunciation notes below).

32 and answers
1 a bar on the top floor
2 the menswear department
3 a man with a brown jumper
4 take the lift
5 a young woman with a blue top
6 have a sale
7 work in a bakery
8 go up the escalator
9 choose a cake
10 look round the market
11 fruit and vegetables
12 queue to pay
13 business is growing
14 a woman with a green dress
15 the cheese section
16 steal some jeans
17 a woman with a leather jacket

Background pronunciation notes

- Note the strong stress is on the first syllable of all the words except: *department*.
- Words that are difficult to say include *vegetables* /ˈvɛdʒtəbəlz/, *escalator* /ˈɛskəˌleɪtə/ and *queue* /kjuː/.

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- Use the feedback stage to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

4 End this stage by asking your students to say which colours and clothes they can see in the photos.

Possible answers
Colours: black trousers (5), white hat and clothes (7), green t-shirt (9), red market stalls (10), yellow, red and green fruit (11), blue jeans (16)
Clothes: shirt, pullover (2), scarf (3), tracksuit, trainers (5), shirt, hat (7), suit (8, 13), T-shirt (9), coat (16)

Optional extra activity Ask students to say what colours and clothes people in the classroom are wearing.

Teacher development: organising pairs

Outcomes aims to encourage lots of spoken interaction between students by means of pairwork and groupwork. However, this can become frustrating for students if they always end up with the same partner. That's why the Student's Book regularly mixes pairs during the unit opener. Here are some tips for varying pairwork.
- Encourage adult students to speak to different people in the class, and get to know them, by mixing pairs during the initial warmer or lead in parts of the lesson. Use instructions like *find a partner you didn't speak to in the last lesson* or *find a partner who has been to the same famous place as you,* to empower students to seek out new speaking partners. This builds relationships and class dynamics.
- On the other hand, don't mix pairs for the sake of it. Adult students often want to sit with a partner they are comfortable with when talking about grammar rules, doing vocabulary exercises, or checking answers to a reading text, for example. However, aim to change pairs when the task is creative or productive. So, students should have a new partner when they do a speaking or writing task.
- When preparing to do a speaking or writing activity, ask students to prepare with one partner. Then do the activity with another partner.

HOW MUCH IS THAT RED ONE?
Student's Book pages 44–45

Communicative outcomes
In this two-page spread, students will practise asking questions in shops.

Developing conversations

Questions in shops

Aim
to introduce and practise common questions used in shops

1 Read through the information in the box as a class.
• Ask students to match the questions to the people who ask them. Elicit the first answer to get students started. Let students compare their ideas in pairs.

Answers
1 A 2 C 3 C 4 C 5 A 6 A 7 A 8 A

Optional extra activity To revise countable and uncountable nouns, ask students when we use *How much?* and when we use *How many?* Do a quick drill. Say different objects and students have to say *How many?* or *How much*? (e.g. T: *Tomatoes*. Ss: *How many?* T: *Rice*. Ss. *How much?*).

2 Ask students to match the questions from Exercise 1 to the pairs of possible answers. Elicit the first question to get students started. Let students compare their ideas in pairs. A way of checking this in feedback is to get one student to ask a question and another student to give the answer. That way you practise the conversations in open class as well as providing answers.

Answers
a 4 b 3 c 1 d 6 e 2 f 8 g 7 h 5

3 Organise the class into pairs. Tell student As to practise saying the questions while their partners try to memorise the answers. When students are ready, tell them to practise. When they have finished, tell them to swap roles. As students speak, monitor and listen for errors, and correct students if they have problems.

Optional extra activity 1 Extend the activity by asking students to prepare and practise dialogues based on one of the three pictures on the page.

Optional extra activity 2 Ask students in pairs to write ten English words to describe things they can see in the three pictures on the page. Find out which pair can get to ten items first.

Listening

Aim
to help train students to listen for specific information

4 33 Start by setting up the situation. Ask students to look at the photos of three market stalls on page 44, and ask questions to focus on what they can see, e.g. *What fruit can you see in photo 2? What do they sell in photo 3?* Make sure students know there will be three conversations and they will need to complete the table. Elicit what might go in the first space to show them what to do. Point out that the first gaps are for a single word, but the final answer in conversation 3 is open-ended. Here, students should note what they can.
• Play the recording and tell the students to listen and complete the table.

5 33 Let students compare their answers in pairs. Play the recording a second time (and a third time if necessary). In feedback, elicit answers from the students. You could show a record of the answers on the board in a table.

Answers
1 6 (red) apples
2 3 yellow (peaches)
3 £3.10 / three pounds ten
4 lemon
5 orange
6 €5.46 / five euros forty-six
7 two red T-shirts with Egypt written on, one medium and one small
8 $20 / twenty dollars

33
1
A: Who's next?
B: Me.
A: What would you like?
B: Can I have some apples?
A: These ones?
B: No, those red ones.
A: How many would you like?
B: Six.
A: OK. Anything else, my love?
B: Yes. Those things there. What do you call them in English?
A: These?
B: Yes.
A: Peaches. Do you want the yellow or the orange ones?
B: Three yellow ones.
A: There you go. That's three pounds ten altogether. Thank you. Next?

2
C: Those look nice.
D: Mmm. That yellow one especially.
C: Hello. Do you speak English?
E: A little.
C: You see the yellow cake? Is it lemon?
E: Yeah.
C: Mmm. Can we have some of that?
E: How much? Like this?
D: A bit more. That's fine.
C: And the brown one above it – with the orange stuff on top? What's that?
E: That's coffee cake with orange.
C: OK. I'll have a piece of that.
E: Like this?
C: That's great.
E: Five euros forty-six.

3
F: English?
G: Yes. How much are those?
F: Depends – seven dollars fifty, ten, fifteen dollars. Which do you like?
G: How much is that red one?
F: This one?
G: No, the other one, there at the top. With 'Egypt' on it.
F: This one?
G: Yes.
F: Fifteen.
G: Really?
F: For you, two for twenty five.
G: You have another one like that?
F: Of course.
G: What size?
F: Any size.
G: OK. What about two for twenty dollars?
F: OK. What size do you want?
G: Can I have one in medium and a small one? Thanks.
F: Here you are.

Pronunciation

Aim
to practise the main stress in numbers

6 34 Show students what to do by writing *thirteen* on the board, saying the word, and underlining the main stress: *thir<u>teen</u>*. Play the recording. Students listen and mark the main stress. Let students compare their answers in pairs. In feedback, elicit answers and point out that, with numbers, the strong stress is on the second syllable when a word ends with *-teen*, but on the first when it ends with *-ty*.

Answers

thir<u>teen</u>	four<u>teen</u>	six<u>teen</u>
<u>thir</u>ty	<u>for</u>ty	<u>six</u>ty

34

thirteen	fourteen	sixteen
thirty	forty	sixty

7 35 Play the recording. Students listen and write the numbers. Let students compare their answers in pairs. In feedback, elicit the answers and write them on the board.

Answers

1 €18	3 15%	5 £14,000
2 $70.16	4 13.99; 17	6 240,000

35
1 That's eighteen euros exactly.
2 That's seventy dollars and sixteen cents altogether.
3 Everything is reduced by fifteen percent.
4 Those are thirteen ninety-nine at the moment – reduced from seventeen.
5 It costs fourteen thousand pounds new.
6 Our apartment cost two hundred and forty thousand when we bought it.

Background pronunciation notes

Hearing the difference between *thirty* and *thirteen* or *fifty* and *fifteen* can be difficult for students. If so, model the words carefully, stressing the strong stresses very strongly. Point out the longer sound in *-teen* and the very short one in *-ty*.

Optional extra activity 1 Write the numbers below (or similar) on the board and ask students to copy them. Then organise the class into pairs. Student A says one of the numbers in each pair and Student B points to the number.

14	*40*	*513*	*530*
15	*50*	*16,000*	*60,000*
118	*180*	*17,000*	*70,000*

Optional extra activity 2 Play Bingo. Draw a simple rectangle with six squares on the board and ask students to copy the frame and write any six of 13, 14, 15, 16, 17, 18, 19, 30, 40, 50, 60, 70, 80 and 90 in the squares. Read out numbers at random. Students tick off any numbers they hear. When all their numbers are ticked off they shout *Bingo!* Put students in groups of four to play the game again, only this time a student reads out the numbers.

Speaking

Aim
to practise talking about prices

8 Organise the class into groups of four or five to discuss the questions. You may need to remind students how to say prices and how to express the currency they use in English. You may also need to translate (or let students look up) words like *price, cost, pay, average* and *negotiate*.

• As students speak, monitor and note what they say. In feedback, elicit interesting information students shared, and comment on or correct errors that you picked up during the activity.

Grammar

this / these / that / those

Aim

to introduce and practise *this*, *these*, *that* and *those*

9 Ask students to work individually to match the sentences to the pictures. Elicit the first answer as an example in open class. Let students compare their answers in pairs.

• Ask students to check in the Grammar reference on page 174.

Answers

1 c 2 a 3 d 4 b

G **Students complete Exercise 1 in the Grammar reference on page 174.**

Answers to Exercise 1, Grammar reference

1 That	5 are
2 this	6 that
3 are	7 those
4 ones	8 this

Background language notes for teachers

This, these, that and *those* are demonstrative adjectives. They are used before nouns to show ('demonstrate') which one (or ones) is / are being referred to. We use *this* with singular or uncountable nouns to refer to nouns that are close at hand, and *that* to refer to nouns that are further away. We use *these* with plural nouns to refer to nouns that are close at hand, and *those* to refer to nouns that are further away.

• Note that we can also use them as demonstrative pronouns, replacing the noun (e.g. *What's this called?).*

10 Ask students to complete the sentences individually. Let students compare in pairs before checking answers.

Answers

1 is 2 those 3 are, ones, This

11 Ask students to work in pairs to ask and answer the questions. Start by modelling the activity with a reliable student.

• Once students are working in closed pairs, monitor and note how well they use *this, that, these* and *those*. In feedback, write a few incorrect sentences on the board and ask students to correct them.

G **For further practice, see Exercise 2 in the Grammar reference on page 174.**

Answers to Exercise 2, Grammar reference

1 The **one** with pink stuff on top.
2 ... I prefer the other **ones** you tried on before.
B: What about these black **ones**?
A: ... Which **ones** are cheaper?
3 ... The red **ones** are five euros a kilo and the green **ones** are 4.50.
4 ... do you have this **one** in a medium?
B: No. Sorry. There are only extra large **ones** or the small **ones**.

Conversation practice

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

• Organise the class into pairs. Ask each pair to decide who is A, and who B. A must choose a shop and B must try to buy two different things while negotiating the price. You might want to give students a little preparation time – tell them to look back at the questions to ask on page 44.

• As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.

• In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Web research activity Ask students to research the price of things in different major cities. Ask them to find out how much it costs for a coffee and a cake, a meal for two, a litre of petrol and a pair of jeans in three of the following cities: London, Paris, Tokyo, Moscow, Beijing and New York.

9 **Refer students to the video and activities on the DVD-ROM.**

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

THEY'RE HAVING A SALE
Student's Book pages 46–47

Communicative outcomes
In this two-page spread, students practise talking about things that are temporary or happening now, and practise making excuses.

Reading

Aim
to help train students to do a jigsaw reading – reading for specific information then sharing what they find in a text with a partner

1 Organise the class into groups of four or five to discuss the questions. You may need to pre-teach some key words (*buy online, have a sale, get a bargain, reduced*) or ask students to look up the words in a dictionary.
- As students speak, monitor and check how well students can use words connected with shopping to express their ideas. In feedback, point out errors and show students better ways of saying what they were trying to say.

Background language notes for teachers

We say something is a *bargain* when it is good quality and cheap, e.g.
Everyone is happy when they find a bargain.
There are some great bargains in the sales.
That's a bargain!

2 This is a jigsaw reading (see below). Start by organising the class into groups of four and allocating A roles and B roles. Ask students to look at the questions first, and check any words students are unsure of. Then ask them to find and read their texts to find answers.

Teacher development: managing a jigsaw reading

Jigsaw readings require carefully-planned management. Here is a way of managing this activity. Start by splitting the class in half. The left-hand side of the class should be As and the right-hand side Bs, or the front As and the back Bs, or simply go round the room and say *AA / BB / AA / BB / AA / BB* to pairs around the class.
- Tell the As to read about Emily. Tell the Bs to read about Dalena. Give them around five minutes to read and answer the questions together.
- Now organise the class into A/B pairs (put pairs together in groups of four and ask them to swap partners) to ask and answer questions about their texts. Listen and note any problems, and help if necessary. Give them around five minutes for this task.
- When most people seem to have finished, stop the task. You could ask if anyone has any questions at this point and answer any that come up.

3 Ask students to compare their answers with the person in their group who read the same text. As they check, go round and sort out any problems and deal with any confusion.

4 Ask students to find the person in their group who read a different text. Tell students to take turns to ask and answer the questions in Exercise 2 to find out about each other's texts.
- There is no need for extended feedback. You may wish to just show the answers on the board and ask students which ones they didn't get or were unsure about.

Answers
Text 1 Emily
1 Germany
2 She manages a bookshop.
3 in a bookshop
4 Because the shop is closing.
5 She's sad because the shop is closing and her grandfather opened it 60 years ago.
6 She doesn't know, but she doesn't want to work in a bookshop.

Text 2 Dalena
1 Slovakia
2 She's a sales assistant.
3 In a big clothes store.
4 It's a summer sale.
5 She's tired because she's working hard, but she likes her job.
6 She wants to become a manager in the same company.

5 Ask students to work with their partner to complete the sentences. They will need to help each other by explaining words from the texts they read. At the end, use examples to check the words, or let students check words in their dictionaries.

Answers
1 retired
2 hard
3 sad
4 growing
5 make
6 opportunities
7 improve
8 manage

Optional extra activity Ask students to read the other text for homework.

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

6 Organise the class into new pairs to discuss the questions. Monitor and help with ideas and vocabulary. In feedback, ask different pairs what they shared with each other.

GRAMMAR Present continuous

Aim
to introduce and practise the use of the present continuous to talk about present actions or situations that are temporary and not finished

7 Read through the information in the box as a class. Then organise the class into pairs to complete the sentences. Elicit which word goes in the first space as an example in open class. Monitor and note how well students do the task.
- In feedback, go through the answers.

Answers

1 are	3 is	5 is	7 are
2 am	4 is	6 are	8 is

Background language notes for teachers

In English, we use the present simple to express permanency (*I have a job*) and the present continuous to express temporariness (*We're having a sale*). Students often have problems deciding when to use the tenses because, in their L1, the uses are different. Spanish speakers, for example, may be familiar with the idea of using continuous forms to describe things happening now, but will naturally feel that they should use simple forms to talk about something that is happening these days or temporarily. Russian has no continuous form, so Russian speakers find it really hard to recognise when to use which form. It is a good idea, if you have a monolingual class, to familiarise yourself with problems your students may face. Point out that phrases like *now, at the moment* and *these days* are clues that we should use the continuous form.

PRONUNCIATION

Aim
to practise the pronunciation of the short forms of *am*, *is* and *are* when saying present continuous sentences

8 36 Play the recording. Students listen and notice the pronunciation of the short forms. Let students compare their answers in pairs. In feedback, point out the way the words contract and reduce.

36
1 The shops in town are having sales at the moment.
2 I'm working very hard at the moment.
3 My mother's not here. She's doing the shopping.
4 The economy's growing fast at the moment.
5 My football team's doing really well now.
6 You're really improving.
7 Some friends are staying with me at the moment.
8 My brother's studying at university.

Background pronunciation notes

- With pronouns, *am, are* and *is* contract to *I'm, you're, we're* and *they're*, and *he's, she's*, and *it's*.
- With nouns, *are* doesn't usually contract but is reduced to a weak, barely discernible /ə/ sound, but *is* tends to contract – notice the pronunciation at the end of *economy's* /z/ and *brother's* /z/.

9 Ask students to look at the sentences and discuss the questions in pairs. In feedback, elicit and write an example of a question and a negative sentence on the board.
- Ask students to check their ideas in the Grammar reference on page 174.

Answers
1 at the moment
2 The shops in town aren't having sales at the moment.
I'm not working very hard at the moment.
Are the shops in town having sales at the moment?
Are you working very hard at the moment?

G Students complete Exercise 1 in the Grammar reference on page 175.

Answers to Exercise 1, Grammar reference page 175
1 Can you come back later? I'm making dinner.
2 Where is he going now?
3 Are you looking for something?
4 She's talking to her mother on the phone.
5 They're building some apartments opposite my house.
6 Shhh! The baby's sleeping.
7 He's not ready. He's getting dressed.
8 I'm not going outside now. It's raining.

10 Set up the task by providing examples of sentences that are true for you, and changing one or two sentences that are not true. Ask students to work individually to change the sentences. Let students compare their sentences in pairs. In feedback, elicit a few changed sentences from students, and discuss anything interesting that comes up.

Possible answers
The shops aren't having sales ...
I'm not working very hard.
My mother's driving the car / working / playing tennis.
The economy isn't growing fast. / It's growing slowly.
My football team is doing badly.
My brother isn't studying at university. / My brother's working.

11 Organise the class into pairs to prepare sentences. Start by eliciting one or two possible answers for the first situation. Monitor and prompt, and note how well students are using the language as they write.

- When students are ready, ask them to make conversations as in the example, to practise making excuses. You could model the example dialogue with a reliable student to get the class started. As students speak, monitor and note errors, particularly with the use and pronunciation of the present continuous.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

G For further practice, see Exercise 2 in the Grammar reference on page 175.

Answers to Exercise 2, Grammar reference

1 do you do
2 Do your parents live
3 I'm writing
4 I'm sitting
5 are you looking for, I think
6 He's just brushing, Do you want

DO YOU SELL ...?
Student's Book pages 48–49

Communicative outcomes

In this two-page spread, students talk about parts of a department store and give directions in a store.

Speaking

Aim

to read for information and talk about shops, department stores and profit-sharing

1 Start by asking students to look at the photo. Ask: *What is the name of the shop? What type of shop is it?* (a department store) *What does it sell? What do you know about John Lewis?*

- Ask students to read the text and find the answer to the question. Let students compare their answer in pairs before discussing as a class.

Answers

John Lewis is an unusual company because all the workers are partners in the business – when the company makes money, the workers share some of the profits.

2 Organise the class into groups of four or five to discuss the questions. You may need to explain, translate (or let students look up) words like *company, workers* and *profits*.

- As students speak, monitor and note what they say. In feedback, elicit interesting information students shared, and comment on or correct errors that you picked up during the activity. If students don't know much, you could share some of the ideas in the culture notes below.

Optional extra activity Ask students to read the text and find five words that describe places (*shops, furniture shops, factory, farm, department store*), four types of products for sale (*cheese, baths, perfume, furniture*), and three words or phrases connected with money and business (*business partners, share profits, make money*).

Culture notes

The John Lewis Partnership operates John Lewis department stores, Waitrose supermarkets and other services. The company is owned by a trust on behalf of all its employees – known as *partners* – who have a say in the running of the business and receive a share of annual profits, which is usually a significant addition to their salary.

- In the UK, few major companies other than John Lewis have profit-sharing with employees. In France, by contrast, every company with 50 or more employees is required to share profits with their employees. Zara, the Spanish clothing retail group, has introduced profit-sharing with employees.

Pros: profit-sharing encourages employees to work harder, makes them happy to be with the company, and makes them feel their company is generous
Cons: employees expect extra money, and feel angry when they don't get it; owners and investors feel they get less of the profits

- The world's largest department store is Shinsegae in Busan, Korea. Before it was built in 2009, the largest store was Macy's in New York City. The Dubai Mall is the world's largest shopping mall. In London, Harrods, Liberty, Selfridges and Harvey Nichols are the most famous department stores.

VOCABULARY Department stores

Aim
to introduce and practise words connected with department stores

3 Ask students to work individually to label the plan with the words, or to match the numbers with the words. Elicit the number for the first word as an example in open class (assistant, 3). Let students compare their answers in pairs. In feedback, use concept check questions to make sure students understand the words (see below), and drill the words for their pronunciation.

Answers
1 the second floor
2 the beauty department
3 an assistant
4 the lifts
5 the first floor
6 the menswear department
7 the changing rooms
8 the security guard
9 the ground floor
10 the womenswear department
11 the basement
12 the escalator
13 the till
14 the top shelf
15 the main entrance

Optional extra activity Before doing Exercise 3, ask students to look at the picture, and ask: *What can you see?* Brainstorm as many words as you can from the class. Alternatively, ask students in pairs to cover the words in the box and brainstorm words together before they do the task. This activity gets students to think about words they already know.

Background language notes for teachers

- A *lift* (or *elevator* /ˈɛlɪveɪtə/, in American English) is a 'box' that goes up from one floor to the next, whereas an *escalator* /ˈɛskəleɪtə/ is a type of moving metal staircase.
- A *till* (or *cash register*, in American English) is what a shop assistant uses to register what people buy and to put money in.
- The *basement* is below ground, the *ground floor* is at street level, and the *first floor* is above the *ground floor*. In American English, the term *ground floor* is not used, so the *first floor* is at street level.
- Note the stress in these words is generally on the first syllable. Exceptions: *assistant, department, security*.

Teacher development: using concept check questions (CCQs)

At Elementary level, the best way of showing the meaning of words is through pictures, mimes and realia. However, one useful way of checking that students fully understand a word or phrase is to ask a *yes / no* question. Here are some example *yes / no* CCQs for some of the words in the activity in Exercise 3.
Assistant: *Does she buy things in a shop?* (no) *Does she sell things?* (yes)
Basement: *Is it above the ground floor?* (no) *Is it below?* (yes)
Menswear department: *Does it sell dresses?* (no) *Does it sell suits?* (yes)

4 This student-centred exercise effectively checks and practises words by asking a series of more open CCQs. Ask students to work in pairs to answer the questions. In feedback, use other concept check questions to make sure students understand all the words.

Answers
1 the changing rooms
2 the lift
3 the (main) entrance
4 the basement
5 the ground floor
6 at the till
7 the menswear section
8 the womenswear section
9 the beauty department
10 an assistant
11 the security guard
12 the escalator

Optional extra activity Ask students in pairs to make three more questions to check words in Exercise 3. Pairs ask their questions and the rest of the class answer.

LISTENING

Aim
to give students practice in listening for gist and for specific information

5 37 Ask students to read through the situations first, and check any new words (use mime to check *stealing* and *try ... on*).

- Play the recording. Students listen and match the conversations to the situations. Let them compare their answers with a partner before discussing as a class.

Answers
a 2 b 4 c 3 d 1

37

1

A: Excuse me. Do you sell batteries?
B: Yes, madam. They're over there, by the till.
A: Really?
B: No? Let's see. Yes, look. They're there. On the bottom shelf.
A: Oh, yes. Thanks. Oh, wait! They don't have this kind. It's for a camera.
B: Oh, right. Try the basement. Take the lift over there and the camera section is in front of you when you get out. Ask an assistant.
A: OK. Thanks.
B: You're welcome.

2

C: Did you see that?
D: What? That woman with the blue coat?
C: Yeah. She put that perfume in her bag!
D: I know. Tell the security guard.
C: No, you tell him.
D: Why me? You saw her first!
C: No – I didn't.
D: Oh, wait! Someone's talking to her.
C: Oh dear ...

3

E: Hi there.
F: Where are you?
E: I'm still on the bus, but we're coming down Oxford Street now.
F: Oh, OK. Well, I'm just queuing to pay for these things.
E: Did you get what you wanted?
F: Yeah, I got a pair of jeans and a really nice skirt and two tops.
E: That sounds a lot!
F: They were all in the sale.
E: Right. Anyway. Where do you want to meet?
F: There's a café on the fourth floor.
E: Is there?
F: Yeah. Go in the main entrance and up the escalator and when you get off on the fourth floor, it's behind you. It's at the back of the store in the left corner.
E: OK – I'm sure I can find it. See you in a moment.

4

G: Excuse me. Are these all the sizes you have?
H: Yes.
G: OK. Can I see if these fit?
H: Of course. The changing rooms are over there in the corner. Next to the jeans.
G: Oh, OK. Thanks. How many items can I take to try on?
H: Six.
G: Great. Thanks.

6 37 Ask students to read the sentences carefully first and note any answers they remember.

- Play the recording again. Students listen and check. Let them compare their answers with a partner before discussing as a class.

Answers

1 F (they are for a camera)
2 F (they intend to but they don't need to)
3 T
4 T

7 Ask students to discuss which options are correct with a partner first. Do the first as an example in open class to get them started. Once students have made their choices, tell them to look at the audio script and check.

Answers

1 Do you sell	4 's talking	7 in, to
2 On	5 on, we're coming down	8 many
3 in	6 off, at	

Optional extra activity 1 Ask students to practise one of the conversations in the audio script in pairs.

Optional extra activity 2 Write the sentences below on the board. Ask students to translate them into their L1. Then ask them to translate them back into English and compare the English to the original.

Have a nice day. *Don't worry.*
Take a seat. *Don't get angry.*
Have a good time.

Communicative activity worksheet The photocopiable worksheet on page 234 can be used at this point or at the end of the unit for further practice.

Speaking

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

8 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

- Ask students to work individually to complete the sentence starters. You could elicit two or three possibilities to get them started. Monitor and help with ideas and vocabulary as students prepare. Feed back briefly on what students have written, asking a few individuals to share the sentences they thought of.

9 Organise students into pairs. Ask them to decide who is A, and who B. Instruct Bs to find information in the file on page 196 of the Student's Book. Pairs take turns to play different roles in the conversations.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Sounds and vocabulary review

Aim
to practise the sounds /ŋ/, /ʃ/, /tʃ/ and /dʒ/; to listen and write down words in continuous speech

10 38 Play the recording. Students listen and repeat the sounds.

> 38
> /ɪŋ/, /vɪŋ/, /θɪŋ/, /ʃɜː /, /ʃən/, /ɪʃ/, /ɪtʃ/, /ɪdʒ/, /tʃuː/, /tʃiː/, /dʒiː/, /dʒʌ/

11 39 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

> 39
> 1 Which one is cheaper?
> 2 Choose what you want.
> 3 They're selling everything they can.
> 4 My English is really improving.
> 5 She's wearing jeans and an orange jumper.
> 6 Can you manage with all those bags?
> 7 There's a big fish section in the market.
> 8 He's just changing his shirt.

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/ŋ/, /ʃ/, /tʃ/ and /dʒ/). Get students to write two collocations or phrases for each word in the box in Exercise 11. (These activities could be set as homework).

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19.)

Sounds and correction

The /ŋ/ sound is nasal, like /n/ and /m/, which means air is forced through the nose when it is blocked by pressing the back of the tongue on the soft palate. Unlike /n/ and /m/, which are common to many languages, the /ŋ/ sound is rare, even in other European languages. Watch out for students approximating the /n/ sound instead, or using the voiced velar stop /g/.

- The /ʃ/ sound is made by pursing the lips, with the tongue back. To make /tʃ/and /dʒ/, the shape of lips and tongue are the same but the tongue touches the front of the palate at the start of the sound. A /tʃ/ sound is unvoiced, but a /dʒ/ sound is voiced.

G For further revision, see Exercises 1–3 in the Grammar reference on page 175.

Answers to Exercise 1, Grammar reference
1 'm, on, coming
2 one, these
3 are, Do, The, the

Answers to Exercise 2, Grammar reference
2 Who **is** Tamara talking to?
3 I**'m** looking for a job at the moment.
4 I**'m** not feeling very well.
5 **Are** you waiting for someone?
6 You**'re** making a mess. Clean the table when you finish.
7 He went into town. He**'s** doing some shopping.
8 Henry and Terry **are** not coming, so we can start the meeting now.

Answers to Exercise 3, Grammar reference
1 We're stay**ing** in the Grand Hotel.
2 I**'m not** working at the moment.
3 Who are **those** people over there?
4 What**'s she** doing in Australia?
5 They're **having** a meeting.
6 Can I have that **red one**?

6 EDUCATION

Words for Unit 6

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the words and phrases to the photos. Elicit the first match to get them started (photo 1 is *solve the problem*). Go round the room and check students are doing the task and prompt if necessary. Students will need help with a dictionary or teacher help or translation to do the exercise.

2 **40** Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see notes below).

40 and answers
1 solve the problem
2 a boring class
3 police training
4 cause a problem
5 study Engineering
6 help each other
7 a Law student
8 pass the exam
9 a lazy student
10 learn to ride a bike
11 teach PE
12 an angry boss
13 a creative person
14 a modern university
15 a strange teacher
16 make clothes
17 borrow some money
18 learn Arabic

Background language notes for teachers

Point out the use of capital letters in university subjects (*Law, Engineering*). Notice that some collocations are quite fixed (*pass an exam, solve a problem*) but other are less fixed (*a boring class*) or even unusual (*a strange teacher*).
- Note the strong stress is on the first syllable of all the words except: *creative, university, police, Engineering*. Note the difficult pronunciation: *Law* /lɔː/, *clothes* /kləʊðz/, *PE* /piːiː/ (= Physical Education).

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- Use the feedback time to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

Optional extra activity Ask students to work in pairs to find other words they recognise in the pictures. Alternatively, end this stage by asking your students to say which photos they liked and why.

Teacher development: using the Vocabulary Builder

Remember that all the words in this section are recycled in the unit and all appear in the Vocabulary Builder with extra examples. The Vocabulary Builder is online and is a resource that students can use to find more collocations, revise vocabulary for tests, and generally test and challenge themselves.

WHAT ARE YOU STUDYING?
Student's Book pages 52–53

Communicative outcomes
In this two-page spread, students will practise talking about school and university; they will talk about how a course of study is going.

VOCABULARY School and university

Aim
to introduce and practise adjectives to talk about school and university

1 Ask students to work individually to match the adjectives to the nouns. Tell them to match what they can before checking any difficult words in their dictionaries.

Answers
1 b 2 d 3 a 4 c

2 Organise the class into pairs to check. In feedback, ask which extra words students thought of, and write them up on the board.

Possible answers
1 quiet / shy 2 old 3 useful 4 strict

Background pronunciation notes

Note the strong stress is on the first syllable of all the words except *expensive*.

Optional extra activity Use mime to check your students' understanding of the words in Exercise 1. For example, mime being a lazy student or a helpful teacher or doing a boring course and ask students to say which phrase you are acting out. Put students in pairs to use mime to test each other.

3 Organise the class into pairs to make and share sentences. Monitor and note how well students understand, use and pronounce the new language. In feedback, briefly find out what students said, and check the meaning and / or pronunciation of any words students had problems with.

Possible answers
Our maths teacher at school was helpful and patient.
My university is very modern.
My classmates are nice and friendly.
My course isn't difficult.

4 Organise the class into pairs to discuss the questions and categorise the subjects. Point out the use of the capital letter. In feedback, elicit answers.

Answers
1 Literature, and possibly History, Law, Marketing
2 Biology, Chemistry, Computing, Engineering, Medicine
3 school: Biology, Chemistry, Geography, History, Literature, PE, Maths
university: Computing, Engineering, Law, Marketing, Medicine

5 Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help if necessary.
- Use the feedback time to correct any errors students made, and to find out what students talked about.

Optional extra activity Ask students to work in groups to rank the subjects in Exercise 4. Tell students to choose how to rank them. For example: from easy to difficult, from boring to interesting, from quite important to very important.

LISTENING

Aim
to help train students to listen for specific information and for specific words and phrases

6 41 Start by setting up the situation. Ask students to look at the table and ask questions to focus on what they can see. Ask: *What subjects do you know? How can you say the years?* Make sure students know there will be three conversations and people will talk about studying.
- Play the recording. Let students compare answers in pairs. In feedback, elicit answers from the students.

Answers

1 Marketing	1st	really well / interesting
2 Geography	2nd	not very well / boring
3 Engineering	3rd	OK but difficult

41
1
A: So what do you do, Imke?
B: I'm a student.
A: Oh, OK. What're you studying?
B: I'm doing a degree in Marketing.
A: Right. And what year are you in?
B: My first. I only started this year.
A: How's the course going?
B: Really well. It's great. I'm really enjoying it. It's very interesting and the other students are very nice and friendly too, so that's good.
2
C: So what do you do, Tom? Are you working?
D: No, I'm a student at university.
C: Oh, right. What're you studying?
D: Geography.
C: Really? What year are you in?
D: My second.
C: And how's it going?
D: Not very well, actually. I just find it boring.

3
E: What do you do? Are you working?
F: No, I'm not, actually. I'm at the local technical college.
E: Oh, right. What're you studying?
F: Engineering.
E: Wow! OK. What year are you in?
F: My third. I finish next year.
E: And how's it going?
F: OK, but it's quite difficult. It's a lot of work!
E: I'm sure. Well, good luck with it.

7 41 Ask students to read the sentences and decide which option is correct. Let students compare their ideas in pairs.
- When students are ready, play the recording again. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
1 doing
2 enjoying
3 at
4 boring
5 work
6 with

Background language notes for teachers

At this level, it's best just to get students to notice and learn specific uses or collocations rather than trying to give rules. However, here are some things to note.
do a degree / a course / maths: we use *do* with a course of study (and *make* when you create or construct – *do homework / make a cake*).
I'm enjoying it: *like* is a verb of state so it can't be used in the present continuous to talk about something that is temporary, but *enjoy* can be used in the continuous.
at university: notice we don't use *the* here – *at school / college / work / university* – because we aren't interested in which specific university, but in the fact the person is studying somewhere.
boring not bored: people feel bored but things (films, books, days, courses) are boring.
a lot of work: *work* is uncountable.
Good luck with …: *with* is the dependent preposition here.

8 Ask students to discuss the questions in pairs. Monitor and note how well students use language from the lesson to answer the questions. In feedback, ask students what they found out about their partner before giving some feedback on errors you heard and examples of good language use by your students.

Optional extra activity Practice makes perfect. Ask students to practise one of the conversations in the audio script. Ask them to close their books and try to remember as much as they can and to improvise the rest.

Pronunciation

Aim
to practise hearing and saying the weak pronunciation of *are* /ə/ in questions

9 42 Play the recording. Students listen and notice the weak and strong pronunciation of *are*. Play the recording again and ask students to repeat.

42
1 How are you?
2 Where are you from?
3 What are you studying?
4 What year are you in?
5 Are you enjoying it?
6 Are you good at English?
7 Are you doing anything now?
8 Are you hungry?

10 42 Ask students to listen again and write what they hear. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
See audio script above.

Background pronunciation notes

Note that in questions, *are* is usually unstressed and reduced to /ə/.

11 Organise the class into pairs to practise asking and answering the questions. As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

Optional extra activity Ask students in pairs to think of and write three other *Are you …?* questions. Tell them to dictate their sentences to another pair who must write them down, then use them to interview the first pair.

Developing conversations

How's the course going?

Aim
to introduce and practise ways of asking about a course

12 Read through the information in the box as a class.
- Ask students to complete the answers individually. Elicit the first answer to get students started. Let students compare their ideas in pairs. In feedback, drill three or four of the phrases so students get some practice saying them.

Answers
1 OK
2 Not very well.
3 Really well.
4 OK
5 Not very well.
6 Really well.
7 Really well.
8 Not very well.
9 OK

13 Ask students to ask and answer the questions in groups of four or five. Encourage them to use expressions from Exercise 12. To get students started, you could model this activity first with a reliable student. As students speak, monitor and listen for errors, and correct students if they have problems.

Optional extra activity Extend the activity by turning it into a mingle. Ask the class to stand up, walk round, and ask four or five people.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

14 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
- Organise the class into pairs. Ask pairs to prepare individually before practising the conversations. Student A needs to practise saying the questions. Student B needs to look at the table and think about how to give the information. Students should switch roles once A has asked all the questions. Of course, if your students are actually at university, get them to prepare to give true answers to the questions.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

10 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

LEARNING AND TRAINING
Student's Book pages 54–55

Communicative outcomes
In this two-page spread, students talk about courses.

Vocabulary Courses

Aim
to introduce and practise asking and answering questions about courses

1 Start by asking students to read through the texts quickly. Set a focus task (see below), e.g. *What type of course is described in each text?*
- Ask students to read the texts again more carefully and put the verbs in the correct spaces. Do the first as an example to get students started. Let students compare their answers in pairs. In feedback, write up the verbs with the collocations in the text (e.g. *starts at 8, gives us advice*).

Answers
1 starts, finishes, gives
2 doing, paying, learning
3 training, lasts, costs, borrowing, passes
4 went, enjoyed, study, had, failed
5 have, last, comes, gives, share

Optional extra activity The activity in Exercise 1 reviews tenses students have learned so far. You could ask questions to check understanding or ask them to do the following in pairs.
Name the verb form/s in each sentence. Decide which sentences describe:
– actions at a particular time in the past
– actions started but not finished
– things that are generally / always true.

Background language notes for teachers

Point out some of the more interesting verb + noun collocations: *give (somebody) advice / information*; *do a course*; *it lasts three years*; *pass an exam*; *have / pass / fail an exam*; *share ideas.*

Teacher development: setting a focus task

Whenever students have to read a short text, it is a good idea to set a gist task or a focus task to enable students to read and understand the text to some extent before having to do a more detailed task such as working out which verb goes where. In Exercise 1 above, ask students to read the texts and say what type of course is described in each one.

2 Organise the class into new pairs. Give students two or three minutes to prepare things to say individually. Monitor and help with ideas. When students are ready,

ask them to take turns sharing their sentences. Monitor and note any interesting things students say. In feedback, write up any useful phrases you heard on the board and feedback on any errors.

3 Ask students to complete the conversations individually. Elicit the first missing question to get students started. Let students compare their answers in pairs before discussing as a class.

Answers
1 What's it about?
2 Why are you doing it?
3 When are the classes?
4 Do you have any homework?
5 What time does the class start?
6 How long does the course last?
7 How much did it cost?
8 Is it good?

4 Ask students to work in pairs to practise the conversation. Before they do, support students by drilling five or six of the questions in the box chorally and individually (see below).

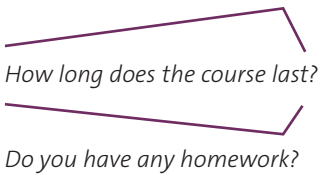
Optional extra activity Once students have practised the conversation twice, with each student playing each role, mix the pairs and ask them to practise again. This time Student B has to improvise answers instead of reading them out. Change roles again.

Background pronunciation notes

Notice that the intonation of *yes / no* questions tends to rise at the end, whereas the intonation of *wh-* questions tends to fall. When drilling the questions in Exercise 3, use your hand to show the intonation pattern. Move it up to show rising intonation and down to show falling intonation.

Teacher development: repetition drilling

Pronunciation, stress and intonation play an important part in being able to ask questions appropriately. Once students have completed the conversations, ask students to listen and repeat questions after your model. When you model the questions, try to show a rising or falling intonation pattern as shown below.



- In a repetition drill, use an open arm gesture to get the whole class to repeat after your model. Then, at random, use an open palm gesture to ask individuals to repeat. Correct here by repeating the phrase and asking them to repeat. Once students have had practice in open class, put them into pairs to practise the dialogue with good pronunciation.

Listening

Aim
to give students practice in listening for gist and for specific words

5 Elicit the first match to get students started. Let them compare their answers, and discuss which other words they could use with each picture. In feedback, elicit answers and write up words students suggest on the board.

Answers
a fashion (cut, scissors, dress, clothes, make)
b an online course (computer, internet)
c a training session (listen, talk, learn)
d a horse (ride, jump, countryside, helmet, jacket, boots)

Optional extra activity You may wish to pre-teach a set of key words and collocations that are used in the recording. One way of doing this is to write the following verbs on the left side of the board: *ride, work, write, do, have*. Then write these nouns on the right: *in fashion, a horse, the chance, a course, a novel*. Ask students to match the verbs to the nouns (*ride a horse, work in fashion, write a novel, do a course, have the chance*) before checking the meaning.

6 43 Play the recording. Students listen and match the speakers to the photos. Let them compare their answers with a partner before discussing as a class.

Answers
1 a 2 c 3 d 4 b

43
1 Astrid
I'm doing a great course at the moment. I'm learning to make clothes. It's every Monday and Wednesday evening from 6.30 to 9 and it lasts for ten weeks. It's quite expensive, but it's really good. The teachers are very helpful and I'm learning a lot. I love seeing what the other students make as well. I want to change my job and work in fashion, so doing this course is a good start.
2 Peter
We had a training session at work last week. It wasn't very long – it only lasted about an hour – but it was awful. My boss told everyone to go, so we didn't have any choice. It was about how to make good decisions. I didn't learn anything new. I was quite angry by the end of it.
3 Kate
I'm learning to ride. I started taking classes about six months ago and I ride once or twice a week. It depends how busy I am. I grew up in the countryside and when I was young I always wanted to ride and have a horse, but my parents didn't have much money so I didn't have the chance. I'm really enjoying the lessons. My teacher is very patient and I'm getting quite good now.

4 Neil
I'm doing an online Creative Writing course at the moment. My wife started it with me, but she stopped. She didn't like it because it's an open course and she said it was strange doing it with thousands of other students. On the course, we watch lots of videos and people comment. Then we do our own writing. I'm trying to write a novel. I'm spending about ten hours a week on it. Another thing I like about the course is there's no exam at the end. I hate taking exams. I always fail.

7 43 Start by asking students to read the eight sentences and decide whether they are true or false. Don't confirm any answers at this stage.
• Play the recording again. Students listen and finalise their answers. Let them compare their answers with a partner before discussing as a class.

Answers
1 F 2 F 3 T 4 F 5 F 6 F 7 T 8 F

8 Ask students to complete the sentences individually. Elicit the first answer to get them started. Let students compare their answers in pairs. You could give feedback by eliciting and writing the correct form on the board, or by asking students to check in the audio script on page 203 of the Student's Book.

Answers
1 am learning
2 lasts
3 lasted
4 didn't have
5 grew up, to ride
6 is, am getting
7 started, stopped
8 hate, fail

9 Organise the class into groups of four or five to discuss the questions. As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.

10 Organise the class into pairs to prepare their conversations. Student A must prepare to talk about a course and B must prepare to ask questions. Depending on your class, you could ask them to improvise from language on the page, or to script their dialogue first before practising it. As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.

Optional extra activity Ask students to write five sentences about their current English course or about another course they are doing. Tell them to look at the texts in Exercise 1 for ideas of what to write. At the end, collect in the texts and put them on the wall so that all the class can go and read them.

GRAMMAR Modifiers

Aim
to introduce and practise the modifiers *very, really* and *quite*

11 Read through the information in the box as a class. Ask students to work individually to choose the correct options. Elicit the first answer as an example in open class. Let students compare their answers in pairs. Monitor and note how well students do the task. In feedback, ask students to say why each option they choose is correct.

Answers
1 very
2 really
3 very
4 quite
5 very
6 quite
7 not very
8 really

12 Organise the class into groups of four or five to think of example sentences using the prompts. Monitor and note examples of good language use.
• In feedback, elicit examples from each group, and comment on any errors or examples of good language use from the class.

Possible answers
a Cars / Computers / Holidays are really expensive.
b iPhones are very popular at the moment.
c My teacher is quite strange!
d TVs and radios are not very modern.
e Sundays are quite boring.

Background language notes for teachers

Very and *really* (meaning 'a lot') and *quite* (meaning 'a little') go before adjectives. The stress is on the first syllable of each word, and, in sentences, the words need to be stressed. Note that *extremely* (meaning 'very, very') and *fairly* (meaning 'quite') are synonyms of *very* and *quite*.

Optional extra activity If you have fast finishers, extend the activity by asking students to think of people who are: very lazy, quite helpful, very friendly, really busy, quite quiet.

For further practice, see Exercises 1 and 2 in the Grammar reference on page 175.

Answers to Exercise 1, Grammar reference
1 It's **quite** cold in here. Can we turn on the heating?
2 Thanks for inviting us. We had a **really** great time.
3 It isn't **very** interesting. We always do the same things.
4 He's OK, I guess, but he's **quite** strange!
5 He's **really** good at sciences. He gets A grades.
6 My teachers were **very** helpful, so that made the course easier.

Answers to Exercise 2, Grammar reference
2 a bit difficult
4 a bit boring
5 a bit lazy
8 a bit strange

Web research activity Ask students to research an online course that they would like to do. Tell them to decide on a course (e.g. art, guitar, fashion) and choose an English-speaking city (e.g. London, New York, Sydney). Then they should use their search engine to find a course. Tell them to find out where it is, when it is, how long it lasts, and how much it costs.

GROWING UP BILINGUAL
Student's Book pages 56–57

Communicative outcomes
In this two-page spread, students practise talking about bilingual schools and comparing things.

VOCABULARY Languages

Aim
to introduce and practise languages and countries

1 Ask students to work in pairs to say where each language is an official language. There are a lot of possible answers, so only a few of the main countries are given below. Set a two-minute time limit and find out which pair has the most correct answers. In feedback, point out the spelling and pronunciation of both countries and languages / nationalities.

Possible answers
Arabic: Algeria, Morocco, Lebanon, Tunisia, Saudi Arabia, Egypt
French: France, Belgium, Switzerland, Canada, Cameroon, Senegal
Romanian: Romania, Moldova
Turkish: Turkey, Cyprus
Chinese: China, Taiwan, Singapore
German: Germany, Austria, Switzerland, Liechtenstein
Russian: Russia, Kazakhstan, Belarus
English: Britain, Canada, USA, Australia, New Zealand
Japanese: Japan
Spanish: Spain, Mexico, Colombia, Argentina, Peru (and many other South American countries)

Optional extra activity Write the following stress patterns on the board and ask students to copy them and write the languages that follow that stress pattern next to them. Ask them to add their L1 to the correct pattern. End by asking students to say the languages with the correct stress.

Oo	English, German, Russian, Spanish, Turkish
Ooo	Arabic
oO	Chinese
ooO	Japanese
oOoo	Romanian

Background pronunciation notes

When a language ends in *-ish* or *-ian*, the stress is generally on the syllable before. When a language ends with *-ese*, the stress is on the suffix.

2 Organise the class into new pairs or small groups to discuss the questions. As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

Culture notes

Chinese, followed by Hindi (an Indian language), are the most commonly spoken languages in the world. English is third, then Spanish.

- English is the official language in 83 countries/regions, and widely spoken in 105 other countries, including India, the world's second-most populous country.
- Spanish is the official language in 21 countries, and spoken in 44 countries. Mexico contains the largest population of Spanish speakers.
- Arabic is the official language in 26 countries, and spoken (in various dialects) in the Middle East, north Africa, the Arabian Peninsula and other Islamic countries.
- French is the official language in 40 countries, but has fewer first-language speakers than Russian, Japanese and German.

READING

Aim
to help train students to read for specific information, and to interpret views expressed on the writer's opinion

3 This exercise starts the section by pre-teaching or reviewing key phrases which will help students understand the text. Ask students in pairs to complete the sentences and to try to work out the meaning from the context. Point out that some of the words have already been seen in the unit (e.g. *creative, cause a problem* and *solve the problem* were presented at the start of the unit). Let students check in dictionaries only to confirm what they have guessed from context.

Answers
1 creative
2 solving
3 positive
4 explaining
5 caused

4 Ask students to discuss the sentences in pairs. Have a brief feedback session and find out what students said.

5 Start by setting up the situation. Ask students to look at the title and picture. Ask: *What is the text about? Is it about the good things or bad things of speaking two languages?*

- Ask students to read the first two paragraphs of the article and find the answers to the questions. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
1 40
2 Turkish, Japanese, Romanian
3 the children
4 one in seven children
5 They think it makes teaching more difficult, and that the children don't do as well.

6 Organise the class into pairs to discuss the questions. End with whole-class feedback. Elicit the views of students round the class.

7 Ask students to read the rest of the article to find the writer's opinions. Let students compare their answers in pairs. In feedback, elicit answers from the students. Ask students to justify answers by saying what they read.

Answers
The writer thinks that what they do at Newbury Park can help students to feel more positive. School is difficult for some students because of bad experiences they have had, not because they are bilingual. In fact, bilingual children usually do better at school.

8 Ask students to discuss the questions in pairs. However, don't expect students to say too much – it is hard for Elementary students to express themselves in much detail. As students speak, go round and monitor, and note down any interesting pieces of language you hear.

- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity There are some difficult words in the text which students may not know (see below). At the end, ask students to find and underline words they don't know and try to guess their meaning from context. Then explain them with examples, translation or dictionary work.

Background language notes for teachers

Note these difficult words in the text:
show the film = put the film on so people can see it
have a bad experience = a bad thing that happens
grow up = go from child to adult
population = people in the world

GRAMMAR Comparatives

Aim
to introduce and practise comparatives

9 Read through the information in the box as a class. Ask students to work individually to choose the correct comparative. Let them compare answers in pairs.

Answers

1 higher	3 funnier	5 lazier
2 slower	4 more interesting	

10 Ask students to discuss the questions in pairs. (In a monolingual class, students could do this discussion in L1.) At the end, elicit rules of form and use from your class. Then ask students to check in the Grammar reference on page 176.

Answers
1 high, low
2 slow, fast
3 funny, boring
4 interesting, difficult
5 helpful, lazy

G For further practice, see Exercise 1 in the Grammar reference on page 176.

Answers to Exercise 1, Grammar reference
1 easier
2 shorter
3 more popular
4 more friendly / friendlier
5 worse, colder
6 better, more interesting
7 more difficult

Background language notes for teachers

- In English, we add *-er* to adjectives with one syllable (*cheaper, older*). If the adjective ends consonant + vowel + consonant, the final consonant doubles (*hotter, flatter*). If the adjective ends with *-y*, change the *y* to *i* and add *-er* (*drier*).
- We add *-ier* to adjectives with two syllables when the second syllable ends with *-y* (*busier, happier*).
- We use *more* in font of adjectives with two, three or more syllables (*more helpful, more interesting*).

11 Ask students to work individually to write sentences. Elicit the first sentence to get them started. Organise the class into pairs to check their answers. Monitor and note how well students understand the use and form of comparatives. In feedback, elicit answers or ask students to come to the board and write up correct sentences.

Answers
1 I'm better at swimming than you.
2 My house is nearer to the school than your place.
3 I'm taller than you.
4 You're more interested in history than me.
5 My school was smaller than your school.
6 It was warmer last week than this week.

12 Model this activity with a reliable student to get them started. Ask: *Are you good at swimming? How far can you swim? How fast can you swim? How often do you go swimming?* At the end, say who is better, e.g. *Anna is better / worse at swimming than me.*
- Ask students to work in pairs to have conversations. Depending on how good your class is, ask them to either prepare questions first, or improvise them. Monitor and correct any misuses or mispronunciations of comparative forms. At the end, take whole-class feedback, and ask students to say who is better, nearer, taller, etc.

G For further practice, see Exercise 2 in the Grammar reference on page 176.

Answers to Exercise 2, Grammar reference
1 better
2 warmer
3 worse
4 more expensive
5 bigger

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

13 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
- Ask students to work individually to think of ideas. You might want to give them a time frame, e.g. comparing now with twenty years ago, or forty years ago, or allow students the freedom to choose. Monitor and help with ideas and vocabulary.

14 Organise students into groups of four or five to share their ideas and opinions.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Extend this practice by asking students to think of other more personal things to compare then and now (e.g. their cities, their English, their personality, their job).

Communicative activity worksheet The photocopiable worksheet on page 235 can be used at this point or at the end of the unit for further practice.

Sounds and vocabulary review

Aim
to practise the sounds /e/, /ə/, /ɔː/ and /ɜː/; to listen and write down words in continuous speech

15 44 Play the recording. Students listen and repeat the sounds.

> 44
> /e/, /ə/, /ɜː/, /ɔː/, /lə/, /lɔː/, /lɜː/, /en/, /ɜːn/, /ʃən/, /mənt/, /ɜːs/, /ɔːz/

16 45 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

> 45
> 1 It causes a lot of problems.
> 2 The last course was more interesting.
> 3 The government's made education worse.
> 4 My classmates are quite friendly.
> 5 We learned a lot about the law.
> 6 The sports teacher's very popular.
> 7 I spent four hours preparing the talk.
> 8 The training at work was very boring.

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/e/, /ə/, /ɔː/ and /ɜː/). Get students to write two collocations or phrases for each word in the box in Exercise 16. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds, but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

Sounds and correction

- /e/ is a short vowel sound made with the lips wide. The sound /e/ is produced with the lips a little wider than they are when producing the weak, short schwa sound /ə/, which is made with the lips completely slack.
- The long sounds /ɔː/ and /ɜː/ differ in that the lips are wider and the tongue lower when making the latter sound.

G For further revision, see Exercises 1–3 in the Grammar reference on page 176.

Answers to Exercise 1, Grammar reference
1 The film's not very good.
2 The class was not very interesting.
3 The school's not very big.
4 I'm not very warm.
5 The exam was quite difficult.
6 The rent for my flat is quite cheap.
7 The school I work for is quite near to here.
8 He got quite low grades.

Answers to Exercise 2, Grammar reference
2 Your class is a higher level than mine.
3 You are better at sciences than me.
4 Chinese is more useful than French.
5 My daughter is taller than my son.
6 My dad is tidier than my mum.
7 This year is more difficult than last year.
8 My exam results are worse than yours.

Answers to Exercise 3, Grammar reference
1 quite / really
2 is
3 bit
4 than
5 very
6 more

VIDEO 3: PHOTO CAMP
Student's Book page 58

Aim
to show how refugees can be given the chance to document their world; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses

1 Lead in to the topic by asking students to look at the picture and say what they can see. Pre-teach *refugee camp* (= a place where people who are running from war, terrorism or violence can stay). Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Possible answers
The adults are photographers. Perhaps they are there to photograph the situation, or perhaps to help with aid. The young people are refugees.
Things that can help refugees include food, shelter or housing, medicine and medical care, education, news and information, help with documents.

2 11 Give students time to read through the questions first. Then play the first part of the video, to 2.15. As students watch the video, they should note answers. Let them compare their answers in pairs before discussing as a class.

Answers
1 They are photographers, and they work for *National Geographic*.
2 They are refugees in a refugee camp in Uganda, but they come from different parts of Africa.
3 To teach them to tell the stories of their lives in photographs.

Optional extra activity There is an interesting set of vocabulary in the text connected to photography which you could teach before or after students listen (see notes below).

Background language notes for teachers

Note the collocations: *take a photo / photograph / picture / portrait, use a camera, tell a story, compose a picture, have an exhibition, show their work, document their world.*
- Note the stress: *photography, photographer, a / to photograph.*

Culture notes

- Reza Deghati (born in 1952 in Iran) is an Iranian-French photojournalist who has organised photo camps in various places, including recently in Syria. The other *National Geographic* photographers mentioned are Ed Cashy, Chris Reneer and South African photographer Nao Nitsomer.

3 Ask students to match the pairs of sentences, then check their answers in pairs before feedback.

Answers
1 d 2 b 3 a 4 c

4 11 Ask students to watch the second part of the video (2.16–3.50), and check and order the pairs of sentences. Let them compare their answers in pairs before discussing as a class.

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

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
- Give students time to read the questions then put them in pairs or small groups and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

6 This exercise provides further personalised speaking practice. Ask students to get out their phones and find some pictures they would like to share first.
- As students chat, monitor and listen to each group. When most students have finished, stop the class and give some feedback.

Understanding fast speech

7 12 Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said. Allow them to practise saying the extract again.

8 Encourage students to practise saying the extract several times.

11
Teacher 1: Get down low on the ground, photograph. Get up high, like up here, and shoot down.
Narrator: These are some of the best photographers in the world. They are working with young people who haven't used cameras before.
Teacher 2: She's so happy to see how it is working.
Teacher 3: Take one of Justin.
Narrator: These young people are refugees, they live in Uganda, they are from many parts of Africa, but right now this camp is their only home. They don't know what will happen to them in the future. They speak many different languages, but award-winning *National Geographic* photographer Reza Deghati believes they can all understand the meaning of powerful images.

Reza Deghati: Now I don't speak your language, but I use photography like language and this is the pictures I take.
Narrator: Reza and *National Geographic* photographers Ed Cashy and Chris Reneer have joined South African photographer Nao Nitsomer. They are teaching 60 young refugees how to tell the stories of their lives in photographs.
Reza Deghati: This is the way that we say telling the stories by picture. What is the important for me, what is the good, what is the bad around me. That's how I use the photography.
Narrator: The photographers call this 'photo camp'.
Reza Deghati: The photography is more than just having pictures of friends standing together.
Narrator: In small groups, the young people learn to use cameras and to compose pictures.
Reza Deghati: This is more reflections off the trees in this, what you can get.
Part 2
Narrator: Photo camp is an inspiration for many of the camp residents. Aganzi Grace, for example, wants to become a professional photographer. He hopes to take portraits and passport pictures to help support his family.
Reza Deghati: This was in the fish market? You are great, you can be a good photographer.
Narrator: Life is difficult in the refugee camp but Reza and the other photographers are showing these young adults how to see their temporary home in a new way, and for half to create something meaningful while they are here.
Near the end of the programme, the students have an exhibition. They are excited to show their work. As Reza explained to them at the beginning, their pictures tell stories that everyone can understand, no matter where they are from or what language they speak. These students received more than just a certificate and a new skill at photo camp, they also learned how to document their world and to see themselves and their lives in new ways.

REVIEW
Student's Book page 59

Aim
to consolidate vocabulary and grammar from Units 5 and 6

Answers

1

1 those
2 Are you
3 more difficult
4 he's doing
5 quite
6 one, cheaper
7 this, better

2

1 What do you do?
2 What are you studying?
3 How's it going?
4 What year are you in?
5 why are you doing

3

1 not
2 I'm
3 are
4 It's
5 those, really
6 this, bit

5

1 borrow
2 improve
3 give
4 leave
5 look for
6 pay
7 lasted
8 go up

6

shops: bakery, entrance, security guard, shelf, vegetables
study: Chinese, Engineering, fail, History, subject, training
clothes: jeans, jumper, leather, red top, shirt

7

1 popular
2 tall
3 difficult
4 patient
5 creative
6 sad
7 happy
8 stupid

8

1 store
2 section
3 sale
4 size
5 assistant
6 perfume
7 took
8 ground
9 came out
10 experience

46 and answers to Exercise 4

1 My son's studying Law at university.
2 I'm learning to ride a horse at the moment.
3 Excuse me. I'm looking for the changing rooms.
4 Some of my classmates aren't very friendly.
5 Your English is better than mine.
6 It was much warmer last summer.

7 PEOPLE I KNOW

Words for Unit 7

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the words and phrases to the photos. Elicit the first match to get them started (photo 1 is *dead*). Go round the room and check students are doing the task and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

2 47 Play the recording so that students can check their answers. Let them check again with a partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress. The strong stress is on the first syllable of all the words except *surprised*.

47 and answers
1 dead
2 clever
3 old friends
4 funny
5 look after children
6 repair a car
7 a wedding
8 strict
9 feed the dog
10 do some housework
11 do the washing
12 nursery school
13 very fit
14 husband
15 male and female
16 surprised

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- Use the feedback time to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

Optional extra activity Ask your students to say which photos they liked and why.

COUSINS, AUNTS AND UNCLES
Student's Book pages 62–63

Communicative outcomes
In this two-page spread, students will practise talking about their family and describing relationships.

Vocabulary Relationships

Aim
to introduce and practise words to describe people in a family

1 Elicit the word that goes in the first space in the table to get students started. Then organise the class into pairs to complete the table. In feedback, show the completed table on the board. You could do a simple repetition drill to practise the pronunciation of each word. Note that in English there is no gender-specific word for *cousin*, unlike many other European languages.

Answers

grandfather	grandmother
husband	wife
dad	mum
son	daughter
uncle	aunt
boyfriend	girlfriend
brother	sister
cousin	

Background language notes for teachers

- *Mum* and *dad* are short for *mother* and *father*. Young children say *mummy* and *daddy*. In American English, *mom / mommy* is more common, and *pa* as well as *dad / daddy* is used.
- *Gran, granny* and *grandma* are short versions of *grandmother*, and *grandad* or *grandpa* are short versions of *grandfather*.
- The word *partner* is increasingly used as an alternative to *wife / husband*. It is also commonly used by people in same-sex or unmarried long-term relationships.
- Note that the strong stress is on the first syllable of all the words.
- Note the difficult vowel sounds in some of the words: *daughter* /ˈdɔːtə/, *aunt* /ɑːnt/, *uncle* /ˈʌŋkəl/.

Teacher development: hands-on tasks

With a little bit of preparation, it is easy to turn matching, ordering or categorising tasks on the Student's Book page into memorable, motivating hands-on tasks. Here are two suggestions for Exercise 1 above.
1 Before the lesson, make fifteen simple cards. Write a different word from the table in Exercise 1 on

each card. Have a set of cards for each group of four in your class. In the lesson, students can play with the cards – completing a table (as in the exercise), matching male / female synonyms, categorising according to sex or age, etc. You could even play pelmanism (see below).

2 Show the incomplete table on the board (you could write it up, or use your classroom technology to project it). Ask students in pairs to decide where to put the words from the box, and to then come up to the board and write the words. Other class members can come up and write other words, and even correct what previous pairs have written.

Optional extra activity If you make cards, play pelmanism. Alternatively, in class make students write words on pieces of paper, and turn them over, in order to make their own version of pelmanism. Each group of four students has 15 cards with all the words written on them placed face down and mixed up on a table. Student A turns over two cards. If they match (e.g. brother / sister, wife / husband), they keep them. If not, they turn them back face down. It is Student B's turn. Students have to remember where pairs are, turn them over and keep them. The winner is the student with most pairs at the end.

2 Ask students to complete the sentences individually. Do the first as an example to get students started. Let students compare answers in pairs before discussing in feedback.

Answers
1 brother
2 cousin
3 son
4 sister
5 girlfriend
6 mum, dad, grandmother

3 Organise the class into pairs to speculate about the photo. Monitor and note how well students remember, use and pronounce the new words. In feedback, briefly find out what students said, and check the meaning and pronunciation of any words students had problems with.

Culture notes

The photograph shows a multi-generational family in the village of Lengeri, Svanetia, Georgia.

4 Write six names from your family on the board, and say: *She's my aunt, Jim's my brother*, etc. Ask students to write their own list of six names. Put them in new pairs to practise talking about them. In feedback, correct any errors students made and comment on good language use.

Optional extra activity To help students do Exercise 4, model the question and answer with a reliable student, e.g. *Who is Jim? He's my brother.*

Listening

Aim
to help train students to listen for gist and for specific information

5 48 Start by setting up the situation. Make sure students know there will be three conversations and they have to listen for words from Exercise 1.

- Play the recording. Let students compare answers in pairs. In feedback, elicit answers from the students.

Answers
1 brothers
2 cousins, aunts and uncles, dad, brothers and sisters
3 wife and son

6 48 Play the recording again. Ask students to listen then briefly write notes with any information they heard about the family members. Let students compare their answers in pairs. In feedback, elicit answers from the students. Ask students to justify their answers by saying what they heard. At the end, you may wish to allow students to look at the audio script on page 203 to check their answers.

Answers
1 Her older brother, Neil, is 28 and a teacher, the younger one, Tim, is nineteen and studying chemistry, in his second year at university.
2 Her cousin is nineteen and English, she has twelve other cousins, and nine aunts and uncles. Her dad has eight brothers and sisters.
3 His wife is a nurse, his son Ted is finishing college this year, studying medicine.

48
1
A: Do you have any brothers or sisters, Zoe?
B: Yes, I do. I have two brothers.
A: Oh, right. How old are they?
B: Well, I'm the middle child. My older brother's 28 and my younger one is nineteen.
A: What do they do?
B: Neil – my older brother – is a teacher, and my younger brother, Tim, is in his second year at university.
A: Oh, OK. What's he studying?
B: Chemistry.
2
C: Did you go out yesterday?
D: Yeah, I did. I met my cousin and his girlfriend for a drink.
C: Oh, OK. Is he visiting?
D: No, he lives here. He's English.
C: Really?
D: Yes. My uncle Giorgio met my aunt Ruth in London and they stayed in England.
C: So, how old is your cousin?
D: Nineteen. He's a year younger than me.

C: Do you have any other cousins here?
D: No, I don't, but I have twelve back in Italy.
C: Really? How many aunts and uncles do you have?
D: Nine. My dad has eight brothers and sisters!

3

E: So, are you married, Ted?
F: Yes, I am – 30 years next year.
E: Wow! Really?
F: Yep.
E: So, what does your wife do?
F: She's a nurse.
E: And do you have any children?
F: Yeah, just one son – Ted junior. He's finishing college this year.
E: Really? OK. What's he studying?
F: Medicine. He wants to be a doctor.

GRAMMAR Auxiliary verbs

Aim
to introduce and practise the use of auxiliary verbs in short answers

7 Read through the information in the Grammar box as a class. Ask students to work individually to complete the answers. Elicit the first answer as an example in open class. Let students compare their answers in pairs before feedback.

Answers

1 do	3 does	5 are	7 did
2 is	4 doesn't	6 aren't	8 didn't

8 Organise the class into pairs to practise the conversations and improvise different answers. Monitor and correct if students make any errors. In feedback, focus on any short answers students had problems with.

- Ask students to check the use of auxiliary verbs in short answers in the Grammar reference on page 177.

Answers

1 No, I don't.
2 No, he isn't.
3 No, she doesn't
4 My son doesn't, no, but my daughter does.
5 No, we aren't.
6 My mum's parents aren't, no, but my dad's are.
7 No, I didn't.
8 Yes, it did.

G Students complete Exercises 1 and 2 in the Grammar reference on page 177.

Answers to Exercise 1, Grammar reference

1 can't	5 does
2 did	6 didn't
3 do, doesn't	7 do
4 I'm not	8 can

Answers to Exercise 2, Grammar reference

1 is	4 can, can't
2 does	5 isn't
3 didn't	6 did

Background language notes for teachers

- It is important for students to practise manipulating auxiliary verbs as they are so prevalent in English. It is also important for students to try using language meaningfully and realistically. Avoid 'language lesson English' (such as *Are you married? Yes, I'm married*) in which students use unlikely language just because it 'practises' a grammatical form.
- The rule of form is simple here – when saying *yes*, the auxiliary in the question is used in the affirmative; when saying *no*, the auxiliary in the questions is used in the negative.

DEVELOPING CONVERSATIONS

Adding information

Aim
to introduce and practise ways of adding information

9 Read through the information in the box as a class.

- Ask students to match the comments to the dialogues in Exercise 7. Elicit the first as an example to get students started. Let students compare their ideas in pairs.

Answers

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

10 Ask students to practise the conversations in pairs. As students speak, monitor and listen for errors, and correct students if they have problems.

11 Ask students to work in the same pairs to prepare and practise answers to the questions. Start by eliciting some possible answers to the first question to get students started.

- Depending on the confidence and ability of your class, you could choose to make the preparation a writing stage, in which students prepare short written dialogues before practising, or an improvisational stage, in which students work together to think up and improvise a spoken dialogue.
- As students speak, monitor and listen for errors. In feedback, write up some of the errors you heard on the board and ask students to correct them. Comment on examples of good language use by your class.

Pronunciation

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 49 Read through the information in the box as a class. Then play the recording. Students listen and repeat.

> 49
> Really? Really? Really?

13 50 Organise the class into pairs to respond to the sentences on the recording. Then play the recording. Students listen and respond. The first time you play, be active and encourage students to make their intonation really exaggerated to show interest or surprise, and very flat to show the opposite.

- Play the recording a second time. This time allow students to respond without prompts. At the end, comment on whether your students' intonation pattern was exaggerated enough or not.

Answers

1 Really?	4 Really?
2 Really?	5 Really?
3 Oh, OK	6 Oh, OK

> 50
> 1 My dad has ten brothers and sisters.
> 2 My brother's fifteen years older than me.
> 3 My wife is a nurse.
> 4 It's my birthday today.
> 5 My grandma's 98.
> 6 My sister's in her last year at school.

Background pronunciation notes

Germanic languages like English use a very wide intonation pattern in comparison to other languages. Speakers of Slavic or Romance languages may find it odd to exaggerate the up / down intonation of *Really* quite as much as native speakers would do. It is important to encourage your students to exaggerate, if this is the case – otherwise, students may sound unintentionally rude or bored.

Here are two tips:

1 Write the up / down intonation arrow on the board in a very exaggerated way. Point to the arrow if your students are getting the intonation wrong or not exaggerating enough.
2 Use your hand to show the intonation. As students repeat, or as you correct them, raise your palm up and down to show how the intonation goes.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

14 This is an opportunity to put together several parts of the lesson input and for students to practise using all the language they have learnt.

- Ask students to work individually to prepare questions. Elicit two or three further examples to get them started. Monitor and help with ideas and vocabulary.

15 Organise the class into groups of four or five, or organise the activity as a class mingle. Ask students to take turns to ask and answer questions, and to improvise dialogues.

- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

13 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

I HAVE TO DO A LOT OF HOUSEWORK
Student's Book pages 64–65

Communicative outcomes
In this two-page spread, students talk about jobs and activities at home; they discuss family life.

Vocabulary

Jobs and activities in the home

Aim
to introduce and practise jobs and activities in the home

1 Start by asking students to look at the photos, and elicit a few jobs and activities. Write up any interesting or useful phrases on the board. Organise the class into pairs to think of more jobs and elicit them in feedback.

Answers
pick up children from school / look after children
fill / empty the dishwasher
read a story at bedtime

2 Ask students to do the matching task individually. Elicit the first match as an example. Let students compare answers in pairs before discussing as a class.

Answers

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

3 Organise the class into pairs to discuss the questions. Pre-teach *essential* (= very important). In feedback, elicit students' ideas, and comment on any errors or useful pieces of language students came up with.

Optional extra activity Ask students to rank the jobs from easiest to most difficult, or from best to do to worst to do.

Background pronunciation notes

- Note the stress is on the first syllable of all these words, except for *repair* and *together*.
- Tricky pronunciations include the /dʒ/ sound in *jokes* /dʒəʊks/ and the /ʃ/ sound in *dishwasher* /ˈdɪʃˌwɒʃə/.

Speaking

Aim
to introduce the ideas in the main text and elicit a personal response

4 Organise the class into pairs to read the introduction and discuss the questions. You may need to check key words (e.g. *do the housework, earn money, full-time job*). Have a brief feedback session. Expect only short, simple opinions at this level.

Reading

Aim
to help train students to read for a general understanding and for specific information

5 Start by setting up the situation. Ask students to look at the text. Ask: *What is it?* (a message board); *How many people are writing?* (six). You will need to pre-teach *a nanny* (= a person who looks after children as a job).
- Ask students to read and match the names on the message board to the family members listed. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers

grandmother	Bertha
a mother	Hannah
a father	Roberto
a daughter	Sophie
a nanny	(no match)
an uncle	David
a son	José

6 Ask students to read the message board again carefully and decide on the writers' opinions. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
Bertha, good
José, good
Sophie, bad
Hannah, good and bad
Roberto, bad
David, good

7 Organise the class into pairs to discuss their opinions. In feedback, elicit students' ideas and views.

Optional extra activity Ask students to write a comment expressing their view for the message board. You could ask students to write short comments on pieces of paper, then collect them in and put them on the class notice board, and ask the class to get up and read the views.

Background language notes for teachers

Note these difficult words in the blog.
a nanny = (a job) a person who looks after children
a cleaner = (a job) a person who cleans houses
the children are difficult – here, maybe they don't do what she says
It's not fair = It's not right that I have to do this.
nursery school = a school for children under five
private school = a school where the parents pay to send their children

GRAMMAR *have to / don't have to*

Aim
to introduce and practise the use of *have to* and *don't have to* to talk about what it is necessary or not necessary to do

8 Ask students to complete the comments with *have to / has to* or *don't / doesn't have to*. Elicit the first answer to get students started. Tell them to try to complete the sentences from memory before looking at the text to check. Let students compare their answers in pairs before feedback.

Answers
1 have to
2 has to
3 don't have to
4 doesn't have to

9 Read through the information in the box as a class and elicit the correct options. Then ask students to check in the Grammar reference on page 177.

Answers
1 necessary 2 not necessary

G Students complete Exercise 1 in the Grammar reference on page 177.

Answers to Exercise 1, Grammar reference
1 have to
2 have to
3 has to
4 have to
5 doesn't have to
6 have to
7 don't have to
8 has to
9 sing
10 tell

Background language notes: *have to* or *don't have to*

Have to is taught simply here using the words 'necessary' and 'not necessary' to get over the meaning (words that will be synonymous with words in many European students' L1, or easily guessed). In a non-European class, students may need to look up 'necessary'.

- In many ways, the meaning and use of *have to* is synonymous with *must* and *need to*. Note, however, that *don't have to* (it's not necessary) has a very different meaning to *mustn't* (it's not permitted).
- We tend to use *have to* when the obligation (or lack of it) is from outside (e.g. with laws or rules: *You have to drive on the left*, or when the speaker implies the obligation is placed on him by others: *I have to do the shopping, I'm afraid*, or *Do I have to go to bed?*). *Must* differs ever so slightly in that the obligation is a personal one (*I'm so lazy – I must work harder*). At this level, there is no need to go into this, but it's worth knowing!
- *Have to* is often referred to as modal verb for convenience. However, it is neither modal nor auxiliary. It conjugates in all forms like a regular verb using the auxiliary *do*.
- *Have to* is difficult to say accurately. The 've' becomes /f/ when pronounced and the 'o' in *to* is reduced to /ə/: /hæftə/. *Doesn't* /'dʌz(ə)nt/ is also hard to say. Consider incorporating a drill to practise pronunciation by reading some of the sentences in Exercises 8 or 10 and asking students to repeat.

10 Set up the task by eliciting the first answer as an example. Ask students to work individually to complete the sentences. Let students compare their answers in pairs before checking the correct answers in feedback.

Answers
1 have to
2 don't have to
3 don't have to
4 has to
5 don't have to
6 has to
7 do, have to
8 does, have to

11 Organise the class into groups of four or five to make sentences. Monitor and prompt, and check how well students are using the language. In feedback, point out any errors or problems you noticed.

Optional extra activity Describe what you have to do at home and at work in a short monologue. Ask students to listen and note what you have to do and share what they heard with a partner. Providing a 'live' teacher listening in class, in which you tell students a little about yourself, can be motivating and an easy activity to set up.

G For further practice, see Exercise 2 in the Grammar reference on page 177.

Answers to Exercise 2, Grammar reference
1 have to leave
2 don't have to wait
3 has to do
4 have to work
5 doesn't have to go

SPEAKING

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

- Ask students to work individually to prepare their opinions. Monitor and help with ideas and vocabulary.

13 Organise students into new pairs to share their ideas. You could model this briefly with a reliable student, using the example dialogue.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- In feedback, ask different students to tell the class their partner's opinions.

- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

14 Extend the discussion by getting students to prepare and discuss further opinions about family life in groups of four or five.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.

Web research activity Ask students to research figures from their own country related to the lesson's topic. For example, ask them to find what percentage of women stay at home, what percentage of housework men do, who does the shopping – men or women. In a later class, ask students to show and compare figures they find.

MY CIRCLE OF FRIENDS
Student's Book pages 66–67

Communicative outcomes
In this two-page spread, students practise talking about friends and people they know.

Speaking

Aim
to give students practice in reading for general understanding; to share ideas and introduce the theme of the lesson

1 Start with a lead-in to the lesson. Write *friend* on the board and ask students to tell you types of friends. Alternatively, ask students to read the text quickly and say the types of friends that are mentioned.
- Organise the class into pairs or small groups to discuss the questions.
- Have a brief class feedback session and elicit ideas. Use the opportunity to check the meaning of some difficult words: *close to (somebody), stay in touch, a friend of a friend, (not) get on with (somebody)*. You may need to provide examples, translations or ask students to use dictionaries.

Possible answers
- Either an old friend because you are close or a family friend because they are reliable and useful.
- Old friends: the old days, memories and shared experiences; family friends: problems and advice, family issues; online friend: funny stories, what is happening in the world; friend of someone you know: polite conversation – family, weather, job
- students' own ideas
- boyfriend / girlfriend, classmate, flatmate, teammate

Listening

Aim
to give students practice in listening for general and specific understanding

2 **51** Play the recording. Students listen and match the descriptions they hear to the different types of friends. Let them compare their answers with a partner before discussing as a class.

Answers
1 an old friend
2 a friend of someone you know
3 an online friend
4 a friend of the family

51

1 Johan and I grew up together. We first met at school and later we shared a house together in Malmö. He's very creative. He's a photographer and he lives in New York now, but we're still very close. We talk all the time. We're friends for life, I'm sure.
2 I only know Miguel because my husband works with him. I don't really get on with him very well, but what can I do? They were already friends when we met and I respect that. He likes going out a lot. He goes to parties all night. I think he's a bit stupid. He's 38, but he thinks he's still 21! He also sometimes says stupid things about women.
3 In some ways, Claire and I don't know each other at all. She lives in Wisconsin and I live in Leeds. We never meet face-to-face. We only meet in chat rooms and we talk through Messenger. She's very sensitive and she really understands me. My friends think I'm crazy, but when I leave college, I want to go to the US and meet her in person!
4 Liu Bing – or Auntie Liu as I call her – isn't really my aunt. She's an old friend of my mum's. They went to school together and she came to our house a lot when I was a kid. She's a strong and confident woman, and she made me feel good about myself. When I moved to Shanghai, she helped me find a place to live and a job, so now she's not only my mother's friend, she's mine as well!

Background language notes for teachers

creative = good at having ideas
close = very good friends
respect = have a good opinion of someone
stupid = not clever
sensitive = good at understanding how people feel
meet in person = meet someone face to face, in real life, not just online

Culture notes

- Malmö is a city on the southern coast of Sweden.
- Wisconsin is a state in the mid-west of the USA.
- Leeds is a city in the north of England.
- Shanghai is a city on the south coast of China.

3 **51** Start by asking students to read the summaries carefully and think about which facts are wrong.
- Play the recording again. Students listen and check. Let them compare their answers with a partner before discussing as a class.

Answers
1 He met Johan at **school**. Johan lives in New York now. He's a **photographer**.
2 Her husband **works** with Miguel. She doesn't get on well with Miguel. Miguel is **38**.
3 He's a student. He met Claire **online**. **He** wants to **go to the US**.
4 Liu is **a friend of her mum's**. Liu is **strong and confident**. She lives in Shanghai.

4 Ask students to match the verbs to the words individually. Do the first as an example to get students started. Let students compare their answers in pairs. You could ask students to look at the audio script on page 204 of the Student's Book to check and confirm their answers.

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

5 Organise the class into pairs or small groups to discuss the questions.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language they didn't quite use correctly during the activity.

Optional extra activity Ask students to write six sentences about people they know using the verb and word collocations in Exercise 4.

VOCABULARY Describing people

Aim
to introduce and practise adjectives to describe people

6 Ask students to work in pairs to categorise the adjectives. Encourage them to try to use their previous knowledge to do this (they could look back at the pictures on pages 60 and 61 to help) before checking any unknown words in dictionaries.
- Note that there are no black and white answers for this, and students may have different opinions about some adjectives, e.g. *quiet* might be seen as negative by some and positive by others.

Possible answers
positive: clever, fit, reliable, confident, funny, quiet
negative: loud, strict

7 Ask students to work individually to complete the sentences. Let them compare their answers in pairs. In feedback, elicit answers.

Answers
1 funny
2 fit
3 quiet
4 clever
5 loud
6 strict
7 reliable
8 confident

8 Model the activity by providing examples of adjectives that describe people in your family. Then organise the class into small groups to discuss the questions.

Optional extra activity 1 Ask students to think of celebrities that fit the adjectives in Exercise 6.

Optional extra activity 2 Ask students to match the adjectives to a profession that best helps them remember the adjective, e.g. *a strict teacher, a funny comedian, a clever scientist, a fit footballer, a quiet librarian.*

Background language notes for teachers

- It's a good idea to personalise the adjectives by asking students to match them to people they know (see Exercise 8 and extra activities above).
- The stress in all these words is on the first syllable except for *reliable*.
- Note that the online Vocabulary Builder extends vocabulary from each unit and provides a lot of work on collocation.

SPEAKING

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

9 This is an opportunity to bring together several parts of the lesson, and for students to practise using all the language they have learnt.
- Ask students to work individually to prepare. Monitor and help with ideas and vocabulary.

10 Organise students into groups of four or five to ask and answer the questions.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language they didn't quite use correctly during the activity. Show them better ways of saying what they were trying to say.

Optional extra activity Extend this practice into a mingle in which students have to meet and improvise conversations.

Communicative activity worksheet The photocopiable worksheet on page 236 can be used at this point or at the end of the unit for further practice.

SOUNDS AND VOCABULARY REVIEW

Aim
to practise the sounds /iː/ and /ɪ/; to listen and write down words in continuous speech

11 52 Play the recording. Students listen and repeat the sounds.

52
/griː/, /glɪ/, /miː/, /kɪ/, /fɪ/, /fiː/, /ʃiː/, /swɪ/, /sɪ/, /strɪ/

12 53 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

53
1 We agreed to meet tonight.
2 I'm not very confident about my English.
3 I need to feed my kids.
4 She's my best female friend.
5 She swims a lot, so she's very fit.
6 I need to leave at six.
7 We're sisters, but we're not very similar.
8 Why is your dad so strict with your sister?

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/iː/ and /ɪ/). Get students to write two collocations or phrases for each word in the box in Exercise 12. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds, but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

Sounds and correction
/ɪ/ is a short vowel sound made with relaxed lips, whereas /iː/ is a long vowel sound made with the lips wider and narrower. Italian and Spanish speakers (among many others) famously confuse these two sounds because /ɪ/ and /iː/ sound similar to a sound in L1 which is a little longer than /ɪ/ but shorter than /iː/.

G For further revision, see Exercises 1–3 in the Grammar reference on page 177.

Answers to Exercise 1, Grammar reference
A
1 c 2 f 3 e 4 b 5 a 6 d

B
1 No, she isn't.
2 No, I wasn't.
3 Yes, they are really.
4 Yes, I can.
5 Yes, she does.
6 No, she didn't.

Answers to Exercise 2, Grammar reference
2 ... but I do.
3 ... but we always do on Sunday.
4 ... but Juan did.
5 ... but my sister does.
6 ... I did too!

Answers to Exercise 3, Grammar reference
1 I have to go.
2 He has to work late.
3 Do you have to pass it?
4 She doesn't have to travel far to get to work.
5 Do we have to stay?
6 We don't have to get up early tomorrow.

8 PLANS

Words for Unit 8

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the phrases to the photos. Elicit the first match to get them started (photo 1 is *the main square*). Go round the room and check students are doing the task and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

2 **54** Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see language notes below).

54 and answers
1 the main square
2 grow fruit
3 move house
4 destroy a building
5 win the lottery
6 provide help
7 go fishing
8 have a check-up
9 go to the library
10 a romantic dinner
11 a big clock
12 do some exercise
13 build a house
14 save money
15 get a taxi
16 get married
There are no photos to match 'lose your job' or 'drive someone round'.

Background language notes for teachers

- Many of these phrases need to be learnt as fixed collocations: *do exercise, get married, go fishing, win the lottery*.
- Note the strong stress is on the first syllable of all the words except: *destroy, provide, romantic*.
- Difficult pronunciations: *library* /laɪˌbri/; *fruit* /fruːt/.

Culture notes

- Photo 1 shows Milan and its Duomo (cathedral).
- Photo 11 shows the clock tower on the Balmoral hotel in Edinburgh. It is a famous landmark on Princes Street, the main shopping street in the centre of the city.

3 Mix the pairs so that students are working with someone new. Ask students to make as many connections as they can.
- Use the feedback time to elicit ideas, to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

Possible answers
a big clock / the main square (*There is often a big clock in a main square.*)
build a house or move house / get married (*When you get married, you often move to a new house.*)
have a check-up / do some exercise (*After a check-up, you want to do more exercise.*)
get a taxi / drive someone round (*Tourists get a taxi to drive them round.*)
lose your job / go fishing (*You lost your job, so you can go fishing more often!*)
move house / grow fruit (*You moved to a house with a big garden so you can grow fruit.*)
lose your job / move house (*You lost your job, so you can't pay the rent and have to move house.*)
move house / the main square (*You moved to a house in the main square.*)
go to the library / save money (*I go to the library to save money – it's cheaper than buying books.*)
win the lottery / build a house (*I won the lottery, and now I'm building a big house.*)
win the lottery / a romantic dinner (*I won the lottery, so we can go for a romantic dinner to celebrate!*)

Optional extra activity End this stage by asking your students to say which photos they liked and why.

Teacher development: drilling and choosing what to drill

Practising the pronunciation of new words is as important as learning their form, meaning, use and collocations. The simplest way of focusing on pronunciation is to drill the words in the box. Rather than drilling all the phrases, choose four or five that present the most difficult pronunciation problems or most useful practice. For example, you could drill phrases with hard-to-say words (e.g. *do some exercise, go to the library*), phrases where there is consonant to vowel linking between word boundaries (e.g. *get a taxi, build a house*), or phrases with the stress on the second syllable (e.g. *provide help*). When drilling, say the phrase clearly and ask the whole class to repeat, then say it again and ask individuals to repeat. Get students to repeat what you say and not read words out from their book or the board.

WHAT ARE YOUR PLANS?
Student's Book pages 70–71

Communicative outcomes
In this two-page spread, students will practise talking about plans and making suggestions.

Speaking

Aim
to introduce the topic and find out what language students know for activities and going out

1 Start by asking about the photo in open class. Ask: *What can you see? Where do you think it is? What are the people doing?* (e.g. walking, sightseeing, pushing a pram, taking photos, waiting for friends, meeting people).
• Organise the class into pairs to discuss the questions. In feedback, elicit ideas and have a brief class discussion. You could build up a list of useful phrases on the board as students suggest what they do in their free time.

Optional extra activity Ask students to interview their partner and find three free-time activities that they both share.

Culture notes

The photo shows Plaza Mayor in Madrid. The building in the centre with the tower is the Casa de la Panadería.

Vocabulary Common activities

Aim
to introduce and practise words for common activities

2 Elicit the first match (1 *play*) from the students to get them started. Then organise the class into pairs to complete the matches. Tell them to match what they can before checking any difficult words in their dictionaries.

Answers

1 play	5 go to
2 write	6 have
3 do	7 go
4 go for	8 get

Background language notes for teachers

a client = a customer (in a business situation)
a check-up = where the doctor checks to see if you are healthy
• Note *go fishing* (with activities, we use *go* + *-ing*, e.g. *go swimming, go running, go skiing*).
• With a few places, e.g. *hospital, work, school, university, church*, we do not use *the* when we are focusing on the purpose or the general idea of the place, e.g. *All children have to go to school, I need to go to hospital for an operation,* etc.
– We use *the* with these words when we are talking about the building or a specific place, e.g. *There's a meeting in the school this evening.*
– Note that *library* is not one of this group of words, so you always say *go to the library*.
• *go home*: here, exceptionally, both *to* and *the* are always omitted.
• Note the strong stress is on the first syllable of all the words except for *romantic*.

3 Organise the class into pairs to make sentences. Monitor and note how well students understand, use and pronounce the activity phrases. In feedback, briefly find out what answers students shared, and check the meaning and pronunciation of any words students had problems with.

Possible answers
a write a few emails, have a meeting with a client
b go to the library, do homework
c go to the doctor, go home
d play tennis, go for a run
e–h students' own answers

Listening

Aim
to help train students to listen for gist and for specific information

4 55 Start by setting up the situation. Make sure students know there will be three conversations and people will talk about plans.
• Play the recording. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
1 b 2 c 3 a

55
1
A: Hey … um … Katie … listen, do you want … um … do you have time for a coffee?
B: No, sorry, I don't. I'm going to study in the library and do some reading for my Literature course.
A: Oh, OK. Well, maybe later?
B: I can't really. I'm not going to have time. I'm just going to go home because I really need to study. I have my exams next week, you know, so …
A: Oh, right. Well, good luck with them. What about after your exams? Do you want to go out somewhere then? Maybe dinner one night?
B: I'm really sorry, but I can't. I … I have to work that night. Bye.
A: But I didn't say which night!

2

C: So what're your plans for today?
D: Oh, I need to write a few emails, so I'm going to find a café with wi-fi and do that – and I have to check the details of my flight for next week as well, so, you know. What about you? What're your plans?
C: I'm going to go running by the river later. I need to do some exercise!
D: Good idea! What about tonight? Are you going to be busy then?
C: No. Why? Do you want to meet somewhere?
D: Yes, OK. Where?
C: How about in the main square at eight?
D: OK. Great.
C: Then I can show you some nice places where there aren't too many tourists.

3

E: Are you going to go to the meeting?
F: No, I'm not. I'm going to meet some clients and have lunch with them.
E: Oh, right. Where are you going to eat?
F: A new French place in Harajuku.
E: Oh, that sounds good.
F: Yeah. What about you? What're your plans?
E: I have to give a presentation at the meeting, but after that I'm going to go out somewhere. Do you want to come?
F: Maybe, yeah. Call me later, OK?
E: OK.
F: Great. See you.

5 55 Ask students to read the descriptions and see if they can remember any answers from their first listening. You may need to pre-teach words at this stage (see language notes below).

- When students are ready, play the recording again. Let students compare their answers in pairs. In feedback, elicit answers from the students. Ask students to justify answers by saying what they heard. At the end, you may wish to allow students to look at the audio script on page 204 to check their answers.

Answers

a 3 b 2 c 1 d 3 e 1 f 2

Background language notes for teachers

Here are some words to pre-teach.
arrange = make a plan
ask out on a date = ask to go to a cinema, restaurant, etc. as a boyfriend or girlfriend
colleagues = people you work with
check the details = look at every word of the information
tourists = people on holiday
give a presentation = give a short talk about a topic, e.g. to business people or at university

GRAMMAR *going to*

Aim

to introduce and practise *going to* for plans

6 Read through the information in the box as a class. Then ask students to read the examples and complete the rules. Let them compare answers in pairs.

- Ask students to check in the Grammar reference on page 178.

Answers

1 be 2 infinitive 3 the future

G Students complete Exercises 1 and 2 in the Grammar reference on page 178.

Answers to Exercise 1, Grammar reference

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

Answers to Exercise 2, Grammar reference

1 are going to go
2 are going to celebrate
3 am going to get
4 isn't going to like
5 are your cousins going to stay?
6 is it going to take?
7 are you going to meet
8 'm going to miss; 'm not going to see

Background language notes for teachers

We use *be* + *going to* + infinitive to talk about plans that have already been made, e.g. *We're going to play football tomorrow* means that the plan was made before speaking this sentence.

- At this level, this use is being taught in isolation so that students have a clear, useable way of describing plans without getting confused with contrasting uses (*will* + infinitive when no plan has been made, and present continuous when the plan is an arrangement).
- Note that native speakers often reduce *going to go / come* to the present continuous (e.g. *I'm going running* not *I'm going to go running*). However, both forms are correct.
- The form is complex so watch out for students missing out words (*I going to play, I'm going play*, etc.).

7 Elicit the first missing form in open class to get students started, and write it on the board. Ask students to complete the other sentences individually. Let students compare their answers in pairs before checking as a class.

Answers

1 is going to take, are … going to go
2 'm going to leave, are you going to get up
3 are going to visit, are they going to stay
4 isn't going to come, Is he going to go

Pronunciation

Aim
to help train students to notice and say the correct pronunciation of *going to* in fast speech

8 56 Play the recording. Ask students to note the pronunciation and try saying it round the class.

Answers
going to is reduced to /gʌnə/. The /t/ sound is not pronounced.

56
going to
1 Where are you going to go?
2 I'm going to leave tomorrow.
3 What time are you going to get up?
4 Some friends are going to visit.
5 How long are they going to stay?
6 He's not going to come.

9 Ask students to look back at the dialogues in Exercise 7 first. Elicit a possible final line to the first dialogue. Then ask students to spend two minutes thinking of how to end the other dialogues.
• Organise the class into new pairs to practise the dialogues. As they speak, monitor closely, and insist on good pronunciation. In feedback, point out any errors you heard.

10 Ask students to work in pairs to talk about their plans. Start by modelling the activity with a reliable student. Give students a minute to think of things to say before they start.
• Once students are working in closed pairs, monitor and notice how well they use *going to*. In feedback, write a few incorrect sentences on the board and ask students to correct them.

G For further practice, see Exercise 3 in the Grammar reference on page 178.

Answers to Exercise 3, Grammar reference
1 I'm not **going** to do anything special tonight.
2 How are you going **to** get home?
3 Where **are** they going to go on holiday this year?
4 What **is** your sister going to study?
5 How much **is** it going to cost?
6 I**'m** going to have dinner with my parents tonight.

Developing conversations

Making suggestions

Aim
to introduce and practise ways of making suggestions

11 Read through the information in the box as a class.
• Ask students to work in pairs to order the sentences in the conversation. Elicit the first line to get students started. Let students compare their ideas in pairs.

12 57 Play the recording. Students listen and check. Let them compare their answers in pairs before writing up the order on the board.

Answers
1 d 2 g 3 f 4 a 5 i 6 b 7 h 8 c 9 e

57
A: What're your plans for later?
B: I don't have any. Why? Do you want to meet somewhere?
A: Yes. Great. Where?
B: How about in the main square, under the big clock?
A: Yes, fine. What time?
B: Is six OK?
A: It's quite early.
B: Oh, sorry. Well, how about seven thirty?
A: Perfect! See you later. Bye.

13 Ask students to think of and write their own responses. You can start by eliciting two or three possible responses to the first question as examples. Go round and prompt students to correct any errors in the sentences they write.
• Organise the class into pairs to practise the questions and responses, or ask the questions round the class, eliciting responses and using the opportunity to correct form and pronunciation. In feedback, write a few incorrect sentences on the board and ask students to correct them.

Optional extra activity Extend the activity for fast finishers by giving them other questions to answer (*What do you want to watch on TV tonight? What are we going to buy for lunch?*).

Communicative activity worksheet The photocopiable worksheet on page 237 can be used at this point or at the end of the unit for further practice.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

14 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
• Organise the class into new pairs. Ask pairs to decide who is A and who B. Ask them to think about how to complete the unfinished sentences. When they are ready, tell them to practise the dialogue. When they have finished, ask them to change roles. Practice makes perfect, so ask students to practise the dialogues four or five times, or change pairs so students can practise with new people.
• As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.

- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Make this a mingle. Ask students to practise once in pairs. Then ask them to stand up, without books, walk round the class, and ask lots of people: *What're your plans for today?*

14 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

HOPES AND DREAMS
Student's Book pages 72–73

Communicative outcomes
In this two-page spread, students talk about hopes and dreams.

Listening

Aim
to give students practice in listening for gist and for specific words

1 Ask students to look at the pictures, and make sure students understand that they show what the people **want** to do. Ask: *What can you see?* Elicit ideas. Put students in pairs to discuss the question in the Student's Book. The listening in the next exercise will confirm their ideas.

2 58 Play the recording. Students listen and match the speakers to the pictures. Let them compare their answers with a partner before discussing as a class.

Answers
Speaker 1: Picture c
Speaker 2: Picture b
Speaker 3: Picture d
Speaker 4: Picture a

58
1
I'm from the Czech Republic, but at the moment, I'm living in Manchester. I'm doing a degree here. I also work part-time and I'm saving money because, after university, I'd really like to go to China to study kung fu. I practise three times a week here, and I'd like to take it to the next level.
2
I work for a big design company in São Paulo, but I'd like to leave and start my own business sometime in the next two or three years. I don't like having a boss. I'd like to work for myself. I'd also like to start a family, have children, but maybe that has to wait!
3
I'm going to retire next year, after working for 38 years. It's going to be strange, but I'm looking forward to it. I'd like to spend more time gardening. I have a small piece of land and I'd like to grow my own fruit and vegetables. I'd also like to spend more time with my wife and children.
4
I'd like to be really famous. I'd like to have my own TV show and I'd like to have lots and lots of money. I'd like someone to drive me round in a big car and I'd like to eat in expensive restaurants – and I'd like everyone in the world to know my name!

3 58 Play the recording again. Students listen and tick the true sentences. Let them compare their answers with a partner.

4 Tell students to check their answers by looking at the audio script on page 205 of the Student's Book. In feedback, ask different pairs to justify their answers by saying which words they underlined and why.

Answers
Sentences 2, 5 and 7 are true.
The other sentences are incorrect:
1 He's from the Czech Republic.
3 She wants to leave in the next two or three years.
4 She says having children will have to wait.
6 He wants to grow fruit and vegetables.
8 She wants someone else to drive her.

Background language notes for teachers

Note these words you may wish to check.
do a degree = do a course at university
work part-time = work a few hours a week (not all week)
a boss = a manager
someone to drive me round in a big car = i.e. a chauffeur, a person paid to drive your car while you sit in the back.

Teacher development: checking in pairs

After completing a grammar or vocabulary exercise, or after reading or listening to a text, encourage students to check their answers in pairs. This is positive in a number of ways.
1 It allows students to confirm they have got answers right, or wrong, before having to share them with the class. This makes them more confident about giving an answer in open class.
2 It allows you, the teacher, to go round and see how well students have done. You may need to offer help or redirect the task if students have problems. It is better to find this out when students are checking in pairs than in whole-class feedback when students are getting answers wrong.
3 It varies interaction and helps create supportive relationships in class, and it encourages peer teaching.

5 Organise the class into groups to discuss the questions. At this level, students can't do this in full sentences yet, so encourage your students to use short answers, e.g. *Yes, kung fu, because …* Monitor and note language use. In feedback, write a few incorrect sentences on the board and ask students to correct them.

VOCABULARY Life events and plans

Aim
to introduce and practise phrases used to describe life events and plans

6 Ask students to complete the sentences with verbs from the box. Do the first as an example. Let students compare their answers in pairs. In feedback, use mime to check the words (e.g. mime a pregnant woman for *going to have a baby*). At the end, allow students to use dictionaries if they are still unsure of any words.
- Note that these verbs all appear in the irregular verb list on page 191 of the Student's Book. Tell students to use the verb list for help if they need to.

Answers

1	a have	b had
2	a moved	b move
3	a stopped	b stop
4	a started	b start
5	a won	b win
6	a get	b got
7	a left	b leave
8	a become	b become

Background language notes for teachers

- Note the following:
move house but *move **to** a city, country*, etc.
stop / start + *-ing* / noun
get married / divorced: we use *get* when there is a change of state (here a change from not being married to being married, or vice versa – compare *get engaged, get old, get angry*).
- Note that the stress is on the second syllable in *become*.

7 Organise the class into new pairs. Give students two or three minutes to prepare things to say individually. Monitor and help with ideas. When students are ready, ask them to take turns talking about life events and plans. Monitor and note any interesting things students say. In feedback, ask what different students found out about their partner and write up any useful phrases you heard on the board for students to notice.

Optional extra activity Ask students to write five sentences to say what their plans are for next year.

GRAMMAR *would like to* + verb

Aim
to introduce and practise *would like to* + infinitive to talk about things we want or hope to do in the future

8 Read through the information in the box as a class. Then ask students to work individually to make sentences from the prompts. Elicit the first answer to get them started, and write it on the board. Let students compare their answers in pairs before confirming by writing up, or asking students to write up, correct sentences on the board. Alternatively, note that the correct answers are on the recording in Exercise 9. Play that to confirm answers.
- Students can check their ideas in Exercise 9.

Answers
1 I'd / I would really like to spend a year in South America.
2 I'd / I would really like to meet him sometime. I love his music!
3 My brother would like to learn how to cook.
4 She'd / She would like to change jobs sometime soon.
5 I wouldn't like to be famous!
6 It's a nice apartment, but I wouldn't like to live in that area.
7 Would you like to get something to eat after class?
8 Would you like to come shopping with me tomorrow?

Background language notes: *would like to* + verb

Would behaves like a modal auxiliary verb. You add *n't* to it to make a negative, and invert it with the subject to make a question. It has a similar meaning to *want* but is more polite and tentative, and more commonly used when expressing hopes and wishes. It is better and more common in the question form to make invitations.

- Students are likely to have problems with the form. They may miss out *'d* (e.g. *I like to go to France one day.*) or misapply rules in question or negative forms (e.g. *Do you would like ...?*). Note that the abbreviated *'d* form is more common, and pronouncing *would* can sound over-exaggerated.

Pronunciation

Aim
to introduce and practise the pronunciation of the contracted *'d* form in *would like*

9 59 Play the recording. Students listen and check their answers to Exercise 8, and notice the pronunciation of the *'d* form. In feedback, briefly drill *I'd*, *we'd*, etc.

Answers
We use the contracted form of *would* in the affirmative with pronouns (e.g. *I'd, we'd, she'd*).

59
1 I'd really like to spend a year in South America.
2 I'd really like to meet him sometime. I love his music!
3 My brother would like to learn how to cook.
4 She'd like to change jobs sometime soon.
5 I wouldn't like to be famous!
6 It's a nice apartment, but I wouldn't like to live in that area.
7 Would you like to get something to eat after class?
8 Would you like to come shopping with me tomorrow?

Optional extra activity Ask students to practise saying the full sentences from Exercise 8, paying attention to the pronunciation of the *'d* form.

10 Set up the task by asking students to study the example. Ask students to work individually to think of things to say. Then organise them into groups of four or five to discuss plans. Monitor and prompt, and check how well students are using the language. In feedback, point out any errors or problems you noticed.

Optional extra activity Here are some other things to discuss: *buy a motorbike / yacht, eat less meat, do volunteer work, change my job, learn to ski, climb a mountain.*

11 This activity provides further personalised speaking practice. Ask students to work individually to think of things to say. As students speak, monitor and prompt, and check how well students are using the language. In feedback, point out any errors or problems you noticed.

For further practice, see Exercises 1 and 2 in the Grammar reference on page 178.

Answers to Exercise 1, Grammar reference
1 get, lose
2 retire, relax
3 learn, go
4 start, become
5 leave, get
6 save, buy

Answers to Exercise 2, Grammar reference
A
1 Would you like a cup of tea?
2 Would you like a seat?
3 Would you like a cigarette?
4 Would you like a drink?
5 Would you like some more cake?
6 Would you like milk in your coffee?
B
1 b 2 f 3 a 4 c 5 d 6 e

Web research activity Ask students to find as many song titles as they can beginning with *I'd like to ...* (e.g. *I'd like to teach the world to sing, I'd like to be, I'd like to be everything you want, A song I'd like to sing*).

FOR AND AGAINST
Student's Book pages 74–75

Communicative outcomes
In this two-page spread, students practise discussing opinions for and against plans.

Speaking

Aim
to introduce the theme, check students' existing knowledge and get students talking

1 Start by asking students to look at the photo. Ask: *What are they building? Do you think it is improving the city? Why? Why not?*
• Organise the class into groups to discuss the questions. You may need to check key words (e.g. *improved roads = better roads*). Have a brief feedback session. Expect only short, simple opinions at this level.

Culture notes

The photo shows the *Titanic* Belfast under construction. The landmark building is a visitor centre and monument on the site of the Harland and Wolff shipyard in Belfast, where the *Titanic* was built. It houses interactive galleries telling the story of the *Titanic,* its construction and the disaster that befell it in 1912 on its first voyage.

Vocabulary For and against

Aim
to introduce *going to* and practise talking about results we predict for the future

2 Read through the information in the box as a class. Ask students to give you other *going to* sentences to say what the results of building schools are going to be (e.g. *children are going to get better grades*; *there are going to be better facilities*; *there are going to be smaller classes*).
• Ask students to read the comments and decide if the people who say them are for or against the plans. Let them compare their ideas with a partner. You may need to pre-teach some words (*cause* = make happen, *create* = make, *cut* = make smaller, *lose* = not have).

Answers
For: 1, 2, 3, 4, 7, 8
Against: 5, 6, 9

3 Organise the class into pairs to make sentences. Monitor and check how well students use *going to*. In feedback, briefly find out what ideas students came up with, and check the meaning and pronunciation of any words students had problems with.

Possible answers
Better wi-fi is going to help businesses / be good for the economy.
A bigger library is going to improve education.
Improved roads are going to help businesses / be good for the economy.
More schools are going to improve education.
More street lights are going to provide a useful service.
A new hospital is going to provide a useful service / create jobs.
A new metro line is going to help businesses / be good for the economy / provide a useful service / create jobs / cut the number of cars on the road.
A new museum is going to improve education / provide a useful service.
A new stadium is going to provide a useful service / cause a lot of noise and pollution.

4 This activity aims to encourage students to try to memorise new vocabulary. Set a two-minute time limit for students to try to memorise the verbs in Exercise 2. Tell them to concentrate on learning the verb + noun collocations.
• Students complete the sentences from memory. Let them compare their answers in pairs before looking back at Exercise 2 to check their answers.

Answers

1 be	4 cut, cause
2 save	5 improve, provide
3 create	6 losing, help

Reading

Aim
to help train students to read for a general understanding and for specific information; to use the text to set up a discussion

5 Start by setting up the situation. Ask students to look at the text. Ask: *What is it?* (a website); *How many people are expressing opinions?* (six).
• Ask students to read and complete the headings on the website. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
1 build a new airport
2 cut spending / spend less money
3 build a sports stadium

6 Ask students to read the website comments again carefully and find the people who match the opinions in 1–6. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers

1 Gloria and Jamila	4 Gavin
2 Elijah	5 Gloria
3 Jamila	6 Cass

7 Organise the class into pairs to discuss their opinions. In feedback, elicit students' ideas and views.

Optional extra activity Ask students to write a comment for the website expressing their view on each of the three topics. You could ask students to write short comments on pieces of paper, collect them in and put them on the class notice board, and ask the class to get up and read the views.

Speaking

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity; to have a class discussion

8 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

- Ask students to work individually to read and decide on their opinions and prepare reasons. Monitor and help with ideas and vocabulary. You could put students in pairs to help each other by sharing the reasons they prepared and correcting each other's work.

9 When students are ready, organise them into groups of four or five to discuss their opinions. As students speak, go round and monitor, and note down any interesting pieces of language you hear.

- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Sounds and vocabulary review

Aim

to practise the sounds /eɪ/, /aɪ/ and /u:/; to listen and write down words in continuous speech

10 60 Play the recording. Students listen and repeat the sounds.

60
/eɪ/, /aɪ/, /u:/, /eɪv/, /aɪv/, /u:v/, /eɪt/, /feɪ/, /deɪ/, /baɪ/, /laɪ/, /du:/, /ju:/

11 61 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

61
1 They're going to create 800 new jobs.
2 I'm going to drive there so I can take you.
3 I do exercise every day to keep fit.
4 The university has a famous library.
5 I'd like to move to a nicer place.
6 The school provides all the books.
7 I'm saving money to buy a motorbike.
8 It's going to improve the situation.

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/eɪ/, /aɪ/ and /u:/). Get students to write two collocations or phrases for each word in the box in Exercise 11. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

Sounds and correction

- The diphthong /eɪ/ is made by starting with the mouth in the position for /e/ (a short vowel sound made with the lips relaxed but wide) and moving the tongue back.
- By contrast, the diphthong /aɪ/ is made by starting with the mouth in the position for /a/ (the mouth is more rounded) and moving the tongue back.
- /u:/ is a long vowel sound pronounced with rounded lips.

G For further revision, see Exercises 1–3 in the Grammar reference on page 179.

Answers to Exercise 1, Grammar reference

1 is	5 would
2 to	6 to
3 like	7 are
4 are	8 not

Answers to Exercise 2, Grammar reference

1 I'm not going to
2 I'd like to
3 I'm going to
4 I wouldn't like to
5 Would you like to
6 I'm going to

Answers to Exercise 3, Grammar reference

1 this weekend
2 later this afternoon
3 sometime in the future
4 this summer
5 sometime in the next few weeks
6 later this evening
7 in the next few years
8 sometime in the next three or four months.

VIDEO 4: TWO KENYAN GUYS IN TEXAS
Student's Book page 76

Aim
to find out about and compare cattle farms in two very different cultures (Texas and Maasai land)

1 Lead in to the topic by asking students to look at the pictures and say what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Answers
The first photo shows Maasai people herding cattle. The Maasai are a group of semi-nomadic people who live in southern Kenya and northern Tanzania.
The second photo shows cowboys in Texas using a lasso to round up cattle.
Similar: rearing and herding cows (cattle), living outdoors
Different: cows look different, the men wear different clothes, the Maasai use spears not lassos, the Texans wear cowboy hats and use horses, the Maasai cows are in the open, not behind fences

2 15 Give students time to read through the summary first. You will need to explain who the Maasai are, and pre-teach key words (see below). Ask students to guess missing words.
- As students watch the video, they should complete the summary. Let them compare their answers in pairs before discussing as a class.

Answers

1 America	3 world	5 Kenya
2 Texas	4 Jimmy	6 difficult

Background language notes

ranch = big American cattle farm
accent = the way people in a region speak (Texans have a southern drawl in which vowel sounds are very long.)
rifle = a long gun
earn your spurs = (idiomatic expression) prove yourself, show that you are good enough to do something
up to par = (idiom) good enough
Note the phrases connected with cows and horses:
treat / own cows, ride a horse
Howdy = hello
How y'all?, How y'all doin'? = How are you? (Texan)

Culture notes

- Prime Minister of Tanzania – the Maasai live in Kenya and its neighbouring country Tanzania.
- American Revolution = a political upheaval that took place between 1765 and 1783, during which colonists in the American Colonies rejected the British monarchy and aristocracy and founded the United States of America.

3 15 Ask students to watch the second part of the video, and answer the questions. Play the video (2.08–4.44). Let them compare their notes in pairs before discussing as a class.

Answers
1 the son and daughter, the grandfather and grandmother
2 the dining room, the bedroom, the living room
3 The Maasai house only lasts a few years, because the Maasai move around.

4 15 Ask students to work individually to choose the options. Let them compare their answers in pairs, then play the second part of the video again so they can check.

Answers

1 grandmother's	4 every three years
2 A prime minister	5 the rain
3 was used in a war	6 become cowboys

5 This exercise offers students the chance to relate the topic of the video to their own experiences.
- Give students time to read the questions then put them in pairs or small groups and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say, or by asking students to correct or fill in gaps in sentences you've written on the board.

UNDERSTANDING FAST SPEECH

6 16 Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said.

7 Encourage students to practise saying the extract several times.

15
1st Kenyan: We have been in America for two weeks now, and we decided to go down to Texas. We heard that Texas is where they have all the cows in America.
2nd Kenyan: Do you see those big cows?
1st Kenyan: The Maasai in Samburu believe that all the cows all over the world belong to them, so we decided to head down and check out what they are doing with our cows. When we got to the bus station Jimmy was already there waiting for us. Big Jimmy.
Jimmy: Hello. ... Welcome, howdy.
1st Kenyan: Thank you.
Jimmy: Jimmy Wynne, welcome to Texas!
Kenyans: Thank you very much.
Jimmy: It's gonna be fun, we'll take you out, take you out to the ranch and show you some, how we do our cattle around here.

Kenyans: Fine. Thank you very much.
1st Kenyan: This is the first time we've met Jimmy, but he's well known because he's got a big ranch in Africa, in Maasai land.
Jimmy: OK, we'll get on the road.
2nd Kenyan: Come on, ladies first!
Kenyan: So we knew Jimmy would be very welcoming and would show us around in Texas.
Thanks a lot, Jim.
... If I say all the cows belong to the Maasai?
Jimmy: I did not know you owned all the cows, but we look forward to showing you how we treat our cows here and I think you'll be very happy, and while you're here you're gonna have to know some Texas sayings. You know 'Howdy', 'How y'all', 'How y'all doin'?
Kenyans: How, you, ally, all doin ...
Jimmy: How y'all ... How y'all ... all of you ...
Kenyan: I don't know, myself, I'm finding it difficult to understand your accent.
Jimmy: I'm having a little trouble understanding yours, so we'll get it together.
Well, this is coming into Star Brand, home sweet home.
Kenyan: When we got there to the gates he said, 'Boys this is my ranch, it's 8,000 acres.' Big ranch.
Kenyan: Oh wow. Look at the cows. Are those all your cows?
Jimmy: They're all on the ranch. Come show you the home.
Kenyans: Yeh, thank you, beautiful.

Part 2
Jimmy: My daughter, Fallon.
Kenyan: We met his daughter, Fallon, and his son, Todd.
Todd: Nice to meet you.
Fallon: Welcome, come on in.
Kenyans: Thank you, thank you very much, asante sana, it's cool, thank you very much.
Jimmy: Welcome to your home away from home.
Kenyan: Ah, it's a beautiful house.
Jimmy: Now let me show you this gentleman here, Todd Lee Wynne, my grandfather, his hobby was cattle, he loved cows, he just loved them, and this is his wife Imogen Wynne, my grandmother, and the ranch came from her side of the family.
Fallon: Kinda like the women in your culture, she brought the cows to the marriage.
Jimmy: One of the last guests that stayed here was, the Prime Minster of Tanzania stayed here, and he was our guest.
Kenyan: Jimmy and his family are showing us around, and it's a very old house, you know, a lot of small details but it has a lot of meaning to them. Their house has a lot of story.
Jimmy: This rifle is an original piece.
Kenyan: Wow!
Todd: In the American revolution where we fought for our independence against the British this rifle was, was actually used during that time.
Kenyan: Wow.

Kenyan: Different from our culture because we don't live in the same house for that many years, because we are nomadic and you know, what that means is every three years we move somewhere else to follow the grass, to make sure that all our cows don't die. So the houses are built very simple using sticks and cow dung, and when we leave, the house will just get washed away when it rains, and everything comes back to nature. Everything is biodegradable.
Fallon: For the heaven above us, the ground below us, the friends around us and the food before us we thank you Lord. Amen.
Everyone: Amen, thank you.
Jimmy: Why don't y'all tell them some of the things we're gonna do the next few days?
Todd: Well, we're gonna show you what it takes to become a true cowboy. So you think you can handle it?
Kenyan: What exactly do we have to do?
Fallon: First you have to dress like a cowboy, have to have the hat, the boots, and you have to earn your spurs.
Todd: So we gotta see how your riding skills if they are up to par.
Jimmy: Earning your spurs.
Todd: Yeh.
Kenyan: I never rid ... I never rid a horse before.
Jimmy: Alright, well that's no problem, you might be a natural!
Todd: ... just like a zebra, riding a zebra!

REVIEW 4
Student's Book page 77

Aim
to consolidate vocabulary and grammar from Units 7 and 8

Answers

1

1 going, am
2 don't
3 to, are
4 can
5 don't
6 to
7 does
8 would

2

1 I'm not going to see him today.
2 She doesn't have to come to the meeting.
3 Would you like to be famous some day?
4 I wouldn't like to work for that company.
5 Is he going to stay here?
6 Do I have to wait?
7 We don't have to go to the meeting.
8 Would she like a cup of coffee?

3

1 She **doesn't** have to drive me to the station. I can take a taxi.
2 My parents speak Chinese and my older brother **does** too.
3 My grandfather's tall and my dad is **too**.
4 It's OK. You don't **have** to do it. You decide.
5 Would you like **to** get something to eat?
6 My husband is going to **go**, but I'm not.

6

1 cut
2 stop
3 save
4 provide
5 create
6 improve
7 build
8 help

7

1 fit
2 clever
3 quiet
4 reliable
5 romantic
6 funny
7 strict
8 loud
9 confident
10 surprised

8

1 move
2 have
3 pick up
4 play
5 go
6 repair
7 get
8 do
9 lose
10 start

62 and answers to Exercise 4

1 She's not going to like the idea.
2 I don't have to work tomorrow, but my wife does.
3 What time are you going to arrive tomorrow?
4 I'd really like to stop working and travel more.
5 Would you like something to eat?
6 My daughter still lives at home, but my sons don't.

9 EXPERIENCES

Words for Unit 9

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the phrases to the photos. Elicit the first match to get them started (photo 1 is *get a great view*). Go round the room and check students are doing the task, and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

2 63 Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see language notes below).

63 and answers
1 get a great view
2 go up a tower
3 visit a palace
4 make a mess
5 call an ambulance
6 hurt myself
7 break a glass
8 fall down
9 win the match
10 an exciting ride
11 forget to bring
12 lie on the beach
13 start crying
14 buy fresh fish
15 lose the game

Background language notes for teachers

- Note *forget to bring* (verb + infinitive) and *start crying* (verb + *-ing*).
- Note the strong stress is on the first syllable of all the words except: *exciting, forget.*

3 Organise the class into pairs to discuss the questions. In feedback, you could build up a list of good and bad experiences on the board.

Possible answers
Good: get a great view, go up a tower, visit a palace, win the match, an exciting ride, lie on the beach, buy fresh fish
Bad: make a mess, call an ambulance, hurt myself, break a glass, fall down, forget to bring, start crying, lose the game

4 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- Use the feedback time to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

Optional extra activity Ask students to work in pairs to match pairs of phrases that go together in a story (e.g. *fall down and hurt myself*; *lose the game and start crying*; *go up a tower and get a great view*).

Teacher development: using phonemes and stress to point out problems

Encourage your students to notice, record and remember the pronunciation of new words by getting them to mark stress and pronunciation problems on new words as they learn them. Here are three ideas.
1 Write up new words on the board with the stress marked (underline or put a dot over the strong stress) and with any weak or difficult sound shown.
o /ə/ /ɔː/ /aʊ/
ambulance *fall down*
2 Ask students to match phrases to stress patterns.
OoO *lose the game, win the match*
OooO *lie on the beach*
OOo *start crying*
3 Ask students to find particular sounds in different words.
/aɪ/: *ride, lie, crying*

HAVE YOU EVER BEEN THERE?
Student's Book pages 80–81

Communicative outcomes
In this two-page spread, students will practise talking about places they have been to.

Speaking

Aim
to get students talking about famous buildings and places; to introduce the theme of the lesson

1 Organise the class into pairs to discuss the questions. In feedback, elicit students' ideas and write them on the board. Encourage any students who have been to Istanbul, or know about the city, to share their ideas.

Optional extra activity 1 Ask students to come up with facts and opinions and write them on the board.

Optional extra activity 2 If you think your students may know little or nothing about the subject, write a set of words and phrases (take them from Culture notes below) and ask students to say which ones they think may be true about Istanbul and the building.

Culture notes

- *Hagia Sophia* (which means *Holy Wisdom* in Greek) was built as a Greek Orthodox Cathedral in 537. It is famous for its huge dome, and was the greatest building of the Byzantine era. It became a mosque in 1453 when the Turks captured the city of Constantinople and changed its name to Istanbul. In 1935, it was secularised and turned into a museum.
- Historically known as Constantinople and Byzantium, Istanbul is Turkey's most populous city and the country's economic and cultural centre. The city straddles Europe and Asia, divided by the Bosphorus strait which goes between the Sea of Marmara and the Black Sea. It is famous for the former sultan's Topkapi Palace (built in the fifteenth century), the Grand Bazaar (full of merchants selling herbs and spices, rugs and carpets), and the Galata Tower (a fourteenth-century tower with views over the city).

2 Ask students to prepare lists individually (or in pairs if you think your students may struggle for ideas).

3 Then organise the students into groups of four to compare their lists.

Possible answers
One 'top ten' website listed the following most iconic buildings in the world:
1 Pyramids at Giza in Egypt
2 The Colosseum in Rome
3 Big Ben in London
4 The Eiffel Tower in Paris
5 The Taj Mahal in India
6 The Empire State Building in New York
7 The Sydney Opera House in Australia
8 The Burj al-Arab tower in Dubai
9 The Louvre in Paris
10 Hagia Sophia in Istanbul

Optional extra activity Ask students to order their top four buildings from most interesting to least interesting. Ask students to say why in feedback.

Grammar Present perfect

Aim
to introduce and practise the present perfect to ask about an action before now when we feel it is connected to the present situation

4 Read through the information in the box as a class. Then organise the class into pairs to look at the dialogues and complete the rules. Elicit the first answer as an example in open class. Monitor and note how well students understand the rules.
- Ask students to check their ideas in the Grammar reference on page 179.

Answers
1 have 2 -ed 3 been

G Students complete Exercise 1 in the Grammar reference on page 179.

Answers to Exercise 1, Grammar reference
1 Has, to
2 been, like
3 ever, have, you
4 tried, haven't
5 visited

Background language notes for teachers

- In English, we use the present perfect tense (the auxiliary verb *have / has* + past participle) when asking about experiences. The speaker is not interested in when something happened, and doesn't say when it happened.
- All students need to know is that we use this form to describe experiences when we don't say when (i.e. we don't use a past time marker). You could show this by asking concept check questions and drawing a timeline.

I've been to Istanbul.
? ? ? ?
Past ——— Now

Did he go in the past? (yes)
Do we say when? (no)
Is when important (no)
What's important? (his experience)
- We use the past simple when we ask for more information about the experiences (and want to know when they happened).

5 Start by modelling this activity in open class. Ask *Have you ever ...?* questions about places students came up with in Exercise 2 and elicit responses from four or five students in the class. Once students have got the idea, put them in pairs to ask and answer.

- Once students are working in closed pairs, monitor and check how well they use the form. In feedback, write a few incorrect sentences on the board and ask students to correct them.

6 Read through the information in the box as a class. Point out the use of the past simple when the time is mentioned. Let students work individually to choose the options. Organise the class into pairs to check their answers before feedback. In feedback, refer students back to rules of use if they make errors, or ask students to say why they have chosen a particular tense.

Answers
1 went
2 Have, went, was
3 went, Did you visit, wanted, were only
4 have you tried, I went, didn't really like

7 Organise the class into new pairs to have conversations using the present perfect and past simple. Start by modelling this activity with a reliable student. Once students have got the idea, ask them to improvise conversations.

- Once students are working in pairs, monitor and note how well they use the forms. In feedback, write a few incorrect sentences on the board and ask students to correct them.

G For further practice, see Exercise 2 in the Grammar reference on page 180.

Answers to Exercise 2, Grammar reference
1 Have you been, went
2 I've been, I came, did you stay
3 did you arrive, have you been, we went, loved
4 Have you tried, took, it was
5 Have you visited, I've been, I went, did you like

Listening

Aim
to help train students to listen for specific information

8 64 Start by setting up the situation. Ask students to look at the photo of Hagia Sophia on page 80, and ask them to say what they remember about the building and the city. Write the following tourist sites on the board so students will understand the words when they hear them: *Topkapi Palace, Galata Tower*. You may wish to pre-teach *queue* (= stand in a line and wait) and *amazing* (= very, very good). Ask students to read the questions carefully before they listen.

- Play the recording. Let students compare their answers in pairs. In feedback, elicit answers from the students.

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

64
A: Have you been to Istanbul before?
B: Well, it's my first time, but Harry's been here before.
C: Yeah, once – but it was for work. I didn't see much then.
A: When did you arrive?
B: Friday. We're really enjoying it.
A: So where have you been?
B: Well, this morning we went round the Bazaar. That was great. Then we went over to Galata and walked round there.
A: Did you go up the Galata Tower?
C: No. There was a long queue and we didn't want to wait.
A: Really? You get a great view from the top.
C: Yeah, I heard. Another time, maybe.
A: Have you been to Topkapi Palace?
B: Yes, we went there at the weekend. It's amazing, and it's so big!
A: I know. How long did you spend there?
B: All day! We were tired at the end.
C: Yeah, really tired!
A: I'm sure.
B: We also went to the Hagia Sophia.
A: Did you? I've never been in there.
B: But you live here!
A: I know, but sometimes you don't think about visiting places when they're near.
B: That's true. We live in London and I've never been to Buckingham Palace.
A: So, what are your plans for this evening?
C: We'd like to go out for dinner somewhere, but we're not sure where.
A: Well, have you tried the fish here?
B: No, we haven't.
A: Oh, you should! It's very good – very fresh. There's a great place quite near here. I can take you there, if you want.
C: Oh, that sounds great. Thank you.

9 64 Ask students to work in pairs to note down any answers they can remember. Monitor to see how much students understood from first listening.

- Play the recording again for students to complete their answers. Students compare their answers in pairs. In feedback, elicit answers from the class. Students could also use the audio script on page 205 to check their answers.

Answers
1 e It's my first time, but Harry's been here before.
2 h Friday
3 g This morning we went round the Bazaar, then we went over to Galata.
4 d No, there was a long queue.
5 b Yes, we went there at the weekend.
6 a All day.
7 c We'd like to go out for dinner.
8 f No, we haven't.

10 Organise the class into groups of four or five to discuss the questions. Monitor and note any errors or interesting pieces of language students try to use. At the end, in feedback, write up six to eight sentences students said on the board. Include incorrect sentences and correct sentences. Ask students to correct errors, and point out examples of good things students said.

Optional extra activity Practice makes perfect. Ask students to practise improvising the conversation from the listening. One student asks the question in Exercise 8. The other student must remember or invent responses.

Teacher development: recognising errors

As students speak, monitor, listen carefully to what they say, and collect errors. Write them on the board, and ask students to correct them. An alternative activity is to use the error correction stage to note both good and incorrect uses of language equally, and to write up a mix of correct and incorrect sentences on the board. Students then have to say which are correct, and which are not. They also get a positive sense that you are praising accurate use as well as correcting inaccurate use.

Developing conversations

Recommending

Aim
to introduce and practise ways of recommending

11 Read through the information in the box as a class.
- Ask students to look at the phrases in bold in the box. Ask them to practise the conversations in pairs. Encourage them to stress *should* and *don't* strongly.
- Elicit two or three examples of good and bad places to get students started. Let students make a list of places individually then compare their ideas in pairs. Help students with the English spelling and pronunciation of places they want to talk about.

Background language notes for teachers

Manipulating auxiliary verbs is an important aspect of learning to communicate in English. It helps students communicate in a way that sounds natural. Note the use of auxiliary verbs in short answers (*No, I haven't ~~tried the fish here~~*), in reduced recommendations (*Oh, you should ~~try the fish here~~*) and in reduced imperatives (*Don't ~~visit the palace~~*). In all these uses, there is a strong stress on the auxiliary verb.

12 Organise the class into new pairs. Ask students to use the ideas they prepared in Exercise 11 to practise conversations. As students speak, monitor and listen for errors, and correct students if they have problems.
- Note that this is a controlled drill, where the answer is basically presented as a *No* to ensure practice. It doesn't take into account the possibility someone might answer *Yes, I have*. Encourage students to ask follow-up questions if their partner says *yes*, e.g. *When did you get there? Did you like it? Who did you go with?*

Optional extra activity 1 Extend the activity into a mingle. Students walk round and speak to three or four different students.

Optional extra activity 2 Ask students to write recommendations for the places they thought of in Exercise 11. Tell them to use: *you should go to ..., try ..., visit ...,* and *don't go to ..., don't try ...* This prepares students for the Conversation practice activity.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

13 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
- Ask students to work in A and B pairs to do the roleplay. Student A must prepare by practising questions. Student B must prepare by thinking of answers. You could model this by acting out a conversation with a reliable student first, or by asking one well-prepared pair to model their conversation for the class. Give students time to look at the questions and prepare thoroughly before doing the role play.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Play *Find someone who*. Ask pairs to prepare six *Have you ...?* questions, e.g. *Have you been to Moscow? Have you tried caviar? Have you ever been to an opera?* When students are ready, ask them to interview other students. Tell them to ask their *Have you ...?* questions, and to ask follow-up questions with *Did you ...?* or *When did you ...?* if students answer *yes*. You could do this in pairs, groups or as a mingle. To add competition, ask students to do it as a mingle and to keep asking questions until they find six positive answers.

Web research activity Ask students to research famous places in Istanbul and find out five facts about them to share with the rest of the class.

17 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

WHAT'S HAPPENED?
Student's Book pages 82–83

Communicative outcomes
In this two-page spread, students talk about everyday problems.

VOCABULARY Problems

Aim
to introduce and practise phrases to describe problems

1 Start by asking students to look at the photo. Ask: *What's happened?* Elicit suggestions from the class.
- Ask students to match the verbs to the sentence endings individually. Do the first as a class to get them started. Let students compare their answers in pairs before giving feedback. You could ask students to listen and repeat the correct collocations to check answers and practise pronunciation.

Answers
1 I forgot to turn off the gas.
2 I made a mess.
3 I took the wrong train.
4 I broke my glasses.
5 It fell on the floor.
6 I missed my flight.
7 I lost my passport.
8 I hurt myself.
9 I felt a bit ill.

Background language notes for teachers

- Note the common verb + noun collocations (*make a mess, miss a flight, take a train*).
- Note the use of reflexive pronouns (*hurt myself*) and the use of the infinitive after *forget* (*forgot **to** turn off the gas*).

2 Organise the class into pairs to categorise the problems. Do the first as an example. In feedback, ask students to justify their answers. Work with the students' ideas here as many of these depend on the context.

Possible answers
Very serious: I forgot to turn off the gas, I missed my flight, I lost my passport.
Quite serious: I took the wrong train, I broke my glasses, it fell on the floor, I hurt myself.
Not very serious: I made a mess, I felt a bit ill.

3 Organise the class into new pairs. Give students two or three minutes to prepare things to say individually. Monitor and help with ideas. When students are ready, ask them to take turns saying sentences. Monitor and note any interesting things students say. In feedback, find out who got most points and write up any useful phrases you heard on the board.

Possible answers
Made a mess / a cake / the bed / a mistake / a phone call
Take a train / a bus / a course / an exam / a test / a minute
Break your leg / your arm / a record / a habit / your heart
Fall down a mountain / into a hole / in love / over / off your bike
Miss a flight / a bus / a train / a lesson / your boyfriend / the point
Lose your passport / your bag / a match / your heart / your mind
Hurt your girlfriend / your parents / your leg
Feel happy / sad / like a superstar / ill

Optional extra activity 1 You could make Exercise 3 into a class competition. See which pair can think of nine collocations first. When the first pair finishes, ask them to say their ideas, and as you check them get other ideas from the class.

Optional extra activity 2 Ask students to look up *make* or *take* in the dictionary and find as many useful collocations as they can. This works well with an elementary or essential learner's dictionary which restricts the possibilities.

LISTENING

Aim
to give students practice in listening for gist and for specific words

4 65 Set up the situation by asking students to read the five problems. You could ask students to speculate about what words they expect to hear in each conversation.
- Play the recording. Students listen and match the problems to the conversations. Let them compare their answers with a partner before discussing as a class.

Answers
1 b 2 a 3 e 4 c 5 d

65
1
A: Have you seen my glasses?
B: No. Have you checked in your jacket pocket?
A: Yeah. They're not there. They were on the table before.
B: Maybe they've fallen on the floor.
A: I can't see them. Can you?
B: No. You went to the toilet. Did you look there?
A: No. … I've found them!! They were by the sink!
2
D: Sammy! No!
C: Can I help?
D: Yes, sorry. My son's thrown the plate on the floor.
C: Don't worry. These things happen. Let me clean everything.

D: Do you have a cloth or some tissues? There's sauce on my trousers.
C: Oh, yes, of course. And do you want more spaghetti for your son?
D: Er ... no, that's OK.

3

E: Do you have any water?
F: Yeah – there's some in the bag.
E: I can't see any.
F: Really? I filled a bottle this morning.
E: No. There's no bottle.
F: It's not in the pocket?
E: No.
F: I guess I left it at home then.
E: Don't worry. I can buy some.

4

G: Ow!
H: What have you done?
G: I've cut my hand.
H: Ffffff!
G: Do you have a plaster or something?
H: Yeah, but go to the sink and wash it under the cold water first.

5

I: I think we've come the wrong way
J: It's just two or three more streets.
I: Please. Can we ask someone?
J: Oh ... OK. Excuse me. Do you speak English?
K: Sure.
I: We're looking for Stockmann's.
K: Oh! You've come the wrong way. Do you have a map?
J: Yes, but it's not very good.
K: Let me look. OK. You're here ... and Stockmann's is here. So you need to go back and then turn right here.
J: OK. Thanks.
I: I told you it was that way.

Culture notes

Stockmann's has sixteen major department stores in Finland, Russia and the Baltic countries. The flagship store in the centre of Helsinki in Finland covers 50,000 square metres.

5 65 Organise the class into pairs to complete as much of the conversations as they can.

- Play the recording again. Students listen and check. Let them compare their answers with a partner before discussing as a class.

Answers

1 jacket pocket	6 the pocket
2 the sink	7 my hand
3 My son	8 a plaster
4 my trousers	9 wrong way
5 I filled	10 turn right

6 Organise the class into groups of four or five to discuss the topics. Give students a minute to think of things to say and ask about any language they need before they start.

- As students speak, monitor and collect errors and examples of good language use. In feedback, correct student errors and point out good examples of language.

Optional extra activity Do a live listening either before the activity in Exercise 6 (as a model), or after (as an extension). Talk for two or three minutes about how often you or people you know do the things in Exercise 6. Students must listen, take notes, and repeat what you said back to a partner.

GRAMMAR Past participles

Aim
to introduce and learn regular and irregular past participles

7 Read through the information in the box as a class. Then organise the class into pairs to write the past participles of the verbs in the list. Elicit the first two as examples in open class to get students started. Monitor and check how well students do the task.

- Ask students to check their answers in the Grammar reference on page 180. There is a chart there showing the main regular and irregular past participles, and there is also a more comprehensive list on page 191 of the Student's Book.

Answers
Regular: arrived, checked, happened, missed, planned, stopped, studied, tried, visited
Irregular: been, broken, come, cut, done, fallen, felt, forgotten, found, hurt, lost, made, seen, taken, thrown

G Students complete Exercise 1 in the Grammar reference on page 180.

- Note that the above grammar practice activity is intended as a discussion activity. Encourage students to point out any patterns they see; there is no right or wrong answer and anything they notice could be interesting. See the answer key for ideas.

Possible answers to Exercise 1, Grammar reference
– past simple and past participle the same: *had-had, left-left, made-made*
– past simple and present form similar, past participle different (often a different vowel sound): *see-saw-seen, take-took-taken, throw-threw-thrown*
– past participle ending in *-n* or *-en: broken, fallen, taken, thrown*
– past participle ending in *-t: leave-left, feel-felt*
– past participle and / or past simple changes vowel sound*: break-broken, find-found, forget-forgot, go-gone, lose-lost, take-took, leave-left, feel-felt* (Note this is often combined with a *t* or *n* ending on the past participle)

Background language notes for teachers

Regular past participles look the same as regular past simple forms. Irregular past participles are sometimes the same (*made / made*; *cut / cut*) but often different (*took / taken*; *threw / thrown*). Often *-n* or *-en* is used as an ending to irregular participles. However, there really are no useful rules for irregular forms – students simply need to learn and memorise them. It is worth giving them plenty of practice to learn and test the forms.

Optional extra activity Play past participle tennis. Students work in pairs. Student A serves a verb (e.g. *break*), Student B returns with the past simple (*broke*), Student A replies with the past participle (*broken*) and wins the point, 15–0. Student A serves a second verb, and a third, etc. until they or their opponent wins the game. Then it is Student B's turn to serve.

8 Ask students to complete the sentences. Elicit the first answer as an example. Let students compare their answers in pairs before feedback.

Answers
1 Have you seen
2 I've forgotten
3 Someone has taken
4 have you done?
5 I've broken
6 Our bags haven't arrived
7 we've missed
8 has Martin gone
9 Has anyone called

Pronunciation

Aim
to practise the pronunciation of *have* in fast speech

9 66 Play the recording. Students listen and notice how *have* is pronounced. In feedback, ask students why it is pronounced in different ways in different sentences.

66 and 67
1 Have you seen my keys?
2 I've forgotten your name.
3 Someone's taken my bag.
4 What have you done?
5 I've broken a glass.
6 Our bags haven't arrived.
7 We've missed our flight.
8 Where's Martin gone?
9 Has anyone called the police?

Background pronunciation notes

- *Have* can sound like /hæv/, /həv/, /əv/ or /v/.
- The third person form *has* can be /hæz/, /həz/, /əz/ or /z/.
- So, in sentence 1 on track 66, *have* is /həv/ (i.e. in *yes / no* questions), and in 9, *has* is /həz/.
- In 2, 3, 5, 7 and 8, it's /v/ and /z/ (contractions after pronouns).
- In 4, it is /əv/ (we don't pronounce /h/ when *have* or *has* links with the previous word – here *What*).
- In 6, it is /hæv/ (negatives are stressed).

10 67 Play the recording of track 67, which has the slower version only. Students listen and repeat.

11 Organise the class into pairs to prepare dialogues. Monitor and help with ideas and vocabulary.

12 When students have prepared dialogues, tell them to practise in pairs.
- Organise pairs so that one pair who prepared together is with another pair. Pairs then take turns to act out their conversations for each other. Monitor and note errors or examples of good language use to focus on in feedback.

For further practice, see Exercises 2 and 3 in the Grammar reference on page 180.

Answers to Exercise 2, Grammar reference
1 seen
2 forgotten
3 (correct)
4 taken
5 (correct)
6 made
7 (correct)
8 cut

Answers to Exercise 3, Grammar reference
1 saw, Have you seen
2 Have you lost, left, took
3 got up, missed, haven't stopped, haven't eaten

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

13 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
- Ask students to work in pairs to discuss the questions. In feedback, ask different pairs to say what they found out about each other.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Communicative activity worksheet The photocopiable worksheet on page 238 can be used at this point or at the end of the unit for further practice.

MEMORABLE EXPERIENCES
Student's Book pages 84–85

Communicative outcomes
In this two-page spread, students talk about good and bad memorable experiences.

VOCABULARY Describing experiences

Aim
to introduce and practise adjectives to describe experiences

1 Start by asking students to look at the pictures. Ask: *What can you see?* Elicit suggestions from the class, and see how many words students already know.
- Ask students to match the sentences to the pictures individually. Do the first as a class to get them started. Let students compare answers in pairs before feedback. You could ask students to listen and repeat the sentences to check answers and practise pronunciation.

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

Background language notes for teachers

Watch out for false friends here. For example, *annoying* is similar to the Italian and French words for *boring*, and *embarrassing* is similar to the Spanish word for *pregnant*. European students often confuse these words because they assume they are the same as in their L1.
- Note the stress is on the first syllable of most words here, but note: *relaxing, annoying, embarrassing, exciting*.

2 Organise the class into pairs to categorise the problems. Do the first as an example. In feedback, ask students to justify their answers.

Answers
Good: relaxing, exciting
Bad: annoying, boring, sad, embarrassing, scary, stressful

3 Organise the class into pairs to discuss the words and match the sentences to the adjectives in Exercise 1. Elicit answers to the first sentence to get students started. Encourage students to use the context of the sentences to try to work out any words they are not sure of. At the end, let students check any words they are still unclear about in dictionaries.

Possible answers
1 exciting / scary
2 annoying / boring / stressful
3 scary / stressful
4 relaxing / boring
5 annoying / stressful / embarrassing (for the airline)
6 exciting / scary / annoying / embarrassing
7 sad / scary
8 embarrassing / annoying
9 exciting / scary / stressful
10 relaxing, or possibly stressful / boring

Background language notes for teachers

theme park = e.g. Disneyland
the plane was delayed = it left later than expected
cooler = a type of fridge you find in a hotel
a couple of = two

Optional extra activity 1 Ask students to work in groups to discuss this question: *Do you know anyone who's had any similar holiday experiences to the ones in Exercise 3? Who were they with? Where were they? What happened?*

Optional extra activity 2 Write the following words on the board: *course, holiday, film, book, student, dog, flight*. Ask students to think of adjectives that go with the nouns and say why.

READING

Aim
to help train students to read for a general understanding and for personal response

4 Start by setting up the situation. Pre-teach *memorable experiences* and ask students to discuss the questions in groups. You could model the activity by briefly telling the class how you would answer the questions.

5 Ask students to read the text and find the answers. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
1 Laura
2 Tariq
3 Krissu
4 Jack
5 Juana
6 Manuela

6 Ask students to read again and rank the experiences.

7 Let students compare their answers in pairs. In feedback, elicit answers from the students. Ask students to justify their answers.

8 Ask students to work individually to complete the collocations. Elicit the first answer to get them started. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
1 create
2 use
3 give
4 call
5 wait
6 lose

Optional extra activity Ask students to write true sentences using verbs and collocates from Exercise 8.

9 Start by checking the meaning of *festival* and *a speech*. Ask students to discuss the questions in pairs. In feedback, ask a few pairs to share interesting experiences with the class.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear. In feedback, point out any phrases worth remembering.

Optional extra activity Write *Have you ever ...?* on the board. Tell students to ask you *Have you ever ...?* questions. If the grammar and pronunciation of the question they ask is correct, answer it. If not, wait until the class correct it. Encourage a teacher Q&A session.

Speaking

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

10 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

- Ask students to work by themselves to prepare.

You could start by eliciting a few examples of scary or embarrassing or stressful situations, just to get students thinking. Monitor and help with ideas and vocabulary.

11 When students are ready, organise them into groups of four or five to take turns telling stories. The rest of the group must guess the adjective.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Sounds and vocabulary review

Aim

to practise the sounds /æ/, /ɒ/, /aʊ/ and /əʊ/; to listen and write down words in continuous speech

12 68 Play the recording. Students listen and repeat the sounds.

> 68
> /æ/, /ɒ/, /aʊ/, /əʊ/, /æn/, /aʊn/, /raʊ/, /rəʊ/, /læ/, /lɒ/, /əʊl/, /gɒ/, /əʊk/

13 69 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

> 69
> 1 Sorry. I've broken your window.
> 2 I forgot to tell you.
> 3 I found it on the floor.
> 4 We lost the match.
> 5 Have you planned your holiday?
> 6 I can show you round the town.
> 7 He sounded sad when we spoke.
> 8 He stopped me and stole my phone.

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/æ/, /ɒ/, /aʊ/ and /əʊ/). Get students to write two collocations or phrases for each word in the box in Exercise 13. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

Sounds and correction

Note the different mouth positions for these sounds. The lips are very spread and rounded when making the short sound /æ/. The short /ɒ/ sound is not quite a fully back vowel. It is between low-mid and low in tongue height, and the lips are slightly rounded. It commonly occurs in words spelt with o (*pot, not, fog*).

- When producing the diphthong /aʊ/, the lips start wide and round, then close to a rounded but more closed position. The diphthong /əʊ/ is made with rounded lips. To make /əʊ/ the lips narrow and tighten.

G For further revision, see Exercises 1–3 in the Grammar reference on page 180.

Answers to Exercise 1, Grammar reference

1 bought	8 got
2 choose	9 known
3 come	10 leave
4 cut	11 put
5 done	12 sell
6 drove	13 stole
7 feel	14 took

Answers to Exercise 2, Grammar reference

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

Answers to Exercise 3, Grammar reference

1 Have you visited
2 did you arrive
3 have you been
4 Did you enjoy
5 Have you looked

10 TRAVEL

Words for Unit 10

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the phrases to the photos. Elicit the first match to get them started (photo 1 is *a lovely pool*). Go round the room and check students are doing the task and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

2 **70** Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see language notes below).

70 and answers
1 a lovely pool
2 a lot of crime
3 get off the train
4 go to the gym
5 get in the car
6 an animal on the line
7 vote for it
8 charge for the motorway
9 wait on the platform
10 pay in cash
11 get a haircut
12 cycle in a bike lane
13 watch a live band
14 travel first class
15 taste delicious
16 park the car
17 change money

Background language notes for teachers

You could point out *get in / out of a car* but *get on / off a bus or train*. Notice how we use *on*: *on the line, on the platform, on the motorway*.
- Note that the phrase in the box is *cycle in a bike lane*, but *on a bike lane* would also be quite normal.
- Note the strong stress is on the first syllable of all the words except *de<u>l</u>icious*.

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- Use the feedback time to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

Optional extra activity End this stage by asking your students to say which photos they liked and why. Alternatively, ask students to work in pairs to find other words they recognise in the photos. Students may well know or guess quite a lot of words. There is no need to check or teach these words, but you could select five or six of the more useful words they say to write up on the board.

Teacher development: brainstorming

At this level, students have to learn a lot of words, and it is easy to forget words, especially if students are not doing much homework, study or practice between lessons. Brainstorming words from pictures is a way of getting students to remember and recycle language they have previously learned. Here are two ideas.
1 At the start of the lesson, ask students in pairs to look at the photos but not the box of words in Exercise 1. They have two minutes to brainstorm as many words and phrases as they can think of connected with the photos. In feedback, find out who has the longest or best list.
2 At the end, ask pairs to choose one photo and make sentences about it. Tell them they can express facts and opinions. So, for photo 4, students might say: *People are doing exercise in the gym. They are jogging. You can only see their legs. I don't do a lot of exercise. My nearest gym is in the city centre*, etc.

WHEN'S THE NEXT TRAIN?
Student's Book pages 88–89

Communicative outcomes
In this two-page spread, students will practise telling the time and buying tickets at train stations.

VOCABULARY Trains and stations

Aim
to introduce and practise words and phrases used at a train station

1 Elicit the first answer from the students to get them started (*a train company worker is asking which ticket a passenger wants*). Then organise the class into pairs to discuss who usually says each question. Elicit and discuss answers in feedback, and check the words in bold. Encourage students to try to guess words from the context or their own knowledge. Let them use dictionaries to check.

Answers
1 T 2 P 3 P 4 P 5 P 6 P 7 T 8 P

Optional extra activity Before doing Exercise 1, ask students to look at the photo and brainstorm as many words or phrases as they can. Write them up on the board for students to refer to later.

Culture notes

The photo shows London Waterloo railway station. There are lots of useful words you could elicit from it: *station, timetable, toilets, information desk, Way Out, Underground, bus station, noticeboard, passengers, platforms, shops*.

2 Elicit the first answer to get students started. Ask students to match the questions and answers individually before comparing their answers with a partner.

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

Background language notes for teachers

single ticket = one way
return ticket = there and back
discount = lower price, or money off the full price
platform = where you stand to wait for the train (e.g. Platform 5)
direct = a train that goes to the station you want – you don't have to change train
a delay = when the train is late
cash = money (compared to a credit or debit card, or a cheque)
line = the tracks the trains go on
first-class = the best and most expensive ticket (compare *standard* or *economy*)
• Note the strong stress is on the first syllable of all the words except *delay*.

3 Organise the class into pairs to practise. Monitor and note how well students understand, use and pronounce the phrases. In feedback, check the meaning and pronunciation of any words students had problems with.

Optional extra activity After students have practised saying the questions and answers in pairs, write the words in bold in the exercise on the board. Ask students to close books and try to remember or improvise questions and answers including the words on the board.

LISTENING

Aim
to help train students to listen for specific information and words

4 71 Start by setting up the situation. Ask students to read the questions and check any words, then predict possible answers. Make sure students know there will be one conversation in a station.
• Play the recording. Let students compare answers in pairs. In feedback, elicit answers from the students.

Answers
1 two second-class singles
2 €27.10 each
3 by Visa (credit or debit card)
4 12.25
5 platform 6

71
A Hello. I'm sorry. Do you speak English?
B: Of course. How can I help?
A: Hi. We'd like two tickets to Groningen, please.
B: Groningen. Certainly. Travelling today?
A: If possible, please, yes.
B: No problem. The next train is at twelve twenty-five, so you have lots of time.
A: Good.
B: A single or return?
A: Return, I think, but we're not sure when we're going to come back.
B: Ah, so it's probably best to buy two singles. Return tickets only last one day.
A: Oh, OK. How much are the single tickets?
B: First class is fifty-two Euros fifty and second class is twenty-seven Euros ten.
A: Two second class is fine, thank you.
B: That's fifty-four Euros and twenty cents, please. How would you like to pay?
A: Is Visa OK?
B: Yes, of course. Please enter your PIN. Great. Thank you.
A: Thank you. What platform does the train leave from?
B: You need platform six, and you have to change at Hilversum.
A: Oh, really? It's not direct?
B: No, there are no direct trains to Groningen from here.

A: I see. How long does the journey take?
B: It's about two and a half hours in total. You have to wait thirty minutes in Hilversum. You arrive around three o'clock.
A: OK. And it's platform six, yes?
B: Yes, platform six at twelve twenty-five.
A: OK. Thanks for your help.
C: Did you get the tickets OK?
A: Yes, it's at twenty-five past twelve. What time is it now? Do we have time for a coffee?
C: Yeah – plenty of time. It's quarter to twelve.

5 71 Ask students to read the sentences and complete as many as they can.
• When students are ready, play the recording again. Let students compare their answers in pairs. In feedback, elicit answers from the students. At the end, you may wish to allow students to look at the audio script on page 206 to check answers.

Answers

1 How	5 change
2 next	6 take
3 best	7 arrive
4 enter	8 help

Optional extra activity Write the sentences below on the board. Ask students to translate them into their own language. Then ask them to translate them back into English and compare the English to the original.
How long does the journey take?
The drive usually takes about an hour and a half.
It usually takes me half an hour on the train.
It took me three hours to get here today!

6 Organise the class into groups of four or five to discuss the questions. In feedback, elicit any interesting views, and check the meaning and pronunciation of any words students had problems with.

Optional extra activity Do a live listening. Describe a favourite train journey you once took. Ask students to listen and think of a question to ask you about it at the end.

Developing conversations

Telling the time

Aim
to introduce and practise ways of telling the time

7 Read through the information in the box as a class.
• Ask students to match the times to the pictures. Elicit the first match as an example to get students started. Let students compare their ideas in pairs.

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

Background language notes for teachers

• In formal situations, such as train announcements, times are usually said *two thirty, three forty-five*, etc.
• In less formal situations, both ways of saying times are used interchangeably, i.e. *two thirty* or *half past two*.
• Other languages have very different ways of saying times (e.g. *half before eight*, instead of *half past eight*), so don't assume that the English way of saying times is natural for students.
• Students should learn that we say *five past, ten past, quarter past*, etc. until *half past*, but then switch to *to, so twenty-five past nine, half past nine,* then *twenty-five to ten*.
• If we are being very specific about time, we say *nine twenty-seven* (9.27) not *twenty-seven past nine*.
• Native speakers generally say, for example, *It's quarter to four*, but note that that *It's a quarter to four* is also possible.
• The 'o' in *o'clock* is usually unstressed and reduced to a weak /ə/ sound.
• The words *half, quarter* and the times are generally stressed: *It's quarter to seven*.

Optional extra activity Do a whole-class drill before asking students to work in pairs in Exercise 8. This helps to reinforce form and practise pronunciation. You could take in a kitchen clock, with hands that are easy to move, or a cardboard clock with moveable hands, or just write six different times on the board (e.g. *8.00*, *8.30*, *4.45*, etc.). Show or point to a time, and model how to say it. Ask the whole class to repeat. Point out the pronunciation and form. Once students have repeated chorally after your model, show or point to times without speaking, and ask individuals to say the times. Once they have done this, point to times, and say, for example, *three forty-five*. Students must say the times the other way – *quarter to four*.

8 Ask students in pairs to practise saying the times. Remind them of the two different ways of saying the times, and elicit the two ways of saying *3.45* (*quarter to four* and *three forty-five*) to get students started. As students speak, monitor and listen for errors, and correct students if they have problems.

9 Organise the class into groups of four or five to discuss the questions. In feedback, elicit any interesting answers to share with the class, and correct the form or pronunciation of any times students had problems with.

Pronunciation

Aim
to practise /tə/, the weak pronunciation of *to*, in sentences

10 72 Play the recording. Ask students to listen and notice the weak pronunciation. In feedback, ask students to say what they heard.
• Play the recording again. Students listen and write what they hear. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
In all these sentences *to* is pronounced /tə/.

72
1 Quarter to seven.
2 Five to twelve.
3 Twenty-five to three.
4 Ten to ten.
5 Talk to me.
6 I'd love to go to Thailand.
7 We have to change here.
8 I don't have to go to work today.

11 **72** Play the recording again. Students listen and repeat. Make sure they are attempting weak sounds.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson, and for students to practise using all the language they have learnt.
- Ask students to work in A and B pairs. First, A must find File 8 on page 195 and think about how to say the information, while B must prepare questions to ask. Set a time limit and monitor to help with ideas and vocabulary.

13 Ask students to practise. You could model this activity by acting out a conversation with a reliable student first, or by asking one well-prepared pair to model their conversation for the class.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

14 Once students have practised the first conversation, tell them to change roles (or mix pairs) to prepare and practise the second conversation.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

18 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

GETTING AROUND
Student's Book pages 90–91

Communicative outcomes
In this two-page spread, students read about taxis and talk about transport problems and ways of making their town or city better.

Vocabulary Transport

Aim
to introduce and practise ways of talking about transport

1 Start by reading out the words in the box, and pointing out the pronunciation. Elicit the first match to get students started, then ask them to work individually to do the matching task.

2 Let students compare their answers to Exercise 1 in pairs and discuss what they knew and didn't know.
- In feedback, use mime to check the words (e.g. mime waiting at a bus stop, locking your bike, etc.). At the end, allow students to use dictionaries if they are still unsure of any words.

Answers

1 bus	3 train	5 taxi
2 car	4 bike	6 flight

Background language notes for teachers

- Note *get in / out of the car / taxi* but *get on / off the bus / train*.
- Note you can *catch a bus / train* but not *a taxi* or *a flight*.
- Note a *bus stop* (or *station* if it is the main centre) but a *train / railway station* and a *taxi rank*.

3 Organise the class into groups of four or five to discuss the questions. Monitor and note any interesting things students say. In feedback, write up any useful phrases you heard on the board for students to notice.

Optional extra activity Ask one person in each group to lead the discussion in Exercise 3. It is their job to ask questions and make sure each student contributes.

Teacher development: organising a group speaking activity

Many sections in the Student's Book end with a personalised student discussion in which students say what they think or share personal experiences. Here are some things to think about.
- A good group size is four (or five, in case of odd numbers in your class). Any larger and not everybody will get the chance to say much.

- Ask students to choose what to discuss. In Exercise 3 above, there are 22 questions. Students don't need to ask all of them. Tell them to choose which questions or set of questions they have most to talk about.
- Make one student in each group the chair or question-master. It is their job to ask questions, encourage contributions, and move the discussion on. Change question masters each time you do a group discussion.
- Make one student a secretary. It is their job to note or remember what people say and tell the class what was discussed in feedback.
- Use time limits and preparation time. If you give students two minutes to think about what to say and go round to help with preparation, students will be more confident about speaking. If you set a five-minute time limit to the discussion, students will get on with the activity and have more purpose.
- Monitor, listen carefully, and feed back on errors or good language use. Students need to know that practising speaking is important and that you are there to assess and comment on their performance.

Reading

Aim
to help train students to read for a general understanding and to scan read

4 Start by setting up the situation. Ask students to look at the title. Ask: *What is the article about? What information is in the article?*
- Ask students to read the article and decide which paragraph is not true.

5 Organise the class into groups of three or four to discuss their ideas, and briefly elicit possible answers. Ask students to check in File 10 on page 195.

Answers
Paragraph 3 is not true.
A photo of the 'Ferrari taxi' was shown on the internet, but the taxi wasn't real. Someone used image-editing software to create the photo and then they invented the story about how much the taxi cost.

6 Ask students to look at the nine things, places and numbers. Elicit what *320* might refer to in the first item. Then ask students to compare their ideas in pairs.

7 Once students have discussed what they think, ask them to scan the text to check their answers. In feedback, elicit answers from the students. Ask students to justify their answers by saying where they found the information in the text.

Answers
1 There are 320 routes on the London taxi course, only 25% of people pass the exam.
2 The hippocampus is the part of the brain connected to memory and learning
3 In Uzbekistan, anyone with a car can be a taxi driver.
4 In South Africa in the 1990s, 2,000 people died in taxi wars.
5 A company in Puebla has pink taxis for women only.
6 In 1930 a 7,000-mile taxi trip cost £300.
7 The couple wanted to go to Olden but went to Halden, 550 kilometres further away.
8 Seoul provides a translating service into 17 languages.
9 Britain has some of the worst transport problems in Europe but is number 1 for taxis.

Optional extra activity Write some difficult words from the text on the board (see language notes below). Ask students to find and underline the words in the article and guess the meaning from the context.

Background language notes for teachers

Note these difficult words in the article:
negotiate a price = talk together and agree on a price
pick (*somebody*) *up* (*in a taxi*) = stop so that somebody can get in (the taxi)
provide a service = do something that people need, usually for money, e.g. *provide a cleaning service*
a translator = somebody who rewrites a text or information in a different language
reliable = do what they say they will do

Culture notes

- The *hippocampus* /hɪpə(ʊ)'kampəs/ plays important roles in the consolidation of information from short-term memory to long-term memory and spatial navigation.
- Tashkent is the capital of Uzbekistan, a landlocked country in central Asia which was once part of the Soviet Union.
- Muscat is the capital of Oman, an Arab country on the south-eastern coast of the Arabian Peninsula.
- Located southeast of Mexico City, Puebla is a large city famous for the dish *mole poblano*.
- Traditional London taxis are black and designed to look similar to taxis from the 1950s. They are often called *cabs*, *black cabs* or *taxicabs* by Londoners.

Teacher development: scanning a text

Scanning a text is a specific skill and it is worth instructing students in how to do it. They don't have to read the whole text again in detail. To answer question 1 in Exercise 6, they need to quickly scan the text to find *320* and *25%*, and then read the words around them to find the information they need. To answer question 7, they scan for *550* and *Olden*, etc.

Grammar

too much, too many and *not enough*

Aim
to introduce and practise *too much, too many* and *not enough*

8 Read through the information in the box as a class. Then organise the class into pairs to complete the rules. Monitor and check how well students do the task.
• In feedback, elicit the full rules. Then ask students to check in the Grammar reference on page 181.

Answers
1 too much 2 too many 3 not enough

G Students complete Exercise 1 in the Grammar reference on page 181.

Answers to Exercise 1, Grammar reference

1 is	3 are	5 are
2 are	4 is	6 is

Background language notes for teachers

• We use *too much* + uncountable nouns and *too many* + plural countable nouns to say that the amount or number of something is higher than necessary or desirable. We want less or fewer.
• We use *not enough* + uncountable or plural countable nouns to say that the amount or number of something is lower than necessary or desirable. We want more.
• A common problem is for students to misuse these terms with adjectives. These are some typical mistakes.
✗ *I am too much tired.* ✓ *I am too tired.*
✗ *I am not enough clever.* ✓ *I am not clever enough.*

9 Set up the task by eliciting the first correct option as an example. Ask students to work individually to choose the options. Let students compare their answers in pairs before checking the correct answers in feedback.

Answers
1 aren't enough
2 too many
3 is
4 aren't
5 many
6 time

10 Organise the class into groups of four or five to say sentences about the picture. Monitor and prompt, and check how well students are using the language. In feedback, find out which group has the most, and point out any errors or problems you noticed.

Possible answers
There is too much traffic. / There are too many cars.
There is too much pollution.
There are too many children on the bus. They are making too much noise.
There is too much luggage on the bus.
The boy is carrying too many pizzas. He is going too fast.

G For further practice, see Exercise 2 in the Grammar reference on page 181.

Answers to Exercise 2, Grammar reference
1 too many
2 too
3 too much
4 too much
5 too many, too much
6 enough, too

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity; to practise using *too much, too many* and *not enough*

11 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
• Ask students to work individually to prepare ideas. You could elicit one or two ideas to get students started. Monitor and help with ideas and vocabulary. Then organise them into groups of four or five to discuss ideas. In feedback, ask different groups to say what they found out about each other's town or cities.
• As students speak, go round and monitor, and note down any interesting pieces of language you hear.
• At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Web research activity Ask students to research taxis in English-speaking cities. Ask them to choose a city (e.g. New York) and find out five interesting facts (e.g. what local people call taxis, how much they cost, what colour they are).

WHERE'S THE BEST PLACE TO GO?
Student's Book pages 92–93

Communicative outcomes
In this two-page spread, students practise talking about places to go, using superlative forms.

Developing conversations

Where's the best place?

Aim
to practise asking for and giving recommendations

1 Read through the information in the box as a class.
- Ask students to match the questions to the suggestions. Elicit the first match as an example to get students started. Let students compare their ideas in pairs.

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

2 Set up the activity by discussing the meaning of *bike lanes* as a class. Point out that there are clues in the context (see Teacher development below).
- Ask students to discuss the words in pairs. Have a brief feedback session. Use definitions or translations to check the meanings, or ask students to check in dictionaries.

Background language notes for teachers

bike lanes = parts of the road marked for bikes
atmosphere = the feeling of a place
live bands = if a group of musicians play 'live', it means they are playing and you are listening now (i.e. not a recording)
(exchange) rate = e.g. $1 = 0.88 euros
selection = choice (e.g. a selection of ten different types of breakfast cereals)
(the hotel is) good value for money = the room, food and place is good for the price you pay
- Note the stress is on the first syllable of all the words in bold except *selection*.

Teacher development: working out meaning from context

Encourage students to use the context of the sentences to work out what the words mean. For example, point out that the meaning of *bike lanes* is shown by the following:
1 Students know this is a plural, countable compound noun.
2 Students already know what *bike* means.
3 They know that you find *bike lanes* in a *park* and that you go *cycling* there, and that it is *safe* to *go cycling* there.

3 Organise the class into new pairs. Give students a minute to prepare what to say before they start. Pairs change roles to act out the conversation a second time.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Extend this activity into a mingle. Ask students to stand up, walk round, and interview three or four different people.

Listening

Aim
to give students practice in listening for gist and for specific words

4 73 Set the situation. Ask: *What do you think the guests say? What does the receptionist say?* Make sure students understand the questions.
- Play the recording. Students listen and note their answers. Let them compare their answers with a partner before discussing as a class.

Answers
Where's the best place to eat? (Captain Nemo's)
Where's the best place to go shopping? (a market in the main square)

73
A: Good evening, sir, madam. How can I help you?
B: Hi. We'd like to go out for dinner. Where's the best place to eat?
A: Try Captain Nemo's. It's a lovely little restaurant by the sea. It's not the cheapest place in town, but the fish there is really excellent.
C: Oh, that sounds great. Do we need to book?
A: I can do that for you, if you like. What time would you like your table?
B: About half past eight?
C: Yes, that sounds fine. What's the easiest way to get there? Can we walk?
A: Not really. It takes about half an hour to walk there. It's probably best to take a taxi. Would you like me to book one for you?
C: Yes, please. That's great.
B: Oh, there's one other thing, before I forget. We'd like to buy some presents. Where's the best place to go shopping?
A: There's a nice market in the main square tomorrow. They have some nice things. Try there. It starts at around eight and goes on until about two.
B: It sounds perfect. Thanks for your help.
A: No problem. It's my pleasure.

5 73 Ask students to read the sentences and choose the correct options. Let them compare with a partner.

• Play the recording again. Students listen and check. Let them compare their answers with a partner again before discussing as a class.

Answers

1 can I	6 easiest
2 We'd like	7 takes
3 the cheapest	8 Would
4 Do we need	9 in
5 What time	10 It's my

6 Organise the class into new pairs or small groups. Give students a minute to read through the questions and decide which ones to discuss, and think about what to say.

• As students speak, go round and monitor, and note down any interesting pieces of language you hear.

• At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Extend this activity into a survey. Ask pairs to choose three questions they would like to ask. Then tell them to stand up, walk round and ask their questions. After five minutes, ask students to sit down in pairs again and to collate their information. Ask pairs what they found out about their classmates.

GRAMMAR Superlatives

Aim

to introduce and practise superlatives

7 Read through the information in the box as a class. Ask students to complete the table. Then ask students to check in the Grammar reference on page 181.

Answers

good	better	best
bad	worse	worst
fast	faster	fastest
small	smaller	smallest
big	bigger	biggest
strange	strange	strangest
hot	hotter	hottest
early	earlier	earliest
boring	more boring	most boring
interesting	more interesting	most interesting

G For further practice, see Exercise 1 in the Grammar reference on page 181.

Answers to Exercise 1, Grammar reference

1 the hottest	5 worst
2 most	6 easiest
3 loudest	7 nicest
4 busiest	8 tallest

Background language notes for teachers

• Superlatives, like comparatives, can be tricky for students because English has two forms. Romance languages like French and Spanish just use the equivalent of *most* (so watch out for errors like *most big* and *most busy*) while many Germanic languages just use the *-er* form (so a German might say *intelligenter*, for example).

• There is a slightly confusing overlap of rules when it comes to two-syllable adjectives. When two-syllable adjectives end with *-y*, they take *-est* (*busiest, happiest*, etc.) but, when they don't, they take *most* (*most boring, most useful*, etc.). However, some adjectives break these rules (e.g. we say *narrowest* but NOT *most narrow*, but *commonest* and *most common* are both correct).

• When we use *-est*, the stress is on the adjective, so *the* and *-est* are weakly stressed, e.g. *the biggest* (*-est* is pronounced /ɪst/).

• When we use *most*, the stress is on *most* and the adjective, but the adjective has the main stress, e.g. *the most boring*.

8 Ask students to work individually to complete the conversations. Elicit the first answer to get them started. Organise the class into pairs to check their answers.

• In feedback, elicit answers and ask students to justify their answers by referring back to the rules in the grammar box.

Answers

1 the quickest
2 the most beautiful
3 the cheapest, the most expensive
4 the most dangerous
5 the worst
6 the most difficult

G For further practice, see Exercise 2 in the Grammar reference on page 182.

Answers to Exercise 2, Grammar reference

1 the best, better
2 hottest, hotter
3 the oldest, older, the youngest
4 the quietest, louder
5 smaller, biggest
6 the most boring, better

SPEAKING

Aim

to practise language from the lesson; to practise forming and using superlatives

9 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

• Ask students to work individually first to think about how to form the superlatives in the questions. Have a brief feedback session to check answers.

Answers
1 Where's the best place to live in your town / city?
2 And where's the worst place to live?
3 Where's the oldest part of your town / city?
4 What's the easiest way to get around your town / city?
5 Where's the cheapest place to eat?
6 What's the biggest city in your country?
7 What's the most beautiful part of your country?
8 What are the most popular places for tourists?
9 Who's the most famous person from your country?
10 What's the most delicious food from your country?

10 Organise students into groups of four or five to ask and answer the questions. Once students have asked and answered their questions, encourage them to discuss whether they agree with each other or not.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Extend this practice into a mingle in which students have to interview three or four people while walking round the class.

Communicative activity worksheet The photocopiable worksheet on page 239 can be used at this point or at the end of the unit for further practice.

Sounds and vocabulary review

Aim
to practise the sounds /ʊ/, /uː/, /ɜː/ and /aː/; to listen and write down words in continuous speech

11 74 Play the recording. Students listen and repeat the sounds.

74
/wʊ/, /wɜː/, /haː/, /ʊk/, /aːk/, /gʊ/, /dʒɜː/, /fɜː/, /duː/, /paː/, /ruː/

12 75 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

75
1 I booked a return ticket.
2 You can't park the car near here.
3 Their flight's at half past two.
4 The train journey took too long.
5 Which route do you prefer?
6 First-class seats aren't good value.
7 It's the worst place in the world.
8 Would you like me to ask?

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/ʊ/, /uː/, /ɜː/ and /aː/). Get students to write two collocations or phrases for each word in the box in Exercise 12. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

Sounds and correction
- It's important students distinguish between long and short vowel sounds. The sounds /ae/ and /aː/ can be distinguished by touching the tip of your tongue as you say the sound – the tongue is at the front of the mouth for /ae/ and the back for /aː/. Also exaggerate a little the lengthening of the sound /aː/.
- The long sound /ɜː/ differs from /aː/ in that the lips are more rounded and less loose when making the latter sound.
- The sounds /ʊ/ and /uː/ are pronounced with rounded lips. The sound /uː/ is longer. Compare the short sound in *pull* with the long sound in *pool*.

G For further revision, see Exercises 1–3 in the Grammar reference on page 182.

Answers to Exercise 1, Grammar reference
1 too many cars
2 too **many** people
3 the easiest way
4 too **much** rubbish
5 not enough
6 fastest

Answers to Exercise 2, Grammar reference
1 cheapest
2 quickest
3 funniest
4 most interesting
5 nearest
6 most exciting
7 hottest
8 nicest

Answers to Exercise 3, Grammar reference
1 the
2 much
3 enough
4 lots
5 the
6 really
7 worst
8 too

VIDEO 5: BARCELONA'S STREET LIFE
Student's Book page 94

Aim
to look at a different culture and way of life; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses

1 Lead in to the topic by asking students to look at the photo. Ask: *What can you see?* (a street performer, a crowd, a silver hat and jacket, some fruit on a table). Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Possible answers
Kinds of street performers: buskers (people singing or playing music), performance artists (particularly the 'living statues' like the person in the picture), street artists (who paint in or on the street), jugglers, tightrope walkers, acrobats, clowns, balloon twisting, fire breathing, celebrity lookalikes (who you pay to pose with for photos)

2 19 Give students time to read through the sentences first. Check that students understand the words. As students watch the video, they should choose true or false. Let them compare their answers in pairs before discussing as a class.

Answers
1 F (we see all except the woman performing magic)
2 T
3 F (many of them are foreign: Dutch, Scottish)

Optional extra activity Notice the adjectives used to describe the city. You could explain or translate them for students.
- Words that mean a lot is happening: *lively, vibrant*.
- Words that mean a place has a special feeling of life and energy: *alive, vital*. Note that the correct pronunciation of *vital* in English is /'vaɪt(ə)l/, not as pronounced by the Dutch speaker on the video.
- Word that means it makes you feel creative: *inspiring*.

Culture notes

Barcelona is the second largest city in Spain, and the capital of the region of Catalonia.
- *Las Ramblas* (*La Rambla* in Catalan, the language spoken in Barcelona) is a tree-lined avenue through the centre of Barcelona which leads to *Plaça de Catalunya*, a large square generally considered to be at the city's centre. Along the avenue are kiosks selling newspapers and souvenirs, other kiosks selling flowers, street traders and performers, and pavement cafés and bars. Notable sights include a mosaic by Joan Miró, the Font de Canaletes, a famous fountain, the Palace of the Virreina and the Liceu Theatre. La Boqueria market is off the street. It is full of tourists day and night.

3 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
- Give students time to read the questions then put them in pairs or small groups and give them seven or eight minutes to ask and answer them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

4 19 Ask students to read the sentences carefully and order them as best they can. Elicit the first answer to get students started. Ask students to watch the video to check ideas. Let them compare answers in pairs before discussing as a class.

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

5 This exercise offers students a further chance to relate the topic to their own personal experiences.
- Organise the class into groups of four or five to prepare lists. In feedback, elicit the lists of different groups and decide which is best, or open the activity into a class discussion in which you make a definitive class list of the three best streets and places.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Understanding fast speech

6 20 Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said.

7 Encourage students to practise saying the extract several times.

20
Speaker 1: There is something very special about Barcelona, like any time you go out of your house there is always something going on, you'll always find a friend on the streets, it's where living is ... you're not in your place you're on the streets.

Speaker 2: You can go out on the street at night and its always lively. It's never ... nobody in the Ramblas, for example, they are always ... every hour of the day there's life. I came here, I felt somehow better than in Amsterdam, more alive, more vital ... er understand? Vital? Er yeah, that makes it more enjoyable for me and inspiring too.
Musician 1: It's a very nice place, because, erm, in the Ramblas you can find, er, I don't know, theatre, music from Argentina, from Spain, from Africa, from all the world.
Musician 2: Things that on the street happen, will never happen in the theatre, for example if we play and like 10, 15 people start to dance then you think like, yeah this is, this is beautiful you know?
Las Ramblas is the street in Barcelona and I think in Europe and maybe in the world that like, you're gonna be entertained, no matter how, I mean if you walk past by the flower shops, I mean the way they build it up is beautiful. Even the street is decorated. I mean, you get entertained, it's worth coming to Barcelona.
Mime artist: It's a way of life, Ramblas is ... you have everything, you have traffic of people, you have tourists, you have thieves, you have performers. Ramblas is everything. It's a vibrant life, yeah, it's a way of life. Truly a way of life, I love it.

REVIEW 5
Student's Book page 95

Aim
to consolidate vocabulary and grammar from Units 9 and 10

Answers

1

1 ever	5 ever
2 the	6 too
3 ago	7 much
4 most	8 enough

2
1 Have you ever been, I went
2 Has your son seen, He saw
3 Have they visited, they came
4 Has she met, We had
5 Have you tried, I didn't like

3
1 That's her **best** book.
2 He **has / 's** done this hundreds of times before.
3 The **easiest** way to get there is by taxi.
4 I've never **read** anything by Günter Grass.
5 There**'s** not enough time to do it now.
6 There are too **many** guns in our society.
7 The Alhambra is **the** most beautiful building in Spain.
8 **I played** a really good computer game yesterday.
9 There **are**n't enough places to park in the city centre.
10 His books are **much too** long.

6

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

7
problems: feel ill, hurt myself, lose my bags, make a mess, steal money
trains and stations: buy a single, enter your PIN, first class, get a discount, pay in cash

8

1 get off	5 miss
2 take	6 break
3 arrive	7 charge
4 book	8 lose

9

1 died	5 cycle
2 accident	6 motorways
3 driver	7 lanes
4 public	8 popular

76 and answers to Exercise 4
1 She's one of the funniest people I know.
2 I've never been there, but I'd love to go.
3 There's too much pollution and there are too many cars on the road.
4 I visited them in Madrid a few weeks ago.
5 There aren't enough chairs here for everyone.
6 I need your help. Something terrible has happened.

11 FOOD

Words for Unit 11

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the phrases to the photos. Elicit the first match to get them started (photo 1 is *a lot of spices*). Go round the room and check students are doing the task and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

2 **77** Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see language notes below).

77 and answers
1 a lot of spices
2 order food online
3 a cookery book
4 ask for the bill
5 fried chicken
6 buy some sweets
7 steak and chips
8 look at the menu
9 a lot of garlic
10 want to lose weight
11 a pregnant mum
12 cut some onion
13 tomato soup
14 sell soft drinks
15 a vegetable dish
16 a fruit dessert

Background language notes for teachers

- Many of these phrases need to be learnt as fixed collocations, their meaning reinforced with a visual and a mime. Collocations like *put on make-up* and *set the table* are unlikely to translate exactly into L1 so it is best to learn them as fixed expressions rather than separate verbs and nouns.
- Note the strong stress is on the first syllable of all the words except: *dessert, tomato.*
- Note the unusual pronunciation: *vegetable* /ˈvɛdʒtəbəl/, *onion* /ˈʌnjən/, *weight* /weɪt/.

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- Use the feedback time to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

Optional extra activity End this stage by asking your students to say which photos they liked and why.

ARE YOU READY TO ORDER?
Student's Book pages 98–99

Communicative outcomes
In this two-page spread, students will practise ordering in a restaurant.

Speaking

Aim
to introduce the topic and get students talking

1 Organise the class into groups of four or five to discuss the questions. In feedback, elicit answers and comment on any interesting things students say. Use the feedback time to correct any errors students made, or to comment on examples of good language use.

Optional extra activity If your students are in or from the same city, write the names of five well-known local restaurants on the board and ask groups to order them from 1 to 5. Students can decide criteria, e.g. best to worst, cheapest to most expensive, most to least popular, etc.

Vocabulary Restaurants

Aim
to introduce and practise words and phrases used in restaurants

2 Elicit the first missing word (*a table*) from the students to get them started. Then organise the class into pairs to complete the dialogues. Elicit the answers in feedback.

Answers
1 a table, booked
2 ready, decide
3 order, the soup
4 course, like
5 dessert, the ice cream
6 the bill, service

Background language notes for teachers

Note that many of these phrases are quite fixed (*Are you ready to order? Can we have the bill, please?*) and need to be learned as whole phrases.
- Note the strong stress is on the first syllable of all the words except *dessert*.
- It is important to use a positive, rising intonation when asking the waiter's questions.

3 Organise the class into pairs to discuss the question. In feedback, elicit answers.

Answers
1 customer
2 waiter
3 waiter
4 waiter
5 waiter
6 customer

Optional extra activity Ask students to read out the dialogue in pairs, taking turns to play both roles. Practice makes perfect. Ask students to cover the dialogues and try to remember or improvise them.

Listening

Aim
to help train students to listen for specific information

4 78 Start by setting up the situation. Ask students to look at the photo and ask questions to focus on what they can see. Make sure students have time to read the questions.
- Play the recording. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
a They haven't booked, they don't understand the menu, and the fish is finished.
b a bird similar to chicken, and the fish, then a steak because the fish is finished
c Yes, they say it was delicious.
d No, because service is included.

78
A: Hello. I'm sorry. Do you speak English?
B: A little, yes.
A: Great. Can we have a table for two, please?
B: Have you booked?
A: No, I'm afraid we haven't.
B: Ah. We are very busy tonight. Can you wait ten minutes?
A: Yes.
...
C: Can we see the menu, please?
B: Of course.
C: Ah. You don't have English menus?
B: We don't. I'm sorry, but I can help you. This is chicken, this is fish – but I don't know the name of the fish in English – this is steak, this is soup and this is a bird – I don't know the name – it's similar to a chicken, but smaller. It's very, very good. I recommend this.
C: Oh. I'd like to try that, please.
B: Certainly, madam. And for you, sir?
A: The fish, please.
...
B: I'm sorry, sir, but the fish is finished. We don't have any more.

A: Oh, right. Well, can I get a steak, please? Well cooked. No blood.
B: As you prefer.
...
B: Can I take your plates?
C: Thank you. That was delicious.
B: Would you like any dessert?
A: No, I'm fine. I'm really full. Can we have the bill, please?
B: Of course. One moment.
...
B: Here you are.
A: Thanks. Does this include service?
B: Yes, we add 15 per cent.
C: OK. Thank you.

5 78 Ask students to work in pairs and discuss what the words refer to.
- When students are ready, play the recording again. Let students discuss their answers again in their pairs. In feedback, elicit answers from the students. At the end, you may wish to allow students to look at the audio script on page 207 to check the answers.

Answers
The restaurant is very **busy**.
The meal was **delicious**.
The fish is **finished**.
The people are **full**.
The man wants the steak **well-cooked**.

6 Organise the class into groups of four or five. Ask students to prepare their ideas individually before they discuss the sentences in their group.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Here are some other things to discuss – write them on the board if fast finishers want to continue their discussions.
Home cooking is better than eating out.
Only tip if the service is good.
It's better to eat out at lunchtime than in the evening.

Developing conversations

Ordering food and drink

Aim
to introduce and practise ways of ordering food and drink

7 79 Read through the information in the box as a class. Then play the recording. Students listen and repeat.

79
1 For starters, I'll have the soup, please.
2 I'd like the chicken, please.
3 Can I get a steak, please?
4 Can I have the ice cream?

Background language notes for teachers

- Arguably, *I'd like* ... is a little more polite and tentative than the other functional phrases used to place an order. However, they are all equally common. It is important to say *please*. English lacks a polite form, so missing out *please* can make a request seem abrupt.
- Note the strong stress in these sentences is on the thing being ordered (*soup, chicken*, etc.). The intonation pattern is important, so make sure students attempt it when repeating the recording. The intonation should start high, and it should rise at the end over the word *please*. A flat intonation sounds rude.

Teacher development: listening to slow then fast versions of natural speech

Note that while the first read through on the recording is fairly slow, but still linked, the second has normal elision and linking. Students may hear *I'll-lave-the-soup-please* as one chunk, and the *'d* in *I'd like* becomes barely noticeable.
- Get your students to listen to both fast and then slow versions BEFORE they attempt to say their own versions. Don't expect them to try to say both fast and slow – just to hear the fast version then try to say the slow version.

8 Ask students to put the parts of the conversation in the correct order. Elicit the first part to get students started. Let students compare their ideas in pairs. Students may need to use dictionaries to check unknown words.

9 80 Play the recording. Students listen and check their answers. Ask students to practise the conversations in pairs. Monitor and correct any errors of form or pronunciation.

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

80
1
A: Are you ready to order?
B: Yes. Thanks. I'll have the salad for starters, please.
A: Certainly. And for your main course?
B: Can I get the chicken, please?
A: I'm afraid the chicken's finished.
B: Really? Oh. OK. Well, can I have the fish then, please?
2
C: Would you like any dessert?
D: Yes, please. Can I get the ice cream?
C: Of course. And for you, madam?
E: I'm really full. I'll just have a coffee, please.
C: With milk – or without?
E: Without, please, so just black.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

10 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
- Ask students to work in A and B pairs. First, they must decide on their roles and prepare. Direct A (the customer) to the information in File 9 on page 195. Ask B to prepare questions.

11 When students are ready, they should use the guide to practise the conversation. You could model this by acting out a conversation with a reliable student first, or by asking one well-prepared pair to model their conversation for the class. Encourage students to change roles and try out the conversation two or three times. Practice makes perfect.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

21 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

WHAT'S THIS ON THE MENU?
Student's Book pages 100–101

Communicative outcomes
In this two-page spread, students talk about food.

Vocabulary Food

Aim
to introduce and practise kinds of food

1 Start by reading out the words in the box, and pointing out the pronunciation. You could ask students to listen and repeat.
- Ask students to match the kinds of food in the box to the photos. Elicit an example to get students started. Let them compare their answers in pairs. At the end, allow students to use dictionaries if they are still unsure of any words.

Answers

a vegetables	f beans
b nuts	g seafood
c fish	h fruit
d dairy products	i meat
e drinks	

Optional extra activity You could brainstorm words students already know before doing the matching activity. Ask students to look at the photos but cover the words. Tell them to say all the words they already know.

Background language notes for teachers

- Milk, cheese and butter are *dairy products*.
- Prawns, crab and lobster are *seafood*.
- *Fish, fruit, meat* and *seafood* are uncountable nouns.
- Note the stress is on the first syllable of all these words.
- Note the pronunciation of *vegetables* which is often pronounced in three syllables: /'vɛdʒtəbəlz/.

2 Organise the class into new pairs. Ask them to look at the example, and explain the task. Elicit a possible answer for 2. Monitor and help with ideas as students talk. In feedback, ask pairs to share their sentences.

Answers

2 a cream	5 d carrots
3 f wine	6 b lemons
4 g eggs	7 e tomatoes

3 Ask students to work in pairs to match the individual foods in the photos to the words in Exercise 2. Elicit answers in feedback. At this stage, explain or translate any words student are unsure of, or let them look in dictionaries.

Answers
photo a: potatoes, onions, tomatoes, spinach, beans
photo d: cream, milk, cheese, butter
photo h: apples, oranges
photo i: lamb

4 Organise students into pairs to do this activity. The idea is that students take turns to describe the foods in their list using language from Exercise 2. Give them time to study their lists on pages 194 and 196, and help them prepare. Note that they can also use mime or draw.
• As students speak, monitor, note errors, and give feedback on language use.

Listening

Aim
to give students practice in listening for gist and for specific words

5 81 Start by setting up the situation. Give students time to read the five sentences a–e.
• Play the recording. Students listen and match each conversation to one sentence. Let them compare their answers with a partner before discussing as a class.

Answers
1 a 2 b 3 d

81
1
A: So where do you want to eat?
B: I don't mind. I eat anything.
A: Yes, me too.
C: Actually. I don't eat meat.
A: Oh, really?
C: Yeah, but if the restaurant has some fish or vegetable dishes, that's OK.
A: Have you been to the place on the corner?
C: No.
B: Me neither. What's it like?
A: It's nice. It's Italian – more or less.
B: OK. That's fine with me.
C: Me too.
2
A: Did you go away anywhere in the summer?
B: Yeah, we went to Australia.
A: Really? I'd really like to go there.
C: Oh, I wouldn't.
A: No? Why not?
C: It's too far and I don't like planes.
B: It IS a long way, but it's amazing. You should go.
C: Hmm. I'm not sure. What's the food like? Is it all meat and barbecues?
B: No, not at all! There's lots of great Asian food and all kinds of different things.
A: Yeah. I saw a programme about it on TV.
C: Really?
B: Yeah. In fact, I had some of the best food I've ever had there.
A: It sounds great. I'd LOVE to go there. When I have more money – or time.
3
A: What are you going to have?
B: I can't decide.
A: Me neither.
C: Hmm. it all looks delicious. What about the mussels?
A: Oh, I don't like seafood.
C: Really? I do! I love it.
B: Me too. Don't you like any seafood?
A: Not really. I've eaten prawns before, but I prefer meat.
B: OK.
C: OK. I've decided. Talking of prawns, I'm going to have the prawn curry.
B: Hmm. Good choice. I saw Jamie Oliver on TV last night and he made a prawn curry.
C: Oh yeah. I saw that too. Maybe that's why I thought of it!
B: Yeah.
A: OK, I think I'll have the steak.
B: Oh, right – decisions, decisions. OK. I'm going to have the lamb.

Culture notes

Jamie Oliver is a world-famous, British celebrity chef. He has made numerous TV programmes and written many cookbooks. In the UK, he has opened a chain of restaurants and leads campaigns to improve the diet of children.

6 81 Start by reading through the first conversation and asking if students can remember any missing words. Don't confirm or reject anything at this stage. Let students read the other conversations and guess which words are missing.
• Play the recording again. Students listen and check their ideas, completing the sentences with two words in each space. Let them compare their answers with a partner before discussing as a class.

Answers
1 vegetable dishes
2 it like
3 with me
4 too far
5 the food
6 ever had
7 I've eaten
8 that's why
9 decisions, decisions

Teacher development: playing and pausing

Playing and pausing is helpful when training your students to hear how sounds run together in continuous speech. In natural speech, some words are often contracted or weakly stressed and hard to hear. In Exercise 6, students have to listen very intensively to hear particular sounds and recognise the words and the meaning. Support your students by playing and pausing key parts of the listening text a number of times until students have trained their ears to hear and recognise words or chunks, notice aspects of stress, linking or intonation, and understand the exact meaning of phrases.

7 Organise the class into groups of four or five to discuss the questions. You could ask one student to ask the questions while the rest take turns to answer. In feedback, ask different groups to say what they found out about each other.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.

At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

Grammar

me too, me neither and auxiliaries

Aim

to introduce and practise using *me too, me neither* and auxiliaries to agree or disagree

8 Read through the information in the box as a class. Then organise the class into pairs to complete the rules. Elicit which phrase goes in the first space as an example in open class. Monitor and note how well students do the task.

- In feedback, provide answers. Ask students to check in the Grammar reference on page 182.

Answers

1 me neither
2 me too
3 do
4 would

G Students complete Exercise 1 in the Grammar reference on page 183.

Answers to Exercise 1, Grammar reference

1 Me too.
2 Me neither.
3 I don't.
4 I do.
5 I wouldn't. I don't.
6 Me neither. I'm not.

Background language notes for teachers

- *Me too* and *me neither* are easy-to-learn expressions used to agree with a positive or negative sentence. They avoid the complexity of phrases such as *So do I* or *Neither can I*, which mean the same, but involve manipulating auxiliary verbs. Save these for later in the students' learning.
- To disagree, students must practise manipulating auxiliaries. Students will need practice in recognising which auxiliary to use. Compare the following:

A: *I love cheese.* B: *Oh, I don't.*
A: *I wouldn't go.* B: *Oh, I would.*
A: *I can swim.* B: *I can't.*

- In these short answers, the auxiliaries are stressed.
- There is a sharp rise-fall intonation pattern over phrases like *me too* and *I don't*. Students should practise this to avoid a flat intonation that shows disinterest.

9 Organise the class into groups of three. Set up the task by asking students to look back at Exercises 1 and 2 and prepare things to say individually. Once students have ideas, ask them to study the example conversation, then try out similar conversations. Alternatively, model the activity by acting it out with one of the groups.

- As students speak, monitor and note errors and examples of good language use. In feedback, correct errors and point any really good language students used.

10 Set up this task by telling students about your own experiences using the sentence frames. Then ask students to complete the sentences with their own ideas. Monitor and help with ideas and vocabulary.

11 Organise the class into pairs to improvise conversations. Monitor and prompt, and note how well students are using the language. In feedback, find out which students are similar, and point out any errors or problems you noticed.

Optional extra activity Organise this activity as a mingle. Students walk round the class and talk to three or four different people. In feedback, they report on similarities and differences.

G For further practice, see Exercise 2 in the Grammar reference on page 183.

Answers to Exercise 2, Grammar reference

1 neither, too
2 can, too
3 Me neither, I don't, Me too

Speaking

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson, and for students to practise using all the language they have learnt.

- Ask students to work individually to prepare a menu.

If your students are all from the same country, you could briefly brainstorm ideas first. If not, briefly brainstorm two or three well-known dishes. Monitor and help with ideas and vocabulary.

13 Organise the class into pairs to discuss and describe menus. In feedback, ask different pairs to say who had the best menu and why.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Bring in some menus from local restaurants, or download menus for world-famous restaurants from the internet. Ask students in groups to look at three menus each, describe and explain the dishes, and decide which one they would like to go to.

Web research activity Ask students to think of an English-speaking country and find a menu online from a restaurant that serves typical food from that country. Alternatively, ask students to find the following British dishes online and find out what is in them: *a full English breakfast, toad-in-the-hole, spotted dick and custard, Eccles cakes, Hunter's chicken.*

A HEALTHY DIET
Student's Book pages 102–103

Communicative outcomes
In this two-page spread, students practise talking about diet and eating habits, using words to explain quantity.

GRAMMAR Explaining quantity

Aim
to introduce and practise ways of explaining quantity

1 Read through the information in the box as a class. Then organise the class into pairs to complete the matching task. Monitor and note how well students do the task. In feedback, provide answers.

Answers
1 c 2 a 3 e 4 b 5 d

2 Ask students to discuss the questions in pairs. Follow this up with a class discussion and check the rules. Alternatively, ask students to check in the Grammar reference on page 183.

Answers
1 any, a lot of, some
2 many
3 much
4 any, much and many

G Students complete Exercise 1 in the Grammar reference on page 183.

Answers to Exercise 1, Grammar reference
1 a lot of
2 any
3 a lot of / quite a lot of
4 a lot of, any
5 much
6 any / many, a lot of
7 many / any, No, not many / Yes, quite a lot.
8 much, some / quite a lot

Background language notes for teachers

- We use *a lot of* (= a large quantity) and *some* (= a regular quantity – not large or small) with both countable and uncountable nouns in the affirmative.
- We use *any* with both countable and uncountable nouns in the negative.
- We use *much* (= a large quantity) with uncountable nouns in the negative and in questions.
- We use *many* with countable nouns in the negative and in questions.
- Note that *a lot of* is often used by native speakers in the negative, and in questions, too. At this level, however, it is best for students to learn *much* and *many* as exclusive ways of expressing large quantities in negative sentences.

• It is likely that students will express quantity very differently in L1. For example, they may use the same word for *much*, *many* and *a lot of*, or not differentiate between *some* or *any*, or these expressions may change according to the gender of the noun rather than any other rule. Consequently, don't assume this is obvious to students, and provide plenty of accuracy practice to make sure they understand the rules.

3 Ask students to work individually to complete the sentences. Elicit the first answer to get them started. Let students compare their answers in pairs before giving class feedback.

Answers
1 any
2 many
3 some
4 much
5 any
6 lot, quite

4 Organise the class into groups of three or four. Set up the task by asking students to look back at Exercises 1 and 2 and prepare things to say individually about the different foods. Once students have prepared, ask them to start their discussion.
• As students speak, monitor and note errors and examples of good language use. Use the feedback time to correct and point out any really good language students used.

Optional extra activity Organise this activity as a mingle and a survey. Students prepare questions using *Do you eat much ...?* and *Do you eat many ...?* Then they walk round the class, ask the questions, and note students' answers. At the end, pairs compare their information and present the results of their survey to the class.

G For further practice, see Exercises 2 and 3 in the Grammar reference on page 183.

Answers to Exercise 2, Grammar reference
1 many
2 a bit of
3 a few
4 much
5 much
6 a few
7 a bit of
8 many

Answers to Exercise 3, Grammar reference
1 different, *a bit of* is less
2 different, *any* is less
3 different, *any* is less (*any* means 'do you ever eat sweets?', *many* means 'do you eat a lot?')
4 same
5 same
6 different, *some* is less

Reading

Aim
to help train students to read for a general understanding and for specific information

5 Start by setting up the situation. Ask students to look at the title, and ask them questions to focus on what they can see, e.g. *What is the article about? How many people describe what they eat?*
• Ask students to read the article and find the answers to the questions. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Possible answer
Robin: fruit, vegetables, nuts and beans are a healthy diet.

6 Ask students to read through the eight sentences and decide if they are true or false. You may need to check phrases like *lose weight* and *have a baby*. You could also check words from the text at this stage (see below).
• Students read the article again to check if the sentences are true or false. Let students compare their answers in pairs. In feedback, elicit answers from the students. Ask students to justify their answers by saying what they read.

Answers
1 T
2 T (at the moment)
3 T
4 F
5 F
6 T
7 F
8 T

Background language notes for teachers

avoid = try not to have / eat
leather = material from the skin of cows (e.g. leather jacket / shoes)
fresh = recently picked (also meaning not frozen or preserved in a jar or a tin)
raw = not cooked
pregnant = going to have a baby

7 Organise the class into pairs to discuss the questions. Let them read the questions and prepare ideas first. Once students have ideas, ask them to start their discussion.
• As students speak, monitor and note errors and examples of good language use. In feedback, correct any errors and point out any really good language students used.

Optional extra activity Ask students to find and underline words they don't know in the article and try to guess their meaning from context. Then explain them with examples, translation or dictionary work.

Understanding vocabulary

Forming negatives by adding *un-*

Aim
to introduce and practise negative forms of adjectives

8 Read through the information in the box as a class. Ask students to give you other examples of adjectives with *un-* (e.g. *unfit, unlucky*).
- Ask students to work individually to complete the sentences. Let them compare their answers in pairs. In feedback, elicit answers.

Answers

1 healthy	5 friendly
2 unhappy	6 untidy
3 popular	7 unfair
4 unemployed	8 unforgettable

9 Ask students to work individually to think of ideas first. Let them compare answers in pairs. In feedback, elicit answers.

Possible answers
unfit, unlucky, unusual, unwell, uncomfortable

10 Ask students to work in groups of four or five. Give students one minute to prepare things to say. Monitor and help with ideas and vocabulary.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Extend this practice into a mingle.

Communicative activity worksheet The photocopiable worksheet on page 240 can be used at this point or at the end of the unit for further practice.

Sounds and vocabulary review

Aim
to practise the sounds /ɪə/, /eə/ and /ʌ/; to listen and write down words in continuous speech

11 82 Play the recording. Students listen and repeat the sounds.

82
/weə/, /ɪə/, /nɪə/, /hɪə/, /bɪə/, /blʌ/, /eəri/, /nʌts/, /ʌn/

12 83 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

83
1 Do you know anywhere good to eat near here?
2 I hate the taste of beer.
3 I'd like my steak well-cooked – no blood.
4 She can't eat any dairy products.
5 Here are your drinks.
6 I can't eat nuts because they make me ill.
7 It has a very unusual taste.
8 There's a great vegetarian restaurant near here.

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/ɪə/, /eə/ and /ʌ/). Get students to write two collocations or phrases for each word in the box in Exercise 12. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

Sounds and correction
- /ɪə/ and /eə/ are both diphthongs. The lips are wider and the tongue higher when producing the /ɪ/ sound than they are when producing the /e/ sound.
- The short /ʌ/ sound is a mid-central vowel slightly lower and farther back than the schwa sound. It is pronounced with unrounded lips. It commonly occurs in words spelt with *u, o* or *ou* (*but, love, enough*).

G For further revision, see Exercises 1–3 in the Grammar reference on page 184.

Answers to Exercise 1, Grammar reference

1 a lot of	4 any
2 any	5 a lot of, many
3 quite a lot of	6 some, a few

Answers to Exercise 2, Grammar reference

1 some	5 little
2 me	6 (correct)
3 do	7 wouldn't
4 (correct)	8 do

Answers to Exercise 3, Grammar reference

1 some	4 few
2 lot	5 a
3 a	6 much

12 FEELINGS

Words for Unit 12

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the phrases to the photos. Elicit the first match to get them started (photo 1 is *it's badly damaged*). Go round the room and check students are doing the task and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

2 **84** Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see pronunciation notes below).

84 and answers
1 it's badly damaged
2 she's a bit upset
3 I burnt my hand
4 she's fallen asleep
5 my stomach hurts
6 protest against it
7 have a big smile
8 complain to the staff
9 put on sun cream
10 read the news
11 fans celebrating
12 get some fresh air
13 stop infection
14 a big storm
15 put ice on it
16 stop shouting!
There is no photo to match 'not interested in politics'.

Background pronunciation notes

Note the strong stress is on the first syllable of all the words except: *complain*, *protest*, *upset*, *asleep*, *infection*. Note the /dʒ/ sound in *damaged* /'dæmɪdʒd/.

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- In feedback, correct any errors students made and point out the pronunciation of any words students found hard to say.

4 Read through the examples with the class and ask for one or two further examples from the class to get them started. Then ask students to work in pairs to match the phrases to people they know and explain their choices. In feedback, ask students to give examples and explain them.

Optional extra activity End this stage by asking your students to say which photos they liked and why. Alternatively, ask them to tell you the story behind one of the photos using a phrase from the box.

Teacher development: associations

Asking students to connect phrases to people they know is a way of helping them to use the phrase and remember it better. Think of other ways of associating new words or phrases to things they know, as that will help the phrases be meaningful, useable and memorable. For example, students could match them to their own personal life events, to characters in soap operas, to situations that are in the news, to good days and bad days.
- Remember that the Vocabulary Builder has activities to revise, extend and practise vocabulary students are coming across during their learning.

ARE YOU OK?
Student's Book pages 106–107

Communicative outcomes
In this two-page spread, students will practise talking about health problems and giving advice.

Listening

Aim
to introduce words for parts of the body and listen to conversations about health problems

1 Start by modelling the activity. Describe the first picture by saying: *She has a problem with her back. Perhaps she played too much tennis.* Once students have got the hang of the activity, ask them to work in pairs to match the parts of the body to the pictures and discuss the problems. In feedback, elicit students' ideas. Make sure students understand all the words in the box, and check their pronunciation by drilling (note the difficult pronunciation of *stomach* /'stʌmək/).

Answers
Picture a: back – she has a problem with her back – perhaps she played too much tennis
Picture b: stomach – perhaps he ate something bad
Picture c: stomach – he is hungry
Picture d: arm – he broke his arm falling off his bike
Picture e: foot – he hurt / broke / burnt his foot when he dropped a hot pan; hand – he cut his hand with the knife
Picture f: head – she has a cold and a cough, perhaps because she is smoking

2 85 Play the recording. Students listen and match the conversations to the pictures. Let them compare their answers in pairs before discussing as a class.

Answers
1 c 2 d 3 b 4 f 5 a

85
1
A: Are you OK?
B: Yeah, I'm OK. My stomach hurts a bit.
A: Maybe you should lie down.
B: No, it's OK. I think I'm just hungry.
A: Are you sure?
B: Honestly, I'll be fine after I have something to eat.
2
C: Hi, it's Johnny.
D: Johnny! How are you?
C: Basically, I'm OK, but I fell off my bike and I've broken my arm!
D: Oh dear. Maybe we should cancel the meeting for tomorrow.
C: No, it's OK. It's my left arm, so I can write.
D: Are you sure?
C: Yeah, honestly, it's fine. It doesn't really hurt.
3
E: Are you OK?
F: No, I feel a bit sick.
E: Maybe you should go out and get some fresh air.
F: Yes, I think I will. I'll be back in a moment.
E: OK. Take your time. There's no rush.
4
G: Are you OK?
H: Yeah, yeah.
G: Have you been to the doctor?
H: No. It's just a cold.
G: Are you sure? You have a very bad cough. I really think you should see someone. Maybe it's an infection.
H: Honestly, it'll be fine in a couple of days.
5
I: Are you OK?
J: Yeah, I'm fine. My back hurts a bit, that's all.
I: Maybe you shouldn't play tennis, then.
J: It's OK. I told Kevin I'm going to.
I: Yeah, but are you sure you can play?
J: Yeah, I'll be fine after I warm up.

3 Start by eliciting which conversation *sick* and *fresh air* went with. Then ask students to discuss the other pairs of words. Encourage them to recall and reconstruct as much of the conversations as they can remember. Monitor closely to prompt and support students.

Answers
1 c 2 e 3 a 4 b 5 d

4 85 Play the recording again as students read the audio script on page 208. Have a brief feedback session and check any words students still have problems with.

Optional extra activity 1 Ask students to act out one of the conversations in their pairs.

Optional extra activity 2 Do a language patterns activity. Write the sentences below on the board. Ask students to translate them into their language. Then ask them to translate them back into English. Ask students to compare their English to the original.
It'll be fine in a couple of days.
I'll be fine in a moment.
It'll be fine by the weekend.
I'll be fine after I have something to eat.
I'll be fine after I warm up.

Vocabulary Health problems

Aim
to introduce and practise words to describe health problems

5 Elicit the first missing word (*headache*) from the students to get them started. Then ask students to work individually to complete the sentences. Organise the class into pairs to check answers. In feedback, use mime or examples to help explain the words in the box. Tell the class to use context to guess meaning before checking any difficult words in their dictionaries.

Answers

1 headache	6 infection
2 cut	7 cold
3 hurts	8 stiff
4 cough	9 sick
5 hungry	10 burnt

Background language notes for teachers

- Note the verbs that commonly collocate:
Verb + adjective: *be / feel ill / well / sick / stiff / hungry*
Verb + noun: *have a headache / toothache / stomach ache / a cold / a cough / an infection*
- Note the strong stress is on the first syllable of all the words except *infection*. Note the words that are difficult to say: *cough* /kɒf/, *headache* /'hɛdˌeɪk/.

Optional extra activity Drill the pronunciation of difficult words: *cough* /kɒf/, *headache* /'hɛdˌeɪk/, *infection*.

6 Organise the class into groups of four or five to discuss the questions. Monitor and check how well students understand, use and pronounce the health problems. In feedback, briefly find out about students' experiences, and check the meaning and / or pronunciation of any words students had problems with.

Optional extra activity Do a live listening. Tell a story about a health problem you once had.

Teacher development: live listening

Telling stories or anecdotes from your own life experience is a real, fun and motivating activity. Here's why:

1 It's a way of modelling the activity you want students to do. If they are to talk about an experience, it is good for them to listen to a good version of a story from you first. It shows them what to do, and encourages them to attempt something creative.
2 It's a way for students to get to know a bit more about you, their teacher. This builds class morale and is often fun and interesting.
3 It's a way of improving students' listening skills. In many classrooms, listening to recorded audio may be challenging. There are acoustic and equipment problems, and it is hard to listen when you can't see who is speaking. A live listening is more real and students feel more confident that they can understand what you are saying. Set simple tasks – e.g. *What were the two problems I had? What happened at the end?* Write these on the board so students have a task as they listen to you.
4 It involves minimal preparation and can be short or long depending on how much time you have in class.

GRAMMAR *should / shouldn't*

Aim
to introduce and practise *should / shouldn't* + infinitive to give advice

7 Read through the information in the box as a class. Then organise the class into pairs to complete the sentences. Elicit the first answer as an example in open class. Monitor and note how well students understand the use of *should* and *shouldn't*.
- Ask students to check in the Grammar reference on page 184.

Answers

1 should	4 should
2 shouldn't	5 shouldn't, should
3 shouldn't	

G Students complete Exercise 1 in the Grammar reference on page 184.

Answers to Exercise 1, Grammar reference

1 you should	4 we should
2 you shouldn't	5 they shouldn't
3 he should	6 she should

Background language notes for teachers

Should and *shouldn't* are modal verbs and are followed by an infinitive without *to*. They express obligation, so when used to give advice, it is strong advice. At this level, however, it is best to get over the meaning in terms of 'a good idea' and 'a bad idea'.
- In their L1, students may express advice in different ways. Their language may not use a modal in this way, and may choose a longer phrase, or it may use a modal that looks different. It is a good idea to give students plenty of practice in context to make sure students see how to use *should* to express advice.

8 Ask students to look back at the pictures on page 106, and remind students of the problems. Elicit a piece of advice for the first picture in open class to get students started. Ask students to work in pairs to think of other things to say. Monitor and help with ideas and vocabulary. In feedback, elicit and comment on some of the best ideas.

Possible answers

a You should rest / go and see a doctor / stop playing tennis.
b You should take a pill / drink some water.
c You should have something to eat.
d You should rest your arm / stop cycling / wear a helmet.
e You should be careful in the kitchen / use an oven glove.
f You should stop smoking.

G For further practice, see Exercise 2 in the Grammar reference on page 184

Answers to Exercise 2, Grammar reference
1 cook more
2 longer
3 do more
4 more exercise
5 less sugar
6 harder
5 concentrate more
6 less time, more time

Pronunciation

Aim
to give students practice in saying *should* and *shouldn't*

9 86 Play the recording. In feedback, ask students whether they heard /d/ or /t/.

86
1 You should try it.
2 We should go.
3 I should stop.
4 You should call him.
5 They shouldn't be here.
6 He shouldn't do that.

10 86 Play the recording again. Students listen and repeat.

Background pronunciation notes

- *Should* /ʃʊd/ and *shouldn't* /ʃʊdənt/ are quite hard for students to say because of the difficult consonant and vowel sound at the start of the word.
- In natural speech, the /d/ and /t/ sounds at the end of the words are lost when the next word begins with /t/ or /d/ or when it starts with a hard sound like /g/ or /k/.
- Getting the intonation right is important when giving advice. Get students to start their intonation high, let it rise over *should*, then fall over the rest of the phrase. A flat intonation suggests disinterest.

Optional extra activity Mime a health problem (e.g. coughing, blowing your nose, holding your leg) and ask students round the class to suggest a solution using *you should*. Only say *that's a good idea* if the phrase is accurate with good pronunciation ad intonation.

Communicative activity worksheet The photocopiable worksheet on page 241 can be used at this point or at the end of the unit for further practice.

Developing conversations

Saying no

Aim
to introduce and practise ways of saying no

11 Read through the information in the box as a class.
- Ask students to look at the phrases in the box. Ask them to suggest two or three other ways of saying no.
- Elicit an example to get students started. Ask them to work in pairs to write conversations. Monitor and help with ideas and vocabulary.

Possible answers
1 No, it's OK, it's not serious. I'll be fine in a moment.
2 Honestly, I'm fine. I'm really full. It was delicious.
3 Honestly, it's just a cold. I'll be fine when I get to work.
4 Really, it's fine. I'll read my book.

12 Ask students to practise conversations. As students speak, monitor and listen for errors, and correct students if they have problems.

Optional extra activity Ask some pairs to act out their conversations for the class to listen to.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

13 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
- Ask students to work in A and B pairs. First, they must prepare what they are going to say using the guide. You could model this by acting out a conversation with a reliable student first, or by asking one well-prepared pair to model their conversation for the class.
- As students speak, monitor and listen for errors, new language or interesting ideas to use in feedback. Change pairs so students can practise three or four times.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

22 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

FEELING GOOD?
Student's Book pages 108–109

Communicative outcomes
In this two-page spread, students talk about feelings in different situations.

SPEAKING

Aim
to introduce the theme with a short reading text; to discuss the ideas in the text

1 Start by asking students to predict what the text is about from the title, the map and the picture. Elicit ideas. Give students two minutes to read the text. Then put them in small groups to discuss the questions.
• In feedback, elicit a few interesting things students discussed, and write up any useful phrases or words students used in their discussions.

Possible answers
– Switzerland is a rich country with a good standard of living, low crime rates, high employment, and beautiful scenery (mountains, lakes, etc.).
– In 2015, there was a civil war in Syria.
– With children, you have to be responsible and in charge, and you worry about them hurting themselves or other people. With friends, you can relax and be yourself.

Teacher development: predicting content

It is a good idea to get students to use any clues on the page to predict the content of a text before they read. Here are five ideas.
1 Ask students to look at photos or illustrations connected to the text, and use them to guess what the text is about or what words they might read. Use the photos to elicit and pre-teach key words in the text.
2 Ask students to look at the layout and design of the page or text and predict what type of text it is (a story, blog, article, etc.).
3 Ask students to predict the content of the article from the title. This could reveal not just the topic, but also the type of text, the point of view of the writer, the main point of the text, etc.
4 Ask students to predict from any other clues on the page – maps, visual data, etc.
5 You could also ask students to predict from the first line of the text, the first line of each paragraph, or from words from the text. Choose six key words or phrases from the text and write them on the board before students read. They should be able to predict content from these words and phrases.

VOCABULARY Feelings

Aim
to introduce and practise adjectives used to describe feelings

2 Start by reading out the words and asking students to mark the strong stress (see below) or repeat the words. Then ask students if *angry* is positive or negative.
• Organise the class into pairs to categorise the words. Tell them to explain words to each other, but let them use dictionaries if they are not sure about the meanings. In feedback, use mime or examples to help explain the words in the box.

Answers
Positive: happy, excited, relaxed
Negative: upset, annoyed, stressed, angry, tired

Background language notes for teachers

• If you have students from European countries in your class, be aware that adjectives that describe feelings include many 'false friends'. In Italian and French, for example, *annoyed* looks similar to a word that means *bored*. Make sure you check the words carefully and use them in context. If you have a monolingual class it is a good idea to find out which words are cognates and which aren't.
• Note the strong stress is on the first syllable of all the words except: *excited*, *relaxed*, *annoyed* and *upset*.
• *Tired* has a triphthong and is hard to say – the /r/ is silent: /taɪəd/.

Optional extra activity Ask students to match the words to their stress pattern.
Oo: *angry, tired, happy*
oO: *relaxed, annoyed, upset*
oOo: *excited*

3 Ask students to work individually to complete the sentences. Let them compare their answers in pairs before discussing as a class. In feedback, point out the words in the sentences that explain the adjectives (e.g. you cry when you are upset, you shout when you are angry, you are excited when you look forward to something).
• Note that the online Vocabulary Builder extends vocabulary from each unit and provides a lot of work on words that go together.

Answers
1 upset
2 angry
3 happy
4 tired
5 stressed
6 annoyed
7 relaxed
8 excited

4 Organise the class into pairs. Tell them first to look back at the sentences in Exercise 3 and find the new words. You could choose to check these in class with mime or definitions, or you could ask students to guess their meaning from context, and use dictionaries to check what they think they mean.

- Once students know the words, ask them to discuss the questions. In feedback, briefly find out about students' experiences, and check the meaning and pronunciation of any words students had problems with.

Possible answers
- Because you are upset.
- Because you are angry or stressed.
- English tests, music tests, hearing or sight test, medical tests
- in bed, on a bus or train, at the airport
- Because the food is cold, or not what you asked for.
- When you are happy, or something is funny.
- a holiday, a day off work, a trip, an evening out, a meal

Background language notes for teachers

- The following words are best explained with a mime – act them out: *cried, shouted, fell asleep*.
- Use an example situation to explain these:

complained = My neighbours were noisy so I complained to the police; my new TV didn't work so I complained to the manager of the shop.

looking forward to = I'm looking forward to the weekend / the summer / my holidays – I can't wait!

5 Organise the class into new pairs to share their personal experiences. Monitor and note any errors or interesting uses of language by students. In feedback, point out and correct errors and comment on good language use.

Optional extra activity Do a live listening. Tell a story about the last time you did one of the things in Exercise 4.

Listening

Aim

to give students practice in listening for gist and for specific information

6 87 Give students a moment to read through the adjectives, and explain the task. Play the recording. Students listen and circle or write down the correct adjective. Let them compare their answers with a partner before discussing as a class.

Answers

1 happy
2 upset
3 stressed
4 happy
5 positive
6 bored
7 annoyed
8 excited (or relaxed)
9 tired

87

1 I got the bus to work. I was lucky because there was a seat. I sat and read my book. It was quite a nice journey.
2 When I got to work, we had a meeting. The boss was quite angry. He shouted a bit and told us we need to work harder. It was really horrible, but I tried not to cry.
3 After the meeting finished, I sat and thought about everything I had to do. I got a headache. I sent a few emails and tried to concentrate.
4 I had lunch with my aunt. She lives near work. She always makes me smile. I felt better after seeing her.
5 In the afternoon, I went to see some clients. It was a successful afternoon. I sold a few things, and it's always nice meeting people.
6 Back in the office, I had to answer about 30 emails. It was slow and not very interesting.
7 After work, I had to wait for the bus for half an hour and then it was full, so I couldn't sit and read.
8 When I got home, I went for a run with my friend, Viv. We're going to go on holiday together, so we talked about that. It was a lovely warm evening.
9 After dinner, I watched the news on TV. I wanted to watch a film as well, but I fell asleep on the sofa.

7 Organise the class into pairs to discuss why she had the feelings. Students have to remember as much as they can from the recordings.

8 87 Play the recording again. Students listen and check their answers. Let them compare their answers with a partner before discussing as a class.

Answers

1 Because she got a seat on the bus.
2 Because her boss was angry and shouted.
3 Because she had a lot to do.
4 Because she saw her aunt.
5 Because it was a successful afternoon.
6 Because she had to answer lots of emails.
7 Because she had to wait for the bus and it was full.
8 Because she talked with her friend about their holiday.
9 Because she'd had a long and difficult day.

Optional extra activity Let students check their answers by looking at the audio script on page 209 of the Student's Book.

GRAMMAR *because, so* and *after*

Aim
to introduce and practise *because, so* and *after* to show why something happens, the result of something happening or when something happens

9 Read through the information in the box as a class. Ask students to complete the rules and check their answers with a partner. Then ask students to check in the Grammar reference on page 185.

Answers
1 after
2 because
3 so
4 because, after

G Students complete Exercise 1 in the Grammar reference on page 185.

Answers to Exercise 1, Grammar reference

1 so	5 because
2 After	6 so
3 because	7 after
4 After	8 because

10 Ask students to work individually to complete the sentences. Elicit a possible first answer to get them started. Organise the class into pairs to compare their answers. Monitor and note how well students use the linking words.
- In feedback, elicit some good examples of sentences students made.

Possible answers
I'm really stressed because I have important exams next week.
I was really tired after I cleaned the house.
After work, I usually go to the gym.
He cried when he watched the love film.
She shouted at me because I broke her favourite vase.

G For further practice, see Exercise 2 in the Grammar reference on page 185.

Answers to Exercise 2, Grammar reference
2 I'm very stressed because I have my final exams soon.
3 He really wanted the job, but he didn't get it, so he's quite upset.
4 After they lost the final, he sat on the sofa and cried for an hour!
5 I really love opera, so I'm really looking forward to going to see *La Traviata*.
6 After I moved to London, I met my wife.
7 I'm happy because I'm going to go on holiday next week.

11 This is an opportunity to practise using all the language students have learnt in this lesson in a personalised speaking activity.
- Ask students to prepare ideas first. Set a two-minute time limit and monitor to help with ideas and vocabulary.
- Organise the class into groups of four or five to describe their days. In feedback, ask different groups to say what they found out about each other.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Set up this activity by telling a story of a day you remember. Try to use adjectives and linking words from the lesson. Providing a teacher model of what to say is a good idea as it shows students exactly what you want them to produce, and it motivates them to attempt something interesting.

GOOD AND BAD NEWS
Student's Book pages 110–111

Communicative outcomes
In this two-page spread, students talk about good and bad news, and practise telling news stories.

Speaking

Aim
to introduce and practise words for types of news

1 Organise the class into groups of four or five to discuss the questions. Note the stress is on the first syllable of all the words in the box, except for *entertainment*. Start by checking that they know all the words in the box. Monitor and note interesting uses of language by students. In feedback, comment on good language use.

Optional extra activity A way of checking the words in the box is to produce example headlines (e.g. *10% tax rise, Brad Pitt wins Oscar, President wins election, Brazil win World Cup, Thieves steal £1m, Germany and Argentina sign treaty, Satellite goes to Mars, Rain and snow for the weekend*). Read them out in a random order and ask students to say which kind of news it is. This previews the use of headlines in the next activity.

Vocabulary In the news

Aim
to introduce and practise newspaper language and phrases used in newspaper articles

2 Ask students in pairs to discuss the headlines and decide if the stories are good news or bad news. Start them off by eliciting the first answer in open class. In feedback, elicit answers.

Answers
1 and 2 could be seen as good or bad depending on the circumstances and your view.
3–5 are bad
6 is good
7 and 8 are bad

3 Ask students to match the verbs to the pairs of phrases. Start them off by eliciting the first match in open class. Let students compare their answers in pairs before feedback.

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

Background pronunciation notes

Note the stress is on the first syllable of all these words, except for *protest, environment, delay, independence*.

4 Organise the class into new pairs to test each other. In feedback, ask students if they can think of other words or phrases that the verbs collocate with.

Optional extra activity Play collocation tennis. Student A serves a verb, e.g. *Open*. Student B returns with a collocation, e.g. *Open a restaurant*. Student A gives another collocation, e.g. *Open to the public*. Students keep returning with a new collocation until one student can't think of another answer. The other student wins the point: 15–0. Students continue playing using the tennis scoring system.

5 Organise the class into groups of four or five to produce true sentences. In feedback, elicit some of the more interesting sentences students came up with.

Reading

Aim
to help train students to read for a general understanding and to scan a text to find out what numbers refer to

6 Start by setting up the situation. Ask students to look at the title and photos. Ask: *What are the news stories about? How many stories are there?*
- Ask students to read the stories and match them to the adjectives.

7 Let students compare their answers in pairs and explain their ideas. In feedback, elicit answers from the students.

Answers
a 2 b 4 c 1 d 3

8 Ask students to remember what they can about the article without reading it again, and tell their partner what the numbers refer to. Monitor and check how much students remember. Have a brief feedback session, and find out what students can tell you.

9 Ask students to read the articles again to check their answers. This is a scanning task, so encourage them to find the numbers, then read round them to find what they refer to. Let students compare their answers in pairs. In feedback, elicit answers from the students. Ask students to justify answers by saying what they read.

Answers
1 They are planning to cut 2,500 jobs.
2 A small number of people started throwing bottles.
3 It's 77 years since they last won the cup.
4 The Bears won 2–1.
5 Eleven people were killed in the storm.
6 The storm destroyed over 100 houses.
7 Hundreds of fans queued to get seats.
8 The singer is planning to take a break for six months.

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

10 This is an opportunity to bring together several parts of the lesson, and for students to practise using all the language they have learnt.

- Ask students to work individually to prepare their stories. Monitor and help with ideas and vocabulary. Then organise them into groups of four to take turns telling their story.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity If you think students will have problems remembering and telling stories, brainstorm stories that are in the news currently, and write a short description on the board (e.g. *Family die in fire*). Brainstorm three or four useful words or phrases for each story. Then ask students to prepare to describe one of the stories on the board.

Sounds and vocabulary review

Aim
to practise the sounds /h/, /θ/ and /ð/; to listen and write down words in continuous speech

11 88 Play the recording. Students listen and repeat the sounds.

88
/haʊ/, /ɜːθ/, /hɜː/, /hæ/, /hed/, /həʊ/, /helθ/, /hæf/, /hɒs/, /hʌŋ/, /ðə/, /weðə/, /wɪð/, /wɪðaʊt/

12 89 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

89
1 How are you going to celebrate your birthday?
2 How did you hurt your hand?
3 I had a headache so I stayed at home.
4 It's really bad for your health.
5 I have to go to hospital.
6 I'm really hungry because I haven't eaten all day.
7 I'm happy the weather is warm.
8 Do you want your coffee with milk – or without?

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/h/, /θ/ and /ð/). Get students to write two collocations or phrases for each word in the box in Exercise 12. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

Sounds and correction

- The sound /h/ in English is an unvoiced fricative which is only lightly aspirated. Students often use too much friction when producing the sound, or drop the sound altogether (especially in the case of French speakers).
- To make /θ/ and /ð/, students need to push the tip of their tongues slightly past their upper teeth. Many students attempt the sounds with their tongue behind their teeth, approximating /t/, /d/ or /z/ sounds as a result. Ask students who have problems to place their index finger vertically in front of their lips. Then tell them to push their tongue out so the tip touches their finger. Now, they can say/θ/ and /ð/ properly.
- /θ/ is unvoiced but /ð/ is voiced. You can also place your hand on your throat to feel the voiced /ð/, as opposed to the unvoiced /θ/.

G For further revision, see Exercises 1–3 in the Grammar reference on page 185.

Answers to Exercise 1, Grammar reference

1 should see	4 should take
2 shouldn't drive	5 shouldn't eat
3 should be	6 shouldn't carry

Answers to Exercise 2, Grammar reference

2 We should take the bus.
3 I've been tired all day because I didn't sleep well last night.
4 He shouldn't drive so fast.
5 After the accident, he didn't need to go to the hospital.
6 He's not feeling very well, so he's gone to bed.

Answers to Exercise 3, Grammar reference

1 shouldn't	5 more
2 more	6 should
3 watch	7 so
4 because	8 doesn't

VIDEO 6: WEARING A GLOVE OF VENOMOUS ANTS
Student's Book page 112

Aim
to look at a different culture and way of life; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses

1 Lead in to the topic by asking students to look at the photo. Ask: *What can you see? Where is the man? What is he doing? How does he feel?* Use the opportunity to pre-teach *glove, venomous* (= poisonous and aggressive), *ants*.
- Ask students to read the text and, in feedback, ask them to define *initiation*.

2 Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Possible answers
Hindu diksha, Christian baptism or confirmation and Jewish bar or bat mitzvah; acceptance into a fraternal organisation, secret societies or religious orders; graduation from school or recruit training.

Culture notes

The photo shows wildlife scientist Pat Spain during filming for *Beast Hunter*, a television series on National Geographic Channel. In each episode, Spain travels to a different part of the world to investigate the alleged existence of animals unknown to science. In this episode, Spain meets local tribes in the Amazon rainforest in Brazil, to seek a mythical creature called the mapinguari.

3 23 Give students time to read through the questions first. As students watch the video, they should note their answers. Let them compare their answers in pairs before discussing as a class.

Answers
He has to do something difficult, something painful. People dance and sing.

Optional extra activity There is an interesting set of idiomatic vocabulary in the video (see below). Write the phrases on the board and ask students to guess their meaning before explaining or translating.

Background language notes

It feels like an eternity = It feels like a very long time
I'm losing my grip on reality = I'm going crazy; starting to imagine things
I have bitten off more than I can chew = I am doing something that is too difficult for me
I'm losing my mind = I'm going crazy
struggle = fight or find something difficult
ordeal = a very difficult or painful experience

4 23 Ask students to watch the video and complete the sentences. Let them compare their answers in pairs before discussing as a class.

Answers

1 pain	5 dance
2 gloves	6 trust
3 turn	7 mind
4 24 hours	8 boat

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
- Give students time to read the questions then put them in pairs or small groups and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Understanding fast speech

6 24 Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said.

7 Encourage students to practise saying the extract several times.

23
Narrator: The boy struggles not to show his pain and we dance to help him through the ordeal.
After five minutes, the gloves come off.
And then go back on to the next initiate.
And all too soon it's my turn.
Five minutes feels like an eternity, but as the gloves come off, it's only just beginning. Wave after wave, the pain keeps building ... and it'll last for 24 hours.
The dance ends and I'm alone with my pain.
Pat Spain: How long does this last?
Cameraman: 24 hours.
Pat Spain: How long has it been?
Cameraman: Less than an hour.
Narrator: I'm starting to lose my grip on reality.
Pat Spain: I want the gloves off.
I really ******* want the gloves off.
Narrator: I had hoped this ordeal would simply earn me some trust, but I have bitten off more than I can chew.
Pat Spain: Please ... please.
Narrator: Here, in a forest in Brazil, I'm losing my mind.
Pat Spain: Oh the ice. When I put my hands in the ice water, it's the best feeling on earth, it feels so good. I've never felt anything this good. I have hands, I can feel them ... and it hurts so bad, this feels so good. How did we get on the boat?

REVIEW 6
Student's Book page 113

Aim
to consolidate vocabulary and grammar from Units 11 and 12

Answers

1

1 should,
2 too, neither
3 have
4 didn't
5 some
6 many
7 after
8 any

2

1 a few
2 much
3 I don't think you should
4 a lot of
5 any
6 because
7 earlier
8 so

3

1 Me neither
2 I do
3 so
4 a lot of
5 any
6 much

5

restaurants: the bill, dairy products, include service, a well-cooked steak
health problems: an infection, put a plaster on, take antibiotics, a terrible cough
news: build a new stadium, cause delays, kill twelve people, protest against cuts

6

1 bored
2 full
3 fried
4 excited
5 delicious
6 healthy
7 annoyed
8 tired
9 busy
10 unfair

7

1 cut
2 burn
3 hit
4 damage
5 open
6 order
7 celebrate
8 cancel

8

1 weight
2 desserts
3 cream
4 vegetables
5 fat
6 soft
7 sweets
8 sugar

90 and answers

1 We eat quite a lot of rice and fish.
2 I was sick after I ate some seafood.
3 There aren't many places to eat near here.
4 Maybe you should tell him you're feeling stressed.
5 They didn't have any tables so we didn't eat there.
6 I don't think we should pay more than thirty pounds for it.

13 NATURE

Words for Unit 13

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the phrases to the photos. Elicit the first match to get them started (photo 1 is *an icy road*). Go round the room and check students are doing the task and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

2 **91** Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress. Note the strong stress is on the first syllable of all the words except: *surrounded, attention*.

91 and answers
1 an icy road
2 a bit windy
3 a cloudy day
4 a farmer using chemicals
5 an empty road
6 climb a hill
7 pick up rubbish
8 the top of a wall
9 scared of spiders
10 check the forecast
11 a warm summer's day
12 a crowded street
13 surrounded by fields
14 chase each other
15 want attention
16 jump off a mountain
17 don't let it bite
18 it smells bad

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- In feedback, correct any errors students made, or point out the pronunciation of any words students found hard to say.

4 Ask students to work individually to put phrases into the two groups. Then ask them to compare with a partner. In feedback, elicit any interesting comments students have to make about why a phrase is part of their life. This activity aims to get students using language by applying it to their own experience.

Optional extra activity End this stage by asking your students to say which photos they liked and why.

Teacher development: playing with words and collocations

By this stage of the course, your students will have got used to being exposed to a set of vocabulary which they have to learn and practise to set them up for the rest of the unit. Here are a few alternative activities you could do here by way of variation:
1 Ask students to brainstorm words and phrases from the photos *before* looking at the box. When they do the matching task, find out how many words and phrases they predicted.
2 Ask students to change the collocations in the phrases (e.g. change *climb a hill* to *climb a mountain* or *climb the stairs*, change *surrounded by fields* to *surrounded by people* or *hills*).
3 Ask students to invent a story using five of the phrases.
4 Ask students to find as many adjectives as they can in the phrases (*windy, cloudy, empty, icy, crowded, scared, surrounded* and *warm*).

WHAT'S THE FORECAST?
Student's Book pages 116–117

Communicative outcomes
In this two-page spread, students will practise talking about the weather and future plans.

VOCABULARY Weather

Aim
to introduce and practise words to describe weather

1 Elicit an example for the first sentence starter from the students to get them started (e.g. *It's going to snow / rain*). Then organise the class into pairs to complete the sentences in as many ways as possible. In feedback, check the meaning and use of the words in the box (see language notes below).

Answers
1 It's going to rain, snow.
2 It's going to be cloudy, cold, dry, hot, sunny, warm, wet, windy.
3 There's going to be a lot of rain, snow, ice.
4 There's going to be a storm.

Optional extra activity To check meaning, draw the sort of weather symbols often used on the TV weather forecast on the board. Ask students to match words to the symbols. The picture in the Student's Book is a good way to check *storm*.

Background language notes for teachers

- To complete the sentence starters, students will need to recognise that some words are verbs (*snow, rain*), some are uncountable nouns (*ice, snow* and *rain*) and one (*storm*) is a countable noun. The rest of the words are adjectives (note that we add *-y* to some nouns to form weather adjectives – *cloudy, windy, sunny* as well as *icy, stormy, rainy, foggy, misty,* etc.).
- The best way to explain the meaning is through mimes or visuals. Use weather symbols or pictures from the internet, or act out the meaning.
- Note the strong stress is on the first syllable of all the words.

2 Check that students know what a *forecast* is (when you say what the weather is in the future). Organise the class into pairs to produce a weather forecast. You could either ask students to improvise sentences in pairs or ask them to work together to write three or four sentences before reading them out. Monitor and check how well students understand, use and pronounce the new language.

Optional extra activity Write four different cities on the board (e.g. *Moscow, Nairobi, Bangkok, London*). Ask students to choose a city and prepare a forecast. Ask students to read out the forecast. Other students guess which city is being described.

3 Organise the class into groups of four or five to discuss the questions. Monitor and note how well students use the new language. In feedback, briefly find out what students discussed and check the meaning and pronunciation of any words students had problems with.

LISTENING

Aim
to help train students to listen for gist and for specific information

4 92 Start by setting up the situation. Ask students to look at the table. Make sure students know there will be three conversations.
- Play the recording and ask students to write notes in the table. After listening, let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers

Forecast	They decide to
1 quite hot	go to swimming pool, have lunch at café.
2 rain this morning, dry this afternoon	relax in morning, walk in the hills.
3 cold, might snow	go shopping, back for football.

92
1
A: What do you want to do tomorrow?
B: I don't know. What's the forecast?
A: It's going to be quite hot. They said it might reach 35 degrees.
B: Really? Why don't we go to the swimming pool?
A: Oh, we could do. Which one?
B: The open-air one – and we can have lunch at the café.
A: OK. Let's do that.
2
C: What do you want to do today?
D: I don't know. What's the forecast? It looks a bit cloudy.
C: It said it might rain this morning, but it's going to be dry this afternoon.
D: OK. Well, why don't we relax this morning and then go for a walk this afternoon?
C: Could do. Where?
D: How about taking the car and going to the hills?
C: OK. Let's do that. We haven't been to the hills recently.
3
E: Do you want to go away at the weekend?
F: I'm not sure. What's the forecast?
E: I think it's going to be cold. They said it might snow.
F: Really? Why don't we just stay here? I don't want to drive if there's snow or ice on the roads.
E: That's true. Maybe we should do some shopping for Christmas.
F: We could do. When exactly?
E: Early on Saturday morning. We can take the train.

F: Can we be back before the football starts?
E: Maybe. What time?
F: It starts at three.
E: I guess – if we go early.
F: OK. Let's do that. We have to do it sometime.

Optional extra activity Organise the class into pairs. Ask them to look at the audio script on page 209 and practise the conversations.

GRAMMAR *might* and *be going to*

Aim
to introduce and practise *might* and *be going to* + infinitive to talk about the future

5 Read through the information in the box as a class. Then elicit the missing words to complete the rules.
- Ask students to check in the Grammar reference on page 186.

Answers
1 going to 2 might

G Students complete Exercise 1 in the Grammar reference on page 186.

Answers to Exercise 1, Grammar reference
1 We're going to 4 It's going to
2 We might 5 possibly
3 We're going to 6 She may

Background language notes for teachers

- We use the modal auxiliary verb *might* + infinitive without *to* when talking about future possibility. It tends to be used when there is a less than 50% likelihood of something happening.
- Students may confuse *going to* with the present continuous. It is formed with the verb *be* (which conjugates: *am, is, are*) + *going to* + infinitive. Watch out for form errors such as *It's going very hot* or *It's going be very hot*.
- *Going to* is presented here as a way of expressing certainty about plans. The plan is made before the moment of speaking, e.g. *They're going to build some new flats* (there was a council meeting last month and this was decided for certain).

6 Elicit the first answer in open class to get students started, and write it on the board. Pre-teach *pull down* (= If you pull down a building, you destroy it because it is dangerous or you want to build something else there – mime the word 'pull') and *flooded* (= covered in water). Ask students to complete the sentences individually. Let students compare in pairs before checking answers.

Answers
1 might 4 is ... going to, might
2 are going to 5 is going to, might
3 might

PRONUNCIATION

Aim
to practise the pronunciation of *might* in natural speech

7 93 Play the recording. Students listen and notice the pronunciation. Feed back briefly, and ask whether students heard the final /t/. Play again and ask students to write sentences. You may need to play and pause.

93 and answers
1 There might be a storm later.
2 They said it might snow tonight.
3 I might go for a run after class.
4 We might go to Spain in the summer.
5 I might not come to class tomorrow.
6 I might have to work this weekend.

8 93 Play the recording again and ask students to repeat. You may need to play and pause.

9 This is an opportunity to practise using *might* in a personalised activity with an emphasis on fluency.
- Ask students to prepare ideas first. Monitor and help with vocabulary.

10 Organise the class into groups of four. Encourage students to take turns to share ideas and to respond to what the others say. You could model the speaking activity briefly with a reliable student first to get students started.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Communicative activity worksheet The photocopiable worksheet on page 242 can be used at this point or at the end of the unit for further practice.

G For further practice, see Exercise 2 in the Grammar reference on page 186.

Answers to Exercise 2, Grammar reference page 186
1 f 2 d 3 a 4 b 5 c 6 e

Teacher development: feeding back on language use in a fluency activity

In Exercise 10, students are chatting in a 'real', personalised speaking activity in which, hopefully, they are genuinely interested in sharing information, and in which they are concentrating on communicating as well as on using particular language points. Consequently, listen in on both content and language use as you monitor, and note or remember any interesting points that are made, as well as any really good phrases or any errors. When monitoring a fluency stage, it is best not to interrupt unless there is a language breakdown.

In feedback, you can choose to concentrate on the content of what students said if you feel that this is most useful. However, this is also an opportunity to help students to broaden or improve their language use. Here are three ways to do this.

1 Write on the board five short sentences or phrases that different students said during the speaking activity. Three or four should be structurally incorrect and one or two correct. Students work in pairs to decide which are incorrect and correct them.
2 Write on the board a handful of phrases that students said which may or may not be correct. Ask students to come up with better or different ways of saying them. This is a way of not just repairing but improving what students say.
3 Write on the board a handful of phrases that students didn't say but could have said. Ask students to think of when they might have used these phrases. This cuts straight to the 'here is a better way of saying this' stage.

Developing conversations

Short questions

Aim
to introduce and practise short questions without verbs

11 Read through the information in the box as a class.
• Ask students to read the dialogues briefly. Set a simple focus question or two: *How many dialogues are there?* (six); *Why does one speaker want to go on holiday?* (He's stressed).
• Ask students to work individually to choose the short questions. Let students compare their ideas in pairs. Elicit answers in feedback. Ask students to say why they chose each question (see notes below).

Answers

1 What time?	4 How long for?
2 Where?	5 Why?
3 What for?	6 How?

Background language notes for teachers

• We use short questions when there is no need to say the full question as it is understood from the context. Often, saying the whole question would be repetitive.
• You could show this by eliciting what the full question is for some of the short questions in Exercise 11: for example, *What time (is it on)?* and *Where (might you go)?*
• Notice that we sometimes use prepositions with the questions: *Who with?* (=*Who do you want to go with?*)

12 Ask students to practise the conversations in pairs. Ask them to change roles and try out the conversations two or three times. As students speak, monitor and listen for errors, and correct students if they have problems.

13 Once students have had plenty of practice, change the pairs and ask them to try to improvise new conversations. As students speak, monitor and listen for errors. Use these errors for an error feedback stage at the end.

Optional extra activity 1 Write up all the short questions from the lesson at random on the board. Ask students in pairs to prepare and write a short dialogue using three of the questions. Ask some pairs to act out their dialogues but tell them to pause and be silent for a moment instead of saying the short question. The rest of the class must say what the three missing short questions were.

Optional extra activity 2 Write the sentences below on the board. Ask students to translate them into their own language. Then ask them to translate them back into English. Ask students to compare their English to the original.
Why don't we just relax this morning?
Why don't we go to the swimming pool?
Why don't you talk to him about it?
Why don't you go to the doctor?
Why don't I do it for you?

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

14 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
• Ask students to work in A and B pairs. First, they must use the guide to prepare conversations. Monitor and help with ideas and vocabulary. You could model this by acting out a conversation with a reliable student first, or by asking one well-prepared pair to model their conversation for the class.

15 Ask students to roleplay their conversations. As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
• In feedback at the end, look at good pieces of language that students used and pieces of language they didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Extend this activity into a mingle. Students walk round the class, talk to three or four other students, and improvise dialogues.

25 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

COUNTRY GIRL?
Student's Book pages 118–119

Communicative outcomes
In this two-page spread, students talk about the countryside and the city.

Vocabulary

The countryside and the city

Aim
to introduce and practise words used to describe the countryside and the city

1 Start by eliciting one or two animals in the countryside to get students started. Then put students in pairs to think of examples for the different categories.

2 Put pairs with other pairs to compare ideas. Elicit ideas from the class in feedback.

Possible answers

	City	Country
1	cat, dog	cow, sheep
2	gym, cinema	walking, hunting
3	crime, pollution	cows, the dark
4	crime, noise, pollution	poor transport, lack of facilities

Optional extra activity Before doing Exercise 1 write *City, Country* and *Countryside* on the board. Explain that the nouns *country* and *countryside* mean the same but you can also use *country* as an adjective (*a country girl*). Brainstorm any words your students can think of that refer to either heading (*City or Country / Countryside*). They may say adjectives, places, etc. Write words at random on the board and ask students to say if their view of cities or countryside seems positive or negative from the words on the board.

3 Organise the class into groups of three or four to read and discuss the descriptions. Encourage students to explain words to each other, and to use the context to work out meaning. Monitor and help with ideas and vocabulary.

Answers
Countryside: 2, 3, 4, 5, 6, 7
City: 1, 8, 9, 10, 11, 12, 13, 14

Background language notes for teachers

Use visual clues to teach most of these words. The picture on page 119 will help with *flat* and *fields*. You could bring in pictures to show other words, or use your class technology to project images.
surrounded = (flats/fields) on all sides
crowded = a lot of people
convenient = very close (to shops or a metro station)
- Note the stress is on the first syllable of all these words, except for *surrounded, condition, pollution, convenient*.

4 Ask students to work in pairs to prepare and give opinions and examples. Start by giving an example for the first sentence. Monitor and help with ideas and vocabulary as students speak. In feedback, elicit some of the best examples different pairs came up with.

Possible answers
Students' own opinions, but 2, 5 and 6 are positive opinions about the country and 12 is a positive opinion about the city; 13 is positive and could be about a village or the city. The other sentences are negative.

Optional extra activity Bring in or show photos of a country scene and a city scene. Ask students to describe the photos using as many words and phrases from the lesson as they can.

Reading

Aim
to help train students to read for a general understanding and for specific information

5 Start by setting up the situation. Ask students to look at the photos and ask questions to focus on what they can see. Ask: *What is the blog about?*
- Ask students to read the introduction and complete the title. Let students compare their answers in pairs.

Answers
move to the country

6 Ask them to predict the six reasons. In feedback, elicit answers from the students.

Optional extra activity Ask follow-up questions about the information in the introduction: *How much is the house? Why do they want to escape the city? How does the writer feel?*

7 Ask students to read the blog again to match the headings to the paragraphs. You may need to pre-teach *smell* (mime this) and *scenery* (= the whole picture you can see – fields, hills, rivers, etc.). Let students compare their answers in pairs. In feedback, elicit answers from the students. Ask students to justify answers by saying what they read.

Answers
1 b (smell bad)
2 d (doesn't like cows)
3 c (you can't buy anything)
4 f (clothes and shoes get dirty)
5 e (boring – *field, field, field*)
6 a (*work is very limited*)

8 Ask students to read the article again and decide if the sentences are true or false. Elicit the first answer to get them started. Let students compare answers in pairs. In feedback, elicit answers from the students. Again, ask students to justify answers by saying what they read.

Answers
1 F (*chemicals on the fields*)
2 F (it followed and looked at him)
3 T (you can't buy milk in the evening)
4 T (*clothes and shoes get dirty from all the earth and grass*)
5 T (*field, field, field … very boring*)
6 F (*where do you get cafés … with wi-fi in the country?*)

9 Organise the class into pairs to discuss the reasons. You could set this activity up by briefly eliciting opinions, or providing examples of opinions, about the first reason. In feedback, briefly find out whether your class agree or disagree with the reasons.

Optional extra activity There are some words in the blog which students may not know (e.g. *following, scary, No chance!, earn money, the choice of work*). At the end, ask students to find and underline words they don't know and try to guess their meaning from context. Then explain them with examples, translation or dictionary work.

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

10 This is an opportunity to bring together several parts of the lesson, and for students to practise using all the language they have learnt.
- Organise the class into pairs and ask them to choose task a or b. Ask students to work together to prepare a list or discuss the questions. Monitor and help with ideas and vocabulary.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Ask students to prepare six reasons not to have a boyfriend, watch sport, vote, drink beer or have a dog. You could set this for homework.

Web research activity Ask students to research one of the 'Six Reasons' topics on the page (or think of a topic of their own). On the internet, there are lots of lists of reasons why you should or shouldn't do something, so students will be able to find six reasons for almost anything. Ask students to present their lists in a later lesson.

THEY'RE LOVELY ANIMALS
Student's Book pages 120–121

Communicative outcomes
In this two-page spread, students practise talking about animals and how long they have had animals or known people.

Vocabulary Animals

Aim
to introduce and practise words used to describe animals

1 Elicit the answer to photo a to get students started. Then put students in pairs to label the other pictures. Elicit answers from the class in feedback and drill the words for pronunciation.

Answers

a cat	c horse	e cow	g pig
b rat	d dog	f fox	h sheep

Background language notes for teachers

- *Sheep* is an irregular plural (*one sheep, two sheep*).
- Note the difficult pronunciation when drilling: *horse* /hɔːs/, *cow* /kaʊ/.

2 Organise the class into groups of three or four to discuss the questions. In feedback, elicit any interesting answers to share with the class.

3 Ask students to work individually to choose the words. Let them compare their answers in pairs. In feedback, elicit answers and ask students to explain their choices.

Answers
The following words can be used:

1 sit, jump	5 play with, ride
2 exercise, attention	6 mess, noise
3 smell, bite	7 chase, kill
4 milk, leather	8 damage, disease

Background language notes for teachers

- Notice the collocations here: *need attention, make a mess / noise, cause damage / disease*.
- Note the stress is on the first syllable of all these words, except for *attention, disease*.

4 Ask students to work in pairs to describe the animals in the photos. Monitor and note language use. In feedback, comment on examples of good language use, and correct errors.

Optional extra activity Ask students in pairs to think of another farmyard or countryside animal and prepare a description. Ask some pairs to present their descriptions and see if the class can say which animal it is. If students are unsure of the name, despite understanding the description, either tell them the name or ask them to look up the word in dictionaries. Other common animals: *goat, duck, chicken, goose, wolf, mouse, badger, deer, rabbit*.

Listening

Aim
to give students practice in listening for gist and for specific words and phrases

5 94 Review the names of the animals in the photos and give students a moment to read the questions. You could pre-teach *huge* (= very big) and *scared* and *scary* (= frightened and frightening).
• Play the recording. Students listen and note their answers. Let them compare their answers with a partner before discussing as a class.

Answers
a 1 foxes 2 a dog 3 rats
b 1 Because the foxes are living in the garden.
2 Because she's showing a photo of her dog.
3 Because they hear the noise of the rats living in the house.

94
1
A: Hey, did I tell you? I have foxes in my garden.
B: Really? Living there?
A: I think so, yes. I see them quite a lot, anyway.
B: Wow! So how long have they been there?
A: For a few months, I guess.
B: And are they OK? I mean, do they cause problems?
A: Not really, no. Well, sometimes they use the garden as a toilet ... but I love having them there and watching them play.
B: Have they ever tried to come inside?
A: Once, yes. They stole one of my shoes, actually! I found it outside the next day – half-eaten.
B: Oh!
A: I haven't had any problems recently, though, because I have a cat now and I think they're a bit scared of her!
2
C: Look. This one's a picture of my dog. Here.
D: He's huge!
C: I know. He weighs fifty-one kilos.
D: Really? That's amazing. What's his name?
C: He's called Sheriff.
D: And how long have you had him?
C: Five years. I got him when we moved out of the city. We have more space now, so ...
D: Mmm.
C: He's very friendly. He always jumps on you when you come home.
D: Woah! Scary!
C: No, it's fine. And he's very funny too. I mean, he plays very well with our cat, Kira. He chases her around – and they've never had any fights or anything.
3
E: What's that noise?
F: That? Oh, we have rats in the house. Didn't I tell you?
E: No. How annoying! How long have you had them?
F: Well, we've been here a year now and they've been here the whole time.
E: Ugh!
F: I know. They eat our food and I worry they'll bite the kids one day.
E: So what're you going to do?
F: Well, we've tried all kinds of things already, but nothing has worked, so I think we need to pay someone to come in and kill them.

6 Start by asking students to say where the first phrase is from. Then ask students to discuss the other phrases in pairs.
• If your students have all the answers more or less correct, elicit and confirm them. If not, play the recording again, or ask them to look at the audio script on page 210 of the Student's Book. Let them compare their answers with a partner before discussing as a class.

Answers
a 3 b 2 c 3 d 1 e 2 f 1 g 1 h 2 i 3

7 Ask students to work in groups of four or five to describe their experiences. Monitor and note students' language use. In feedback, comment on examples of good language use, and correct errors.

Optional extra activity Do a live listening. Tell an animal story of your own to either model and set up Exercise 7 or as a follow-on and extended listening practice.

Grammar

Present perfect to say *how long*

Aim
to introduce and practise using the present perfect to express duration

8 Read through the extracts and the information in the box as a class. Ask students to give you the correct options to complete the rules. Then ask students to check in the Grammar reference on page 186.

Answers
1 b 2 b

For further practice, see Exercise 1 in the Grammar reference on page 186.

Answers to Exercise 1, Grammar reference
1 How long **have** you been here?
2 How long **have you** lived here?
3 How long have you **done** that?
4 She has **had** that dog for five years.
5 I **have lived** here for three months now.
6 I **haven't** had it very long.

9 Ask students to work individually to complete the questions. Elicit the first question to get them started. Organise the class into pairs to check their answers. Monitor and note how well students understand how to form the questions.
• In feedback, elicit answers or move on to Exercise 10. Students will hear the correct questions on the recording and can check their answers.

Answers
1 have you had
2 have you been
3 have they been
4 have they known
5 have you lived
6 has she worked

10 95 Play the recording. Students listen and check their answers. Play the recording again. Students listen and write the answers.
• Point out that *not very long* means a short time, and *ages* means a very long time.

95
1 A: How long have you had your cat?
B: Two years.
2 A: How long have you been together?
B: A few months now.
3 A: How long have you been married?
B: For 15 years now.
4 A: How long have they known each other?
B: Not very long.
5 A: How long have you lived in this house?
B: All my life!
6 A: How long has she worked there?
B: Ages.

Background language notes for teachers

This use of the present perfect form (*have* + past participle) is to talk about a state or an action that began in the past and continued to now. Its use emphasises the duration and its effect on now. It is possible to draw a timeline on the board to show how this form works:

*I've **had** my cat for two years*

11 Ask students to work in pairs to practise the conversations. Monitor and correct any misuses or mispronunciations of the form.

12 Organise the class into groups of four or five. Elicit possible questions students need to ask to find the first piece of information, e.g. *Do you have a pet? How long have you had it?* Ask students to prepare other questions to ask individually. Then tell them to take turns to ask and answer questions to find out the information. Monitor and note students' language use. In feedback, find out which person in each group has done things the longest.
• At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Organise a class survey. Ask students in pairs to think of five new *How long ...?* questions, e.g. *How long have you had your mobile phone? How long have you known your teacher? How long have you lived in this city?* When students are ready, tell them to mingle and ask four or five different students their questions. At the end, student sit down with their original partner, compare their information, and present their findings to the class.

G For further practice, see Exercise 2 in the Grammar reference on page 186.

Answers to Exercise 2, Grammar reference
1 For about ten years.
2 Quite a long time now – nine or ten years, maybe.
3 so it's twelve years now.
4 Not very long – only a few months.
5 so it's almost twenty years now.

Sounds and vocabulary review

Aim
to practise the sounds /kr/, /dr/, /tr/ and /str/; to listen and write down words in continuous speech

13 96 Play the recording. Students listen and repeat the sounds.

96
/kr/, /kraɪ/, /kraʊ/, /dr/, /draɪ/, /tr/, /traɪ/, /træn/, /str/, /straɪ/, /streɪ/

14 97 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

97
1 I love living in the countryside.
2 I don't take public transport because of the crime.
3 The streets in the centre are always crowded.
4 I need to drive a friend to the station.
5 It's always dry in April.
6 I agree it was a very strange article.
7 He lives three streets from me.
8 There are lots of problems with transport.

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/kr/, /dr/, /tr/ and /str/). Get students to write two collocations or phrases for each word in the box in Exercise 14. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds, but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

Sounds and correction

The difficulty of these consonant clusters will depend on students' L1.

G For further revision, see Exercises 1–3 in the Grammar reference on page 186.

Answers to Exercise 1, Grammar reference
1 They said it might rain later.
2 I might not be in the office tomorrow.
3 She might call you this afternoon.
4 It said there's going to be a storm tonight.
5 We're going to go to Bulgaria for our holiday this year.
6 My dad's going to drive us to the station.

Answers to Exercise 2, Grammar reference
1 known
2 been
3 lived
4 wanted
5 had
6 seen
7 felt

Answers to Exercise 3, Grammar reference
1 I **might not** see you tomorrow.
2 We **are** going to finish the work by Tuesday.
3 She **has** been there for twelve years now.
4 I**'m not** going to do it. I'm too busy.
5 They might **possibly** move to the country next year.
6 How long **have they** lived there?

14 OPINIONS

Words for Unit 14

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the phrases to the photos. Elicit the first match to get them started (photo 1 is *a strong economy* – only in a strong economy are large building projects undertaken). Go round the room and check students are doing the task and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

2 98 Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see language notes below).

98 and answers
1 a strong economy
2 extra wages
3 arrive at the border
4 there's been a murder
5 get treatment
6 use violence
7 don't get on well
8 leader of a team
9 advert for a musical
10 injure herself
11 lost the election
12 start peace talks
13 more efficient
14 a scary film
15 have insurance
16 support each other
17 go and see a play
There is no photo to match 'the acting was bad'.

Background language notes for teachers

In this spread, the connection between the phrases and the photos is less obvious than in other spreads, as they express more abstract ideas. Be prepared for a degree of discussion and debate about which phrases go with which pictures.
support each other – used to refer to each member of a group when each does something to or for other members
injure herself – the reflexive pronouns *myself, yourself, themselves*, etc. are used when the same person or people are both the subject and the object of the verb.

- Note the strong stress is on the first syllable of all the words except: *insurance, election, efficient, economy*.

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- In feedback, correct any errors students made, or to point out the pronunciation of any words students found hard to say.

Optional extra activity End this stage by asking your students to say which photos they liked and why. Alternatively, ask students to predict which topics will be in the unit from the photos and words.

Culture notes

- Photo 1 shows a construction site in Dubai, UAE. Dubai is famous for its high-rise buildings and skyscrapers, and it has the world's tallest building, the Burj Khalifa. Dubai has one of the world's fastest growing economies, and construction and property is the biggest contributor to the economy.
- Photo 3 shows a road sign signalling the approach of the border crossing between the Netherlands and Germany. It shows the European Union flag and, in Dutch, it reads *Federal Republic of Germany*.

WHAT WAS THE FILM LIKE?
Student's Book pages 124–125

Communicative outcomes
In this two-page spread, students will practise talking about films.

Speaking

Aim
to introduce the theme; to get students talking about the topic of the lesson in a personalised activity

1 Start by modelling the activity. Describe the last film you saw briefly. Once students have got the hang of the activity, ask them to work in pairs to discuss the questions. Monitor and help with ideas and vocabulary. In feedback, correct errors or point out useful ways of saying things students attempted to say.

Optional extra activity Films inevitably date very quickly. Use your classroom technology to find and show posters of films your students will be familiar with (or just write the names of recent films on the board).

Culture notes

- *Slumdog Millionaire* is a 2008 British drama film directed by Danny Boyle. Set and filmed in India, it tells the story of a teenager from the slums of Mumbai who wins the Indian version of the game show *Who Wants to Be a Millionaire?* It won eight Oscars including Best Picture.
- Filmed in Germany, *The Grand Budapest Hotel* is a 2014 comedy film which starred Ralph Fiennes and was written and directed by Wes Anderson. It was nominated for 11 Oscars.
- *The Hurt Locker* is a 2008 American war film about a team of American soldiers whose job it is to defuse bombs and booby traps. Directed by Kathryn Bigelow, it is the only film by a female director to have won an Academy Award for Best Picture or Best Director.

Vocabulary

Describing films, plays and musicals

Aim
to introduce and practise words to describe films, plays and musicals

2 Elicit the first answer (*funny*) from students to get them started. Then organise the class into pairs to complete the sentences. Tell them to try to work out the meaning from the context before checking any difficult words in their dictionaries.

Answers

1 funny	6 brilliant
2 sad	7 terrible
3 violent	8 strange
4 scary	9 depressing
5 predictable	10 entertaining

3 Elicit the first answer (sentence 1 is positive) from the students to get them started. Then ask pairs to discuss the other sentences. In feedback, ask students to justify answers.

Answers
positive: 1, 2, 6, 10
negative: 3, 5, 7, 9
could be either: 4, 8

Optional extra activity Drill the adjectives for pronunciation. Point out the strong stress and give students a chance to say all the words chorally and individually.

Background language notes for teachers

If you have a monolingual class, it is worth finding out which words are cognates or near cognates, which are false friends, and which look completely different to L1 for your students. This will dictate what needs to be checked, and which words are most difficult.

- *hiding behind the sofa* – it is a cliché in the UK to say that if something on TV is scary, people don't switch off the TV – they hide behind the sofa until it stops being scary.
- Note the strong stress is on the first syllable of all the words except: *depressing, entertaining, predictable.*
- Note the weakly stressed syllables in *brilliant* /ˈbrɪljənt/, *violent* /ˈvaɪələnt/.

Optional extra activity Ask students in pairs to think of films they know that could match the sentences in Exercise 2.

Listening

Aim
to help train students to listen for general understanding and for specific words

4 99 Start by setting up the situation. Make sure students know there will be two conversations.

- Play the recording. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
Conversation 1
1 no
2 The first person says it's brilliant and really scary.
3 No, they say it's 'not my kind of film' and they don't like violent films.

Conversation 2
1 yes
2 One person thought it was brilliant and funny, the other thought it was a bit stupid and predictable.

99

1

A: Have you ever seen a film called *28 Days Later*?
B: No, I haven't. I've heard of it, but I've never seen it. What's it like?
A: It's brilliant. It's really, really scary. It's about a terrible disease that makes people hungry for blood, and they want to kill.
B: Really? It sounds very violent!
A: Yeah, it is, but it's great! It's a very clever film. It's not a normal horror movie. It's also about the environment and politics and everything.
B: It sounds terrible – definitely not my kind of film!
A: No, it's great! Honestly!

2

C: Have you seen that new musical *Dogs* yet?
D: Yes, I have. I saw it last week, actually.
C: Oh really? We went to see it last night. What did you think of it?
D: It was OK. Nothing special. It was quite entertaining in places, I suppose, but the story was stupid.
C: Really? Do you think so? I thought it was brilliant – one of the best things I've seen in a long time.
D: Yeah? OK.
C: The dancing and the music were great and it was very funny. I couldn't stop laughing!
D: But what about the ending? It was so predictable!
C: Not for me! I found it really sad. I started crying!
D: Really? Oh well. I suppose we just don't share the same tastes.

Culture notes

- *28 Days Later* is a 2002 British post-apocalyptic thriller film directed by Danny Boyle. The plot depicts the breakdown of society following the accidental release of a highly contagious virus, and focuses upon the struggle of four survivors to cope with the destruction of the life they once knew.
- *Dogs* is fictitious, but there is, of course, a musical called *Cats*.

5 99 Ask students to read the sentences and recall or guess the missing words. Let them compare their ideas with a partner.

- When students are ready, play the recording again. Let students compare their answers in pairs. In feedback, elicit answers from the students. At the end, you may wish to allow students to look at the audio script on page 210 to check their answers.

Answers

1 called
2 of
3 like
4 sounds
5 Honestly
6 of
7 places
8 dancing
9 ending
10 found

6 Mix the pairs so that students are working with someone new. Ask students to discuss the questions. Go round the room and check students are doing the task and help if necessary.

- In feedback, comment on any interesting language used and correct any errors students made.

Optional extra activity Do the language patterns activity. Write the sentences below on the board. Ask students to translate them into their own language. Then ask them to translate them back into English. Ask students to compare their English to the original.

I found it really sad.
I find grammar really difficult.
How are you finding the course?
I can't find my keys.
I found £20 on the street yesterday.
Did you find your phone?

Developing conversations

What's it like?

Aim

to introduce and practise asking *What's it like?*

7 Read through the information in the box as a class.

- Ask students to match the questions to the answers. Elicit a match to get students started. Let students compare their answers in pairs. Students may need to use dictionaries to check words.

Answers

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

Background language notes for teachers

Here, *like* is a preposition. It is used in the structure *What is / are … like?* when asking for a description of something. *What was the film like?* means 'Describe the film to me'. This use is difficult because it will be very different from what students would say in L1. Students may get confused with the verb *like* (*What was the film like? Yes, I like it*), or feel they should use *like* in the answer (*It is like very funny*). Give them time to practise the structure and response in drills and controlled activities.

- Here, both the thing being asked about and the word *like* are stressed when asking questions: *What was the band like?* Make sure you drill this.

Optional extra activity Before moving on to pairwork in Exercises 8, 9 and 10, do a repetition drill. Ask students to close their books and repeat the questions after you. Once students have got the hang of this, do a prompt drill (see below).

Teacher development: drills

- It is important to give students practice in saying these questions accurately. You could do this with a simple repetition drill: say a question – students repeat chorally – use an open palm gesture to then ask some individuals to say the question.

- You could also use prompt drills. With books closed, you say the film, and students say: *What is the film like?* Then you say *your parents*, and students say: *What are your parents like?* If you want students to switch between present and past, use gestures to show now (point to your feet) or the past (hitchhike over your shoulder).
- You could also prompt students to say the question by reading out answers, e.g. *My mum's great but my dad's rude,* and elicit: *What are your parents like?*

8 Ask students to work in pairs to practise conversations. As students speak, monitor and listen for errors, and correct students if they have problems.

9 Once students have had a go at just reading out questions and answers, encourage them to change roles and try improvising answers and then questions. Practice makes perfect, so give students plenty of time to have a go at these questions and try to get to a stage where they are feeling confident using them.

10 Ask students to work individually to prepare questions. Monitor and help with ideas.
- Once students have questions, organise the class into small groups and tell students to take turns to ask and answer. You could model this by asking one or two questions of your own first. Alternatively, do a mingle. Ask students to stand up, walk round, and interview four or five people.
- As students speak, monitor and note errors or examples of good language use. Use the feedback to correct errors and point out good things your heard.

Optional extra activity Set topics to ask about. For example, last summer's holiday (*What was the weather / hotel like on your last holiday?*), work (*What are the people / bosses like where you work?*). You could extend this lesson into a mingle in which you write four or five topics on the board, shout one out, and get students to improvise questions about that topic until you shout out the name of another topic.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

11 This is an opportunity to bring together several parts of the lesson, and for students to practise using all the language they have learnt.
- You could start by brainstorming a few films or musicals to get students started. Let them produce their own list individually, and monitor to help with ideas and to translate the names of films or plays they want to talk about into English.

12 Organise the class into pairs. Ask pairs to follow the model to ask and answer questions about their lists. In this activity, students need to improvise a little.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Communicative activity worksheet The photocopiable worksheet on page 243 can be used at this point or at the end of the unit for further practice.

26 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

WHAT DO YOU THINK WILL HAPPEN?
Student's Book pages 126–127

Communicative outcomes
In this two-page spread, students practise making predictions about different situations.

Listening

Aim
to give students practice in listening for gist and for specific information

1 Start by checking that students understand the categories in the box. Then ask students in groups of three or four to discuss different news stories they can think of. You could elicit one or two examples to get them started.

2 Organise the class into pairs to order the kinds of news. In feedback, elicit ideas and build up a class order on the board.

Possible answers
Major national or international news come first on a news report.
Business news and entertainment news come in the middle.
Sports news is usually at the end.
The weather forecast often comes after the news report.

3 100 Play the recording. Students listen and match the stories to the areas of news. Let them compare their answers with a partner before discussing as a class.

Answers
1 national news
2 business
3 international
4 entertainment
5 sport

100
1 Tomorrow's general election will probably be the closest in many years. Both the People's Party and the Popular Front say they expect to win, but most people think that they will probably have to share power. Voting starts at seven in the morning and closes at ten, and they're expecting the final result early on Monday morning.
2 The country's largest chemical company, NBE, has said that it is going to cut five thousand jobs. The company lost 385 million dollars last year and now plans to close its two biggest factories in the north of the country.
3 Abroad, peace talks between Adjikistan and Kamistan have failed and there are worries that war will now follow. The two countries disagree about where the border between them should be.
4 Next, pop music. Last year's TV Idol winner, Shaneez, has got engaged. The singer is planning to marry her boyfriend of two months, actor and model Kevin Smith.
5 And finally, France go into their important World Cup match against Brazil tonight without their captain and star player, Florian Mendy. Mendy injured himself in training yesterday and there's now a chance he won't play in the rest of the competition.

4 100 Start by giving students time to read through the sentences. Ask them to decide whether they are true or false according to the news reports. Then let them compare their ideas in pairs. Don't confirm or reject anything at this stage.
- Play the recording again. Students listen and check. Let them compare their answers with a partner before discussing as a class.
- Note that sentence 5 is considered to be true: the talks started, then failed. However the use of the present perfect might suggest that the talks are still continuing, which they are not. Accept students' answers if they understand it in this way.

Answers
1 F (... *they will probably have to share power*.)
2 T (... *they're expecting the final result early on Monday morning*.)
3 T (*The company lost 385 million dollars last year* ...)
4 F (... *it is going to cut 5,000 jobs*.)
5 T (talks *have failed* – so, already started)
6 T (*the border between them*)
7 F (*boyfriend of two months*)
8 F (He's an *actor and model*.)
9 F (*injured himself in training yesterday*)
10 F (*now a chance he won't play*)

Background language notes for teachers

Note the sets of vocabulary that help students understand each story.
1 general election / close / win / share power / voting / final result
2 cut jobs / lost ... dollars / factories
3 peace talks / war / disagree / border
4 pop / idol / engaged / marry / actor
5 World Cup match / captain / star player / injured / play / competition

Culture notes

In case students ask, NBE, Adjikistan, Kamistan, Shaneez and Florian Mendy are not real names.

5 Ask students to work individually to prepare what they want to say. Monitor and help with ideas and vocabulary. You could let students compare ideas in pairs if you think students need more help.

6 Organise the class into small groups to share their stories. As students speak, monitor and note errors and examples of good language use which you could focus on in feedback.

Optional extra activity Find and write three headlines on the board from current stories in the news. Choose examples which are funny or interesting, and have simple words, but where students will have to use a bit of guesswork to work out what the story is about. Ask students in pairs to guess one of the stories or invent their own story to go with the headline.

Grammar

will / won't for predictions

Aim
to introduce and practise *will / won't* for predictions

7 Read through the information in the box as a class. Point out that we use *will* + infinitive without *to*, and that *won't* is an abbreviated version of *will not*. Ask students to check the rules of use in the Grammar reference on page 187.
- Ask students to match the comments to the stories in Exercise 3. Let them compare answers in pairs before feedback as a class.

Answers
a 2 b 4 c 5 d 3 e 1

Background language notes for teachers

We use *will / wont* + infinitive without *to*. In natural speech, the abbreviated form *'ll* is generally used with pronouns but the full form tends to be used with nouns.
- Many student grammar and course books will tell students that *will* is used to make a future prediction when it is based on a personal opinion (*I'll be rich one day*; *I don't think Ron will like this much*) and *going to* is used when there is some outside evidence that enables the speaker to predict the future (*Julie's going to have a baby*; *Look at those clouds – it's going to rain*). While this rule sounds neat, the truth is that native speakers often interchange the forms. At this level, it is best to point out that both *will* and *going to* are used for predictions, but that we generally, but not exclusively, say *I think* with *will*.

Optional extra activity Point out the native speaker English in paragraph c in Exercise 7: *make a difference*. If something *makes a difference*, it changes a situation in a good way. If something *doesn't make any difference*, it doesn't change a situation in any way.
This loss won't make any difference.
He's made a real difference to people's lives.
The course made a big difference to the way I do my job.
It doesn't make any difference to me what you think!

8 Ask students to discuss the comments in pairs. Elicit the first answer to get them started. In feedback, elicit answers and ask students to explain their choices.

Answers
a and b are pessimistic, c, d and e are optimistic

9 Ask students to complete the sentences. Elicit the first answer to get them started. Organise the class into pairs to check their answers. Monitor and note how well students understand the use.
- In feedback, elicit answers.

Answers
1 won't
2 won't
3 will
4 won't
5 won't
6 will
7 will
8 won't

Pronunciation

Aim
to practise the pronunciation of *'ll* and *won't* in sentences

10 101 Play the recording. Students listen and notice the pronunciation.

101
1 It'll be fine.
2 I probably won't vote this year.
3 It won't be easy.
4 It won't cost much.
5 I think he'll have a few problems.
6 We'll probably be a bit late.
7 We won't win.
8 It won't kill you. You'll live.

11 101 Play the recording again. Students listen and repeat, and practise saying the sentences.
- Note that in natural speech, *'ll* is weakly stressed and reduced to a very small /əl/ sound your students may find hard to hear. By contrast, *won't* /wəʊnt/ is stressed.

12 Elicit a possible dialogue to get students started. Then ask them to work in pairs to prepare and practise conversations. Monitor and correct any misuses or mispronunciations of *'ll* and *won't*.

13 Start by eliciting two or three possible predictions to get students started. Then set a short time limit and ask students to prepare their own. Go round and help with ideas and vocabulary, and make sure students are using the grammar forms correctly.

14 Organise the class into groups of four or five to share their ideas. Mix students so they are working with people they don't often get to talk to in class. As students speak, monitor and notice examples of good language use as well as errors to focus on in feedback.

Teacher development: providing preparation time and a model

Outcomes aims to encourage students to use new language to relate their own individual stories or experiences. This can often be daunting if students are expected to speak without adequate preparation.

- It is a good idea to provide a short, useable model of what you want students to say from your own experience. By doing this, you provide a live listening, a model of good pronunciation and accuracy, and avoid lengthy instructing.
- It is also a good idea to give students three or four minutes to think of things to say, and to note down words or phrases to use. It is a chance for nervous students to ask for some support. The more time students spend preparing, the better the result.

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 187.

Answers to Exercise 1, Grammar reference
1 they'll
2 there'll be
3 will the meeting start
4 won't
5 won't
6 you'll
7 probably won't
8 will

Answers to Exercise 2, Grammar reference
A
1 I expect you will need to take a test.
2 I don't expect it will be necessary.
3 I expect next year will be quite difficult.
4 I doubt they will offer me the job.
5 I doubt it will be very expensive.
6 I doubt he will listen, but I can ask him.

B
4 I don't think they will offer me the job.
5 I don't think it will be very expensive.
6 I don't think he will listen, but I can ask him.

A BETTER LIFE
Student's Book pages 128–129

Communicative outcomes
In this two-page spread, students talk about life and society and whether things are better or not.

VOCABULARY Life and society

Aim
to introduce and practise words and phrases connected with life and society

1 Start by reading out the words in bold and pointing out the pronunciation. You could ask students to listen and repeat. Note the stress is on the second syllable in *economy*.

- Ask students to choose the sentence in each pair (a or b) that has the meaning most similar to the head sentence (1–5). Let students compare their answers in pairs. In feedback, use explanations to check the words (see below). At the end, allow students to use dictionaries if they are still unsure of any words.

Answers
1 a 2 b 3 a 4 a 5 a

Background language notes for teachers

unemployment = people without jobs
wages = money you get when you work (low / high wages)
insurance = an arrangement with an insurance company, where you pay money so that if something bad happens (e.g. your car crashes, your house falls down) the company will give you money to pay for a new car, house, etc.
get on with = have a good relationship
neighbours = the people who live near you
climate = the weather in your country or region
treatment = the process of giving medical care
efficient = it works well – it is good for the time and money

Culture notes

The picture shows an employment agency (*Agentur für Arbeit*) in a German town. Here, people who are unemployed sign on for benefits and seek work.

2 Organise the class into new pairs. Give students two or three minutes to memorise the sentences individually. When they are ready, ask them to take turns testing each other.

3 Ask students to work in pairs to prepare sentences. Start by writing an example sentence on the board. Monitor and help with ideas and vocabulary.

Possible answers
The economy: prices are high; there are no jobs; people have no money.
Crime: the city centre is dangerous; there are vandals.

The people: they are rude and unfriendly; they are lively and love life.
The climate: it's sunny, warm, wet, windy.
The health system: there are long queues; there aren't enough doctors, nurses, hospitals.

4 Ask Student A in each pair to join with other Student As to form new groups of four or five, so that students don't work with the partner they prepared their sentences with. Students take turns to read out their sentences.

Optional extra activity Ask students to write five true sentences about the economy, crime, people, climate and health system of their countries.

Teacher development: organising pairs and groups

• In a communicative classroom, students are often asked to work in different groupings, e.g. pairs, small groups, mingles. In order to make sure you organise your groups clearly and quickly, it is a good idea to think carefully about your management beforehand. Here are some tips.

Pairwork

1 When checking the answers to exercises or the answers to reading or listening tasks, adult learners feel happy working with the person next to them. Often this is someone they know. If your students sit in rows, you could vary pairs by asking students to turn round to work with the people behind them.
2 In contrast, when doing a more fluent speaking or writing activity, a roleplay or interview, for example, it is a good idea to mix pairs so that students work with someone new. Give everyone a number and ask them to find a partner (e.g. in a class of 12, number them 1 to 6, then 1 to 6, and ask 2s to sit together, 3s to sit together, etc.). Alternatively, ask students to stand up and find someone they haven't worked with for a while.

Groupwork

1 You can mix students into groups in the same way and for the same reasons as with pairwork (e.g. in a class of 12, number them 1, 2, 3, 1, 2, 3, etc. round the class to get four groups of three). If they are in rows, ask pairs to turn round to work with the pair behind.
2 If students are in groups, make sure they are in a position to speak to and hear everybody. Make them put their chairs in a circle, or make them find space in the classroom and stand in a circle. Planning pair- and groupwork carefully, and taking time to make sure everybody is comfortable and ready before starting on a activity pays dividends.

Reading

Aim
to help train students to do a jigsaw reading and to read for specific information

5 Start by setting up the situation. Ask students to discuss the questions in pairs. Elicit ideas in feedback and open up ideas for debate if necessary.

Possible answers
Reasons for moving to another country: to do a course at school or university, to learn the language of the country, to get a new job, to make money, to be with or marry someone from that country, to escape from war, poverty or violence in your country.

6 Organise the class into groups of four. Ask each group to sort themselves into two A and two B students. Make sure students are clear about which text to read. Before students read, go through the questions with them so that they know what information they need to find.

Answers
Student A: Maja
1 Five years.
2 To work.
3 Yes, I love it.
4 I get on well with them, they are relaxed and open.
5 It's nice and warm, but there is snow in the mountains.
6 It's quite expensive, but I have health insurance, so it isn't a problem.
7 Very well, wages are high and there are lots of jobs.
8 There is some gun violence, but I've never seen anything.
9 No, I don't miss anything.

Student B: Adnan
1 Two years.
2 Because there was a war in my country.
3 It's OK, but I miss some things, and I can't get a good job here.
4 They are polite, but it's difficult to get to know them.
5 I like it. It rains a lot, but that's ok. It's too hot in my country.
6 It has been great for me. I had really good free treatment.
7 It's OK.
8 There is some crime but it isn't dangerous.
9 Yes, I hope so one day.

7 Let students compare answers with the person in their group who read the same text, then discuss the new questions. Monitor and help with any problems of vocabulary or understanding. In feedback, elicit the answers to the two questions.

Answers
Student A text – from somewhere in the northern hemisphere, maybe Scandinavia or Russia, has moved to somewhere warmer, maybe the southern part of the USA (she watches ice hockey, the health service is expensive)
Student B text – has come from somewhere where there is a war, e.g. Syria, or Somalia (it's hot and there is not enough water), probably now living in the UK (it rains a lot, the health service is free, people are polite but it's difficult to know them)

8 Ask students to change pairs in their groups so that there are two A/B pairs. Students ask and answer the questions in pairs. In feedback, elicit answers from the

students. Ask students to justify answers by saying what they read. (See Exercise 6 above for answers.)

9 Ask students to discuss and respond to the texts personally in pairs or in their groups of four. You could open this up to a class discussion at the end.

Optional extra activity There are some difficult words in the text which students may not know (see below). Ask students to find words they don't know and try to guess their meaning from the context. Then explain them with examples, translation or dictionary work.

Background language notes for teachers

Note these difficult words in the texts:

Maja

miss (*things*) = feel sad because you cannot see people or do things you did in your home country
lock the door = use a key to close the door
steal (*stole, stolen*) = take things illegally

Adnan

complain = talk about things you don't like
injured = physically hurt (e.g. leg broken in an accident)
support (*my family*) = make money to get food, clothing, etc. for your family

GRAMMAR Adjective + verb

Aim

to introduce and practise constructions with adjective + *to* + infinitive

10 Read through the information in the box as a class. Then organise the class into pairs to answer the questions with sentences from the text. In feedback, point out that adjectives are followed by *to* + the infinitive of the verb.

- Ask students to check their answers using the Grammar reference on page 187.

Answers

1 It's difficult to find time to do things like watch ice hockey.
2 It's dangerous to walk at night.
3 It was dangerous to live in his own country.
4 It's difficult to really know people.

G Students complete Exercise 1 in the Grammar reference on page 187.

Answers to Exercise 1, Grammar reference

1 to find	5 to read
2 to walk	6 to see
3 to park	7 not to worry
4 not to offer	8 not to vote

11 Set up the task by eliciting one or two examples from the class. Ask students to work individually to complete the sentences. Let students compare their answers in pairs before eliciting a few sentences in open class.

Possible answers

1 It's easy to get to work / make friends / find a job.
2 It's important to speak the language.
3 It's nice to go cycling in this city.
4 It's cheap to eat out.
5 It can be difficult to find a good job / get to know people.

G For further practice, see Exercise 2 in the Grammar reference on page 187.

Answers to Exercise 2, Grammar reference

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

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

- Ask students to work individually to prepare things to say. Monitor and help with ideas and vocabulary. Then organise students into groups of four or five to discuss the topics. You could ask one student to chair the discussion while the rest take turns to express their views. In feedback, ask different groups to say what they found out about each other's countries or cities.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Web research activity Ask students to research one of the areas (crime, health system, climate, etc.) in a city or country they know well. Ask students to find five interesting pieces of information to share with the class in the next lesson.

SOUNDS AND VOCABULARY REVIEW

Aim

to practise the common word endings /əns/, /mənt / and /ʃən /; to listen and write down words in continuous speech

13 **102** Play the recording. Students listen and repeat the sounds.

102
əns: violence, difference, insurance
mənt: treatment, environment, comment
ʃən: election, situation, solution

14 103 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

103
1 I've noticed a few differences.
2 There were celebrations when she won the election.
3 The government should do more for the environment.
4 They stole my phone, but I had insurance.
5 The president didn't comment on the situation.
6 There's no easy solution to unemployment.
7 My insurance paid for my treatment.
8 I really hate all violence.

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/əns/, /mənt/ and /ʃən/). Get students to write two collocations or phrases for each word in the box in Exercise 14. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

G For further revision, see Exercises 1–3 in the Grammar reference on page 188.

Answers to Exercise 1, Grammar reference
1 They won't win.
2 Will he get the job?
3 It was difficult not to laugh in that situation.
4 I probably won't see you before Christmas.
5 I don't think the economy will improve this year.
6 Is it easy to find work?

Answers to Exercise 2, Grammar reference

1 to read	5 to move
2 will lose	6 won't happen
3 to eat out	7 not to help
4 to travel	8 will make

Answers to Exercise 3, Grammar reference
1 It was lovely **to** see you again.
2 It **won't** cost too much.
3 What **will you** do with the money you won?
4 Was **it** difficult to learn Russian?
5 It's difficult **not to** think about it.
6 It's **not** rude to talk about money in my country.

VIDEO 7: NATIONAL SYMBOLS
Student's Book page 130

Aim
to find out more about the countries that make up the United Kingdom, and look at some national symbols around the world

1 Lead in to the topic by asking students to look at the photos. Ask: *What can you see?* (leeks, a lion, a thistle, a flower called flax). Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

2 Students read the text to find the answers. Let them compare their answers with a partner before discussing as a class.

Answers
leek = Wales; lion = England; thistle = Scotland; blue flax flower = Northern Ireland
The four countries are part of the United Kingdom (see below).
Leek – once worn by soldiers; used for medicine
Lion – from Richard the Lionheart
Thistle – a Viking stepped on one and woke a Scottish army
Flax flower – because of the linen industry (linen comes from the flax plant and makes a good quality cloth)

Culture notes

The United Kingdom of Great Britain and Northern Ireland, commonly known as the United Kingdom (UK) or Britain, is made up of the island of Great Britain (comprising England to the south, Scotland to the north and Wales to the west) and the north-east corner of the island of Ireland, which is called Northern Ireland. The rest of the island of Ireland is a separate nation – the Republic of Ireland.

- Richard the Lionheart lived in the late twelfth century. He was famous as a warrior king who led crusades.
- The rose is the national (flower) symbol of England.

The mythical unicorn is the animal symbol of Scotland. The mythical dragon is the symbol of Wales and appears on the flag.

3 Organise the class into groups of four or five to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Optional extra activity Many national sports teams name themselves after animals that are national symbols. Here are some from the sport of rugby: kiwis (New Zealand), wallabies (Australia), springboks (South Africa), pumas (Argentina). Write up the animals and see if students can guess the rugby-playing countries.

4 27 Organise the class into teams of three. As they watch the video, students should note down what they think is the correct answer to each question. At the end, they discuss answers with their team and agree on an answer.

5 27 Students watch the second part of the video and note, in their teams, whether they got the answers right or not. In feedback, go through the answers, and find out what extra information students heard. Find out which team got most correct answers. You could award bonus points for the extra information.

Answers

1 D Italy (symbol is a wolf)
2 A Kenya D Belgium
3 B India
4 B Bangladesh (mango tree)
5 C South Africa
6 China
7 D Pakistan
8 D Denmark
9 A Argentina
10 C Tanzania

27

1 Which country does NOT have an eagle as a national symbol?
A Egypt C the United States
B Mexico D Italy
2 Apart from England, which two of these countries also has a lion as a symbol?
A Kenya C Peru
B Saudi Arabia D Belgium
3 Which country has this snake – the cobra – as a national symbol?
A Vietnam C Thailand
B India D Ghana
4 Which country does NOT have the oak tree as a national symbol?
A Germany C Croatia
B Bangladesh D Poland
5 Which country has this beautiful flower as a national symbol?
A the Netherlands C South Africa
B Sweden D Mongolia
6 Which country has a dragon like this as a symbol? Write your answer.
7 Which country has this strange animal as a national symbol?
A Iceland C Kazakhstan
B Venezuela D Pakistan
8 Which country is this the flag of?
A Turkey C Canada
B Japan D Denmark
9 Which national team can you see in this photo?
A Argentina C Greece
B Finland D France
10 Which country is home to this world-famous mountain?
A New Zealand C Tanzania
B Switzerland D Japan

Part 2 (4.34–8.37)

So, the answers.
Number 1: Egypt, Mexico and the United States all have eagles as national symbols. On the Mexican national flag, you can see an eagle eating a snake. And there's an eagle on Egypt's red, white and black flag, while the United States uses eagles in lots of different ways too.
The national symbol of Italy is actually the wolf.
So, number 2. The two countries that have lions as symbols are Kenya and ... Belgium, believe it or not. Now, of course, lions live in Kenya, so no surprise there. They don't, though, live in Belgium, but lions have been a popular symbol there for over five hundred years!
Number 3: You can find the cobra in all four countries – Vietnam, India, Thailand and Ghana, but the only country where it's a national symbol is ... India. Over 30,000 people die in India every year, by the way, after snakes bite them!
Right. On to Number 4. Oak trees are a very popular symbol in many countries. They're the national tree in Germany, Croatia and Poland ... but NOT in Bangladesh.
The national tree there is the mango tree, and the country is famous for this delicious fruit.
Number 5: This lovely flower is called the King Protea and it's the national flower of ... South Africa. This flower generally grows well in hot, dry areas. It grows to two metres and the flower can be 30 centimetres across.
Number 6 now – and you probably don't need me to tell you that the country that has dragons like this as a symbol is China. The Chinese believe dragons are symbols of power and can bring luck. In fact, in spoken Chinese, if someone is really really good at something, you can compare them to a dragon! That's how important they are in Chinese culture.
Next up, number 7: This strange animal is called a markhor. It's a kind of goat and there aren't many of them left in the world. It's the national animal of ... Pakistan, where it lives – in the north of the country.
Number 8 – a difficult one, because the flags of all four countries contain red and white. However, the flag you can see here is ... the Danish one. The flag – a white cross against a red background – has been used since at least 1379.
Number 9 is another difficult one. You might know that Argentina, Finland and Greece all have blue and white flags, but rugby is only popular in one of those countries, and only one team plays in sky blue and white stripes – and that's Argentina. Their football team may be more famous, but their rugby team is also very good. In 2015, they reached the semi-finals of the Rugby World Cup.
And to finish things off, number 10. The mountain you can see here is Mount Kilimanjaro, and at 5,895 metres, it's the highest mountain in Africa. It is, of course, in Tanzania.

6 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to plan their talk. Monitor and help with ideas and vocabulary.

7 Organise new pairs and ask students to take turns to tell each other their information.

- Monitor and listen to each pair.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Optional extra activity Ask students to research national symbols on the internet and find other animals or plants that are connected to different countries.

REVIEW 7
Student's Book page 131

Aim
to consolidate vocabulary and grammar from Units 13 and 14

Answers

1

1 supposed
2 will
3 to
4 to
5 might
6 go
7 long
8 chance

2

1 They said it might **not** be very cold next weekend.
2 They said it's going to be very cold and it **may** snow tonight.
3 How long **have** you worked here?
4 Let's go out somewhere. It's **too** hot to stay in all day.
5 I've had a cough **for** a few days now.
6 I don't think things will get **any** worse.
7 I haven't known him **very** long.
8 Do you think you'll **ever** move?

3

1 I won't do it before Friday.
2 It's easy to find work there.
3 I might not go to the party.
4 I think they'll miss her.
5 It isn't good to be scared at times like that.
6 Do you think they'll win?

6

1 famous
2 violent
3 scary
4 flat
5 weak
6 expensive
7 huge
8 sunny

7

1 check
2 vote
3 have
4 grow
5 find
6 fail
7 make
8 need

8

weather: cloudy, a good climate, reach 40 degrees, wet and windy
animals: cause disease, provide leather, smell terrible, ride across the fields
society: friendly neighbours, a lot of unemployment, low wages, win the election

9

1 crowded
2 rubbish
3 murder
4 pollution
5 edge
6 surrounded
7 condition
8 provide

104 and answers to Exercise 4

1 She's lived there all her life.
2 How long have you known about this?
3 It's difficult not to worry about what will happen.
4 You can try, but I don't expect it'll change things.
5 I doubt the economy will be stronger next year.
6 They said it's going to be hot and there might be a storm.

15 TECHNOLOGY

Words for Unit 15

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the words and phrases to the photos. Elicit the first match to get them started (photo 1 is *produce electricity*). Go round the room and check students are doing the task, and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

2 **105** Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.

- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see pronunciation notes below).

105 and answers

1 produce electricity
2 very heavy
3 plug it in
4 shelves of food
5 various apps
6 read the instructions
7 do a search
8 install solar power
9 save energy
10 press the button
11 I dropped it
12 design a website
13 try to repair it
14 keep files
15 change the battery

Background pronunciation notes

Note the strong stress is on the first syllable of all the words except: *design, install, produce, repair* (note how verbs often have stress on the second syllable), and *electricity, instructions*.

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.

- In feedback, correct any errors students made or point out the pronunciation of any words students found hard to say.

Optional extra activity Ask students to work in pairs to find other words they recognise in the pictures. Students may well know or guess quite a lot of words. There is no need to check or teach these words, but you could select five or six of the more useful words they say to write up on the board.

CAN YOU RECOMMEND ANYTHING?
Student's Book pages 134–135

Communicative outcomes
In this two-page spread, students will practise talking about machines and technology and things they plan to buy.

Vocabulary

Machines and technology

Aim
to introduce and practise words to describe machines and technology

1 Elicit the word for the first photo (*laptop*) from the students to get them started. Then organise the class into pairs to complete the labelling. Tell them to label what they can before checking any difficult words in their dictionaries. In feedback, elicit answers and drill the words for pronunciation.

Answers
a laptop
b washing machine
c vacuum cleaner
d mobile phone
e dishwasher
f digital camera
g hairdryer
h tablet

Background language notes for teachers

dishwasher = machine to wash plates, dishes, etc.
washing machine = machine to wash clothes
- Note the strong stress is on the first syllable of all the words.
- Note the two hard to say /ʃ/ sounds in *dishwasher* and *washing machine*.
- Note *vacuum* /ˈvækjʊəm/.

2 Organise the class into groups of four or five to discuss the questions. Monitor and note how well students understand and use the new words. In feedback, briefly elicit comments, and check the meaning and pronunciation of any words students had problems with.

3 Ask the students to point to any screens they can see in the photos to get them started. Then organise the class into pairs to find the other items. In feedback, elicit answers and drill the words for pronunciation.

Answers
1 a screen can be seen in a, d and h
2 a plug can be seen in c
3 a keyboard can be seen in a
4 a, c, d, f and g clearly show buttons with which you can turn the machines on or off
5 in f, you can see where the battery goes
6 a, c d, f and g clearly show buttons you can press

Background language notes for teachers

Note that *turn on* and *turn off* are separable phrasal verbs. The particle can go before or after the noun (*turn on the TV*; *turn the TV off*). It has to go after a pronoun (*turn it off* but not ~~*turn off it*~~).

Optional extra activity Ask students to take out any technology they have on them. In pairs, students say as much as they can about the machine they have.

Listening

Aim
to help train students to listen for gist and for specific information

4 106 Start by setting up the situation. Make sure students know there will be three conversations and people will talk about machines.
- Play the recording. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
1 a laptop – he's thinking of buying one
2 a phone – he dropped the old one and needs to replace it
3 a digital camera – he wants to get one for a birthday present for his brother

106
1
A: Do you know much about computers?
B: A bit. Why?
A: I'm thinking of buying a laptop. Can you recommend anything?
B: Well, it depends. How much do you want to spend?
A: I'm not sure – about five or six hundred pounds.
B: OK. Well, for that price, try a Bell. They have quite a lot of memory, they're not too heavy and the battery lasts quite a long time.
A: That sounds perfect. Thanks.
2
C: What happened to your phone?
D: Oh, I dropped it last night and broke the screen.
C: Oh, how annoying!
D: I know. I'll need to replace it, but I'm actually thinking of getting one of those new model 8s everyone's talking about.
C: The Kotika ones?
D: Yeah.
C: Ooh! I see. Someone's feeling rich, then!
D: Why? What? Are they really expensive?
C: Well, they're not cheap ... but they are amazing phones. I mean, they look great, they're nice and light and they've got a huge screen, so they're great for playing games and watching videos on.
D: Wow. OK. Well, I guess I should have a look at one this weekend, then.

3
E: Hi. How're you?
F: Oh hi. What're you doing here?
E: I'm trying to find a birthday present for my brother. It's taking me ages.
F: What kind of thing are you looking for?
E: Well, I'm thinking of buying him a digital camera, but I don't know much about them!
F: Well, Bonny does a really good one. It's quite strong, so it won't break if you drop it … , it takes really good pictures – even in the dark – and it's not very expensive either.
E: OK. Well, that sounds good.

5 106 Ask students to complete as much of the table as they can before they listen again.
• When students are ready, play the recording again. Let students compare their answers in pairs. In feedback, elicit answers from the students. At the end, you may wish to allow students to look at the audio script on page 211 to check their answers.

Answers

1 Bell	6 screen
2 memory	7 games
3 battery	8 break
4 look	9 dark
5 light	10 expensive

6 Organise the class into pairs to discuss the questions. Monitor and note any errors or interesting language students use which you could discuss in feedback at the end.

Optional extra activity Ask students in groups to say why they bought their own mobile phone and / or tablet.

GRAMMAR *be thinking of + -ing*

Aim
to introduce and practise *be thinking of + -ing* to talk about uncertain plans

7 Read through the information in the box as a class. Then ask students to work individually to complete the sentences. Elicit the first answer as an example in open class. Let students compare their sentences in pairs before discussing answers as a class.

Answers
1 'm thinking of buying
2 is thinking of doing
3 are thinking of going
4 am thinking of changing
5 are thinking of buying
6 are thinking of going
7 am thinking of getting
8 is thinking of studying

Background language notes for teachers

• Here, the verb *think* is in the present continuous form (i.e. *I'm thinking now*). After prepositions, e.g. *of*, we use the *-ing* form.
• We use this form when the plan is just something in our minds now – we haven't made any concrete plans such as booking a ticket or putting down a deposit.

8 Organise the class into pairs and give them preparation time to think of what to say to make recommendations. You could introduce some language to use, e.g. *Why don't you …? You could / should …*
• When students are ready, model a typical conversation with a reliable student to get the activity started. Monitor and correct any errors of use or pronunciation.

9 Ask students to work in pairs. Give students preparation time to think of ideas, and monitor to help.
• Once students are talking in pairs, monitor and note how well they use the new structure. In feedback, write a few incorrect sentences on the board and ask students to correct them.

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 188.

Answers to Exercise 1, Grammar reference
1 I'm thinking of joining a gym.
2 What brand are you thinking of buying?
3 They are thinking of moving sometime next year.
4 I hope he isn't thinking of leaving the company.
5 Who are you thinking of asking?
6 They said on TV that they aren't thinking of changing the price.
7 Which university is she thinking of applying to?
8 I'm thinking of trying to make my own computer.
9 Why is he thinking of retiring? He's only 48.
10 Please tell me you aren't thinking of marrying him!

Answers to Exercise 2, Grammar reference
1 e 2 b 3 c 4 f 5 a 6 d

DEVELOPING CONVERSATIONS

Do you know much about …?

Aim
to introduce and practise ways of asking to find out how much people know about general topics

10 Read through the information in the box as a class.
• Ask students to look at the topics in the box. Make sure they know the words, and ask which ones they would like to know more about. Ask students to add two more topics.

11 You could get students started by getting the class to ask how much you know about one of the topics – give an honest answer. Organise the class into small groups to ask each other the questions. Monitor and

note how well students ask and use the question. Note any interesting language used to respond, and focus on this in feedback.

Optional extra activity You could extend this activity into a mingle. Students walk round, ask different people, and find out who knows most about history, Australia, etc.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson, and for students to practise using all the language they have learnt.
- Ask students to work individually to prepare what they want to talk about first. Tell them to use their imagination and invent something to buy if they currently have no plans to buy anything! Monitor and help with ideas and vocabulary.

13 When students are ready, organise the class into groups of four. Ask students to take turns asking and answering about each other's pieces of technology. You could extend this into a class mingle.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.

14 Ask students to work in pairs and discuss what advice they were given. Find out who gave the best advice.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Do a live listening. Tell students what you are thinking of doing or buying this weekend.

Web research activity Ask students to research a specific topic relevant to English-speaking countries (e.g. New Zealand history, Rolls Royce cars, cricket, the British royal family). In the next lesson, students ask *Do you know much about ...?* and talk about the topic they have researched.

28 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

EMAIL ME THE LINK
Student's Book pages 136–137

Communicative outcomes
In this two-page spread, students talk about computers and the internet.

Vocabulary

Computers and the internet

Aim
to introduce and practise words connected with computers and the internet

1 Start by reading out the words in the box, and pointing out the pronunciation. You could ask students to listen and repeat.
- Ask students to complete the dialogues. Let students compare their answers in pairs. In feedback, use the context to check the meaning of words (e.g. *a memory stick is very small, you use it to keep copies of files or photos*). At the end, allow students to use dictionaries if they are still unsure of any words.

Answers
1 photo, email address
2 computer, memory stick
3 website, link
4 software, download
5 files, email
6 video, search

Background language notes for teachers

- Point out the interesting collocations of verbs and nouns in the sentences: *lose a file, keep a copy, send a link, download from a website, check your emails, do a search.*
- Note the stress is on the first syllable of all the words in the box, except for *computer*.

2 Ask students to match the nouns from Exercise 1 to the groups of collocations. Elicit the first answer to get students started. Let them compare answers in pairs before going through them as a class.

Answers
1 email
2 computer
3 website
4 files
5 software

3 Organise the class into new pairs. Give students a minute to prepare things to say individually. When students are ready, ask them to discuss the questions. Monitor and note any interesting things students say. In feedback, ask what different students found out about their partner and write up any useful phrases you heard on the board.

Optional extra activity Do a language patterns activity. Write the sentences below on the board. Ask students to translate them into their first language. Then ask them to translate them back into English. Ask students to compare their English to the original.
I'll send you the link if you want to read it.
I'll check if you like.
If you want the software, you can download it from their website.
You can turn the music down if you want.
If you need help, tell me.
If it's cheap, buy one for me.

Pronunciation

Aim
to practise the pronunciation of the letters of the alphabet

4 107 Start by introducing students to the phonemes (if your class are unfamiliar with them). Read out each sound and ask students to repeat, or ask students to guess and say how each phoneme is pronounced.
- Play the recording. Students listen and repeat.

107
1 b c d e g p t v
2 f l m n s x z
3 a h j k
4 q u w
5 i y
6 o
7 r

Background language notes for teachers

There are twenty-six letters in the English alphabet. If you have students whose L1 isn't European, you will need to spend time making sure they are clear about the order of letters in the alphabet (a useful skill when using a dictionary).
- The pronunciation of the letters *q* /kjuː/ and *w* /double juː/ are the two most likely to cause problems.
- There are twelve vowel phonemes used in British English, including short vowels (/e/, /ə/, etc.) and long vowels (/iː/, /ɑː/, etc.). There are eight diphthongs, including /eɪ/, /aɪ/ and /əʊ/.

5 Organise students into pairs or small groups to do this activity. You could make it competitive – ask groups of four to say the alphabet, but if a person makes an error, they drop out. When another person makes an error, the person who is 'out' rejoins the game.

Optional extra activity Ask students to spell out their middle name or family name. Other students in the class (or in groups) write down the letters.

Teacher development: learning the alphabet

Learning the alphabet is an important part of developing literacy skills for students whose L1 alphabet is very different to that used here. If some or all of your students use a different alphabet, spend more time on this area. Here are some suggestions.
1 Ask them to write the capitals of the letters in the table.
2 Write a set of five letters on the board at random and ask students to put them in alphabetical order.
3 Ask students to find words from the lesson in a dictionary and say what order they come in.

6 108 Read through the information as a class. Provide one or two examples (e.g. www.cengage.co.uk; rachel@mail.com).
- Play the recording. Students listen and write. Let students compare their answers in pairs before discussing as a class.

Answers
1 www.peiterzx.co.gu
2 nomashy@jmal.com
3 Flat 4, 65 Farquhar Drive

108
1 A: www.peiterzx.co.gu. That's p–e–i–t–e–r–z–x dot co dot g–u.
B: OK, p–e–i–t–e–r–z–x dot co dot g–u.
A: Yes.
2 A: My email's nomashy@jmal.com. That's n–o–m–a–s–h–y at j–m–a–l dot com.
B: OK, n–o–m–a–s–h–y, that's all one word, right?
A: Yes. At jmal dot com.
3 A: Flat four, 65 Farquhar Drive. That's f–a–r–q–u–h–a–r and d–r–i–v–e.
B: OK. Flat four, 65 Farquhar Drive – f–a–r–q–u–h–a–r.
A: That's right.

7 Students take turns to practise saying different addresses. Monitor and correct any errors of use or pronunciation. In feedback, go over any areas students were having problems with.

Optional extra activity If your students have internet access in class, dictate some web addresses and ask them to find them. Choose learning websites or popular English-language websites (e.g. news websites).

Listening

Aim
to give students practice in listening to and doing a questionnaire

8 Set the scene. Ask: *What is it?* (a questionnaire); *What is it about?* (technology). Organise the class into pairs to read the questionnaire and guess the questions. Monitor and prompt. In feedback, elicit ideas, but don't reveal answers. Use the opportunity to check any key words students may not know.

9 109 Play the recording. Students listen, check their ideas and write the questions. Let students try to do this individually, maybe pausing after each question. Let them compare their answers with a partner before writing answers on the board. Leave gaps for anything students didn't catch, and play the questions one more time if necessary. Stop after each question and elicit and write up the full version on the board.

109 and answers

1 How many computers do you have in your home?
2 How long is your computer on every day?
3 How often do you check your email?
4 How many emails do you get every day?
5 What kind of mobile phone do you have?
6 What do you use your phone for?
7 Have you ever done anything stupid on your computer?
8 If you buy a piece of technology, how do you learn to use it?
9 What do you do if you have a problem with a piece of technology?
10 How often do you buy a new piece of technology?

10 110 Play the recording. Students listen and tick the answers that are true for them, to complete the questionnaire.

110

1 How many computers do you have in your home?
   a None.
   b One.
   c Two or more.
2 How long is your computer on every day?
   a Maybe an hour or two – if I turn it on.
   b Four or five hours. Most of the evening.
   c I never turn it off.
3 How often do you check your email?
   a Maybe once a day, maybe less.
   b Two or three times a day.
   c I check it all the time on my phone.
4 How many emails do you get every day?
   a Nought to ten.
   b Ten to thirty.
   c Thirty to a hundred.
5 What kind of mobile phone do you have?
   a The most basic pay-as-you-go phone.
   b An OK phone with quite a good camera. It does everything I need it to do.
   c The very best, latest model.
6 What do you use your phone for?
   a What do you mean? Phoning people, of course!
   b I use the camera, I listen to music, and I sometimes play games.
   c Apart from the camera, I use the diary, Facebook, maps – all kinds of things. I can't list them all.
7 Have you ever done anything stupid on your computer?
   a Yes. I've deleted files on my computer by accident.
   b Yes. I sent an email to the wrong person once.
   c No, of course not.
8 If you buy a piece of technology, how do you learn to use it?
   a I ask someone to show me the very basic things.
   b I read the instructions and learn to do a few things. I'm not interested in the complicated things.
   c I just start playing about with it and teach myself. To find out more detailed things, I watch videos or look at the instructions or their website.
9 What do you do if you have a problem with a piece of technology?
   a Get angry, shout and jump up and down – until someone tells me I need to plug it in.
   b Check it's plugged in and, if it is, call someone to repair it.
   c Check everything is plugged in. Turn it off and on again – and if it still doesn't work, I repair it myself.
10 How often do you buy a new piece of technology?
   a Hardly ever. Why do I need it when my old things work?
   b Sometimes. Some things are better, and I change when my old things break.
   c All the time. I like to have all the latest things.

11 Let students compare their answers with a partner before discussing as a class.

12 Mix pairs so that students work with someone new. The aim here is to get students to respond personally to the recording by sharing information from their own lives. In feedback, you could ask students with interesting or funny stories to share them with the class.

Optional extra activity Ask students to think of five pieces of technology they own (e.g. a TV, a mobile phone, a tablet, a sat nav, a laptop) and to put them in order of importance. Put students in groups to explain their decisions.

IT'LL SOLVE ALL OUR PROBLEMS
Student's Book pages 138–139

Communicative outcomes
In this two-page spread, students practise talking about technology.

VOCABULARY What technology does

Aim
to introduce and practise words connected with what technology allows us to do

1 Ask students to match the sentence halves. Elicit the first match to get them started. Let students compare their answers in pairs. In feedback, use the context to check words and point out interesting collocations. At the end, allow students to use dictionaries if they are still unsure of any words.

- The idea of the exercise is to get students thinking about the vocabulary in a simple way as well as to prepare them for the reading (which includes some of this vocabulary) and the final speaking task where they will talk about their own experiences of technology.

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

Background pronunciation notes

Note the stress is on the second syllable of some of the verbs: *develop, produce, create, control*.

2 Ask students to work in pairs to think of ideas. Elicit one or two to get them started. Monitor and note how well students use the words.

- As you go through the answers you might get students to give examples of apps or machines. They can use commercial names or their own language if necessary.

Possible answers
a could be 2, 3, 5, 6, 7
b 1, 4, 8

1 It allows you to keep all your files in one safe place: phone app or computer software, or some other piece of technology (such as a memory stick).
2 It allows you to develop your own apps quickly and easily: computer software.
3 It allows you to check your heart rate easily: mobile app or a machine such as a heart monitor in a hospital.
4 It allows you to produce electricity at home: machine or technology, e.g. wind turbine, generator, solar panel.
5 It allows you to create tests for the vocabulary you've learned: app or software (including the Vocabulary Builder on the *Outcomes* website).
6 It allows you to solve problems with the computer quickly: app or software.
7 It allows you to control everything in your house from your phone: app.
8 It allows you to save a lot of energy because it's so efficient: machine or some other technology such as a boiler / or very efficient heater.

Optional extra activity With more confident classes, play a game. Ask students to get together in pairs. Tell them to sit so that one person in each pair can see the board, but their partner can't. Write a list of machines on the board, for example: *dishwasher, laptop, camera, fridge, watch*. Student A must describe each machine in turn. Their partner must say the machine. The winner is the first pair to describe and guess all five.

READING

Aim
to help train students to read for a general understanding and for specific information

3 Start by setting up the situation. Organise the students into pairs to look at the title and photos and discuss the questions. In feedback, elicit ideas and opinions from the students.

Answers
The writer is optimistic.
One text is about homes that make or save electricity in some way, and the second is about farms that grow things in unusual ways and save space.

Optional extra activity Pre-teach key words. Write the following pairs of words on the board and ask students to explain how they differ: *problem / solution, electricity / energy, develop / produce, solar farms / solar cells*. Tell students to use their own knowledge or dictionaries to explain the differences. Then ask them to use the words to predict the content of the text.

Teacher development: pre-teaching key words

Many teachers choose to pre-teach key words in a text, if students will struggle to understand the text without knowing them. Others think it better to leave students to use context to work out the meaning. Students have already done a lot of work on vocabulary in the vocabulary section above. However, it is still a good idea to explain key words. See the optional extra activity above for key words from this text and for a task to help students work with them. Use the visuals on the page, teacher definitions or translations, and / or dictionary work to make sure students know the words. Get students to use key words to predict the content of the text.

4 Ask students to read and find the writer's opinions. They need to find out what problems and solutions the writer suggests. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
The writer thinks the biggest problems are the poor economy, the growing population and the fact that the world doesn't produce enough jobs, food or energy. The writer is optimistic and suggests solutions: homes could become electricity producers and we'll have enough energy for all; we'll grow food in perfect conditions.

5 Organise the class into pairs to discuss the seven things the writer mentions. Ask students to read the article again to check their answers. Let students compare their answers in pairs. In feedback, elicit answers from the students. Ask students to justify their answers by saying what they read.

Answers
1 In many places the economy's doing badly.
2 In Morocco they are building huge solar farms.
3 Nano solar cells could be used in paint to put on the outside of houses.
4 Very, very small solar cells are being developed for offices.
5 Red and blue LED lights help plants to grow very quickly. LED lights are bright, last longer than other lights and don't get too hot.
6 With LED lights, plants can be grown in a cupboard.
7 On pink farms, the farmer doesn't need chemicals because conditions are perfect.

6 Ask students to discuss the sentences in pairs. Monitor and note students' opinions and use of language. Use the feedback time to open up students' discussions to a class debate, and comment on good uses of language by students.

Optional extra activity There are some difficult words in the article which students may not know (see below). At the end, ask students to find and underline words they don't know and try to guess their meaning from the context. Then explain them with examples, translation or dictionary work.

Background language notes for teachers

Note these difficult words in the article.
huge = very big
insect = very small animal (draw an ant and a butterfly on the board)
earth = here, the black stuff you grow plants in
cupboard = furniture with doors and shelves, often in the kitchen, where you keep food, plates, glasses, etc.

Culture notes

LED (light-emitting diode) lights offer lower energy consumption and a longer lifetime than incandescent light sources. They are also smaller and more robust.
nano-cells = very, very small cells

GRAMMAR Adverbs

Aim
to introduce and practise *well* and other adverbs of manner

7 Read through the information in the box as a class. Then organise the class into pairs to ask questions. Give them time to read the questions and responses first, and check their understanding. Model the activity with a strong student first to get students started. Monitor and note how well students do the task. Correct any errors of use or pronunciation.

8 Organise the class into pairs to read the sentences, underline the adverbs and verbs, and complete the rules. Monitor and note how well students do the task. Prompt students to complete the task as you monitor.
- In feedback, elicit answers. Then ask students to check in the Grammar reference on page 188.

Answers
1 The economy's doing quite badly, but our company is growing.
2 I had a problem, but the company solved it very quickly.
3 I have an app that allows me to check my heart rate easily.
4 Things in the digital world are changing very fast.

1 -ly 2 fast 3 very

G Students complete Exercises 1 and 2 in the Grammar reference on page 189.

Answers to Exercise 1, Grammar reference
1 slowly
2 easily
3 late, early
4 badly, hard
5 well, nicely
6 happily, long

Answers to Exercise 2, Grammar reference
1 efficiently
2 badly
3 safely
4 quickly and easily
5 late
6 louder
7 worse
8 harder

Background language notes for teachers

- In English, adjectives describe nouns and generally go before the noun, but adverbs describe verbs, adjectives and other adverbs. They generally go after a verb.
- We usually add *-ly* to adjectives to make adverbs but note that when an adjective ends with *y*, we change the *y* to *i*: *easy – easily*.
- Irregular adverbs which have the same form as the adjective include: *fast, hard, late, early, daily, straight* and *wrong*.
- Students sometimes confuse adjective and adverbs forms (*a quickly runner*) and put the adverb in the wrong place (*I changed easily the app*).

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

9 Ask students to work individually to prepare ideas. Monitor and help with ideas and vocabulary. Then organise students into groups of four or five to discuss the topics. You could ask one student to lead the discussion while the rest take turns to comment. In feedback, ask different groups to say what they found out about each other.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Ask students to pull out their mobile phones and show the app icons to others in their group. Students take turns to ask about the icons and to describe their function.

Communicative activity worksheet The photocopiable worksheet on page 244 can be used at this point or at the end of the unit for further practice.

Sounds and vocabulary review

Aim
to practise the sounds /ɑ:/, /æ/, /ɪ/, /eɪ/, /eə/, /ɒ/, /ə/, /ɔ:/; to listen and write down words in continuous speech

11 111 Play the recording. Students listen and repeat the sounds.

> **111**
> /ɑ:/, /æ/, /ɪ/, /eɪ/, /eə/, /ɒ/, /ə/, /ɔ:/

12 112 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

> **112**
> 1 The software allows you to manage your money.
> 2 It's a really amazing app.
> 3 I need to change the battery on my camera.
> 4 It's not hard to create a nice website.
> 5 They damaged the wall when they installed the machine.
> 6 It allows you to translate any language.
> 7 I save all my files in various places.
> 8 I have to repair my washing machine.

Optional extra activities Get students to find two more words in the unit with each of the sounds practised (/ɑ:/, /æ/, /ɪ/, /ei/, /eə/, /ɒ/, /ə/, /ɔ:/). Get students to write two collocations or phrases for each word in the box in Exercise 11. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

Sounds and correction
In English, notoriously, the link between spelling and pronunciation is often barely existent. Note here how 'a' becomes /ə/ when it is not stressed and how it changes to /ei/ when 'e' is added after the consonant in the spelling (*mad / made*; *tap / tape*, etc.).

G For further revision, see Exercises 1–3 in the Grammar reference on page 189.

Answers to Exercise 1, Grammar reference
1 Is she thinking of changing jobs?
2 We aren't thinking of making our own website.
3 I'm thinking of having children.
4 He's thinking of buying a new one.
5 I'm not thinking of applying for a Master's.
6 Are they thinking of selling the company?

Answers to Exercise 2, Grammar reference

1 confident	5 good
2 slow	6 well
3 late	7 bad, hard
4 slowly	8 well, awful

Answers to Exercise 3, Grammar reference
1 He speaks really quickly!
2 Where **are** you thinking of moving to?
3 I'm thinking **of** complain**ing** to the company about it.
4 You look really **nice** in that suit.
5 He's studying **hard** for his exams at the moment.
6 The camera works perfect**ly** now.
7 We're thinking **of getting** married next year.
8 You drive too **fast**.

16 LOVE

Words for Unit 16

Aim
to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

1 Organise the class into pairs to match the phrases to the photos. Elicit the first match to get them started (photo 1 is *hold the baby*). Go round the room and check students are doing the task and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

2 **113** Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.
- Play the recording again. This time, ask students to repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see pronunciation notes below).

113 and answers
1 hold the baby
2 Don't slip!
3 make an appointment
4 I'm jealous!
5 protect your head
6 knock at the door
7 encourage each other
8 celebrate their anniversary
9 musical instruments
10 negotiate the price
11 be in love
12 go to a nightclub
13 remove the paint
14 plant some flowers
There are no photos to match *I promise I will* or *I don't approve.*

Background language notes for teachers

Point out some of the more fixed collocations: *go to a nightclub, make an appointment, celebrate an anniversary.*
- Note the strong stress is usually on the first syllable except: *approve, appointment, negotiate, remove, anniversary, encourage, protect.*

3 Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.
- In feedback, correct any errors students made or point out the pronunciation of words students found hard to say.

4 Give students preparation time to think of more words or phrases to go with the photos. Note that this is quite open, so students could include words for things they can see in the photos, or describe the feelings of the people, or say how they themselves feel about the photo, etc. Then organise them into new pairs to take turns to say words and guess the photos.

Optional extra activity End this stage by asking your students to say which photos they liked and why.

DID I TELL YOU MY NEWS?
Student's Book pages 142–143

Communicative outcomes
In this two-page spread, students will practise talking about relationships and giving news.

VOCABULARY Love and marriage

Aim
to introduce and practise words and phrases to describe love and marriage

1 Organise the class into pairs to discuss the questions. In feedback, check students understand the meaning of the words.

Answers
1 A girlfriend is a girl or woman you date, or go out with.
A wife is a woman you are married to and live with.
A partner is a person you are in a long-term relationship with, e.g. you might live with them, but you are usually not married to them.
2 Boyfriend, husband and partner

Optional extra activity Use the photo on the page to brainstorm vocabulary. Ask: *What event is this?* (a wedding); *What people can you see?* (husband, wife, other family members – brother, sister, niece, nephew).

2 Organise the class into pairs to discuss the questions. Elicit the first answer to get students started. Monitor and note which words students know, and which they don't. In feedback, elicit answers, and check words students are not sure about.

Answers
Married couples: married + wedding, divorced + jealous, in-laws + approve
Unmarried couples: a date + asked me out
Both: broken up + getting on, saved + move, anniversary + together, pregnant + baby

Background language notes for teachers

a date = when two people who like each other go out together, e.g. for meal or for a coffee, with a view to starting a relationship
ask (someone) out = ask someone to go out on a date
break up = stop being together
get on = have a good relationship
in-laws = parents of your wife / husband
approve = say you think something / somebody is OK
pregnant = going to have a baby

3 Ask students to complete the sentences individually. Elicit the first answer to get students started. Let students compare their answers in pairs before discussing as a class.

Answers
1 anniversary, together
2 pregnant, baby
3 married, wedding
4 a date, asked me out
5 divorced, jealous
6 saved, move
7 broken up, getting on
8 in-laws, approve

4 The aim here is to get students to use the new language in improvised conversations. Read through the example as a class before asking students to prepare similar dialogues using different sentences from Exercise 3. Go round and help with ideas and vocabulary.

5 Organise the class into pairs to act out and extend the dialogues. Model an example with a reliable student. Monitor and note errors and examples of good use to focus on in feedback.

Optional extra activity Ask students to rewrite sentences so they are true for them or for people they know. Ask students to share any sentences about love and marriage in their family.

LISTENING

Aim
to help train students to listen for specific information

6 114 Start by setting up the situation. Ask students to read the four sentences and check they know all the words. Make sure students know there will be four conversations and people will talk about relationships. Ask them to say what they expect to hear and what information in the sentences might be wrong.
- Play the recording. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
1 Owen **has been** with his girlfriend **for** around three months. / Owen **is moving in** with his girlfriend **after** around three months.
2 Her brother Gerrard Is going to get married to **someone she doesn't like**.
3 Fiona and Kieran are getting divorced because **Fiona wanted kids and he didn't**.
4 She's going on a date with a guy from **her French class**. They're going to do karaoke.

7 114 Ask students to read the sentences from the conversations and decide on the correct option. Students need to apply their understanding of grammar and lexis rather than listening skills.
- When students are ready, play the recording again. Let students compare their answers in pairs. In feedback, elicit answers from the students. Ask students to justify their answers by saying what they heard. At the end, you may wish to allow students to look at the audio script on page 213 to check their answers.

Answers

1 have they been	5 tell
2 good-looking	6 shame
3 sometime	7 seems
4 What's	8 tall

114

1

A: Did I tell you Owen's going to move in with his girlfriend?
B: I didn't know he had a girlfriend! How long have they been together?
A: Two or three months, I think.
B: That's not long! What's she like?
A: She's nice, and she's very good-looking!
B: That's great. I'm pleased for him. So, where are they going to live?
A: Pickwick somewhere.

2

C: Did I tell you my brother Gerrard is going to get married?
D: No. When's the wedding?
C: Next May sometime.
D: That'll be nice. So what's his partner like?
C: She's quite annoying, actually. We don't really get on.
D: Oh dear.

3

E: Did I tell you Fiona and Kieran are going to get divorced?
F: No! Why's that?
E: I think she wanted kids, but he didn't.
F: Oh, that's sad! How long have they been married?
E: Not very long. Four years, I think.
F: What a shame. They're both such nice people.
E: I know. I hope we can stay friends with both of them.

4

G: Did I tell you I have a date on Friday?
H: No. Who with?
G: A guy in my French class.
H: So what's he like?
G: He seems very nice. He's quite quiet, but he's funny.
H: Is he good-looking?
G: Yeah, not bad. He's quite tall and he has lovely eyes.
H: OK. So what are you going to do?
G: We're going to have a drink together and then we're going to meet some of his friends for karaoke.

8 Organise the class into pairs to discuss the questions.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

Optional extra activity Brainstorm possible things to do on a first date. Ask students in pairs or groups to order them from the best idea to the worst. In feedback, have a class debate. Below is a list of ideas.

Go for a walk
Go on a picnic
Do some volunteer / charity work together
Take a yoga or other fitness class
Play video games together
Take a music lesson together
Go to a used bookstore
Go gift shopping – not for each other, but for somebody else
Take a cooking class together
Visit a tourist hot spot in your town that neither of you has been to before
Attend a local film or music festival
Visit a new restaurant
Eat in

Developing conversations

Did I tell you ...?

Aim
to introduce and practise ways of asking for information

9 Read through the information in the box as a class.
- Ask students to complete the conversations. Elicit the first answer to get students started. Let students compare their ideas in pairs.

Answers

1 are going to go / are going
2 has
3 met
4 have broken up
5 have ... found
6 are going to have

10 Ask students to practise the conversations in pairs. As students speak, monitor and listen for errors, and correct students if they have problems.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

11 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
- Ask students to work individually. You could start by brainstorming relationships that students could talk about. These could be people students know, or celebrity relationships. As students prepare, go round and help with ideas and vocabulary.

12 Organise the class into groups of four. Ask students to share their information and improvise extended conversations.
- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.

• In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Do a live listening. Tell students about relationships between people you know.

29 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

LOVE AT FIRST SIGHT
Student's Book pages 144–145

Communicative outcomes
In this two-page spread, students talk about how they met people in their lives and things they have fallen in love with at first sight.

Speaking

Aim
to introduce the theme of the lesson, to get students talking

1 Organise the class into groups of four to discuss the questions. In feedback, elicit ideas and examples.
• As students speak, monitor and listen for errors, new language or interesting conversations to focus on in feedback at the end.

Answers
love at first sight = falling in love with someone or something the moment you see them
Examples include: Romeo falling in love with Juliet when he first sees her at a ball; the prince falling in love with Cinderella in the fairy tale.

Listening

Aim
to give students practice in listening for gist and for specific information

2 Start by asking students to look at the photos. Ask: *What can you see?* Elicit useful words from the listening: *a woman in a black dress with wings, a cottage, a rock band.*
• Organise the class into pairs to discuss the photos. In feedback, elicit a few ideas from students and write a few of the things they suggest on the board. You can refer to these phrases later, after listening, to see whether students predicted answers.

Possible answers
a Perhaps the man met the woman at a beach bar or nightclub and danced with her – it was love at first sight because she looked so amazing; maybe they fell in love while playing a virtual reality game.
b Maybe someone saw the house when they were driving past, and fell in love with it.
c Maybe the guy was a drummer or guitarist in a band and a fan fell in love with him.

3 115 Play the recording. Students listen and match the speakers to the photos. Let them compare their answers with a partner before discussing as a class.

Answers
1 b 2 c 3 a

115

1 My husband and I spent two years looking for the right place to live. We didn't look seriously to begin with, but then I got pregnant and we had to find somewhere fast. We saw five houses every weekend for four months, but didn't like any of them. One day, we were driving home from another appointment when we suddenly saw it – the house of our dreams! And, incredibly, it was for sale. We knocked at the door and offered the price they were asking for it immediately.
2 When I was a kid, I always loved music and musical instruments. For my twelfth birthday, my uncle gave me a guitar – and it was love at first sight. My uncle was a really important person for me at that time. He was playing in a band at the time, and I went to see them one night. That had a big influence on me. After that, the guitar became the centre of my world. I played it 24 hours a day, seven days a week. Later, I studied music at university and now I make guitars for a living. All because of that special day!
3 I love Second Life, an online world where you create virtual characters – you design them, choose their names and then create lives for them. Last year, I was in a relationship, but we weren't getting on very well, so I started spending a lot of time online. I was working in a Second Life nightclub when one night I met my future husband. He came in and it was love at first sight. His 'character' soon asked my 'character' to marry him and I said yes. We were married online in July. He then asked me in the real world and I accepted. We haven't actually met yet, but he's the one for me.

Culture notes

Second Life describes itself as the largest-ever 3D virtual world created entirely by its users. It was launched in 2003 and has approximately 1 million regular users.

4 **115** Ask students to read through the nine sentences and decide whether they are true or not. Don't confirm or reject anything at this stage.

- Play the recording again. Students listen and tick the true sentences. Let them compare their answers with a partner before discussing as a class.

Answers
1 b 2 a, b 3 c

5 Organise the class into pairs or small groups to discuss the questions. In feedback, elicit ideas and examples.

- As students speak, monitor and listen for errors, new language or interesting conversations to focus on in feedback at the end.

Optional extra activity Ask students to retell one of the stories from the listening in their own words.

GRAMMAR Past continuous

Aim
to introduce and practise the past continuous to show an action had started and was in progress at the time that another action happened

6 Read through the information in the box as a class. Ask students to read the sentences and complete the rules. Then ask students to check in the Grammar reference on page 189.

Answers
past continuous underlined, past simple in bold
1 I <u>was working</u> in a Second Life nightclub when one night, I **met** my future husband.
2 We <u>were driving</u> home from another appointment when we suddenly **saw** it – the house of our dreams!
3 We <u>weren't getting on</u> very well, so I **started** spending a lot of time online.

1 were 2 continuous 3 simple 4 when

G **Students complete Exercise 1 in the Grammar reference on page 190.**

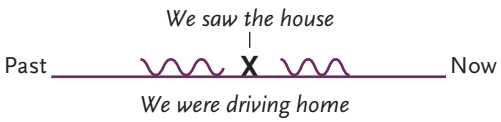
Answers to Exercise 1, Grammar reference
1 was talking
2 were you doing
3 wasn't working
4 were having
5 weren't getting on
6 were sitting

Background language notes for teachers

The past continuous (*was(n't) / were(n't)* + the present participle or *-ing* form of the verb) is often used when setting a scene in a story. It describes actions that have duration. Look at the examples from the listening and compare:

I was working in a nightclub ... (this is a repeated action over a long period)
... one night, I met my future husband ... (this is one event within the time frame above)
We were driving home ... (a longer action)
... we suddenly saw the house. (a shorter action that interrupts the longer event above)

A timeline is useful here.



7 Ask students to work individually to complete the sentences. Elicit the first answer to get them started. Organise the class into pairs to check their answers. Monitor and note how well students use the past continuous form.

• In feedback, elicit answers or write them on the board for students to read and check.

Answers
1 were having
2 was staying
3 was taking
4 were flying
5 was walking
6 was doing
7 was watching
8 was listening

Pronunciation

Aim
to practise the stress on *was* and *were* in past continuous sentences

8 Organise the class into pairs to practise saying the sentences. Start by modelling the first one or by eliciting a good model of the first one from students. Point out the /wəz/ sound of *was* in the first sentence.

9 116 Play the recording. Students listen and check their answers. Play the recording again. Students listen and repeat, and practise saying the sentences with correct pronunciation.

116
1 I was **do**ing some **shop**ping when I **met** an **old friend**.
2 She was **ru**nning for the **bus** when she **fell**.
3 They were **wor**king in **Greece** when it **ha**ppened.
4 I **was**n't en**joy**ing it, so I **left**.
5 She **was**n't **fee**ling **very well**, so she **went home**.
6 We **were**n't **get**ting **on,** so we **bro**ke up.

G For further practice, see Exercise 2 in the Grammar reference on page 190.

Answers to Exercise 2, Grammar reference
1 f 2 a 3 c 4 b 5 d 6 e

Teacher development: situational drills

Situational drills involve setting up a situation and eliciting and drilling language from the context of that situation. It works well as an extension to Exercise 9 above, providing extra practice of the form introduced.

1 Write 'yesterday' on the board. Then use mime to elicit 'I was doing some shopping'. Mime walking along a supermarket aisle putting things in your basket. Once students catch on and say something like 'You were doing some shopping', model 'I was doing some shopping' and ask students to repeat. Then mime suddenly meeting a friend. Elicit and drill the whole sentence: *I was doing some shopping when I met a friend*. Get the class to say the sentence chorally then individually. Now go back to miming shopping and elicit the sentence again. Then follow by miming other sentences: falling over, dropping a bottle, losing your wallet, etc. You can forget about miming shopping, and just mime the interrupting actions. Try to do this without speaking and before long students will be producing lots of sentences using the structure. You can put them in pairs to mime situations and elicit sentences.
2 Alternatively, after miming the sentence 'I was doing some shopping', you can write prompts on the board: *meet / friend, fall, lose / wallet, drop / bottle*. Point to these prompts to get students to produce sentences.

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

10 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
• Ask students to work individually to prepare the topic they choose. Monitor and help with ideas and vocabulary.

11 Then organise them into groups of four or five to share their stories. In feedback, ask different groups to say what they found out about each other.
• As students speak, go round and monitor, and note down any interesting pieces of language you hear.
• At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Here are some famous quotes. Write them on the board and ask your students to talk about them.
I believe in love at first sight for houses – but not for people. Do you believe in love at first sight, or should I walk past you again?

Web research activity Ask students to research examples of love at first sight from literature (for example, Romeo and Juliet).

Communicative activity worksheet The photocopiable worksheet on page 245 can be used at this point or at the end of the unit for further practice.

I PROMISE
Student's Book pages 146–147

Communicative outcomes
In this two-page spread, students will practise making promises and reading and writing a poem.

Speaking

Aim
to talk about promises; to set the scene and get students talking

1 Ask students to discuss the questions in groups of four or five. In feedback, elicit ideas and check that students understand the ideas. Point out the verbs that collocate with the noun *promise* (see below).

Answers
a This means it is better to do things (e.g. organise a day out with someone) than to say you will do things and not do them.
b This means it is good to make promises because it shows you want to try to do good things or make people happy (e.g. it is better to promise to love someone, only for a relationship to fail later, than it is to be the sort of person who never commits to a relationship).

Background language notes for teachers

Notice the collocation with promise: *make a promise*, *keep a promise* and its opposite *break a promise*.

Grammar

will / won't for promises

Aim
to introduce and practise *will / won't* for promises

2 Read through the information in the box as a class. Point out how *will* reduces to *'ll*. Then ask students to work in pairs to make promises from the prompts. Elicit the first one to get students started.

Possible answers
1 I'll call later.
2 I won't tell anyone.
3 I'll try harder.
4 I won't be late.
5 I won't make a mess.

3 Read through the information in the second box as a class. Then ask students to work in pairs to make conversations from the prompts. Again, elicit and model the first one to get students started. Monitor and note how well students use and pronounce the forms.

Answers
1 I won't
2 I will
3 I will
4 I won't
5 I will
6 I won't

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 190.

Answers to Exercise 1, Grammar reference
1 I won't
2 You won't
3 I'll
4 I'll
5 I'll
6 I won't
7 I will

Answers to Exercise 2, Grammar reference
2 I'll pay you back.
3 I won't lose it.
4 We won't make any noise.
5 I'll look after it.
6 We'll be back quickly / in five minutes.
7 I won't stay long / more than two nights, etc.

Background language notes for teachers

The modal verbs *will* and *won't* + infinitive without *to* have a variety of uses, but here students are being introduced to just their use to make promises. Notice how *will* reduces to *'ll* when used with pronouns and notice the /əʊ/ sound in *won't*. In the short answers, the verbs are stressed and given their full value.

Reading

Aim
to help train students to read poems for a general understanding and for specific information

4 Start by pre-teaching *poems* and *poets* (the people who write poems). Ask students to discuss the questions in pairs or small groups. In feedback, elicit answers and ideas from the students.

5 Ask students to match the words to the meanings. Let students compare their answers in pairs. In feedback, elicit answers from the students. Let students use dictionaries to check, or provide example sentences to show how the words work.

Answers
1 let go
2 double
3 encourage
4 fade
5 weeds
6 remain
7 trust
8 trouble

6 Ask students to read the poems and match them to the titles. Let students compare their answers in pairs. In feedback, elicit answers from the students.

Answers
1 New born
2 Breaking up
3 In memory
4 A threat kept

7 Ask students to work in pairs to decide who is making the promises and who to. Monitor and note how well students understand the possible meanings of the poems here. In feedback, open this into a class debate and ask students to justify their answers.

Possible answers
1 Could be from one partner to another, but more likely to be a parent to a child.
2 From one partner to another in a relationship – the first has betrayed the other and wants to repair the relationship.
3 Could be a husband / wife to their partner after they have left or died.
4 Between two partners in a relationship, or just friends or even people in a business relationship, e.g. customer / client. One has let the other one down, and that person no longer trusts them. They are asking for payment of a debt.

8 Ask students to work in groups of four or five to discuss the questions. Monitor and help with ideas and vocabulary. In feedback, ask different groups to explain lines they found hard.

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

9 This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.
• Ask students to work in pairs to think of promises and threats. Monitor and help with ideas and vocabulary. Then, in feedback, elicit ideas from different pairs.

Possible answers
1 I will never leave you.
2 I won't make a mess.
3 I will learn more vocabulary / do my homework on time.
4 I will give you a test next week / I will give you an extra lesson after school.
5 I will get someone to come and help you.
6 We won't cut funding / raise taxes.

10 Ask students to work individually to write their poem. Again, be available to help with vocabulary and answer questions. Encourage students to use ideas and vocabulary they already have rather than looking up too many words in dictionaries.

11 When students are ready, organise them into small groups of four or five to read out their poems. Alternatively, you could ask students to pass round their poems in groups, or you could pin poems to the wall and ask students to circulate and read them.
• At the end, point out good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

Optional extra activity You could ask students to write the poem for homework. You could collect in the poems and correct them.

Sounds and vocabulary review

Aim
to practise the sounds /aʊ/, /ʌ/, /ɔː/, /ɒ/, /ʊ/, /uː/, /əʊ/, /ə/; to listen and write down words in continuous speech

12 117 Play the recording. Students listen and repeat the sounds.

117
/aʊ/, /ʌ/, /ɔː/, /ɒ/, /ʊ/, /uː/, /əʊ/, /ə/

13 118 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

118
1 Her baby was born on Monday.
2 I control how long my son spends on the computer.
3 Those flowers look lovely.
4 It's polite to hold the door open for people.
5 Knock on the door before you go in.
6 Her boyfriend's not very good-looking.
7 I'd love a house of my own.
8 You don't have to remove your shoes.

Optional extra activities Get students to find more words in the unit with the letter 'o' in them which have some of the sounds practised (/aʊ/, /ʌ/, /ɔː/, /ɒ/, /ʊ/, /uː/, /əʊ/, /ə/). Get students to write two collocations or phrases for each word in the box in Exercise 13. (These activities could be set as homework.)

Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

Sounds and correction
The letter 'o' is sometimes pronounced /ə/ when it isn't stressed. The /ʌ/ sound is very common in southern RP British English. To produce the sound put your tongue low and between the middle and the back of your mouth, then make a short voiced sound with your mouth open.

G For further revision, see Exercises 1–3 in the Grammar reference on page 190.

Answers to Exercise 1, Grammar reference
1 He wasn't working yesterday so he couldn't answer your email.
2 Were you living there when they met?
3 I won't tell him.
4 They weren't paying attention during the meeting.
5 I'll do it for you.
6 Were you cycling when the big storm started?
7 We were listening when you made that promise.
8 I was driving too fast when the accident happened.

Answers to Exercise 2, Grammar reference
1 was playing, hurt
2 found, was walking
3 met, were waiting
4 went, was playing
5 moved, was growing up
6 was riding, hit
7 wasn't enjoying, decided
8 were visiting, hit

Answers to Exercise 3, Grammar reference
1 **I'll** call you tonight, I promise.
2 What **were you** doing when this happened?
3 I will always **to** love you.
4 I was **running** down the street when I fell and hurt my arm.
5 The children **were** all studying quietly when I went into the classroom.
6 Someone **stole** my bike when I was buying some things in the shop.
7 A: Don't be late.
B: I **won't**.
8 A: What did he say?
B: I don't know. I wasn't **listening**. Sorry.

VIDEO 8: SNOW MAGIC!
Student's Book page 148

Aim
to find out about some interesting and unusual technology; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using natural stress patterns

1 Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Possible answers
- When it's hot and sunny, people who sell sunglasses, bikinis, beach towels and sun block do well. Equally, hotel owners by the sea and ice cream sellers do well. In England, people buy barbecues and garden furniture.
- When it's cold and snowing, people go skiing, so the skiing and snowboarding industries do well, and resort owners and lift operators in mountain resorts do well. People buy hats, gloves and coats, and warm boots. Salt is needed on the roads.
- The picture shows a snow machine at a ski resort blowing out artificial snow. Ski resorts use these machines when the snow isn't thick enough to ski or snowboard on.

Culture notes

Snowmaking is the production of snow by forcing water and pressurised air through a snow gun or snow cannon. It is mainly used at ski resorts to supplement natural snow. This allows ski resorts to improve the reliability of their snow cover and to extend their ski seasons from late autumn to early spring. Indoor ski slopes use snowmaking machines.

2 30 Give students time to read through the questions first. As students watch the first part of the video (up to 1.25), they should note their answers. Let them compare their answers in pairs before discussing as a class.

Answers
1 Taylors Falls, Minnesota
2 a ski resort
3 If there is no snow, he can't open the resort.
4 mechanical engineering

Optional extra activity There is an interesting set of collocations in the text connected to snow. Ask students to give you collocations they notice: *natural snow, make snow, real snow, man-made snow, soft snow, snow covers the trail, snowball, fresh snow, snow machine.*

3 30 Ask students to read the summary first, and guess or remember the missing words. Then play the second part of the video (1.25–2.30) and ask them to

complete the summary. Let them compare their answers in pairs before discussing as a class.

Answers

1 water
2 wind
3 freeze
4 of better quality
5 lasts
6 sticks
7 very quickly
8 soft
9 night
10 half

4 30 Give students time to read the sentences, then play the third part of the video (2.31–4.10) and ask students to choose the correct options. Let them compare their answers in pairs before discussing as a class.

Answers

1 six
2 for the rest of the winter
3 a minute
4 often
5 too much

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to read the questions then put them in pairs to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to complete sentences on the board.

Understanding fast speech

6 31 Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said.

7 Encourage students to practise saying the extract several times.

30

Narrator: The city of Minneapolis is one of the coldest places in the US. Winter there usually lasts a long time. Even in winter, the area sometimes has warmer weather and that means less snow. Most people really like the warmer weather, but Dan Raedeke doesn't like it at all. He needs snow for his business. Raedeke owns the Wild Mountain ski area in Taylors Falls, Minnesota. He usually tries to have the ski area completely open by Thanksgiving, which is in November, but sometimes warm weather and a shortage of natural snow can cause problems. When this happens Raedeke can't open until late December. When nature doesn't make snow Raedeke does. No, it's not magic – Raedeke owns the largest snow-making system in the area.
Dan Raedeke: Without snow making we could probably never open, especially in a year like this; the fields are still brown.
Narrator: Snow has always been a very important part of Raedeke's life. His family bought Wild Mountain 28 years ago. Since that time he's spent nearly every day on the mountain. Raedeke has also studied mechanical engineering, so he really understands snow-making machines.
Dan Raedeke: The best machine-made snow ever; look how great that snow is.
Part 2
Narrator: Snow making is a science, but it's also an art. The person making the snow has to carefully watch the water, the air temperature and the wind direction.
Dan Raedeke: If there's wind it'll actually blow it around and allow it to freeze before it hits the ground. That's why the snow guns are always high in the air.
Narrator: There are good things about both real snow and man-made snow. Real snow is drier, softer and of better quality for skiing, but man-made snow lasts for a longer time when there are a lot of people skiing. Because Raedeke depends on snow for his business, he has some of the best snow-making technology around. His newest machines are tall, thin poles called water sticks. They are able to produce a lot of snow very quickly.
Dan Raedeke: They make very soft snow, and it's almost as good as snow from the sky, and in one night we can cover this entire trail. They're great.
Narrator: Water sticks are always on half of the Wild Mountain runs. On the other trails there are the very big snow guns. Raedeke then talks about the building that houses the pumps for making snow.
Part 3
Dan Raedeke: This is the nerve centre of the snow-making system.
Narrator: He then explains that it takes good timing to decide which ski runs need snow and which ones don't. The six pumps in the building control the water that goes through all the pipes. When the water is turned off, Dave Lingran, the mountain manager, quickly removes the water from the pipes before it freezes. If a pipe freezes, it's useless for the rest of the winter – and like the skiers on the hills, Lingran has to be very careful too. Snow making needs a lot of water.
Dan Raedeke: This is where we get all our water.
Narrator: He is talking about the reservoir on top of the mountain. The reservoir provides 3,000 gallons of water per minute for the system. Raedeke often spends all day and most of the night checking the snow-making system.
Dan Raedeke: When we check the snow we want it like a good snowball and you can see it's just a little bit wet and so we will go to the gun and turn down the water.
Narrator: The process requires a lot of care. If there's too much water, the snow gets soft. If there's too little water, the snow doesn't stay on the ground long enough. To prepare for the next day Raedeke operates the snow machines all night. In the morning, the ski runs will be covered with fresh new snow. So with good weather and a little snow magic Raedeke should be able to keep his skiers happy all winter long.

REVIEW 8
Student's Book page 149

Aim
to consolidate vocabulary and grammar from Units 15 and 16

Answers

1

1 were
2 late
3 wasn't
4 Did
5 you
6 We're
7 will
8 be

2

1 was
2 was
3 were
4 are
5 are
6 was

3

1 I can't run very quickly because I have a bad leg.
2 He works too hard.
3 How well can you swim?
4 I didn't do badly in my exam.
5 We arrived early so that we could get a seat.
6 It only worked successfully for a while.

6

1 fit
2 app
3 help
4 fast
5 allows
6 rate
7 energy
8 saves
9 creates
10 improve

7

computers: battery, button, keyboard, laptop, plug, screen, tablet
the internet: download, link, search, website
love: anniversary, date, jealous, in-laws, pregnant

8

1 send
2 delete
3 produce
4 develop
5 knock
6 hold
7 join
8 keep

9

1 threatened, let go
2 trust, broken
3 argued, dishwasher
4 turn, plug
5 instructions, pressed

119 and answers to Exercise 4

1 We met when we were both studying in Germany.
2 I'm thinking of asking her to marry me.
3 I won't do anything without talking to you first.
4 I saw it when I was staying in New York.
5 He crashed because he was driving too fast.
6 I'll tell you when I hear more news.

AN INTRODUCTION TO WRITING IN *OUTCOMES*

In this section, we will look at two broad reasons for writing in a foreign language: to practise and play, and for the real world. We explain what we mean by them and how they may differ in teaching, tasks and feedback.

Practice and play The first reason for writing in a foreign language is simply to practise new language, experiment and learn more English. Writing may have significant benefits for students learning English. In contrast to speaking, students have time to plan what they want to say; they can look words up in a dictionary, they can check and re-write grammar and they may be more able to see how English works. That might then give benefits in terms of their overall competence in English.
Writing for the purpose of practice and play does not depend on any particular genre or standard organisation; it could be short sentences, paragraphs, dialogues, etc.; it could be about anything the student wants or it could be on a theme the teacher chooses; it could be random connections of sentences – true or imagined. Some grammar and vocabulary tasks in the Student's Book are of this nature, with students having to complete sentences using their own ideas. Below are some more tasks. The ideas focus on revising language, but it doesn't have to be so. Here are some ideas your students could try:

- Write a diary about your day, trying to include new words or structures that you've learnt.
- Write five to ten lines of English every day about anything you like.
- Write every day / week about a story in the news you saw or read about.
- Write a poem or story using a new word you've learnt.
- Write a conversation based on one you had with someone during the class.
- Write an imagined conversation with someone you know, based on a topic you've studied.
- Write an imagined conversation that takes place in a particular place.

As these kinds of writing tasks are unconnected to any particular genre, they require no 'teaching' or preparation, and can be set at any time. In terms of feedback, you may want to simply write a personal response to what the student wrote such as, *This really made me laugh* or *That's interesting*. Alternatively, you could engage in a dialogue with the student by asking them genuine questions, which they answer in writing. You may want to correct aspects of the key structure or words that they practised, or use common errors from different students as a way to re-teach language in class. However, we feel correction should be kept to a minimum with these kinds of texts. The aim is not assessment, it is to encourage students, to engage with them and get them to play with language.

For the real world The second broad reason for writing is that students need to write a specific kind of text for an assessment or for a 'real life' task such as sending an email. These texts are generic in some way. They often have specific vocabulary (including large chunks or expressions) or grammar connected with them. They also have rules about the way they are presented, how they are paragraphed and ordered and other aspects of discourse. The problem for foreign learners of English is that these rules of discourse might be different in their languages. Unlike speaking, where listeners might accept errors because they can see other things to help interpret the message, with writing a reader may misunderstand a message or even be offended when the rules or conventions of a genre are broken. For this reason, students need careful preparation for writing such texts, and feedback should be more thorough.
The writing units in the Student's Book aim to provide this careful preparation. They are based on genres commonly tested in international exams such as PET, FCE and IELTS, or on functional writing tasks we may perform at work or when studying in an English-speaking context.

WHAT'S IN *OUTCOMES* WRITING UNITS?

Each double-page spread teaches a different style of writing. You can follow them in any order or do them after every two units in the main Student's Book. The units have the following sections.

Speaking The units aim to be interactive. Speaking activities provide a warmer, relate to the topic, discuss the text types or may be part of planning for writing.

Writing The writing sections present model texts. While there may be some basic comprehension questions around these, the main focus is noticing useful language for the genre and how the texts are organised.

Key words This section focuses on words / expressions which link sentences and clauses and give texts coherence. They follow a similar pattern to grammar exercises, with a short explanation or guided questions and a controlled practice.

Vocabulary and grammar There are often short grammar or vocabulary sections if there is a close relation to the text type. Note there's *no* link to the Grammar reference.

Practice This is a task for students to write a similar kind of text to the one they looked at in **Writing**, and to incorporate some of the other language they have learnt in the unit. This section can be set as homework or be done in class. Doing the practice in class can be interactive, particularly if using a 'process writing' approach.

Process writing
Process writing approaches focus on the fact that good writers often go through several stages to produce a good piece of writing. They may:

- brainstorm ideas
- write a plan
- write a draft
- discuss their draft with someone
- write a second draft
- put it through a spell-checker
- have corrections made by someone
- write the final draft.

Obviously, we don't always go through these stages when we write, but in the case of our students, having different stages and allowing for more than one draft gives more opportunity for teaching and learning. In fact, brainstorming and planning stages are often included in **Practice** or at some other stage of the lesson. However, there is no reason why any of the stages above shouldn't be done in pairs in class. Another way you might want to incorporate a process approach is to give the **Practice** task for homework *before* they do the actual writing lesson. They then re-write their work in light of what they learn.

Marking and feedback
There are a number of options available to teachers to mark and give feedback on students' writing.

Using symbols You can mark essays using symbols above the inappropriate word or grammar. Here are some examples:

- t = wrong tense
- wf = wrong word form (e.g. noun not adjective)
- col = wrong collocation (e.g. the noun is the right meaning but doesn't go with the verb)
- voc = you have the wrong word (it makes no sense here)
- prep = you need a different preposition
- pl = plural is wrong or should be plural
- sp = wrong spelling
- wo = the word order is wrong
- art = the article is wrong or absent

The idea of doing this is to make students notice their errors and try to find answers. You could do this as pairwork in class. It may help them to become more aware of their common errors and edit their own work more carefully. The difficulty is that mistakes don't fit neatly into categories and students may still get the language wrong. You should mark the text again.

Re-formulation You may simply want to cross out and re-write things that are 'wrong' in the text. This may have the advantage of teaching students the correct language (though note they may still be unclear *why* it was wrong). It may also be time-consuming for you and demoralising for students if they see lots of crossing out.
In this case – and indeed with all cases of teacher feedback – you need to strike a balance. At the beginning of Elementary level, students may still not be able to write much connected text other than a simple note. They will learn to write short messages or a simple personal letter, for example thanking someone for something. They will learn to write a series of simple phrases and sentences linked with simple connectors like *and*, *but* and *because*. You may need to reformulate ideas and give more guidance where students are attempting more complex sentences.

Content and structure When you mark the texts you could ignore 'grammar' and individual vocabulary mistakes and focus only on whether the writing answers the question and is organised well. You simply write comments on the writing or at the end. This is often quicker for you, the teacher.
Marking this way trains students to appreciate the importance of these aspects of writing over basic 'accuracy'. Readers in fact will often ignore mistakes if the overall structure of the text is clear and the content is relevant, logical and / or interesting.
However, students will want to know if their writing is correct unless you clearly warn them beforehand that you'll only deal with content and structure.

Peer correction Students can also give feedback. Get them to read each other's writing and evaluate the texts and / or suggest changes. To do this they really need a 'mark scheme'; this could be a list of statements they tick or adapt such as:

- *I enjoyed this.*
- *I wanted to know more about ...*
- *I didn't understand the bit about ...*
- *You used some words / grammar I didn't know how to use.*

Another way is to give them marking criteria from an established source such as the FCE exam. Check they're not too difficult for your students.
The advantage of peer correction is that it's interactive and based on genuine readers' responses. It's also easy on the teacher! However, it is not so good for dealing with language, apart from general statements, as students may not trust each other's judgement – often with good reason! However, it is a useful stage and may save you time by reducing mistakes or inconsistencies before you come to mark the texts.

Writing and portfolios

Whichever way you choose to correct the students' texts, we suggest you get students to re-write them. This would guarantee that the students focus on their errors and produce an improved text which they could then keep in a portfolio. Portfolios of work are recommended by the Common European Framework of Reference (CEFR) and can provide evidence of students' progress and level.

WRITING LESSONS ANSWER KEY

1 FORMS
Student's Book pages 150–151

1

1 What's your first name?
2 What's your surname?
3 Do you have a middle name?
4 Where are you from?
5 Where do you live?
6 What's your telephone number?
7 What's your email address?
8 When were you born?

3

Surname	*Abbott*
First name	*David*
Middle name	*Sebastian*
Gender	*Male* ✓
Nationality	*Canadian*
Date of birth	*4th October 1987*
Address	*25 Cook Street, Dublin*
Telephone number	*07791-773-119.*
Email address	*davidabbott@shotmail.com*

4

Country	**Nationality**
Canada	Canadian
the United States	American
Ireland	Irish
India	Indian
Scotland	Scottish
England	English
Australia	Australian
China	Chinese
Thailand	Thai
Japan	Japanese
France	French
Germany	German
Italy	Italian
Poland	Polish
Russia	Russian
Spain	Spanish
Brazil	Brazilian
Mexico	Mexican
Turkey	Turkish
Egypt	Egyptian

5

1 the Brazilian football team
2 Japanese geishas
3 an Italian pizza
4 Chinese writing
5 a Scottish bagpiper
6 French bread
7 a German car (BMW)
8 the Canadian flag (and others)

2 PEN FRIENDS
Student's Book pages 152–153

2

1 first
2 full
3 usually
4 foreign
5 student
6 evenings
7 meeting
8 playing
9 brothers
10 parents

4

1 I play volleyball and golf.
2 Bangkok is really crowded and polluted.
3 I like reading, learning languages and computers.
4 My brother lives in Dubai and my sister lives in Istanbul.
5 I live with my mum and dad, my sister, my aunt and my grandfather.

3 CARDS
Student's Book pages 154–155

1

1 a birthday card
2 a Christmas card
3 a Mother's Day card
4 a Valentine card
5 a get well soon card
6 a wedding card

3

1 Dear
2 Best
3 and
4 love
5 best

4

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

4 MAKING ARRANGEMENTS
Student's Book pages 156–157

2

1 what
2 where
3 four
4 that
5 me

3

1 near
2 on
3 from
4 easy
5 can

4

a Bedford Road
b station
c Clarendon Street
d Café Blue

5

1 do, finish
2 is
3 don't start
4 leaves
5 doesn't open
6 arrives
7 closes
8 ends

7

1 You can see the hotel when you come out of the station. / When you come out of the station, you can see the hotel.
2 When you get to the end of Main Street, turn right. / Turn right when you get to the end of Main Street.
3 When you come out of the airport, take a bus to the centre of town. / Take a bus to the centre of town when you come out of the airport.
4 Call me when you get to the station. / When you get to the station, call me.
5 I'm going to go out and celebrate when I finish my exams. / When I finish my exams, I'm going to go out and celebrate.

5 VISITING FRIENDS
Student's Book pages 158–159

2

1 beach
2 gallery
3 church
4 island
5 lake
6 mosque
7 tower
8 waterfall
9 castle

4

1 planning
2 like
3 Can
4 when
5 where

5

To f.cremers@shoemail.gb
Subject Visiting Germany!
Hi Frank,
I'm planning to come to Germany on holiday in April. I'd like to visit you in Frankfurt, if possible. Can you send me an email to let me know if and when I can visit? Also, where else do you think I should go while I'm in Germany? I'm only going to stay for about three weeks.
Best,
Tanya

7

1 your email
2 a spare room
3 cities
4 the countryside
5 the weather
6 your plans

9

1 d 2 e 3 c 4 b 5 a

11

1 like
2 possible
3 necessary
4 weather
5 OK

6 DESCRIBING FOOD
Student's Book pages 160–161

1 Possible answers

a is noodle soup, from China or some other part of east Asia (many countries have a type of noodle soup).
b is called tagine, it's a sort of meat dish from North Africa, Morocco or Algeria. It's like a stew but it's quite spicy. It's really nice.
c is tacos, it's from Mexico. The tacos are made from corn, and they are filled with meat or beans.
d is a typical English dish, I had it when I was in London, it's roast beef and Yorkshire pudding. It's nice.
e is sushi, it's a Japanese dish, sometimes it is made with fish, or just with vegetables.
f is borscht, a soup made with beetroot, it's from central and eastern Europe, they eat it in countries like the Ukraine and Poland.

2

1 typical
2 red
3 healthy
4 grill
5 pork
6 pasta
7 heard
8 share

4

1 b 2 a 3 a 4 b 5 b

5

1 I tasted the soup but it was **too** hot and I burnt my mouth!
2 We have the best beef in the world and the lamb we produce is really good **too**.
3 I make dinner at home most days, but my husband and son cook **too**.
4 I don't eat out round here because the restaurants are **too** expensive.
5 He drinks a lot of cola and he eats **too** many sweets. It's not healthy.

7 DESCRIBING PHOTOS
Student's Book pages 162–163

2

Text 1: her tail, cheer up, cute
Text 2: forest, protected, wolves

5

a It's near where I live in Vancouver, so we often go there.
Luckily, it was also a warm day, so we didn't get cold.
b We decided to walk across the river because we were already so wet!

6

1 I look **so** strange in this photo.
2 It was his birthday, **so** I made him a cake.
3 It rained a lot, **so** we spent most of the holiday indoors.
4 I was **so** happy when I opened the present.
5 You can't see her very well in the photo because it was **so** dark.
6 We missed our plane, **so** we had to wait in the airport for six hours.

7

1 You look so young there!
2 It snowed, so we didn't go.
3 I wanted to show you my dog, so I took a photo.
4 You look so bored. Were you?

8

1 look stupid
2 tasted horrible
3 got really cold
4 seemed nice
5 sounded great
6 looks bored

8 MESSAGES
Student's Book pages 164–165

2

1 Thanks
2 Sorry
3 In fact
4 Great news
5 Lovely
6 Very sadly
7 Back
8 Listen

4

2, 4, 5, 7 use note form. They might be handwritten messages, text messages or maybe quick emails. They're written quickly to ask a question or to give an update or some basic information.

5

2 I'm sorry, I can't come for the meal, I'm not feeling well. I'll call you next week. I hope you all have a nice time. Love ...
4 It's great news about your new job. Congratulations. Do you want to meet for a drink sometime soon to celebrate?
5 It was lovely to see you at the weekend. We really enjoyed it. Can you send us the photos you took when you get the chance? Thanks. Love N.
7 I've gone to town. I'll be back about eight o'clock. Can you text me if you want anything from the shops?
Love ...

6

1 Can you go to the shops? Need milk and pasta.
2 Had to go out. Dinner in fridge. Back at 11.
3 Going to be late – a lot of traffic. Hopefully be there 9.30.

7

1 about
2 for
3 in
4 for
5 about
6 for
7 for, at
8 to, at

GRAMMAR REFERENCE ANSWER KEY

1 PEOPLE AND PLACES
Student's Book pages 166–167

be

Exercise 1

1 are
2 is / 's
3 are
4 am / 'm
5 is / 's
6 Is
7 are
8 Is
9 is / 's
10 are

Exercise 2

1 I'm a French teacher.
2 Where are you from?
3 What time is it?
4 I'm not sure.
5 They are at the airport
6 It is not a big place.
7 How old are your grandparents?
8 Is it cold in winter?

Present simple

Exercise 1

1 works
2 like
3 get up
4 you
5 do
6 lives
7 don't
8 has
9 doesn't
10 they

Exercise 2

1 do
2 does
3 does
4 do
5 does
6 do

Exercise 3

1 do
2 does, don't
3 does, doesn't
4 do
5 Do, don't
6 don't, do
7 Do, do

there is / there are

Exercise 1

1 There's
2 There are
3 There are
4 There's
5 There's
6 there are
7 There are
8 There's, there are

Exercise 2

1 **There aren't** any jobs here.
2 **There's** a lovely river in the town.
3 There are a lot **of** expensive houses in this area.
4 There aren't **any** good shops here.
5 Is **there** a nice place to eat near here?
6 There **aren't any** cheap hotels in the centre.

Revision

Exercise 1

1 I **don't** like French food.
2 I'm **not** hungry.
3 She **doesn't** work here.
4 They'**re not** / They **aren't** from this country.
5 I **don't** work at the weekends.
6 He'**s not** / He **isn't** in the office today.
7 They **don't** live together.
8 It'**s not** / It **isn't** cold today.
9 There **aren't any** shops in the village.
10 There **isn't** a hotel near the airport.

Exercise 2

1 doesn't like
2 aren't
3 do ... leave
4 isn't
5 aren't, 're
6 Is
7 has
8 Are
9 don't understand
10 does ... live

Exercise 3

1 are
2 do
3 has
4 am, is
5 doesn't
6 don't
7 is, works
8 Does

2 FREE TIME
Student's Book pages 168–169

Verb patterns

Exercise 1

1 swimming
2 to go out
3 to go
4 dancing
5 to be
6 playing
7 playing
8 to decide

Exercise 2

1 My brother really likes **reading**.
2 I hate **singing**. I'm really bad at it.
3 My parents want **to** have more free time.
4 I don't really enjoy ~~to~~ **working** in an office.
5 I always try **to** go to bed before eleven.
6 I need **to finish** my homework before I go out.
7 I'm not very good at **playing** the guitar.
8 She's bad at **drawing**, but she enjoys doing it.

Adverbs of frequency

Exercise 1

1 sometimes
2 hardly ever
3 never
4 usually
5 never
6 always

Exercise 2

1 I **often** sleep until twelve on Sunday mornings.
2 My parents **hardly ever** do sport.
3 I don't go shopping **very often**.
4 I **never** decide what to do in my family.
5 A: Do you **ever** go out dancing?
6 A: What time do you **usually** get up?

Countable and uncountable nouns

Exercise 1

1 a
2 some
3 a lot of, much
4 a, much
5 any, much
6 any, any

Exercise 2

1 one
2 some
3 one
4 some
5 some

Revision

Exercise 1

1 love, usually
2 hardly ever, need
3 want, very often
4 often, like
5 hate, never
6 hate, always

Exercise 2

1 I like meeting new people.
2 I want to buy a computer game.
3 Do you like listening to music?
4 I hardly ever go to the cinema.
5 I sometimes chat on the internet.
6 I usually play tennis on Wednesdays.
7 What time do you usually get home?
8 Do you ever go out dancing?

Exercise 3

1 Do you have any white paper?
2 Does he have a job at the moment?
3 Do you want a tissue?
4 Do you need an alarm clock?
5 Do you have any scissors?
6 Do you need any help?

3 HOME
Student's Book pages 170–171

Prepositions of place

Exercise 1

1 at
2 in
3 on
4 on
5 on
6 next
7 on
8 in
9 between
10 on, on

Exercise 2

1 I'll meet you at the bus station / at the bus stop / on the bus.
2 I'll meet you in front of the cinema.
3 I'll meet you on the corner of Wall Street and Broad Street.
4 I'll meet you at reception / in the reception area / in the hotel lobby.
5 I'll meet you at the airport / at the check-in desk / in the departure lounge.
6 I'll meet you in the café, next to the window.

Pronouns, possessive adjectives and *'s*

Exercise 1

1 Your
2 Their
3 She
4 us
5 My parents' car
6 It's
7 mum's
8 They, them

Exercise 2

1 Where do **your** parents live?
2 My **dad's** part of the family are from Malta.
3 What's **their** address?
4 My boyfriend's sister lives with us.
5 It's not my money; it's **Andrew's**.
6 I don't like the **government's** ideas.

can / can't

Exercise 1

1 Can you move?
2 Can you take me in the car?
3 Can I phone you later?
4 Can you set the table?
5 Can I open the window?
6 Can I make a sandwich?

Exercise 2

1 can't
2 can't
3 can't
4 can't
5 can
6 can

Revision

Exercise 1

1 There, one, behind / opposite
2 in, on, next
3 It, front, on

Exercise 2

3 his
4 his
5 their
6 school's
7 brothers'
8 your
9 our
10 her

Exercise 3

1 can't, on, between, Can
2 on, my, his, son's, can't

4 HOLIDAYS
Student's Book pages 172–173

Past simple

Exercise 1

2 I went shopping and got some new boots. go, get
3 I was lucky. I found €20 on the pavement. be, find
4 I slept badly because I drank too much coffee. sleep, drink
5 We met at school. I sat next to her in class. meet, sit
6 I spent three years in Japan. I taught English there. spend, teach
7 I saw her yesterday and she said hello to you. see, say
8 My son made dinner for us yesterday. It wasn't great, but I ate it. make, be, eat
9 She told me she swam five miles last Saturday. tell, swim

Exercise 2

1 went	6 told	11 swam
2 made	7 laughed	12 were
3 sat	8 watched	13 got
4 ate	9 was	14 had
5 talked	10 loved	15 slept

Past simple negatives

Exercise 1

1 didn't	6 didn't
2 wasn't	7 didn't
3 didn't	8 wasn't
4 weren't	9 weren't
5 wasn't	10 didn't

Exercise 2

1 There weren't **any** cheap hotels in the old town, so we stayed outside the city.
2 I was only in Cairo for two days. I didn't have time to see **anything**.
3 I didn't email or phone **anyone** for two weeks! It was good to relax.
4 I was very tired, so I didn't do **anything** last night.
5 I didn't go **anywhere** on Sunday. I just stayed at home and relaxed.
6 We stayed in the mountains. We didn't see **anyone** for almost a week.
7 I looked in ten different shops, but I couldn't find **any** wine.
8 He didn't try **any** local food. He just ate burgers all week.

Exercise 3

2 We didn't go to bed very late.
3 The hotel wasn't very cheap.
4 I didn't have a very busy weekend.
5 People weren't very friendly.
6 We didn't stay a very long time.
7 My parents weren't very happy.
8 The water in the room wasn't very hot.

Past simple questions

Exercise 1

1 What did you do last night?
2 What film did you see?
3 Was it good?
4 Who did you go with?
5 Where did you buy your shoes?
6 Were they very expensive?
7 Did you get anything else?
8 Do you usually go shopping there?

Exercise 2

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

Revision

Exercise 1

1 worked	6 stayed	11 saw
2 met	7 put	12 walked
3 made	8 sat	13 played
4 moved	9 stopped	14 studied
5 wanted	10 tried	15 could

Exercise 2

1	a go	b went
2	a left	b leave
3	a feel	b felt
4	a had	b have
5	a was	b is
6	a get	b got
7	a know	b knew
8	a sleeps	b slept

Exercise 3

1 A: Where did you go on holiday?
2 B: We went to the Czech Republic.
3 A: Did you stay in Prague?
4 B: No, we didn't. We rented an apartment in the mountains.
5 A: Was it nice?
6 B: Yes, it was. We had a great time.
7 A: What did you do?
8 B: We didn't do much. We read, we swam in the lake – just relaxed.
9 A: Did you like the food?
10 B: Yes, we loved it! We ate out a lot.
11 A: How long were you there?
12 B: Two weeks. We arrived back yesterday.

5 SHOPS
Student's Book pages 174–175

that / this / these / those

Exercise 1

1 That	5 are
2 this	6 that
3 are	7 those
4 ones	8 this

Exercise 2

1 The **one** with pink stuff on top.
2 ... I prefer the other **ones** you tried on before.
B: What about these black **ones**?
A: ... Which **ones** are cheaper?
3 ... The red **ones** are five euros a kilo and the green **ones** are 4.50.
4 ... do you have this **one** in a medium?
B: No. Sorry. There are only extra large **ones** or the small **ones**.

Present continuous

Exercise 1

1 Can you come back later? I'm making dinner.
2 Where is he going now?
3 Are you looking for something?
4 She's talking to her mother on the phone.
5 They're building some apartments opposite my house.
6 Shhh! The baby's sleeping.
7 He's not ready. He's getting dressed.
8 I'm not going outside now. It's raining.

Exercise 2

1 do you do
2 Do your parents live
3 I'm writing
4 I'm sitting
5 are you looking for, I think
6 He's just brushing, Do you want

Revision

Exercise 1

1 'm, on, coming
2 one, these
3 are, Do, The, the

Exercise 2

2 Who **is** Tamara talking to?
3 I**'m** looking for a job at the moment.
4 I**'m** not feeling very well.
5 **Are** you waiting for someone?
6 You**'re** making a mess. Clean the table when you finish.
7 He went into town. He**'s** doing some shopping.
8 Henry and Terry **are** not coming, so we can start the meeting now.

Exercise 3

1 We're stay**ing** in the Grand Hotel.
2 I**'m not** working at the moment.
3 Who are **those** people over there?
4 What**'s she** doing in Australia?
5 They're **having** a meeting.
6 Can I have that **red one**?

6 EDUCATION
Student's Book pages 175–176

Modifiers

Exercise 1

1 It's **quite** cold in here. Can we turn on the heating?
2 Thanks for inviting us. We had a **really** great time.
3 It isn't **very** interesting. We always do the same things.
4 He's OK, I guess, but he's **quite** strange!
5 He's **really** good at sciences. He gets A grades.
6 My teachers were **very** helpful, so that made the course easier.

Exercise 2

2 a bit difficult
4 a bit boring
5 a bit lazy
8 a bit strange

Comparatives

Exercise 1

1 easier
2 shorter
3 more popular
4 more friendly / friendlier
5 worse, colder
6 better, more interesting
7 more difficult

Exercise 2

1 better
2 warmer
3 worse
4 more expensive
5 bigger

Revision

Exercise 1

1 The film's not very good.
2 The class was not very interesting.
3 The school's not very big.
4 I'm not very warm.
5 The exam was quite difficult.
6 The rent for my flat is quite cheap.
7 The school I work for is quite near to here.
8 He got quite low grades.

Exercise 2

2 Your class is a higher level than mine.
3 You are better at sciences than me.
4 Chinese is more useful than French.
5 My daughter is taller than my son.
6 My dad is tidier than my mum.
7 This year is more difficult than last year.
8 My exam results are worse than yours.

Exercise 3

1 quite / really
2 is
3 bit
4 than
5 very
6 more

7 PEOPLE I KNOW
Student's Book pages 177–178

Auxiliary verbs

Exercise 1

1 can't
2 did
3 do, doesn't
4 I'm not
5 does
6 didn't
7 do
8 can

Exercise 2

1 is
2 does
3 didn't
4 can, can't
5 isn't
6 did

have to / don't have to

Exercise 1

1 have to
2 have to
3 has to
4 have to
5 doesn't have to
6 have to
7 don't have to
8 has to
9 sing
10 tell

Exercise 2

1 have to leave
2 don't have to wait
3 has to do
4 have to work
5 doesn't have to go

Revision

Exercise 1

A

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

B

1 No, she isn't.
2 No, I wasn't.
3 Yes, they are really.
4 Yes, I can.
5 Yes, she does.
6 No, she didn't.

Exercise 2

2 ... but I do.
3 ... but we always do on Sunday.
4 ... but Juan did.
5 ... but my sister does.
6 ... I did too!

Exercise 3

1 I have to go.
2 He has to work late.
3 Do you have to pass it?
4 She doesn't have to travel far to get to work.
5 Do we have to stay?
6 We don't have to get up early tomorrow.

8 PLANS
Student's Book pages 178–179

going to

Exercise 1

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

Exercise 2

1 are going to go
2 are going to celebrate
3 am going to get
4 isn't going to like
5 are your cousins going to stay?
6 is it going to take?
7 are you going to meet
8 'm going to miss; 'm not going to see

Exercise 3

1 I'm not **going** to do anything special tonight.
2 How are you going **to** get home?
3 Where **are** they going to go on holiday this year?
4 What **is** your sister going to study?
5 How much **is** it going to cost?
6 I**'m** going to have dinner with my parents tonight.

would like to + verb

Exercise 1

1 get, lose
2 retire, relax
3 learn, go
4 start, become
5 leave, get
6 save, buy

Exercise 2

A

1 Would you like a cup of tea?
2 Would you like a seat?
3 Would you like a cigarette?
4 Would you like a drink?
5 Would you like some more cake?
6 Would you like milk in your coffee?

B

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

Revision

Exercise 1

1 is
2 to
3 like
4 are
5 would
6 to
7 are
8 not

Exercise 2

1 I'm not going to
2 I'd like to
3 I'm going to
4 I wouldn't like to
5 Would you like to
6 I'm going to

Exercise 3

1 this weekend
2 later this afternoon
3 sometime in the future
4 this summer
5 sometime in the next few weeks
6 later this evening
7 in the next few years
8 sometime in the next three or four months.

9 EXPERIENCES
Student's Book pages 179–181

The present perfect

Exercise 1

1 Has, to
2 been, like
3 ever, have, you
4 tried, haven't
5 visited

Exercise 2

1 Have you been, went
2 I've been, I came, did you stay
3 did you arrive, have you been, we went, loved
4 Have you tried, took, it was
5 Have you visited, I've been, I went, did you like

Past participles

Possible answers to Exercise 1

– past simple and past participle the same: *had-had, left-left, made-made*
– past simple and present form similar, past participle different (often a different vowel sound): *see-saw-seen, take-took-taken, throw-threw-thrown*
– past participle ending in *-n* or *-en: broken, fallen, taken, thrown*
– past participle ending in *-t*: *leave-left, feel-felt*
– past participle and / or past simple changes vowel sound: *break-broken, find-found, forget-forgot, go-gone, lose-lost, take-took, leave-left, feel-felt*
(Note this is often combined with a *t* or *n* ending on the past participle.)

Exercise 2

1 seen
2 forgotten
3 (correct)
4 taken
5 (correct)
6 made
7 (correct)
8 cut

Exercise 3

1 saw, Have you seen
2 Have you lost, left, took
3 got up, missed, haven't stopped, haven't eaten

Revision

Exercise 1

1 bought
2 choose
3 come
4 cut
5 done
6 drove
7 feel
8 got
9 known
10 leave
11 put
12 sell
13 stole
14 took

Exercise 2

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

Exercise 3

1 Have you visited
2 did you arrive
3 have you been
4 Did you enjoy
5 Have you looked

10 TRAVEL
Student's Book pages 181–182

too much, too many and *not enough*

Exercise 1

1 is
2 are
3 are
4 is
5 are
6 is

Exercise 2

1 too many
2 too
3 too much
4 too much
5 too many, too much
6 enough, too

Superlatives

Exercise 1

1 the hottest
2 most
3 loudest
4 busiest
5 worst
6 easiest
7 nicest
8 tallest

Exercise 2

1 the best, better
2 hottest, hotter
3 the oldest, older, the youngest
4 the quietest, louder
5 smaller, biggest
6 the most boring, better

Revision

Exercise 1

1 too many cars
2 too **many** people
3 the easiest way
4 too **much** rubbish
5 not enough
6 fastest

Exercise 2

1 cheapest
2 quickest
3 funniest
4 most interesting
5 nearest
6 most exciting
7 hottest
8 nicest

Exercise 3

1 the
2 much
3 enough
4 lots
5 the
6 really
7 worst
8 too

11 FOOD
Student's Book pages 182–184

me too, me neither and auxiliaries

Exercise 1

1 Me too.
2 Me neither.
3 I don't.
4 I do.
5 I wouldn't. I don't.
6 Me neither. I'm not.

Exercise 2

1 neither, too
2 can, too
3 Me neither, I don't, Me too

Explaining quantity

Exercise 1

1 a lot of
2 any
3 a lot of / quite a lot of
4 a lot of, any
5 much
6 any / many, a lot of
7 many / any, No, not many / Yes, quite a lot.
8 much, some / quite a lot

Exercise 2

1 many
2 a bit of
3 a few
4 much
5 much
6 a few
7 a bit of
8 many

Exercise 3

1 different, *a bit of* is less
2 different, *any* is less
3 different, *any* is less (*any* means 'do you ever eat sweets?', *many* means 'do you eat a lot?')
4 same
5 same
6 different, *some* is less

Revision

Exercise 1

1 a lot of
2 any
3 quite a lot of
4 any
5 a lot of, many
6 some, a few

Exercise 2

1 some
2 me
3 do
4 (correct)
5 little
6 (correct)
7 wouldn't
8 do

Exercise 3

1 some
2 lot
3 a
4 few
5 a
6 much

12 FEELINGS
Student's Book pages 184–185

should / shouldn't

Exercise 1

1 you should
2 you shouldn't
3 he should
4 we should
5 they shouldn't
6 she should

Exercise 2

1 cook more
2 longer
3 do more
4 more exercise
5 less sugar
6 harder
5 concentrate more
6 less time, more time

because, so and *after*

Exercise 1

1 so
2 After
3 because
4 After
5 because
6 so
7 after
8 because

Exercise 2

2 I'm very stressed because I have my final exams soon.
3 He really wanted the job, but he didn't get it, so he's quite upset.
4 After they lost the final, he sat on the sofa and cried for an hour!
5 I really love opera, so I'm really looking forward to going to see *La Traviata*.
6 After I moved to London, I met my wife.
7 I'm happy because I'm going to go on holiday next week.

Revision

Exercise 1

1 should see
2 shouldn't drive
3 should be
4 should take
5 shouldn't eat
6 shouldn't carry

Exercise 2

2 We should take the bus.
3 I've been tired all day because I didn't sleep well last night.
4 He shouldn't drive so fast.
5 After the accident, he didn't need to go to the hospital.
6 He's not feeling very well, so he's gone to bed.

Exercise 3

1 shouldn't
2 more
3 watch
4 because
5 more
6 should
7 so
8 doesn't

13 NATURE
Student's Book page 186

might and *be going to*

Exercise 1

1 We're going to
2 We might
3 We're going to
4 It's going to
5 possibly
6 She may

Exercise 2

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

Present perfect to say *how long*

Exercise 1

1 How long **have** you been here?
2 How long **have you** lived here?
3 How long have you **done** that?
4 She has **had** that dog for five years.
5 I **have lived** here for three months now.
6 I **haven't** had it very long.

Exercise 2

1 For about ten years.
2 Quite a long time now – nine or ten years, maybe.
3 so it's twelve years now.
4 Not very long – only a few months.
5 so it's almost twenty years now.

Revision

Exercise 1

1 They said it might rain later.
2 I might not be in the office tomorrow.
3 She might call you this afternoon.
4 It said there's going to be a storm tonight.
5 We're going to go to Bulgaria for our holiday this year.
6 My dad's going to drive us to the station.

Exercise 2

1 known
2 been
3 lived
4 wanted
5 had
6 seen
7 felt

Exercise 3

1 I **might not** see you tomorrow.
2 We **are** going to finish the work by Tuesday.
3 She **has** been there for twelve years now.
4 I**'m not** going to do it. I'm too busy.
5 They might **possibly** move to the country next year.
6 How long **have they** lived there?

14 OPINIONS
Student's Book pages 187–188

will / won't for predictions

Exercise 1

1 they'll
2 there'll be
3 will the meeting start
4 won't
5 won't
6 you'll
7 probably won't
8 will

Exercise 2

A

1 I expect you will need to take a test.
2 I don't expect it will be necessary.
3 I expect next year will be quite difficult.
4 I doubt they will offer me the job.
5 I doubt it will be very expensive.
6 I doubt he will listen, but I can ask him.

B

4 I don't think they will offer me the job.
5 I don't think it will be very expensive.
6 I don't think he will listen, but I can ask him.

Adjective + verb

Exercise 1

1 to find
2 to walk
3 to park
4 not to offer
5 to read
6 to see
7 not to worry
8 not to vote

Exercise 2

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

Revision

Exercise 1

1 They won't win.
2 Will he get the job?
3 It was difficult not to laugh in that situation.
4 I probably won't see you before Christmas.
5 I don't think the economy will improve this year.
6 Is it easy to find work?

Exercise 2

1 to read
2 will lose
3 to eat out
4 to travel
5 to move
6 won't happen
7 not to help
8 will make

Exercise 3

1 It was lovely **to** see you again.
2 It **won't** cost too much.
3 What **will you** do with the money you won?
4 Was **it** difficult to learn Russian?
5 It's difficult **not to** think about it.
6 It's **not** rude to talk about money in my country.

15 TECHNOLOGY
Student's Book pages 188–189

be thinking of + *-ing*

Exercise 1

1 I'm thinking of joining a gym.
2 What brand are you thinking of buying?
3 They are thinking of moving sometime next year.
4 I hope he isn't thinking of leaving the company.
5 Who are you thinking of asking?
6 They said on TV that they aren't thinking of changing the price.
7 Which university is she thinking of applying to?
8 I'm thinking of trying to make my own computer.
9 Why is he thinking of retiring? He's only 48.
10 Please tell me you aren't thinking of marrying him!

Exercise 2

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

Adverbs

Exercise 1

1 slowly
2 easily
3 late, early
4 badly, hard
5 well, nicely
6 happily, long

Exercise 2

1 efficiently
2 badly
3 safely
4 quickly and easily
5 late
6 louder
7 worse
8 harder

Revision

Exercise 1

1 Is she thinking of changing jobs?
2 We aren't thinking of making our own website.
3 I'm thinking of having children.
4 He's thinking of buying a new one.
5 I'm not thinking of applying for a Master's.
6 Are they thinking of selling the company?

Exercise 2

1 confident
2 slow
3 late
4 slowly
5 good
6 well
7 bad, hard
8 well, awful

Exercise 3

1 He speaks really quickly!
2 Where **are** you thinking of moving to?
3 I'm thinking **of** complain**ing** to the company about it.
4 You look really **nice** in that suit.
5 He's studying **hard** for his exams at the moment.
6 The camera works perfect**ly** now.
7 We're thinking **of getting** married next year.
8 You drive too **fast**.

16 LOVE
Student's Book pages 189–190

Past continuous

Exercise 1

1 was talking
2 were you doing
3 wasn't working
4 were having
5 weren't getting on
6 were sitting

Exercise 2

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

will / won't for promises

Exercise 1

1 I won't
2 You won't
3 I'll
4 I'll
5 I'll
6 I won't
7 I will

Exercise 2

2 I'll pay you back.
3 I won't lose it.
4 We won't make any noise.
5 I'll look after it.
6 We'll be back quickly / in five minutes.
7 I won't stay long / more than two nights, etc.

Revision

Exercise 1

1 He wasn't working yesterday so he couldn't answer your email.
2 Were you living there when you met?
3 I won't tell him.
4 They weren't paying attention during the meeting.
5 I'll do it for you.
6 Were you cycling when the big storm started?
7 We were listening when you made that promise.
8 I was driving too fast when the accident happened.

Exercise 2

1 was playing, hurt
2 found, was walking
3 met, were waiting
4 went, was playing
5 moved, was growing up
6 was riding, hit
7 wasn't enjoying, decided
8 were visiting, hit

Exercise 3

1 **I'll** call you tonight, I promise.
2 What **were you** doing when this happened?
3 I will always ~~**to**~~ love you.
4 I was **running** down the street when ...
5 The children **were** all studying quietly when ...
6 Someone **stole** my bike when ...
7 A: Don't be late. B: I **won't**.
8 A: What did he say?
B: I don't know. I wasn't **listening**. Sorry.

TESTS

UNIT 1 TEST

GRAMMAR

1 Complete the dialogues with the words in brackets and the correct form of *be*.

1 A: Hi, how _____? (you)
B: _____ fine, thank you. (I)
2 A: Where _____ from? (she)
B: _____ from Paris. (She)
3 A: How old _____? (Dan)
B: _____ 25. (he)
4 A: _____ from Costa Rica? (your parents)
B: No, _____ from Spain. (they).

/ 8

2 Match the question beginnings (1–6) to the endings (a–f).

1 Where
2 How many
3 How
4 Who
5 Do
6 What time

a do you go to the office?
b you like your job?
c do you finish work?
d languages do you speak?
e do you work with?
f do you live?

/ 6

3 Match the answers (a–f) to the questions (1–6) in Exercise 2.

a At about 6 o'clock in the evening.
b I take the train.
c I work with my brother.
d I live in Sydney.
e Just one – English.
f Yes, it's very interesting.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

/ 6

4 Complete the dialogue with words from the box. You can use the words more than once.

there's	there are	Are there	Is there
there isn't	there aren't		

Shotaro: [1] _____ any interesting places in your town?
Amy: Yes, [2] _____ an old church in the centre.
Shotaro: [3] _____ a park?
Amy: No, [4] _____ a park, but [5] _____ some nice gardens near the river.
Shotaro: [6] _____ a university?
Amy: No, students go to the next town.

/ 6

VOCABULARY

5 Put the words in the box in the correct categories.

Brazil	Central America	China	Kenya
Saudi Arabia	Asia		

Countries: 1 _____ 2 _____ 3 _____ 4 _____
Parts of the world: 5 _____ 6 _____

/ 6

6 Complete the sentences with one word. The first letter is given.

1 A waiter works in a r_____.
2 A n_____ works in a hospital.
3 A teacher works at a s_____.
4 A s_____ a_____ works in a clothes shop.
5 A police officer works at a p_____ s_____.
6 A d_____ works at home in a studio.

/ 6

7 Complete the sentences with the opposite to the adjective in bold.

1 I live in a **busy** city, not a **q**_____ village.
2 My country is **h**_____ in summer but very **cold** in winter.
3 My parents have a **big** house, but I have a **s**_____ flat.
4 The cafés are **cheap**, but the restaurants in the city centre are **e**_____.
5 Beaches on the island are beautiful and **clean**, but the city beach is **d**_____.
6 My life is **interesting** but my job is **b**_____. I don't like it.

/ 6

8 In each group (1–6), three words are similar and one word is different. Which word is different?

1 mosque, church, cathedral, hospital
2 cinema, doctor, park, shop
3 town, school, village, city
4 nurse, boring, famous, safe
5 kids, people, hours, wives
6 French, Japan, Spain, Brazil

/ 6 / **50**

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UNIT 2 TEST

GRAMMAR

1 Complete the sentences with the correct form of the verbs in brackets.

1 I enjoy _____ (cook) for friends.
2 I don't want _____ (go) out this evening.
3 We need _____ (do) the shopping.
4 Adam hates _____ (get) up early.
5 Try _____ (learn) these words.
6 Simon loves _____ (watch) football on TV.
7 I hate _____ (be) late for school.

/ 7

2 Put the words in order to make sentences.

1 always / We / dinner / in the evening / have
2 grandmother / Our / us / usually / visits / on Sunday
3 to bed / in the afternoon / sometimes / go / I
4 often / I / do / don't / my homework
5 hardly ever / go / My parents / in summer / on holiday
6 Mark / never / to / the theatre / goes / at weekends
7 Amy / works / in the morning / at home / occasionally
8 doesn't / William / like / at the weekend / working / usually

/ 8

3 Complete the sentences with *a, an, some, any, much, many* or *a lot of*.

1 I have _____ good job in the city.
2 There aren't _____ interesting programmes on TV. Not one!
3 There aren't _____ people in the shopping centre. In fact, there are only about twenty people here.
4 'Do you have _____ brothers or sisters?' 'Yes, I have one sister.'
5 Kelly has _____ free time these days. She only works for two days every week.
6 I don't have _____ money.

/ 6

4 Choose the correct word to complete the text.

In [1] ***a / any / a lot of*** European countries, supermarkets and big shops are usually open on Sundays, but in Austria there aren't [2] ***some / much / many*** places open. On Sundays, Austrians often go out, so you can go in a café and buy [3] ***a / many / any*** coffee or [4] ***much / some / any*** cakes or sandwiches. But Austrians don't usually go shopping. [5] ***A / Some / A lot of*** shops are open, but not many. Only bakeries, petrol stations and shops at railway stations and airports are open.

/ 5

VOCABULARY

5 Match the activities to a word.

1 cooking	a pictures
2 watching TV	b songs
3 going to a concert	c food
4 drawing	d music
5 singing	e programmes

/ 5

6 Match the sentence beginnings (1–6) to the endings (a–f).

1 At the weekend, I usually go
2 I often do
3 Before work, I have
4 In the evening, I always watch
5 I enjoy writing
6 We finish

a my homework on the bus.
b school at three o'clock.
c emails to my friends.
d to bed very late.
e a coffee in a café.
f the news on TV.

/ 6

7 Complete the text with verbs from the box. Use each verb once.

take	watch	say	do	turn off	read
listen	close				

On Mondays, we have Russian lessons at Olga's house. At the beginning of the lesson we [1] _____ our mobile phones and we [2] _____ the window. We don't want to hear the traffic! Then the lesson starts. We [3] _____ to our teacher, Olga, and we [4] _____ a lot of notes. She talks a lot! We often [5] _____ stories and we sometimes [6] _____ videos or short films. Then we [7] _____ what we think about the films or stories. We get a lot of homework and we try to [8] _____ our homework before the next lesson.

/ 8

8 Complete the sentences with the words in the box. There is one word you don't need.

dictionary	water	mobile phone	scissors
money	pen		

1 I write things with a _____.
2 I find new words in a _____.
3 I need _____ to buy things.
4 I use my _____ to talk to friends.
5 I drink _____ in class.

/ 5 / **50**

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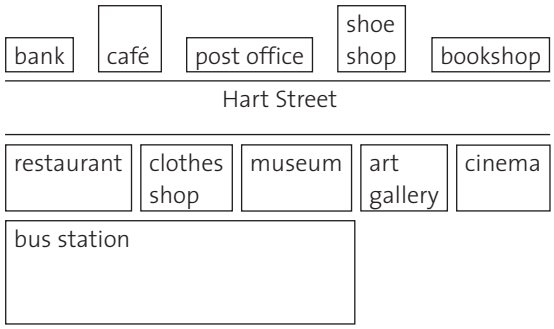
UNIT 3 TEST

GRAMMAR

1 Look at the map. Complete the dialogue with words in the box.



between on opposite in front of
next to behind

Luis: Hi. I don't know the town very well. Are there any good places to go?
Patrick: Well, Hart Street is good. It's in the centre of town and there is a lot to do there. There's a great café [1] _____ Hart Street. It's [2] _____ the bank and [3] _____ the clothes shop. I often go there. There's a beautiful garden [4] _____ the café. It's very busy in summer. There's an art gallery [5] _____ the museum and the cinema. It's [6] _____ the bus station. I go there to see the paintings and drawings.
Luis: OK. Thanks.

/ 6

2 Complete the sentences with the correct pronoun or possessive adjective.

1 My sister cooks _____ own breakfast every morning. She doesn't eat with us.
2 Jo and Peter need to do _____ homework before Friday.
3 Mr Clark is often late for work because _____ gets up late.
4 We want to paint the living room, and dad says he hopes to help _____.
5 We live in the city centre. _____ house is next to the theatre.
6 My parents are happy because _____ are on holiday. I'm at work!
7 I know you like George, but do you love _____?
8 Can you help _____? I can't carry this on my own.

/ 8

3 Complete the second sentence in each pair so it means the same as the first. Use possessive 's.

1 Andy has a sister and she's very tall.
_____ is very tall.
2 My parents have a villa. It is in Portugal.
_____ is in Portugal.
3 Jack has a brother. He can't swim.
_____ can't swim.
4 Adam has very long hair.
_____ is very long.
5 Diana has a new mobile phone. It's great.
_____ is great.
6 Fiona has a brother. His name is Ed.
_____ name is Ed.

/ 6

4 Correct the mistakes underlined in 1–6.

1 *I can no* swim. I need lessons.
2 '*I can* help you?' 'Oh, yes. Do you have a book about volleyball?'
3 *We can to drive you* to the station. Are you ready?
4 I'm sorry. *I not can come* to the party.
5 *'You can tell* me what time it is?' 'Yes. It's 3 o'clock.'
6 *You no can use* your mobile phone in here.'

/ 6

VOCABULARY

5 Complete the sentences with words in the box.

chemist's post office sports centre bank
shoe shop café bookshop clothes shop

1 I got some money at the _____.
2 I bought aspirin at the _____.
3 We need to go to the _____ to buy boots for Joe.
4 Can you send this letter at the _____?
5 I often buy something to read at the _____.
6 I bought this new jacket in the _____ near the cinema.
7 I want a coffee. Is there a _____ near here?
8 I often go swimming at the _____.

/ 8

6 Choose the correct option.

1 It's not in an apartment:
a bathroom b garden c balcony
2 It's not usually in a bedroom:
a fridge b bed c chair
3 It's not usually in a kitchen:
a cupboard b chair c bed
4 It's never in a living room:
a toilet b sofa c table
5 It's never in a bathroom:
a cupboard b bed c chair
6 It's never outside:
a balcony b kitchen c garden
7 It's only in a bathroom:
a cupboard b shower c sink
8 You can sit on it:
a fridge b chair c sink

/ 8

7 Match the sentence beginnings (1–8) to the endings (a–h).

1 Can you set	a my jacket. It's cold.
2 I need to put on	b in the cupboard.
3 I always brush	c the table, please?
4 Please put that back	d a flat with two friends.
5 We always wash	e our hands before we eat.
6 I share	f my teeth in the morning.
7 Can you cut	g dinner for the family.
8 I often make	h the vegetables, please?

/ 8 / **50**

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UNIT 4 TEST

GRAMMAR

1 Complete the sentences with the past simple form of the verb in brackets.

1 On Saturday I _____ (play) computer games with my cousins.
2 My mum _____ (not cook) dinner last night.
3 I _____ (walk) to school because there weren´t any buses.
4 They _____ (not dance) at the party.
5 My brother _____ (travel) to Ireland last summer.
6 We _____ (be) late for school.

/ 6

2 Put the words in order to make past simple questions.

1 get / did / Harry / home / when / ?
2 swimming / did / Ann / go / last Sunday / ?
3 did / on holiday / take / what / you / ?
4 the beach / where / was / ?
5 did / visit / how many / they / museums / ?
6 go / Oliver / to / the art gallery / did / ?

/ 6

3 Complete these answers to the questions in Exercise 2. Use the same verb as in the question, and any other words necessary.

1 Harry _____ at seven o'clock.
2 No, she didn't. She _____ last Saturday.
3 I _____ a lot of summer clothes and a big towel.
4 It _____ near the village.
5 They _____ any museums! They think they're boring.
6 No, he didn't. He _____ to the bookshop.

/ 6

4 Complete the text with the past simple form of the verbs in the box. Use each verb once.

be	not / go	walk	get	read	have
go	play				

Last weekend, the weather [1] _____ hot and sunny, so we [2] _____ to the beach with some friends. When we [3] _____ there, we [4] _____ volleyball next to the sea. We [5] _____ into the sea because it was very cold! We [6] _____ lunch and [7] _____ books and magazines. At about six, we [8] _____ back to the car and went home. It was a great day!

/ 8

VOCABULARY

5 Write the missing month in each list.

1	a June	b _____	c August
2	a February	b _____	c April
3	a September	b October	c _____
4	a April	b _____	c June
5	a December	b January	c _____

/ 5

6 Write the ordinal numbers as words.

1 May 9th _____
2 June 1st _____
3 August 3rd _____
4 May 22nd _____
5 September 11th _____
6 July 17th _____

/ 6

7 Choose the correct option.

1 We *rented / went* a boat for the day. It wasn't expensive.
2 I always *fly / take* first-class when I go to New York.
3 We don't want to *rent / spend* a lot of money on holiday.
4 I love *going / taking* sightseeing. I want to see all the old buildings.
5 *Rent / Take* the bus from the station to the city centre.
6 We usually *spend / stay* with friends in Edinburgh.

/ 6

8 Complete the text with the missing prepositions.

[1] _____ July the 7th last year, we flew [2] _____ Miami [3] _____ British Airways. We stayed [4] _____ a hotel near Disneyland, and visited the famous theme park. Every evening, we went [5] _____ for dinner in an expensive restaurant. This year, we don't want to spend a lot of money. We want to stay [6] _____ a bed and breakfast or [7] _____ friends here in England!

/ 7 / **50**

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UNIT 5 TEST

GRAMMAR

1 Complete the questions with one word in each space.

1 'How _____ apples would you like?' 'Six, please.'
2 '_____ I have some oranges, please?' 'Yes, of course.'
3 '_____ ones would you like? The red ones or the green ones?' 'Oh, the green ones, please.'
4 'How _____ are the lemons?' 'Oh, one fifty a kilo.'
5 '_____ are those made of?' 'Plastic.'
6 'Anything _____?' 'No, thanks.'

/ 6

2 Complete the sentences with *this, that, these* or *those*.

1 Did you eat _____ biscuits on the table in the living room? They aren't there now.
2 _____ tests here on my desk don't have names on them.
3 Did you buy _____ banana at the market? It tastes bad.
4 Ask _____ police officer over there for directions.
5 Can we go and look at _____ bag in the shop window at Millett's?
6 Can you carry _____ boxes outside up to my bedroom?

/ 6

3 Complete the sentences with the correct present continuous form of the verbs in brackets.

1 Will is upstairs. I think he _____ (play) computer games.
2 I _____ (draw) a picture. Can you see what it is?
3 Henry is in bed. He _____ (not feel) well right now.
4 Susan and her brother are outside. They _____ (take) photos of the garden.
5 Dad _____ (work) in the kitchen.
6 They _____ (not go) on holiday because they have no money.
7 Hurry up. Harry and Tom _____ (wait) for us.
8 I _____ (not work) at the moment. There aren't any jobs.

/ 8

4 Write present continuous questions from the prompts.

1 A: you / go / to the party / ?
B: No, I'm not. I'm busy.
2 A: Jamie / play / football / right now / ?
B: Yes, he is. We want to go and watch him.
3 A: the shop / make / money / ?
B: Yes, it is. The business is successful.
4 A: what / you / do / at the moment / ?
B: Oh, I'm studying at college.
5 A: where / Dan / live / ?
B: He's in Paris – just for this month.
6 A: why / you / cook pasta / ?
B: Everybody's coming to my house for lunch!

/ 6

VOCABULARY

5 Complete the sentences with the words in the box.

pair	litre	kilo	cup	piece

1 I bought a new _____ of jeans.
2 We went to the market to get a _____ of tomatoes.
3 Would you like a small _____ of cake?
4 How much is a _____ of petrol?
5 I need a nice _____ of tea. I'm thirsty.

/ 5

6 Match the words in the box to the sentences.

opportunities	retired	growing
sad	manage	

1 My dad is 66. He stopped working last year.
2 I do everything in the shop. I tell the shop assistants what to do.
3 Our company is big now, and it's getting very big!
4 The company is doing well and there are often new jobs.
5 We are unhappy and feel bad.

/ 5

7 Choose the correct option.

1 I work in a big shop. I am only _____ but I want to be a manager one day.
a an assistant b a partner
2 Press the button and take the _____ to the top floor.
a rise b lift
3 My dad works as a security _____ in a big shop. When people steal things, he stops them.
a worker b guard
4 At the end of the day, we take money out of the _____. There are often thousands of euros.
a tills b escalators
5 Customers try clothes on in the _____ rooms.
a wearing b changing
6 There are some pullovers on the top _____. It's very high. Can you get them?
a place b shelf

/ 6

8 Complete the text with the missing words. The first letter is given.

I work in the [1]m_____ department of a large department [2]s_____. We sell men's suits, trousers and jackets. I work on the [3]g_____ floor near the [4]m_____ entrance. Hundreds of people come in through that door every day so I'm always busy.
My wife also works in the shop. She's upstairs on the [5]f_____ floor in the [6]b_____ department. She sells make-up and perfumes. Downstairs, in the [7]b_____, there's a café. At break time, I take the [8]e_____ down to the café for a cup of coffee, and sometimes I see my wife there!

/ 8 / **50**

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UNIT 6 TEST

GRAMMAR

1 Choose the correct option.

1 The course was *really / not very* interesting. I learned a lot.
2 Our guide wasn't *quite / very* patient. I think she was bored.
3 The college is *quite / very* expensive. Only rich people go there.
4 The weather was *really / quite* awful. It rained every day.
5 The film was OK. Yeah. It was *quite / really* good, but not great.
6 Some people on the trip weren't *really / very* happy with the hotel.
7 My flat is nice, but it's not *very / quite* big.
8 The house isn't *very / quite* clean at the moment. We had a party yesterday.

/ 8

2 Complete the sentences with the comparative form of the word in brackets.

1 The weather yesterday was a lot _____ (warm) than today.
2 This exercise is _____ (difficult) than the last one.
3 Paris is _____ (romantic) than any other city.
4 Tomorrow, we're catching the train at seven. We need to get up _____ (early) than normal.
5 Ivan's _____ (good) at English than his brother.
6 You need to be _____ (careful) with your money.
7 The weather is _____ (bad) today.
8 Hilltown is _____ (far) from here than I thought.

/ 8

3 Complete the text with the comparative form of the words in brackets.

Quebec is a province in the east of Canada. It is [1]_____ (large) than any other province in Canada. 20% of people there speak English, but French speakers are [2] _____ (common), and a lot of people are bilingual. All the street signs are in French and English. Quebec City is the capital city, but the other main city, Montreal, is [3] _____ (big), [4] _____ (famous) and [5] _____ (exciting). Winters are very cold in Quebec, and it is [6] _____ (cold) in the north than in the south. Summers in the south of the province are a lot [7] _____ (warm) and [8] _____ (nice) than people think. Temperatures are sometimes 35°C in summer. My best friend is from Quebec. He says that the Quebecois are [9] _____ (funny) and [10] _____ (intelligent) than English-speaking Canadians, but I don't think that's true!

/ 10

VOCABULARY

4 Circle the negative word.

1	a nice	b popular	c lazy
2	a difficult	b helpful	c modern
3	a interesting	b friendly	c boring
4	a patient	b nice	c strange
5	a expensive	b modern	c interesting

/ 5

5 Match the subjects in the box to the descriptions.

PE biology marketing medicine history engineering literature computing

1 You learn about animals and plants.
2 You study people and events from the past.
3 You learn how to design a webpage.
4 You do sport and get fit.
5 You study this subject to become a doctor.
6 You learn about building planes or bridges.
7 You learn how to work in business and sell things
8 You read books by famous writers from the past.

/ 8

6 Complete the sentences with the languages.

1 People speak R_____ in Minsk, Moscow and Vladivostok.
2 Many people from South America speak S_____.
3 In Canada, Algeria and Vietnam, you meet F_____ speakers.
4 In many Middle East countries, like Kuwait and Lebanon, people speak A_____.
5 In Switzerland, many people speak G_____.
6 More people speak C_____ than English.

/ 6

7 Choose the correct words to complete the text.

I'm an art teacher. I am very [1] *creative / positive / caused* – that's why I can draw and paint interesting pictures. I am also good at [2] *solving / learning / explaining* things to students who don't understand. My evening classes [3] *start / finish / train* at 7 and go on to 10 o'clock in the evening every Tuesday. Courses [4] *last / cost / share* three months – from January to March. I enjoy [5] *paying / doing / giving* my students lots of help.

/ 5 / **50**

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UNIT 7 TEST

GRAMMAR

1 Complete the answers with the correct auxiliary verbs.

1 'Can Sylvia swim?' 'Yes, she _____.'
2 'Did you see Paul at the concert?' 'No, I _____.'
3 'Is Amy coming to class today?' 'No, she _____.'
4 'Do you have an apartment near here?' 'Yes, I _____.'
5 'Is she your cousin?' 'Yes, she _____.'
6 'Are these your books?' 'Yes, they _____.'
7 'Are you tired?' 'Yes, I _____.'
8 'Did you go to Tom's house yesterday?' 'No, I _____.'

/ 8

2 Complete the sentences with *have to, has to, don't have to* or *doesn't have to*.

1 We _____ get up early tomorrow because we are flying to New York at 7 a.m.
2 Patrick _____ write an essay about Shakespeare. It's part of his course and the teacher wants the essay before Friday.
3 Samantha _____ get a job because her parents are very rich.
4 I _____ leave the party at 10. The last bus is at 10.15.
5 My mother is a teacher. She _____ read students' homework every evening. It's part of her job!
6 We _____ walk to school. I've got a new car!
7 Jim and Harry _____ go to work. It's Sunday and the factory is closed!
8 What time does Harry _____ leave tomorrow?

/ 8

3 Complete the text with the missing auxiliary verbs.

A: Do you like living at home?
B: No, I [1] _____ really. I have to do a lot of housework, but my sister [2] _____! And my mum always tells me what to do, and so [3] _____ my dad. It's annoying!
A: So, are you looking for somewhere else?
B: Yes, I [4] _____, but apartments are too expensive.
A: I have some friends who [5] _____ looking for someone to share their house. Do you want their phone number?
B: Yes, I [6] _____! But is it cheap?
A: Yes, it [7] _____. It's cheaper than an apartment anyway.
B: Is it near college?
A: No, it [8] _____, but it's on a bus route. John gets the bus to college, but David and Sam [9] _____. They work in town.
B: Can you ask them about it?
A: Yes, of course I [10] _____. They're going to be very happy!

/ 10

VOCABULARY

4 Complete each sentence with the male or female form of the word in bold.

1 I have two **sons** and a d_____.
2 My **grandmother** married my g_____ in 1960.
3 I have an older **brother** and a younger s_____.
4 Tom's **wife** is younger than Melanie's h_____.
5 My **uncle** and a_____ live in France.
6 I live with my **mum** and d_____.
7 We went out with Tom and his new **girlfriend**, and Karen and her new b_____.
8 I have a **cousin** called Tomas and a c_____ called Magda. They live in Prague.

/ 8

5 Complete the sentences with one word. The first letter is given.

1 Can you l_____ after the baby for twenty minutes? I have to go to the shop.
2 Tim often t_____ funny jokes.
3 I have to e_____ the dishwasher every day.
4 We usually d_____ the washing at the weekend.
5 I p_____ up my children from school at 4 o'clock.
6 My family s_____ songs at Christmas.
7 Can you f_____ the dog when we are away?
8 Having a bath m_____ me feel good.
9 I s_____ a house in the centre with two friends.
10 When did you l_____ college?

/ 10

6 Circle the noun that is the best match for the adjective.

1 clever	a students	b celebrities
2 strict	a children	b parents
3 loud	a guitarists	b librarians
4 funny	a police officers	b comedians
5 reliable	a doctors	b criminals
6 quiet	a opera singers	b nurses

/ 6 / **50**

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UNIT 8 TEST

GRAMMAR

1 Put the words in order to make *going to* sentences.

1 be / tomorrow / going / I'm / late / to
2 They / going / aren't / stay / hotel / to / at / that / again
3 going / go / to / out / weekend / next / She / isn't
4 watch / going / new / that / to / We're / watch / film
5 do / Peter / to / going / What / is / tomorrow / ?
6 aren't / stay / They / for / to / lunch / going /

/ 6

2 Write the dialogue from the prompts. Use *going to*.

1 you / go / on holiday this year / ?
2 Yeah! We / visit Malta for the first time / .
3 Wow! Where / you / stay / ?
4 We / book a hotel on the island / .
5 Jenny / travel with you / ?
6 No. She / have a holiday with her boyfriend / .
7 Really? Where / they / go / ?
8 I think they / drive to the south coast / .

/ 8

3 Correct the mistake in each sentence.

1 I'd like go for a walk later today.
2 You would like a cup of tea?
3 I really like to have kids one day.
4 Andy no would like to lose his job.
5 Would you like playing a musical instrument?
6 She'd like really to help you.

/ 6

4 Complete the dialogue. Write two words in each space.

A: Would you [1] _____ have something to eat before you leave?
B: Yes, please. I'm hungry and I'm [2] _____ to get anything to eat until we get to Edinburgh.
A: OK. [3] _____ like to have a cheese sandwich or some hot food?
B: Oh, a sandwich, please. And I'd [4] _____ have some tomato on it. Is that OK.
A: That's fine. How long is the train journey [5] _____ take?
B: Five hours. I'm going [6] _____ really tired when I get there.

/ 6

VOCABULARY

5 Complete the sentences with the correct verb.

did	get	do	go for (×2)	getting	go to	have	plays	wrote

1 Adam _____ tennis every Tuesday.
2 I _____ an email to my uncle in South Africa last week.
3 Can you _____ me something to eat? A sandwich, perhaps.
4 Would you like to _____ a walk this afternoon?
5 We _____ some shopping on Saturday afternoon.
6 On Valentine's Day, we're going to _____ a romantic dinner at home.
7 You're ill. You need to _____ the doctor's.
8 How about _____ a taxi home? It's too far to walk.
9 I usually _____ my homework at the weekend.
10 How often do you _____ a run?

/ 10

6 Match the sentence beginnings (1–7) to the endings (a–g).

1 Jill would like to win
2 In 2016, she had
3 Jill and her husband are going to move
4 In 2012, Jill got
5 In 2015, Jill stopped
6 Jill wants to become
7 Jill left

a to a bigger house outside London.
b rich and famous one day.
c the lottery.
d married to Tony.
e a baby.
f smoking.
g home when she was 23.

/ 7

7 Choose the correct words to complete the text about a political party.

We are [1] *for / after* hard-working people and businesses. We want to [2] *cause / improve* education, [3] *lose / create* jobs and [4] *help / cut* businesses to make more money. We want to [5] *cause / provide* more opportunities for people because we think that this [6] *is / makes* good for the economy and [7] *saves / causes* money for the government and for ordinary people.

/ 7 / **50**

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UNIT 9 TEST

GRAMMAR

1 Put the words in order to make sentences.

1 Tokyo / Have / been / ever / you / to / ?
2 I / tried / Indian / never / have / food / .
3 a / pullover / bought / Jack / has / new / .
4 Simon / seen / Has / film / that / ?
5 ever / you / broken / leg / Have / your / ?
6 haven't / the / We / train / missed / .
7 ticket / forgotten / I / my / have / .
8 found / hasn't / Joe / wallet / his / .

/ 8

2 Complete the sentences with the correct past simple or past participle form of the words in the box.

lose	take	fall	see	make	do	cut	feel

1 I've never _____ down the stairs.
2 Have you _____ any money down the back of the sofa?
3 I've _____ my finger. It really hurts.
4 Jim has _____ a cake for Mary's birthday.
5 Yesterday, I _____ a great film at the cinema.
6 What have you _____ to your hair? It's green!
7 I've _____ ill all week.
8 Last week, I _____ a maths exam.

/ 8

3 Complete the text with the past simple or present perfect form of the verb in brackets.

[1] _____ (you / be) to Mexico? If not, you really should go! My brother and his girlfriend [2] _____ (fly) there last week. They're having a great time. They [3] _____ (not visit) the city of Merida yet, but they [4] _____ (see) the famous old Mayan city at Chichen Itza. I hope they [5] _____ (take) a lot of photos when they were there! Yesterday, they [6] _____ (go) to Tulum by bus. It is a small town near a beautiful beach and ancient ruins. They are there now. They [7] _____ (not climb) up to the ruins, but they [8] _____ (swim) in the sea there. In fact, they [9] _____ (go) for a swim early this morning. Then they [10] _____ (send) me an email and told me all about it! I'd like to go to Mexico one day!

/ 10

VOCABULARY

4 Choose the correct option.

1 We've *missed / forgotten / lost* the bus. The next one is in forty minutes!
2 The dog has *done / made / fallen* a mess in the garden. Can you clean it?
3 Try not to *hurt / break / fall* yourself. It's dangerous on the ice.
4 Mike's *lost / missed / forgotten* to ring his dad, and it's his birthday.
5 Pete's *missed / broken / lost* his passport. He can't go on holiday.
6 We *took / made / went* the wrong bus and went to Heston, not Histon.
7 Somebody *fell / hurt / broke* the window in the kitchen and got into our house.
8 I *hurt / feel / fall* ill. I think I'll go home.
9 Sam *hurt / broke / fell* down the stairs and broke his arm.
10 I've *forgotten / missed / taken* Tim's telephone number. Do you know what it is?

/ 10

5 Match the sentences (1–6) to the adjectives (a–f).

1 I sat in the garden in the sun all day.
2 I was in a play and I forgot what to say.
3 I went for a job interview.
4 My grandfather died.
5 I saw a horror film on TV.
6 Our neighbours played loud music.

a stressful
b sad
c relaxing
d annoying
e embarrassing
f scary

/ 6

6 Complete the sentences with the correct form of the verbs in the box.

call	give	lie	lose	miss	steal	use	wait

1 We had to _____ for a bus for two hours. We were so annoyed.
2 We _____ the police because we saw two men in our garden at night.
3 I played tennis with Jerry and _____ the match. He's better than me and always wins.
4 George _____ a speech at the conference. It was very good.
5 You can't _____ your mobile phone in the cinema.
6 I love _____ on the beach when it's sunny.
7 At the nightclub, somebody _____ my bag and all the money in it.
8 We arrived late at the airport and _____ our flight.

/ 8 / **50**

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UNIT 10 TEST

GRAMMAR

1 Circle one incorrect way of saying the time.

1 12.15
a twelve fifteen
b fifteen to twelve
c quarter past twelve

2 2.30
a half past two
b half three
c two thirty

3 8.45
a quarter before eight
b eight forty-five
c quarter to nine

4 12.05
a five to twelve
b twelve oh five
c five past twelve

5 6.20
a twenty past six
b six and twenty
c six twenty

6 3.25
a three twenty-five
b twenty-five to three
c twenty-five past three

/ 6

2 Choose *much* or *many* to complete the sentences.

1 Penny has too *much / many* homework. She can't do it all!
2 Tokyo is very crowded. There are too *much / many* people!
3 I'm so busy! I have too *much / many* things to do today!
4 Heathrow Airport, near London, has too *much / many* flights.
5 Some people eat too *much / many* fast food.
6 I didn't sleep last night because I drank too *much / many* coffee yesterday evening.

/ 6

3 Complete the second sentence so that it has a similar meaning to the first sentence. Use a verb and *too much*, *too many* or *not enough*.

1 There are a lot of cyclists on the road. It's too busy!
There _____ cyclists on the road.
2 There are a lot of cars in London. It's dirty!
There _____ cars in London.
3 I have very little free time. I need more!
I _____ free time.
4 There are only a small number of airports in my country. This is a bad thing!
There _____ airports in my country!
5 We have a lot of tourists in my city. I think it's bad.
We _____ tourists in my city.
6 Politicians get a lot of money in my country. It's bad.
Politicians _____ money.

/ 6

4 Complete the sentences about the UK with the superlative form of the adjective in brackets.

1 The River Severn is _____ (long) river in England.
2 Ben Nevis is _____ (high) mountain in Scotland.
3 The Giant's Causeway is _____ (famous) tourist place in Northern Ireland.
4 The Isle of Man is _____ (large) island in the Irish Sea.
5 Cardiff is _____ (big) city in Wales.
6 London is _____ (expensive) city in the UK.
7 Milford Haven is _____ (busy) port in Wales.
8 Summer is _____ (good) time to visit.

/ 8

VOCABULARY

5 Complete the sentences with one word. The first letter is given.

1 I'm standing on the p_____ at the railway station, waiting for the train.
2 I want to go to the centre. Do I g_____ o_____ the train at New Street?
3 I'd like a f_____-class ticket. Is it expensive?
4 The timetable says the train gets here at 5, and it's 5.15. Is there a d_____?
5 I took the d_____ train from Oxford to London. I didn't have to change.
6 I'd like a r_____ ticket to Bristol. I want to come back before seven in the evening.
7 The ticket usually costs £20 but I got a d_____ because I'm a student. It only cost £12.
8 I want a s_____ ticket to Dover, please. I'm not coming back.

/ 8

6 Choose the correct option.

1 The buses _____ all night.
a walk b run c drive
2 My car _____ down yesterday. It's in the garage now.
a broke b fell c came
3 You need to _____ the 8.30 bus in front of the supermarket.
a go b catch c have
4 I enjoy _____ my bike at the weekend.
a riding b driving c taking
5 The bus driver has _____ a different route into the centre because there is too much traffic.
a played b done c taken
6 Have you ever _____ a flight?
a missed b lost c forgotten
7 Can you _____ me up at the station?
a lift b make c pick
8 I _____ the flight on the internet.
a booked b took c went

/ 8

7 Match 1–4 to a–d, and 5–8 to e–h, to make compound nouns.

1 bus
2 mountain
3 street
4 seafood
a bike
b restaurant
c performer
d stop

5 swimming
6 live
7 bike
8 taxi
e band
f driver
g pool
h lane

/ 8 / **50**

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UNIT 11 TEST

GRAMMAR

1 Match the statements (1–5) to the responses (a–e).

1 I'm not going to eat there again.	a Really? I do.
2 I don't eat a lot of chocolate.	b Oh, I don't.
3 We'd prefer to cook at home.	c Really? I am.
4 I've never tried Georgian wine.	d Oh, I wouldn't.
5 I love milk shakes.	e Really? I have.

/ 5

2 Complete the responses with one word.

1 'I hate loud restaurants.' 'Me _____.'
2 'I don't go out much.' 'Oh, we _____.'
3 'Penny can't eat nuts.' 'Me _____.'
4 'We're spending the weekend at home.' 'Really? I _____ not.'
5 'I wasn't happy with the menu.' 'Oh, we _____.'

/ 5

3 Choose the correct option.

1 I haven't been to *much / many* restaurants.
2 There are *a lot of / much* people in here this evening.
3 Have you eaten in *some / any* really expensive restaurants?
4 It costs *a lot of / many* money to eat in this restaurant.
5 *Some / Any* very good cooks have worked here.
6 I haven't watched *much / many* cookery programmes.

/ 6

4 Complete the sentences with *some, any, much* or *many*.

1 I left my wallet at home today. I haven't got _____ money with me.
2 Hurry up. We haven't got _____ time. The flight leaves in forty minutes.
3 I'm going to the post office to get _____ stamps. I need four, I think.
4 I can't speak _____ French, but I'm getting better. I've had ten lessons!
5 I haven't got my camera, so I can't take _____ photographs.
6 There weren't _____ chairs in the hall so everybody had to stand up.
7 Yesterday evening I went to a restaurant with _____ friends of mine.
8 'Would you like _____ biscuits?' 'No, thank you. I'm not hungry now.'
9 There aren't _____ shops open today. The supermarket is open and the bakery, but the other shops are closed.
10 I didn't make _____ money last weekend. About twenty euros, that's all.

/ 10

VOCABULARY

5 Match the sentence beginnings (1–6) to the endings (a–f).

1 Do you have	a your order, please?
2 Are you ready	b a table for four?
3 I'll have	c any vegetables?
4 Can I take	d include service?
5 Would you like	e to order?
6 Does the bill	f the fish, please.

/ 6

6 Choose the correct answer.

1 Which do you pay?
a the order b the bill c the table
2 Which do you eat last?
a the starters b the dessert c the main course
3 Which is a main course?
a chicken b soup c ice cream
4 Who works in a restaurant?
a a customer b a waiter c a meal
5 How do you say that you have eaten enough?
a I'm well-cooked b I'm busy c I'm full

/ 5

7 Write the words in the box in the correct list.

apples	coffee	cheese	oranges	butter
potatoes	onions	cream	beef	lamb
chicken	kiwis	spinach	tea	

1 dairy products: _____ _____ _____
2 vegetables: _____ _____ _____
3 fruit: _____ _____ _____
4 meat: _____ _____ _____
5 drinks: _____ _____

/ 7

8 Complete the text with either the adjectives from the box or their negative form.

healthy	forgettable	happy	friendly
popular	usual		

When she was a child, Amy Lord was very [1] _____ at school. She cried a lot. She was [2] _____ with the other children. They didn't really like her and sometimes they were very [3] _____ and didn't talk to her. So Amy spent a lot of time on her own – cooking. It was an [4] _____ hobby for a young girl. Many children like eating [5] _____, sweet food like chocolate and sweets, but not many want to cook difficult French dishes. Amy became a very good cook! Today, she is one of the best cooks in the world, and prepares fantastic, [6] _____ dishes in one of the most famous restaurants in Paris.

/ 6 / **50**

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UNIT 12 TEST

GRAMMAR

1 Correct the mistakes in the sentences.

1 I think you should to relax.
2 What we should do this evening?
3 You should no work at the weekend.
4 He shoulds help other people.
5 Maybe you should going jogging.
6 He doesn't should wear that hat.

/ 6

2 Put the words in order to make sentences.

1 outside / own / You / on / shouldn't / your / go / .
2 need / I / take / just / aspirin / to / an / .
3 just / cut / a / It's / small / .
4 you / Maybe / holiday / a / take / should / .
5 something / fine / I'll / eat / to / be / after / I / have / .
6 shouldn't / today / work / You / to / go / .

/ 6

3 Choose the correct word to complete the sentences.

1 *After / Because* lunch, we went for a walk.
2 We had a lovely meal *so / because* we all felt full and happy afterwards.
3 Susie was angry *so / because* the service in the restaurant was really bad.
4 *After / So* the restaurant closed, the waiters ate their dinner.
5 We walked home *after / so* the match finished.
6 We decided to go to the beach *because / so* the weather was really nice.

/ 6

4 Complete the text with *because*, *so* or *after*.

Last Sunday was a long day. My mum came back from holiday, [1] _____ I went to the airport to pick her up. Unfortunately her flight was delayed [2] _____ the weather was bad, [3] _____ I had to wait at the airport. [4] _____ I had something to eat, I went to the bookshop and looked at the books. I wanted to buy a book for my sister [5] _____ she likes reading, but I didn't find a good one. [6] _____ an hour or two, my mum arrived and we drove home. When we got home, I put my hand in my pocket for my keys. They weren't there. I had to drive back to the airport [7] _____ they were in the bookshop. I got home and went to bed at midnight [8] _____ a very long day.

/ 8

VOCABULARY

5 Match the problems (1–8) to the advice (a–h).

1 a headache	a put a plaster on it
2 a cut	b eat a sandwich
3 a cough	c take antibiotics
4 an infection	d take an aspirin
5 a burn	e stop smoking
6 feeling hungry	f don't move it and wait for the ambulance
7 feeling tired	g sit down and relax
8 a broken leg	h put some ice on it

/ 8

6 Complete the sentences with the correct adjective to describe feelings.

1 I don't know what you said to Jo but she's very u_____. She's crying.
2 Ted was a_____ by the poor service and decided to complain to the manager.
3 Mum seems so h_____ today. She's smiling and joking with everybody.
4 The kids are e_____ about the trip. They're really looking forward to it.
5 I'm lying on the beach in the sun, with nothing to worry about. I'm feeling very r_____.
6 I have an important exam tomorrow. I'm so s _____. What if I fail?
7 My dad was very a_____ when I crashed his car. He shouted and shouted!
8 I've worked hard all day, I'm very t_____ and I want to go to bed.

/ 8

7 Complete the headlines with the correct form of the verbs in the box.

damage	celebrate	open	kill	hit	build	protest	cause

1 PEOPLE _____ FREEDOM
In a big party, thousands of people went into the streets.
2 STORM _____ CITY CENTRE
Many buildings fell down after a violent storm.
3 TWO PEOPLE _____ IN ACCIDENT
A man and a woman are dead after an accident.
4 PRIME MINISTER _____ NEW UNIVERSITY
The prime minister made a speech as students arrived for their first day.
5 LOCAL GOVERNMENT _____ NEW SPORTS CENTRE
The government is starting work on a new centre for sports in Hutton.
6 HEAVY TRAFFIC _____ DELAYS
Many people going on holiday spent hours on the motorway today.
7 FOOTBALLER _____ WITH COINS
Bobby Clark of Melchester United was hurt when a fan threw coins.
8 STUDENTS _____ AGAINST COST OF RENT
Thousands of students are complaining about the price of accommodation.

/ 8 / **50**

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UNIT 13 TEST

GRAMMAR

1 Put the words in order to make sentences.

1 later / might / It / today / rain / .
2 are / definitely / to / We / going / play / .
3 She / possibly / win / the / might / award / .
4 might / The / over / come / later / students / not / .
5 It / going / be / day / not / nice / is / a / to / .

/ 5

2 Choose the correct option.

1 The company might _____ the fine.
a to pay
b not pay
c definitely pay
2 The government is going _____ get jobs.
a help people
b to help people
c helping people
3 The factory might _____.
a possibly close
b definitely close
c perhaps to close
4 The office manager is definitely _____.
a going to leave
b might leave
c may to leave
5 There may _____ a lot of changes.
a be b to be c going to be

/ 5

3 Complete the present perfect sentences with two or three words.

1 How long _____ (you / work) in the factory?
2 Grant _____ (know) Jenny for twenty years.
3 Jane _____ (feel) ill all day.
4 How long _____ (Thomas / live) with you?
5 I _____ (have) a bad headache all day.
6 How long _____ (you / be) a farmer?
7 We _____ (not make) any money this year.
8 James _____ (not play) in the football team for weeks.

/ 8

4 Complete the text with the correct present perfect simple or past simple form.

My family [1] _____ (own) this farm in the Lake District for more than eighty years, and I [2] _____ (live) here all my life. I [3] _____ (meet) my wife when she [4] _____ (move) to the village near our farm in 2010. We [5] _____ (get) married four years later. So, my wife [6] _____ (not live) on the farm for very long, but she loves it here. This summer the weather [7] _____ (be) very wet for weeks and we [8] _____ (work) long hours in the fields, but it's OK – it's the only life we want.

/ 8

VOCABULARY

5 Circle the one option that is not correct for each sentence.

1 There was a storm yesterday.
a It was cold and wet.
b It was very windy.
c It was dry and sunny.
2 Today, it's –5°C.
a It's warm and windy.
b There's snow and ice.
c It's cold and dry.
3 It's going to rain tomorrow.
a We'll get wet.
b It might be cold.
c It won't be cloudy.
4 There's ice on the ground.
a It's a cold day.
b It's a windy day.
c It's a warm day.
5 It's over 30°C.
a There's snow.
b It's sunny.
c It's too hot.

/ 5

6 Complete the sentences with words in the box.

flat	surrounded	pollution	farm	violent	forest

1 All the chemicals in the river are causing a lot of _____.
2 The land is _____. There are no hills and you can see for miles.
3 We walked through a _____ full of tall trees.
4 On our _____, we have a lot of cows and sheep.
5 _____ gangs in the city centre have caused a lot of damage.
6 Our house in the country is _____ by fields.

/ 6

7 Write the words in the box in the correct list.

cow	dog	horse	fox	pig	cat	sheep

1 wild animals:
rat _____
2 farm animals
_____ _____
_____ _____
3 pets:
_____ _____

/ 7

8 Match the verbs (1–6) to the words in a–f to make collocations.

1 make	a your hand
2 chase	b on your legs
3 play	c a mess
4 jump	d disease
5 cause	e other animals
6 bite	f with your pet

/ 6 / **50**

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UNIT 14 TEST

GRAMMAR

1 Put the words in order to make sentences.

1 party / was / your / what / like / ?
2 here / is / what / food / like / the / ?
3 brother / like / what / younger / your / is / ?
4 what / are / new / like / students / the / ?
5 is / garden / the / like / what / ?
6 was / what / meeting / like / the / ?

/ 6

2 Complete the sentences with *will* or *won't* and the correct form of the verb in brackets.

1 They are on holiday for two weeks so they _____ (be) here tomorrow.
2 If you eat too much, you _____ (probably / feel) ill.
3 I don't think she _____ (pass) the exam. She hasn't done the work.
4 Don't stay out too late. You _____ (probably / get) up on time tomorrow.
5 Go home and relax. The match _____ (start) for hours.
6 If the weather is good, the plane _____ (leave) on time.
7 Go to bed and you _____ (feel) better tomorrow. I'm sure of that.
8 It's Samantha's birthday next month. She _____ (be) eighteen.
9 We _____ (sell) any more tickets. The game has started now.
10 City _____ (probably / win) the match. They are better than United.

/ 10

3 Complete the sentence so the meaning is the same as the first two sentences.

1 Running a marathon? It's easy!
It's easy _____.
2 Finding a job in the town? It's impossible!
It's impossible _____.
3 Climbing mountains in winter? It's dangerous!
It's dangerous _____.
4 Shopping online? It's cheap.
It's cheap _____.
5 Living here? It's good.
It's good _____.
6 Getting a good job? It's important.
It's important _____.
7 Watching TV all day? It's boring.
It's boring _____.
8 Playing football on the beach? It's fun.
It's fun _____.

/ 8

VOCABULARY

4 Match the adjectives (1–5 and 6–10) to the sentences (a–e and f–j).

A

1 entertaining	a It made me cry.
2 predictable	b The acting was really bad.
3 sad	c You know how it's going to end.
4 scary	d I really enjoyed it.
5 terrible	e The monster made me scream.

B

6 strange	f I didn't understand the film.
7 brilliant	g It made me laugh.
8 funny	h The murderer killed a lot of people.
9 depressing	i It was the best film I've ever seen.
10 violent	j I felt very sad for a long time.

/ 10

5 Choose the correct option.

1 In my country, wages are *high / strong / big* at the moment.
2 Our health service is *clear / polite / efficient*. It works well.
3 In a *low / weak / lazy* economy, it's hard to get a job.
4 I don't really *get / take / bring* on with my neighbours. They aren't friendly.
5 The storm will have a bad *situation / loss / effect* on the local area.
6 Nadal is hurt, and will *miss / lose / fall* the rest of the season.
7 My country has a warm *crime / forecast / climate*. It rains in winter but it's never cold.
8 People are friendly and *closed / open / dark* in my country.

/ 8

6 Circle the one option that can't be used to complete each sentence.

1 Let's work
a together b each other c with our friends
2 We need
a insurance b treatment c efficient
3 We support
a together b each other c other people
4 There's a lot of
a wages b crime c unemployment
5 They don't talk
a much b friendly c to us
6 I always lock
a the door b the neighbours c my house
7 I had a bad fall and injured
a my car b myself c my arm
8 My health insurance paid for the
a medicine b treatment c crime

/ 8 / **50**

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UNIT 15 TEST

GRAMMAR

1 Complete the sentences using the correct form of the words in brackets.

1 I (think / go) to Spain this summer.
2 We (think / buy) a new car.
3 My wife (think / do) a yoga course.
4 They (think / work) abroad.
5 (you / think / change) your job?
6 I hope (you / not think / sell) your house!
7 I (think / buy) the book on the Internet.
8 Why (she / think / learn) a new language?
9 My friend (think / try) some traditional food from your country.
10 What (she / think / do) this evening?

/ 10

2 Choose the correct option.

1 He left the room *quiet / quietly* because he didn't want to disturb you.
2 It's a *hard / hardly* job. I have to work at weekends.
3 You need to organise your work *efficient / efficiently* if you want to do everything on time.
4 I think you need to buy a new computer because this one is very *slow / slowly*.
5 I did the test *easy / easily*. It only took me ten minutes.
6 Don't keep your medicine on the table. Put it in a *safe / safely* place.
7 The team has played *bad / badly* this year.
8 Put the plates in the dishwasher *careful / carefully*.
9 It's a *difficult / difficultly* problem to solve.
10 Harry gives money *generous / generously* to charity.

/ 10

3 Complete the second sentence with the adverb form of the adjective in the first sentence.

1 Joe's Spanish is very good.
Joe speaks Spanish _____.
2 Penny's a dangerous driver.
Penny drives _____.
3 The people here are fast workers.
The people work _____.
4 We were happy as we walked home.
We walked home _____.
5 Simon gave bad advice to the students.
Simon advised the students _____.
6 It's easy to write with this.
I can write with this _____.

/ 6

VOCABULARY

4 Complete the sentences with one word in each space. The first letter is given.

1 I use my t_____ to take notes at meetings, and sometimes to play online games.
2 Can you look at my l_____, please? The keyboard isn't working.
3 You can use this h_____ if you don't want to leave your hair wet after a shower.
4 I left my c_____ in the hotel room, so I can't take any photos!
5 Don't leave the dirty plates on the table. Put them in the d_____.
6 Oh no! I've dropped all this sugar on the floor! Is there a v_____ c_____?
7 Please pick up all the dirty socks and put them into the w_____ m_____.
8 Please switch off your m_____ p_____ during the film.

/ 8

5 Choose the correct option.

1 A: My computer is so slow.
B: I think you need to *restart / install* it. If that doesn't help, you'll need to *restart / install* new software.
2 A: How do I *save / download* the software from the website?
B: Just press this button. Then you have to open the file to *install / build* it on your computer.
3 A: I always keep copies of important files on this *software / memory stick*!
B: That's a good idea, but they're very small, it's easy to lose them! I keep copies *online / on an email* because it's safer.
4 A: What was the book you were talking about?
B: I don't remember. Do a *link / search* for 'Book prize'. Or I'll email you a *link / search* from my computer later.

/ 8

6 Circle the one option (a–c) that does not collocate with the verb.

1 check
a emails b your heart rate c films
2 keep
a files b documents c problems
3 produce
a development energy c software
4 install
a an app b a memory stick c a programme
5 save
a a file b a heart rate c a photo
6 restart
a a programme b a light c a computer
7 create
a a file b a website c a memory stick
8 control
a the situation b the temperature c tickets

/ 8 / **50**

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UNIT 16 TEST

GRAMMAR

1 Complete the sentences with the past continuous. Use a pronoun and verb from the box.

you / not listen	I / sit	we / have	she / wait
she / carry	they / try	we / not learn	he / play

1 Sorry I missed your call. _____ in the garden and I didn't hear my phone.
2 When the police caught the men, _____ to climb out of a small upstairs window.
3 While _____ the picnic, it started to rain.
4 Why _____ for us outside the club?
5 _____ to me. That's why I got angry.
6 _____ football in the garden when you got back?
7 Amy hurt her back while _____ some heavy boxes.
8 _____ anything on the course so we decided to stop going.

/ 8

2 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

Sue: Hi Tom. I [1] _____ (not see) you at school last Monday. Was anything wrong?
Tom: Yeah, I guess. I [2] _____ (have) an accident. I [3] _____ (drive) to school on Monday morning when I [4] _____ (go) off the road and [5] _____ (hit) a tree. I [6] _____ (think) too much about my exam and I stopped concentrating.
Sue: Oh, no! Was it serious?
Tom: No, fortunately. But I [7] _____ (feel) a bit strange after the accident so I [8] _____ (decide) to go home.
Sue: You missed an English lesson – about accidents. While you [9] _____ (walk) home after your accident, we [10] _____ (learn) how to describe an accident in English!

/ 10

3 Write promises using the prompts.

1 Don't worry! I / clean the car later
2 It's OK. I / not call the police
3 We / eat out next week, I promise
4 Yes, I love you. I / marry you

/ 4

4 Respond to the sentences with *I will* or *I won't*.

1 A: Remember to post the letter.
B: OK. _____
2 A: Don't make a mess in the living room.
B: OK. _____
3 A: You mustn't tell Jo about the party.
B: Don't worry. _____
4 A: You need to call your grandmother.
B: OK. _____

/ 4

VOCABULARY

5 Circle one word in each list that can refer to both male or female people.

1 a parent b wife c father
2 a boyfriend b partner c husband
3 a in-laws b brothers c daughters
4 a aunt b sister c cousin
5 a girlfriends b relatives c sons
6 a a married couple
b a guy from work
c his girlfriend

/ 6

6 Complete the questions with the correct word or phrase from the box.

approve	broken up	anniversary	date
jealous	divorced	asked her out	pregnant
married	get on		

1 A: How long have you been _____?
B: Oh, four years now.
2 A: When is your wedding _____?
B: On June 6th.
3 A: Why has Sally _____ with Danny?
B: Because they were arguing all the time.
4 A: I saw Penny. She said Tim has _____.
B: Really? I don't believe it!
5 A: Is Julie _____?
B: Yes, she is. She's due to have the baby in April.
6 A: Have Paul and Sue decided to get _____?
B: Yes, they don't want to be married any longer.
7 A: Do your in-laws _____ of you?
B: No. They didn't want their daughter to marry me.
8 A: Is Adam _____ of Claire?
B: Yes. She has a better job than him.
9 A: Do you _____ well with Mark?
B: Yes. We do a lot of things together.
10 A: Do you have a _____ on Friday?
B: Yes. I'm going to the cinema with Harry.

/ 10

7 Complete the sentences with the words in the box.

double	remain	trust	weeds	let	faded
trouble	encourage				

1 The sofa was red, but now it has _____. It isn't a bright colour now.
2 We haven't done any gardening for two years! The garden is full of _____.
3 We bought the painting for £1,000 and sold it for £2,000. So, we made _____ our money.
4 I've tried to _____ people to join our club by telling them how much fun it is.
5 Hold on to the ladder. Don't _____ go! I don't want to fall off.
6 Andrew has decided to _____ with the company. He isn't going to leave.
7 We were in a small boat at sea and the storm was getting worse. We were in _____.
8 I don't _____ Pete. He isn't honest.

/ 8 / **50**

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REVIEW TEST 1 UNITS 1–6

Grammar

1 Complete the sentences with one word.

1 Where _____ he from?
2 _____ you have a lot of free time these days?
3 How _____ students are there in your class?
4 There isn't _____ food in the fridge. It's empty.
5 Polly left _____ bag on the bus. It's the only one she has!
6 What time _____ you get home last night?
7 Jo and Sue's house is over there, _____ the right, next to the church.
8 My sister _____ waiting outside at the moment.
9 The room is _____ attractive than other rooms in the hotel.
10 I'm not doing very _____ on the course. I got a D for my last essay.

/ 10

2 Complete the text with the correct form of the verbs in brackets.

My life now

When I [1] _____ (be) a teenager, I [2] _____ (leave) my country and [3] _____ (come) to England. I [4] _____ (not know) what I wanted [5] _____ (do) with my life. Now, I [6] _____ (do) an Engineering course at university. I [7] _____ (not have) much free time, but that's OK. I love [8] _____ (study), and I hate [9] _____ (have) nothing to do. I can [10] _____ (be) lazy when I'm older!

/ 10

Vocabulary

3 Complete each list with one word from the box.

bank	package	escalator	waiter	quiet
kitchen	second	train	afternoon	sink

1 nurse	artist	_____
2 morning	evening	_____
3 bookshop	post office	_____
4 letter	stamp	_____
5 safe	boring	_____
6 bedroom	bathroom	_____
7 third	twelfth	_____
8 car	boat	_____
9 bath	toilet	_____
10 lift	entrance	_____

/ 10

4 Choose the correct verb from the box to complete each sentence.

put	get	go	spend	cost
have	listen	stay	close	last

1 What time do you usually _____ lunch?
2 Do you _____ up before eight in the morning?
3 Do you want to _____ to some music?
4 Please _____ the window. It's cold in here.
5 I often _____ swimming in the morning before work.
6 Wait a minute. I need to _____ on my shoes before I do any gardening.
7 One day, I want to _____ in a beautiful hotel in Venice.
8 Did you _____ a lot of money in London? It's expensive!
9 How long does your course _____?
10 How much did your course _____?

/ 10

Listening

5 Listen to the interview and choose the correct answers. Each question has only one correct answer.

1 What do we find out about Amanda Jackson?
a She owns a clothes shop.
b She's an assistant in the clothes department of a shop.
c She works in a very large camera shop.
2 Where in the shop was the customer when Miss Jackson saw her?
a near the window
b near the escalator
c near the coats and jackets
3 What did the customer look like?
a She was very tall with long hair.
b She was short with fair hair.
c She was tall with short hair.
4 What did Miss Jackson see when she went outside?
a a tall man in a red car
b a small man in an old car
c an old man in a small car
5 What did Miss Jackson do when the customer left in a car?
a She followed her in her car.
b She phoned the police.
c She told her shop manager about the crime.

/ 15

Speaking

6 Talk about one of the following topics.

- a memorable holiday
- a course you are studying now
- your hobby

/ 15

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Reading

7a Read the text and choose the best title.

a The world's largest supermarket
b A history of British supermarkets
c The life of Jack Cohen
d Tesco – a British success story

/ 3

7b Read the text again and decide if these sentences are true (T) or false (F).

1 Tesco is bigger than any other supermarket company in the world. T / F
2 There are more Tesco supermarkets in Britain and Ireland than there are in Asia. T / F
3 Before he started Tesco, Jack Cohen worked in a market. T / F
4 T. E. Stockwell had the idea of calling the supermarket Tesco. T / F
5 City centre Tescos only sell food products. T / F
6 There are banks inside Tesco Extra Stores. T / F

/ 12

Title: _____

Tesco has more supermarkets than any other company in the UK, and there aren't many bigger supermarket chains in the world. There are more than three thousand Tescos in towns all over Britain and Ireland, and there are three thousand more in countries in other parts of the world, including China and Japan. In Malaysia and Thailand, no other supermarket chain is bigger than Tesco.

Tesco started in 1919 when a young man called Jack Cohen started selling food from a market stall in the East End of London. On his first day, Mr Cohen made a profit of £1 from sales of £4. Five years later, in 1924, Jack bought a lot of tea from a man called T. E. Stockwell. Jack decided to combine the initials of Mr Stockwell, T, E and S, and the first two letters of his own surname, C and O, to make a name for his stall – TESCO. And that was the name Jack used when, in 1929, he opened his first Tesco supermarket in North London.

Today, Tesco runs many different types of shops. Some of the smaller shops are in city centres, and they sell basic things that everybody needs, like bread and milk, chocolate bars and toilet paper, sandwiches and sweets. Outside the city centres, you can often see huge Tesco superstores or the even bigger hypermarkets called Tesco Extra Stores. These sell everything from TVs and mobile phones to exotic fruit and unusual types of meat. Tesco also has online services. For example, you can bank online with Tesco. It really is one of the most important companies in Britain, and it employs hundreds of thousands of people, and makes millions of pounds in profit every year.

Writing

8 Write one of the following.

- a description of a famous shop in your country
- an entry on a social media site describing your house or flat
- three messages – one to a friend who has a birthday, one to a friend in hospital, and one to a friend who has his driving test tomorrow

/ 15 / **100**

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REVIEW TEST 2 UNITS 7–12

Grammar

1 Complete each sentence with an auxiliary or modal auxiliary verb. Use negative forms if necessary.

1 _____ you like to go for a walk later today?
2 It's Sunday, so we _____ have to work today.
3 'Are you feeling tired?' 'Yes, I _____.'
4 'Did you bring the map?' 'No, I _____. I'm sorry.'
5 'I've never played American football. _____ you?' 'Yeah! I was born in the States.'
6 'I haven't been to that new nightclub.' 'Really? Well, you _____. You'd really like it.'
7 Louise _____ lost her passport. She's looked everywhere for it.
8 'I don't like gardening.' 'Really? We _____. We spend hours in the garden every weekend.'
9 'You don't look well. Are you OK?' 'No, I _____. I don't feel well at all.
10 'I've never seen the film *Titanic*.' 'Oh, I _____. But it was a bit too romantic for me.

/ 10

2 Complete the text with one word in each space.

I'm seventy now, I've retired and I don't [1] _____ to work anymore. I have lots of free time, [2] _____ I'm [3] _____ to go on a round the world trip. I'd [4] _____ to see the Taj Mahal in India and the Great Wall of China before I die. Why? Well, I really want to visit them [5] _____ I think they are two of the [6] _____ amazing places in the world. I'm not [7] _____ to take [8] _____ luggage with me on my trip – just a small, light backpack. I have some money, but I certainly haven't got [9] _____ money to stay in expensive hotels, and, in my opinion, tourists spend [10] _____ much time in international hotels and never really see the real places they are visiting.

/ 10

Vocabulary

3 Decide which word does not go in each group.

1 words to describe male relatives
a aunts b uncles c sons
2 words to describe personality
a stressful b quiet c strict
3 words to describe experiences
a embarrassing b annoyed c scary
4 words to describe train tickets
a single b delay c first-class
5 words to describe food in a restaurant
a the bill b the dessert c the starter
6 words to describe dairy products
a cream b nuts c butter
7 words to describe meat
a pork b garlic c steak
8 words which have a negative form using *un-*
a healthy b fair c difficult
9 words to describe health problems
a a cold b a head c a cough
10 words to describe positive feelings
a bored b excited c relaxed

/ 10

4 Choose the correct option.

1 My dad often _____ funny jokes.
a tells b says c speaks
2 Have you _____ the washing?
a made b done c been
3 We _____ for a walk in the country yesterday.
a got b had c went
4 Arthur _____ an important meeting.
a goes b has c does
5 When did you _____ married?
a have b go c get
6 The factory has closed and a lot of people have _____ their jobs.
a lost b missed c thrown
7 I fell off the ladder and _____ myself.
a broke b hurt c forgot
8 You need to _____ the 22 bus to the centre.
a go b get c make
9 My legs feel a bit _____ this morning because I walked 15 kilometres yesterday.
a sick b burnt c stiff
10 STUDENTS _____ AGAINST GOVERNMENT CUTS
a CAUSE b PROTEST c DAMAGE

/ 10

Listening

5a Listen to the news and put the stories in the order they are mentioned. The first has been done for you.

a MAJOR SHOP SHUTS _____
b NEW ROAD PLANNED 1
c CHANGING TIMES FOR FATHERS _____
d CLEVER FOOD? _____

/ 3

5b Listen again and choose the correct answers. Each question has only one correct answer.

1 In the first story, why are some people angry about the motorway?
a The number of cars will increase.
b People will lose their jobs.
c Travellers will have to pay more.
2 What can't you buy at Millers?
a sofas and chairs
b books and magazines
c hats and coats
3 How did scientists find out how good chocolate was for your intelligence?
a They did tests on students in England.
b They used students at American universities to test it.
c They did scientific tests on themselves.
4 Why does Rosie say that more dads are spending time looking after their children?
a They have more free time after work.
b They sometimes don't want to work.
c Sometimes their partners have better-paid jobs.

/ 12

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Speaking

6 Talk about one of the following topics.

- your family
- a place you have been to
- your plans for the weekend

/ 15

Reading

7a Read the text. Which paragraph (A–C) gives the answer to each question (1–3).

1 Why is the world's largest family so large?
2 How many people are there in the world's biggest family?
3 Where does the world's largest family live?

/ 3

7b Read the text again and decide if these sentences are true (T) or false (F).

1 Some of the family have left home. T / F
2 Men and women in the family do the same jobs about the house. T / F
3 Ziona is older than all the other people in his family. T / F
4 Ziona might get married again one day. T / F
5 Many of Ziona's wives didn't have much money when they got married. T / F
6 Ziona makes all the important decisions in the family. T / F

/ 12

The world's largest family

A

In the mountains of northern India near Bangladesh, there is a very unusual family. They all live together in the same house, and they spend a lot of time together. Every day, the men in the family look after their animals and the food they are growing, but they always return home for meals. The women do the cooking and cleaning. And there is a lot of cooking! Why? Well, this is the world's largest family. Their home has four floors and a hundred rooms, but it is very crowded!

B

Ziona is in his seventies, and he is the head of the world's biggest family. He got married to his first wife Zathiangi when he was seventeen and she was twenty, but he didn't stop there. Amazingly, today, he has thirty-nine wives and more children and grandchildren than any other person in the world, and he says that he doesn't want to stop getting married or having kids! One of his sons told us that Ziona married most of his wives because they were poor, and he wanted to be kind and to help them. That's why the family has got larger and larger. In the family's religion, a man can marry any woman he wants to.

C

In the house, everybody looks after Ziona, but it seems that the women make most of the decisions. To make sure there is enough food for the family each day, the oldest wife, Zathiangi, has to organise all the other mothers to prepare over thirty chickens for dinner. There are ninety-four people to feed in the family, including Ziona and all his wives, children and grandchildren. It can't be easy to remember all the names!

Writing

8 Write one of the following.

- a review of a restaurant you have visited
- a description of places to visit in your city
- an email to a friend suggesting a place to go to and a time and a place to meet

/ 15 / **100**

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REVIEW TEST 3 UNITS 13–16

Grammar

1 Complete the dialogues with one word.

1 'How long have you _____ married?' 'Oh, two years.'
2 '_____ you walking home when you had the accident?' 'No, I wasn't.'
3 'Are you thinking _____ going away for summer?' 'No, we're staying at home this year.'
4 'How _____ can Jo play the guitar?' 'Brilliantly! She plays professionally.'
5 'I don't think she _____ win.' 'Me neither.'
6 'Where _____ you living this time last year?' 'In Portugal.'
7 'Don't forget to bring a coat.' 'OK. I _____.'
8 'Do you think it's _____ to snow later?' 'Oh, definitely, yes.'
9 'Have you waited long?' 'Yes! I've been here _____ an hour!'
10 'Do you speak Arabic?' 'Yes, but not _____ well.'

/ 10

2 Complete the text with the correct form of the words in brackets.

For readers who [1]_____ (think) of [2]_____ (visit) Shetland – a group of islands north of Scotland – here's some useful advice. Firstly, the people are very nice and friendly and it's easy [3]_____ (talk) to people there. Of course, it's important [4]_____ (remember) that Shetland is more than 170 kilometres from mainland Scotland, so you probably [5]_____ (not find) a lot of designer products on sale in the shops! People there do a lot of shopping online. Shetlanders eat very [6]_____ (healthy) and you can buy a lot of fresh fish, meat and vegetables. People work [7]_____ (hard) but enjoy their free time, and there are lots of festivals. When I [8]_____ (grow) up there in the 1990s, my favourite festival was *Up Helly Aa*. Every January, we celebrated the festival by burning a big ship! I [9]_____ (live) in Glasgow for four years now, but I still love going back to Shetland. You should go, too. You [10]_____ (have) a great time, I promise.

/ 10

Vocabulary

3 Complete each list with one word from the box.

screen	sheep	married	cloudy
hill	dishwasher	partner	sunny

1 rain, wet, _____
2 field, forest, _____
3 plug, keyboard, _____
4 hot, dry, _____
5 cow, pig, _____
6 vacuum cleaner, hairdryer, _____
7 husband, boyfriend, _____
8 wedding, anniversary, _____

/ 8

4 Choose the correct option.

1 The film was boring and _____. At the end, the two characters fell in love. I knew that from the start!
a predictable b entertaining c strange
2 The economy is quite _____ at the moment. There aren't many jobs.
a easy b weak c efficient
3 _____ that button on the keyboard and you will see the photos.
a Turn b Press c Pull
4 Where does the battery _____? I can't find an opening.
a make b go c do
5 You should visit the company's new _____. It looks really good.
a file b link c website
6 I've _____ all my photos on a memory stick.
a searched b saved c written
7 I can't _____ these problems without your help.
a solve b control c check
8 Solar panels _____ a lot of electricity and we can use that for light and heat.
a take b produce c develop
9 I _____ a date with Tom on Friday. We're going to the cinema.
a have b do c go
10 Jo and Andy have _____ divorced. They don't love each other anymore.
a done b got c made
11 The story was so _____. I felt sad and wanted to cry at the end.
a terrible b violent c depressing
12 Adam broke _____ with his girlfriend because they weren't getting on.
a at b up c down

/ 12

Listening

5 Listen to the interview and choose the correct answers. Each question has only one correct answer.

1 Where did the two journalists watch *Living in the City*?
a In Paris
b In New York
c In London
d In two different cities
2 At the start of the musical, what do we find out about Casey?
a She dreams of being in New York.
b She wants to see London.
c She comes from New York.
d She's never been to Hollywood.
3 What happens to Casey in the musical?
a She gets married to a Frenchman.
b She gets better at singing.
c She gets better at French.
d She becomes rich and famous.
4 What does Hanne think about the musical?
a It was predictable.
b It was really funny.
c The story was quite interesting.
d It wasn't very romantic.

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5 What do both Hanne and Tom agree on?
a They liked the acting.
b They enjoyed some of the songs.
c They didn't like the acting.
d The ending was unpredictable.

/ 15

Speaking

6 Talk about one of the following topics.
- your relationship with a relative you are close to
- if you prefer to live in the city or the country, and why
- your mobile phone and what you use it for

/ 15

Reading

7a Read the text and match the correct titles to the paragraphs (A–E). There are two titles you don't need.

1 The world's warmest place
2 A country that can be very cold, very hot or very wet
3 The world's windiest city
4 The world's wettest place
5 The world's driest place
6 The world's sunniest place in summer
7 The world's coldest place in winter

/ 5

7b Read the text again and put these sentences in the correct place (1–5).

a Of course, you won't really get a chance to do any sunbathing in this land of snow and ice.
b But it is the heat that surprises visitors.
c They damage buildings and are sometimes very dangerous.
d The city of Sochi is popular with tourists for this reason.
e Always unbelievably warm, and surrounded by forest, the area is sometimes difficult to get to.

Extreme Places

A _____
Many of the world's cities are on the coast. In winter, when it's cold, icy rain and big storms arrive from the sea, and they cause a lot of problems. [1] _____ Wellington, in New Zealand, has more storms than any other city in the world – storms that blow people from their feet and throw trees into the air. Every day, even in summer when it's very hot and sunny, people find it difficult to walk along the street, and impossible to control their umbrellas!

B _____
When we think of the Arctic, we think of warm clothing and an incredibly cold, snowy land of empty spaces. But, in May and June, when the days never end, and the sky is always blue, it is probably the best place in the world for sunshine. [2] _____ It's usually around –10°C, and on a really windy day it's not easy to stop your towel blowing away.

C _____
In Mawsynram, in the west of India, there are a small number of villages that are famous for their weather. [3] _____ That's because the roads are often under water. People from the villages carry extremely large umbrellas called 'knups' which are big enough to cover their bodies. No other people on earth get this much rain.

D _____
Local people can't remember the last time it was raining in Death Valley, in California in the USA. Usually, there are only about two centimetres of the wet stuff a year, less than any other place in the world. [4] _____ When I arrived there in July, it was so hot it was impossible to get out of the air-conditioned car.

E _____
Russia has a reputation for icy cold weather, but, because the country is so large, there are places in the far south that are warmer than the Mediterranean in summer. [5] _____ Another interesting place is Petropavlovsk-Kamchatsky, a city on the Kamchatka peninsula where it rains all the time. It is famous for being the wettest place in the country.

/ 10

Writing

8 Write one of the following.
- an email to a friend giving your news
- a description of your favourite photo
- a review of a film, play or book

/ 15 / **100**

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MID-YEAR TEST UNITS 1–9

Grammar

1 Choose the correct option.

1 Where _____ work?
a do you b are you c you are
2 I want _____ early tomorrow morning.
a leave b to leave c leaving
3 _____ my homework at the weekend.
a Always I do b I do always c I always do
4 I don't have _____ money on me. Sorry.
a more b much c many
5 The students haven't done _____ homework.
a they b them c their
6 Harry didn't _____ tennis yesterday.
a play b plays c played
7 Jerry _____ work on Sundays.
a hasn't to b doesn't have to c isn't have to
8 Have you ever _____ your mum's birthday?
a forget b forgot c forgotten

/ 8

2 Complete the sentences with one word.

1 _____ aren't any interesting shops in my home town.
2 We hardly _____ see Rachel these days.
3 Do you have _____ brothers or sisters?
4 _____ I use your mobile phone? I need to call my mum.
5 _____ you go away last weekend?
6 How much are _____ shoes over there at the back of the shop window?
7 The meeting wasn't _____ long.
8 The film was funnier _____ the book.
9 Amy didn't like the restaurant much, but I _____.
10 _____ you like to go for a coffee?

/ 10

3 Complete the text with the correct form of the words in brackets.

My brother [1] _____ (usually / live) in a small flat in Birmingham, but, right now, he [2] _____ (stay) in a really expensive hotel in Los Angeles. Why? Well, he [3] _____ (make) a film – in Hollywood! He looks like the famous film star Gerard Butler, so he is Mr Butler's 'double' in a new adventure film. Actually, he's [4] _____ (tall) than Mr Butler, but his eyes, nose and face look the same. He's very excited about the experience. He [5] _____ (do) some acting when he was at university, but he [6] (never / be) in a film before. Of course, he would like [7] _____ (become) a film star one day. In the future, when he's back in England, he's going 8 _____ (take) acting lessons.

/ 8

Vocabulary

4 Complete the sentence with one word. The first letter is given.

1 Donald is from North America, but his wife Alejandra is from S_____ America.
2 My sister's a nurse and works in the h_____ in the centre.
3 My home town feels very s_____. There isn't any crime or violence.
4 I went to the c_____ to buy some aspirin and toothpaste.
5 Jerry and Sue are sitting on the s_____ in the living room.
6 The menswear department is on the g_____ floor.
7 We took the e_____ to the first floor of the department store.
8 Jack is a l_____ student. He lies in bed all day and does no work.
9 My mum's brother, my u_____, is called Tony.
10 One day, I'd like to s_____ my own business.
11 Jim fell off his bike and h_____ himself.
12 It was really e_____ when I fell down the steps in front of my boss.

/ 12

5 Choose the correct verb to complete each group of collocations.

go	stay	wash	get	open	do
turn	listen	win	make	move	learn

1 _____ married / a degree / divorced
2 _____ your homework / the washing / some shopping
3 _____ to bed / for a walk / home
4 _____ to the radio / and write what you hear / to the words
5 _____ the window / your book / the door
6 _____ on the air conditioning / up the radio / off the gas
7 _____ your clothes / the dog / your hair
8 _____ with friends / in a hotel / at home
9 _____ the game / the lottery / $1 million
10 _____ to ride a bike / Arabic / how to do something
11 _____ house / to the country / to a new apartment
12 _____ a mess / lunch / me feel good

/ 12

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Listening

6a ▶ Listen to a conversation between two students and choose the correct answers.

1 Who has to obey more rules? a Mike b Paula
2 Who has to do more housework? a Mike b Paula

/ 2

6b ▶ Listen again and choose the correct answers. Each question has only one correct answer.

1 What does Paula say about her course at university?
a She thinks the course is boring.
b The exams are really difficult.
c There are a lot of essays to write.
d She did badly in the exams.
2 Where does Paula live?
a in an apartment
b at the university
c with one other girl
d in the city
3 What does Paula have to do?
a wash her clothes on Sundays
b stay at home in the evening
c wash the dishes before going out
d tidy all the bedrooms
4 What can't Mike do at the university?
a cook his own food
b play his guitar in the music room
c invite friends to stay
d eat dinner at the university

/ 8

Speaking

7 Talk about one of the following topics.

- your favourite store or shopping mall
- an important teacher in your life
- what you're going to do in the summer

/ 10

Reading

8 Read the text and choose the correct answer.

1 What do we find out about the first organised holiday by train?
a the food people ate on the trip
b the number of people on the trip
c the destination of the trip
d the day the trip started
2 Why were the travellers on the first organised holiday by train happy?
a It was only a short trip.
b It wasn't stressful because they didn't have to plan things.
c It was not an expensive trip.
d It wasn't crowded because they were the only travellers.
3 What type of trips did Cook organise in the summer in the 1840s?
a trips to London or Edinburgh
b trips to places near the sea
c trips to places in different countries
d sightseeing holidays
4 What do we find out about Cook's tours in the 1860s?
a They only went to European countries.
b The first tour went to Switzerland.
c They were cheaper than other tours.
d They went to Asia, Europe and North America.
5 What did Thomas Cook do in the 1870s?
a He stopped organising tours.
b He lost a lot of money.
c He started taking more holidays himself.
d He did more than just plan holidays.

/ 15

The first holidays

In 1841, an Englishman called Thomas Cook had a really good idea. He asked the Midland Counties Railway to help him to organise a trip for a group of five hundred people. Everybody on the trip paid one shilling (five pence in modern British money) and the Railway Company gave them a ticket on the same train. It was good for the Railway Company because there were a lot of people on the train, and good for Mr Cook because some of the money from the tickets went to him. And the travellers were happy, too. Their tickets weren't cheaper than the usual price, but they got free food on the journey and they didn't have to worry about where to go and when, because Mr Cook was there to help them. They only travelled twenty kilometres, and came home on the same day, but their trip was historical. It was the first holiday organised by a travel company, and the start of the holiday industry.

Next, Thomas Cook started to plan sightseeing holidays to London and Edinburgh in spring and autumn, and trips to the British seaside in the summer. Railways were new, and a lot of people were excited about travelling for the first time, but they didn't know where to stay or where to eat, so Cook's holidays became more and more popular. It was a lot more expensive to travel with Cook's company, but it was also safer and more relaxing for these early travellers. In the 1860s, Cook started 'grand tours' to Europe. More people had money to spend on holidays and they wanted to see the world. First, Cook took a group of people to Paris, then he organised trips to Switzerland and Italy. Later, there were even tours to Egypt and the United States.

In 1872, Cook started working with his son. He didn't want to go on trips himself now. He was over sixty! He was more interested in planning trips to exciting places, and selling things people needed for travelling – bags and suitcases, walking shoes and guide books, for example. He and his son opened a shop in London, and became rich and famous.

Writing

8 Write one of the following.

- an email to a penfriend saying what you did on your holidays
- a description of your house or apartment
- *The life of a famous person*. Write an essay, describing the life of a famous person you know about.

/ 15 / **100**

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END-OF-YEAR TEST 1 UNITS 1–16

Grammar

1 Complete the text with the correct form of the verb or adjective in brackets.

I [1] _____ (work) in Chicago ten years ago when I [2] _____ (decide) to try ten-pin bowling. At first, I [3] _____ (not understand) the rules, and I wasn't very good, but it was great fun. These days, ten-pin bowling is my life! I [4] _____ (become) a big fan of the sport, and I [5] _____ (go) bowling every week. I [6] _____ (improve) very [7] _____ (slow), and I think I'm a lot [8] _____ (good) than I was ten years ago. In the United States, a lot of people love [9] _____ (go) bowling and at weekends, it isn't unusual [10] _____ (see) hundreds of people taking part in a competition. It's quite difficult [11] _____ (win) a competition, but they are good fun. If you want [12] _____ (try) the sport, you should [13] _____ (call) your local ten-pin bowling club. Over 100 million people in the world enjoy [14] _____ (do) the sport. In the future, I think ten-pin bowling [15] _____ (be) an Olympic sport.

/ 15

2 Choose the correct option.

1 We arrived at three o'clock _____ the afternoon.
a in b at c on
2 How long _____ there?
a you have been
b have been you
c have you been
3 _____ I open the window, please?
a Can b Will c Should
4 Sam hasn't done _____ homework.
a he b his c him
5 There are too _____ people in the lift.
a many b much c enough
6 I'm thinking _____ going to Greece for my holidays.
a to b for c of
7 This is the _____ amazing day of my life.
a most b much c more
8 'I didn't like the film.' 'Me _____.'
a too b also c neither
9 The pop concert was free, _____ we didn't have to buy a ticket.
a so b because c after
10 We would like _____ tennis tomorrow.
a play b playing c to play

/ 10

3 Complete the questions with the correct form of the verbs in brackets.

1 What _____ (she / do) over there? I can't see her.
2 Why _____ (I / should) go to that university?
3 _____ (they / ever / visit) Rome?
4 _____ (they / build) the hospital in the 1920s?
5 What _____ (you / sing) when I walked into the room?

/ 5

Vocabulary

4 Choose the correct word.

1 Dave asked me *out* / *on* / *at*. We're going to the cinema on Friday.
2 Patrick is a *strict* / *reliable* / *quiet* friend. He is always there to help me when I need him.
3 I have to go. I have to pick *for* / *down* / *up* my son from school.
4 Can you *put* / *set* / *make* the table for dinner, please?
5 My parents are away so we're looking *from* / *after* / *past* the dog for the weekend.
6 Foxes can *cause* / *make* / *provide* a lot of damage.
7 Do you know much *after* / *about* / *for* computers?
8 I've *developed* / *controlled* / *deleted* all my files by accident. They're all gone!

/ 8

5 Decide which word does not go in each group.

1 a receptionist b studio c civil servant d nurse
2 a twelfth b first c twenty-one d fortieth
3 a wife b aunt c brother d daughter
4 a garlic b juice c spinach d carrots
5 a ice b rain c storm d field
6 a infection b headache c antibiotics d cough

/ 6

6 Complete the sentences with the correct verb from the box.

lost	paid	made	set	went	broke	missed	hurt

1 Last night, I _____ my alarm clock for 7 a.m. before I went to sleep.
2 Harry _____ dinner last weekend. He's a good cook!
3 On our first day in Rome, we _____ sightseeing. It was great.
4 Jack _____ himself when he fell out of the tree. He cut his arm and his back was stiff.
5 Tom and Jill _____ up last weekend. I'm surprised. I thought they loved each other.
6 Last weekend, we _____ the football match 3–0. It was very disappointing.
7 Unfortunately, we _____ the last bus and had to walk home.
8 I haven't _____ the bill. How much is it?

/ 8

7 Choose the correct option.

1 The security _____ was standing near the main entrance of the shop.
a servant b guard c maker
2 Claire goes to one of the most _____ universities in the state.
a popular b patient c confident
3 It was the worst day of my life! It was so _____!
a relaxing b stressful c exciting
4 I feel _____. I think I've eaten something bad.
a sick b stiff c hurt
5 Be careful. That animal _____.
a chases b damages c bites
6 The new programme allows you to _____ problems. It will really help you.
a save b solve c keep

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7 When do you _____ your homework?
a do b make c set
8 Use this towel to dry _____.
a you b yourself c you up

/ 8

Listening

8 Listen to the radio programme and choose the correct answers. Each question has only one correct answer.

1 What does Morag say about the word Hogmanay?
a It is hard to pronounce.
b It is an old English word.
c Nobody knows what it means.
d It describes a summer festival.
2 The Hogmanay Festival lasts ...
a from Christmas to New Year.
b from December 31st to January 2nd.
c for just one day.
d longer in other countries.
3 What does Morag say about the song?
a She says how old it is.
b She says what it is about.
c She says that people dance to it.
d She says they sing it outside.
4 People visit their neighbours' houses and ...
a take food and drink with them.
b sing a traditional song.
c stay there for the night.
d eat their neighbours' food.
5 In the north of Scotland, they ...
a don't sing Auld Lang Syne.
b sometimes have fire festivals.
c stay indoors.
d visit people they don't know.

/ 10

Speaking

9 Talk about one of the following topics.

- where you keep things in your bedroom
- a course you are doing
- the weather in different seasons in your country

/ 10

Reading

Too much traffic!

Do you think there is too much traffic on the roads? Read about one of the worst traffic problems in history, and the next time you are in really bad traffic, remember that it might be worse!

In August 2010, hundreds of people spent eleven days in their cars on China's National Highway 110. They had to drive really slowly, and had to keep stopping all the time, so they moved only one kilometre every day. Many drivers had to eat, sleep and wash inside their cars. A small number of local people came out to help, bringing water and medicine, but there were also many other people who wanted to make money from the situation. Many street sellers brought food and water and sold it to drivers, and some people started small cafés next to the road. Drivers got out of their car for a coffee and something warm to eat at the cafés. Often the food for sale was really expensive but the drivers had to pay.

So, why did it happen? Natural disasters – snow storms or heavy rain storms, for example – have caused many of the world's worst traffic problems, but that wasn't why the problem on National Highway 110 began. The problem started because people were working on the road, and many drivers had to slow down or stop. It was a really busy time of day so the queue got longer and longer until nobody was moving, and, after the problem started, there were some small accidents. These made the problem worse.

After the traffic problem ended, the Chinese government decided to make changes. They didn't want to have problems again in the future. They didn't want to stop cars travelling on the road, but they made larger vehicles go on different roads, and they stopped people from working on roads at very busy times. This has helped a lot. Today, National Highway 110 is busier and more crowded than ever before, but drivers haven't experienced the traffic problem of August 2010 again.

10 Read the text and choose the correct option.

1 In the article about a really bad traffic problem, we find out ...
a how many cars were on the road.
b that a number of roads had problems.
c how long people were in their cars.
d how many people tried to help.
2 The article says that cars on the National Highway ...
a didn't move for days.
b had to leave the road.
c only moved slowly.
d often broke down.
3 A lot of people ...
a brought medicine for the drivers.
b sold water to drivers.
c gave warm food to drivers.
d didn't want to help the drivers.
4 What caused the problem on the National Highway?
a really bad weather.
b bad driving.
c road works.
d a bad accident.
5 What changes have the Chinese government made to stop problems on National Highway 110?
a They have built another new road.
b Most cars can't use the road now.
c They have made the road quieter.
d People can't work on the road at busy times.

/ 10

Writing

11 Write one of the following.

- an email making arrangements with a friend to go shopping
- a letter to a penfriend describing a festival in your country
- a description of a friend

/ 10 / **100**

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END-OF-YEAR TEST 2 UNITS 1–16

Grammar

1 Write the correct form of the verb or adjective in brackets to complete the text.

It's three o'clock in the afternoon, and I [1] _____ (sit) in a café in central London. Later this afternoon, world-famous chef Roland LeNoir [2] _____ (be) here to give a talk. I'm early because I want [3] _____ (have) the best seat in the place. LeNoir [4] _____ (open) his first restaurant in 1996 in a small village in northern France, and it was soon the [5] _____ (popular) restaurant in the region. He [6] _____ (work) there when a well-known journalist from a food magazine [7] _____ (visit). The journalist loved the food, and Lenoir soon became famous and moved to Paris. It isn't easy [8] _____ (run) a restaurant in the capital city, but LeNoir's restaurant was successful. In 2000, he [9] _____ (produce) his first cookery book. LeNoir [10] _____ (write) over twenty cookery books in his career, and I love [11] _____ (read) them. I [12] _____ (try) hundreds of his recipes, and if you like cooking, you should [13] _____ (try) them, too. This evening, he's going [14] _____ (talk) about French cooking in the 1920s. I [15] _____ (look) forward to meeting him for the first time!

/ 15

2 Choose the correct option.

1 Could you pass me _____ book over there?
a that b those c this
2 Wesley did quite _____ in the exam.
a bad b worse c badly
3 What time are we _____ there?
a going to get
b go to get
c going to getting
4 John didn't _____ the exam.
a pass b to pass c passed
5 In the UK, houses are _____ expensive in London than in other cities.
a more b much c most
6 _____ up late.
a We get often b Often we get c We often get
7 I'm thinking _____ a new jacket.
a of buying b to buy c for buying
8 I _____ play tennis tomorrow, but I'm not sure.
a can b should c might
9 Jenny didn't buy the dishwasher _____ it was expensive.
a so b because c after
10 _____ favourite football team is Real Madrid.
a Jo her b Jo's c Jo has

/ 10

3 Complete the questions with the correct form of the verbs in brackets.

1 _____ (you / enjoy / visit) the old castle last weekend?
2 _____ (Harriet / drive) when you had the accident?
3 How long _____ (you / have) those shoes?
4 What _____ (Karen / do)? Is she an artist?
5 _____ (Graham / see) the film? I think it's the type of film he likes.

/ 5

Vocabulary

4 Choose the correct word.

1 The town centre is *safe* / *patient* / *cheap* at night. There aren't any violent gangs.
2 We often *do* / *go* / *have* a coffee before school.
3 In class, turn *over* / *off* / *through* your mobile phone. No calls, please!
4 Jill likes *saying* / *telling* / *looking* jokes.
5 I'd like to go *for* / *at* / *to* a walk in the hills near here.
6 The dog has *made* / *done* / *given* a mess in the garden.
7 Our holiday was very *embarrassing* / *scary* / *relaxing*. We just sat on the beach all day.
8 Do we get *from* / *after* / *off* at this stop or the next one? I don't want to miss it.

/ 8

5 Decide which word does not go in each group.

1	a Chinese	b Arabic	c Brazil	d French
2	a sink	b shower	c toilet	d kitchen
3	a ground floor	b escalator	c basement	d second floor
4	a station	b platform	c flight	d bus stop
5	a stomach	b burnt	c arm	d back
6	a screen	b tablet	c plug	d keyboard

/ 6

6 Complete the sentences with the correct verb from the box.

take	move	play	empty
write	give	feed	put

1 Could you _____ the dishwasher, please? I did it last time.
2 We're going to _____ house in the New Year. We want a bigger place.
3 Do you feel ill? You should _____ an aspirin.
4 David can _____ the guitar really well.
5 I often _____ emails to friends on Sunday mornings.
6 One minute. I have to _____ on some make-up before I go out.
7 I'd like to _____ you some information about next year's classes.
8 I'm away next weekend. Can you _____ the dog? He likes to eat twice a day.

/ 8

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7 Choose the correct option.

1 Tom has bought a new _____ for the living room.
a sink b sofa c bed

2 We need to improve the health service. I am _____ having more nurses in hospitals.
a for b on c over

3 When did you _____ married? Was it last year?
a have b go c get

4 'What would you like for your main _____?' 'Oh, the chicken, please.'
a food b course c dessert

5 I have copies of photos on my memory _____. I'll put it in the laptop so we can see the photos.
a stick b file c key

6 Andy doesn't _____ on very well with his father-in-law. They don't talk much.
a go b make c get

7 Petra usually gets up very early _____ the morning.
a in b on c at

8 Where's the nearest post _____? I need to buy some stamps.
a station b shop c office

/ 8

Listening

8 Listen to the conversation and choose the correct answers. Each question has only one correct answer.

1 When did Ellie's new Spanish course start?
a this morning
b yesterday
c last weekend
d four days ago

2 What was Ellie's teacher like?
a strict but very helpful
b hard to get on with
c funny and patient
d a quiet person

3 How does Ellie compare her teacher now to her teacher last year?
a Her teacher now is better at Spanish.
b Her teacher now is more helpful.
c Last year's teacher was friendlier.
d Last year's teacher was much louder.

4 What does Ellie say about her class?
a There will be twelve students in the class during the course.
b Two students are a lot older than the other students.
c All the students come from England.
d There are students from England and other countries in the class.

5 What does Ellie tell us about Jill?
a She comes from Canada.
b She has a job in London.
c She went to South America last year.
d She has studied Spanish for a long time.

/ 10

Speaking

9 Talk about one of the following topics.

- what you eat on weekdays and at the weekend
- when and where you met your best friend or your partner
- an experience that changed your life

/ 10

Reading

A useful technology?

There is a lot of new technology for sale these days, from tablets and laptops to electric cars and solar panels, but it isn't always easy to know what to buy. We don't know how well the things will work. They might not be good value for money, and they might not be very useful two or three years from now. We may have to buy something more modern later. And we might not use them very much or forget about them and leave them in a cupboard.

Weston, a major electronics company, is going to start selling a new product next month. I've seen it and will try to describe it in this blog, but you have to decide if it is a good thing to buy or not. It's a smartwatch, and many experts love it. It looks like a watch, so you wear it on your arm, but it has a screen and you can use it to look at websites, make calls and send texts or emails. It costs a lot, but if the high price isn't a problem for you, this is a really useful thing to carry around. You can check when you've got a message, or see who's calling, and it feels like the future.

The question is: do you really need one? Most people don't really need to buy a smartwatch. Smartphones are cheaper, and in some ways, they are better. You can take better photos with them, for example. But for really busy people who are always travelling, smartwatches can be helpful. You don't need them at home or in the office, but they're great when you're exercising or in another situation where using a typical smartphone isn't practical. I spent yesterday wearing the new smartwatch, and it was very comfortable and not too heavy. I didn't think the design was very good, but I enjoyed using the webcam and listening to music. Surprisingly, the webcam was better than the one on my laptop. Is a smartwatch for you? You decide.

10 Read the text and choose the correct option.

1 In the first paragraph, the writer says that ...
a most new machines are good ideas.
b many new machines are good value.
c some new machines aren't useful for long.
d we might lose some machines easily.

2 The writer says that the new smartwatch from Weston is ...
a on sale now.
b difficult to describe.
c something he wants to buy.
d popular with experts.

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3 The writer says that with the new smartwatch from Weston, you can ...
  a save money.
  b take great photos.
  c send and receive messages.
  d change the screen.
4 The writer says that ...
  a he prefers a smartphone to a smartwatch.
  b a smartwatch might be useful for some people.
  c smartwatches don't have a camera.
  d office workers might enjoy having a smartwatch.
5 The writer says that the new smartwatch from Weston ...
  a was not easy to carry around.
  b was heavier than he thought.
  c had a surprisingly bad webcam.
  d didn't have the best design.

/ 10

Writing

11 Write one of the following.

- a description of an important day in your life
- an invitation to a friend – invite them to a special event and describe what you will do there
- a blog post – describe a place you have been to

/ 10 / **100**

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TESTS ANSWER KEY

UNIT 1

1

1 are you, I'm
2 is she, She's
3 is Dan, He's
4 Are your parents, they're

2

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

3

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

4

1 Are there
2 there's
3 Is there
4 there isn't
5 there are
6 Is there

5

Countries: Brazil, China, Kenya, Saudi Arabia
Parts of the world: Central America, Asia

6

1 restaurant
2 nurse
3 school
4 shop assistant
5 police station
6 designer

7

1 quiet
2 hot
3 small
4 expensive
5 dirty
6 boring

8

1 hospital
2 doctor
3 school
4 nurse
5 hours
6 French

UNIT 2

1

1 cooking
2 to go
3 to do
4 getting
5 learning
6 watching
7 being

2

1 We always have dinner in the evening.
2 Our grandmother usually visits us on Sunday.
3 I sometimes go to bed in the afternoon.
4 I don't often do my homework.
5 My parents hardly ever go on holiday in summer.
6 Mark never goes to the theatre at weekends.
7 Amy occasionally works at home in the morning.
8 William doesn't usually like working at the weekend.

3

1 a
2 any
3 many
4 any
5 a lot of
6 much

4

1 a lot of
2 many
3 a
4 some
5 Some

5

1 c 2 e 3 d 4 a 5 b

6

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

7

1 turn off
2 close
3 listen
4 take
5 read
6 watch
7 say
8 do

8

1 pen
2 dictionary
3 money
4 mobile phone
5 water

UNIT 3

1

1 on
2 next to
3 opposite
4 behind
5 between
6 in front of

2

1 her
2 their
3 he
4 us
5 Our
6 they
7 him
8 me

3

1 Andy's sister
2 My parents' villa
3 Jack's brother
4 Adam's hair
5 Diana's new mobile phone
6 Fiona's brother's

4

1 I can't
2 Can I
3 We can drive you
4 I can't come
5 Can you tell
6 You can't use

5

1 bank
2 chemist's
3 shoe shop
4 post office
5 bookshop
6 clothes shop
7 café
8 sports centre

6

1 b 2 a 3 c 4 a 5 b 6 b 7 b 8 b

7

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

UNIT 4

1

1 played
2 didn't cook
3 walked
4 didn't dance
5 travelled
6 were

2

1 When did Harry get home?
2 Did Ann go swimming last Sunday?
3 What did you take on holiday?
4 Where was the beach?
5 How many museums did they visit?
6 Did Oliver go to the art gallery?

3

1 got home
2 went swimming
3 took
4 was
5 didn't visit
6 went

4

1 was
2 went
3 got
4 played
5 didn't go
6 had
7 read
8 walked

5

1 July
2 March
3 November
4 May
5 February

6

1 ninth
2 first
3 third
4 twenty-second
5 eleventh
6 seventeenth

7

1 rented
2 fly
3 spend
4 going
5 Take
6 stay

8

1 On
2 to
3 with
4 in (or *at*)
5 out
6 in
7 with

UNIT 5

1

1 many
2 Could
3 Which
4 much
5 What
6 else

2

1 those
2 These
3 this
4 that
5 that
6 those

3

1 is playing
2 am drawing
3 is not feeling
4 are taking
5 is working
6 aren't going
7 are waiting
8 'm not working

4

1 Are you going to the party?
2 Is Jamie playing football right now?
3 Is the shop making money?
4 What are you doing at the moment?
5 Where is Dan living?
6 Why are you cooking pasta?

5

1 pair
2 kilo
3 piece
4 litre
5 cup

6

1 retired
2 manage
3 growing
4 opportunities
5 sad

7

1 a 2 b 3 b 4 a 5 b 6 b

8

1 menswear
2 store
3 ground
4 main
5 first
6 beauty
7 basement
8 escalator

UNIT 6

1

1 really
2 very
3 very
4 really
5 quite
6 very
7 very
8 very

2

1 warmer
2 more difficult
3 more romantic
4 earlier
5 better
6 more careful
7 worse
8 farther

3

1 larger
2 more common
3 bigger
4 more famous
5 more exciting
6 colder
7 warmer
8 nicer
9 funnier
10 more intelligent

4

1 c 2 a 3 c 4 c 5 a

5

1 biology
2 history
3 computing
4 PE
5 medicine
6 engineering
7 marketing
8 literature

6

1 Russian
2 Spanish
3 French
4 Arabic
5 German
6 Chinese

7

1 creative
2 explaining
3 start
4 last
5 giving

UNIT 7

1

1 can
2 didn't
3 isn't
4 do
5 is
6 are
7 am
8 didn't

2

1 have to
2 has to
3 doesn't have to
4 have to
5 has to
6 don't have to
7 don't have to
8 have to

3

1 don't
2 doesn't
3 does
4 am
5 are
6 do
7 is
8 isn't
9 don't
10 can

4

1 daughter
2 grandfather
3 sister
4 husband
5 aunt
6 dad
7 boyfriend
8 cousin

5

1 look
2 tells
3 empty
4 do
5 pick
6 sings
7 feed
8 makes
9 share
10 leave

6

1 a 2 b 3 a 4 b 5 a 6 b

UNIT 8

1

1 I'm going to be late tomorrow.
2 The aren't going to stay at that hotel again.
3 She isn't going to go out next weekend.
4 We're going to watch that new film.
5 What is Peter going to do tomorrow?
6 The aren't going to stay for lunch.

2

1 Are you going to go on holiday this year?
2 Yeah! We're going to visit Malta for the first time.
3 Wow! Where are you going to stay?
4 We are going to book a hotel on the island.
5 Is Jenny going to travel with you?
6 No. She's going to have a holiday with her boyfriend.
7 Really? Where are they going to go?
8 I think they are going to drive to the south coast.

3

1 I'd like **to** go for a walk later today.
2 **Would you** like a cup of tea?
3 I**'d** really like to have kids one day. (or **I would** ...)
4 Andy **wouldn't** like to lose his job.
5 Would you like **to play** a musical instrument?
6 She'd really **like** to help you.

4

1 like to
2 not going
3 Would you
4 like to
5 going to
6 to be

5

1 plays
2 wrote
3 get
4 go for
5 did
6 have
7 go to
8 getting
9 do
10 go for

6

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

7

1 for
2 improve
3 create
4 help
5 provide
6 is
7 saves

UNIT 9

1

1 Have you ever been to Tokyo?
2 I have never tried Indian food.
3 Jack has bought a new pullover.
4 Has Simon seen that film?
5 Have you ever broken your leg?
6 We haven't missed the train.
8 Joe hasn't found his wallet.

2

1 fallen
2 lost
3 cut
4 made
5 saw
6 done
7 felt
8 took

3

1 Have you been
2 flew
3 haven't visited
4 have seen
5 took
6 went
7 haven't climbed
8 have swum
9 went
10 sent

4

1 missed
2 made
3 hurt
4 forgotten
5 lost
6 took
7 broke
8 feel
9 fell
10 forgotten

5

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

6

1 wait
2 called
3 lost
4 gave
5 use
6 lying
7 stole
8 missed

UNIT 10

1

1 b 2 b 3 a 4 a 5 b 6 b

2

1 much
2 many
3 many
4 many
5 much
6 much

3

1 There are too many cyclists on the road.
2 There are too many cars in London.
3 I don't have enough free time.
4 There aren't enough airports in my country!
5 We have too many tourists in my city.
6 Politicians get too much money.

4

1 the longest
2 the highest
3 the most famous
4 the largest
5 the biggest
6 the most expensive
7 the busiest
8 the best

5

1 platform
2 get on
3 first
4 delay
5 direct
6 return
7 discount
8 single

6

1 b 2 a 3 b 4 a 5 c 6 a 7 c 8 a

7

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

UNIT 11

1

1 c 2 a 3 d 4 e 5 b

2

1 too
2 do
3 neither
4 'm
5 were

3

1 many
2 a lot of
3 any
4 a lot of
5 Some
6 many

4

1 much
2 much
3 some
4 much
5 any
6 any
7 some
8 some
9 many
10 much

5

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

6

1 b 2 b 3 a 4 b 5 c

7

1 butter, cheese, cream
2 potatoes, onions, spinach
3 apples, oranges, kiwis
4 beef, lamb, chicken
8 tea, coffee

8

1 unhappy
2 unpopular
3 unfriendly
4 unusual
5 unhealthy
6 unforgettable

UNIT 12

1

1 I think you should ~~to~~ relax.
2 What **should we** do this evening?
3 You **shouldn't** work at the weekend.
4 He should~~s~~ help other people.
5 Maybe you should **go** jogging.
6 He **shouldn't** wear that hat.

2

1 You shouldn't go outside on your own.
2 I just need to take an aspirin.
3 It's just a small cut.
4 Maybe you should take a holiday.
5 I'll be fine after I have something to eat.
6 You shouldn't go to work today.

3

1 After
2 so
3 because
4 After
5 after
6 because

4

1 so
2 because
3 so
4 After
5 because
6 After
7 because
8 after

5

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

6

1 upset
2 annoyed
3 happy
4 excited
5 relaxed
6 stressed
7 angry
8 tired

7

1 celebrate
2 damages
3 killed
4 opens
5 builds
6 causes
7 hit
8 protest

UNIT 13

1

1 It might rain later today.
2 We are definitely going to play.
3 She might possibly win the award.
4 The students might not come over later.
5 It is not going to be a nice day.

2

1 b 2 b 3 a 4 a 5 a

3

1 have you worked
2 has known
3 has felt
4 has Thomas lived
5 have had
6 have you been
7 haven't made
8 hasn't played

4

1 has owned
2 have lived
3 met
4 moved
5 got
6 hasn't lived
7 has been
8 have worked

5

1 c 2 a 3 c 4 c 5 a

6

1 pollution
2 flat
3 forest
4 farm
5 Violent
6 surrounded

7

1 fox
2 cow, horse, pig, sheep
3 dog, cat

8

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

UNIT 14

1

1 What was your party like?
2 What is the food like here?
3 What is your younger brother like?
4 What are the new students like?
5 What is the garden like?
6 What was the meeting like?

2

1 won't be
2 will probably feel
3 will pass
4 probably won't get
5 won't start
6 will leave
7 will feel
8 will be
9 won't sell
10 will probably win

3

1 It's easy to run a marathon.
2 It's impossible to find a job in the town.
3 It's dangerous to climb mountains in winter.
4 It's cheap to shop online.
5 It's good to live here.
6 It's important to get a good job.
7 It's boring to watch TV all day.
8 It's fun to play football on the beach.

4

A

1 d 2 c 3 a 4 e 5 b

B

6 f 7 i 8 g 9 j 10 h

5

1 high
2 efficient
3 weak
4 get
5 effect
6 miss
7 climate
8 open

6

1 b 2 c 3 a 4 a 5 b 6 b 7 a 8 c

UNIT 15

1

1 'm thinking of going
2 're thinking of buying
3 is thinking of doing
4 're thinking of working
5 Are you thinking of changing
6 you aren't thinking of selling
7 'm thinking of buying
8 is she thinking of learning
9 is thinking of trying
10 is she thinking of doing

2

1 quietly
2 hard
3 efficiently
4 slow
5 easily
6 safe
7 badly
8 carefully
9 difficult
10 generously

3

1 Joe speaks Spanish very well
2 Penny drives dangerously.
3 The people here work fast.
4 We walked home happily.
5 Simon advised the students badly.
6 I can write with this easily.

4

1 tablet
2 laptop
3 hairdryer
4 camera
5 dishwasher
6 vacuum cleaner
7 washing machine
8 mobile phone

5

1 restart, install
2 download, install
3 memory stick, online
4 search, link

6

1 c 2 c 3 a 4 b 5 b 6 b 7 c 8 c

UNIT 16

1

1 I was sitting
2 they were trying
3 we were having
4 was she waiting
5 You weren't listening
6 Was he playing
7 she was carrying
8 We weren't learning

2

1 didn't see
2 had
3 was driving
4 went
5 hit
6 was thinking
7 felt
8 decided
9 were walking
10 were learning

3

1 I'll clean the car later.
2 I won't call the police.
3 We will eat out next week, I promise.
4 I will marry you.

4

1 I will.
2 I won't.
3 I won't.
4 I will.

5

1 a 2 b 3 a 4 c 5 b 6 a

6

1 married
2 anniversary
3 broken up
4 asked her out
5 pregnant
6 divorced
7 approve
8 jealous
9 get on
10 date

7

1 faded
2 weeds
3 double
4 encourage
5 let
6 remain
7 trouble
8 trust

REVIEW TEST 1

1

1 is
2 Do
3 many
4 any
5 her
6 did
7 on
8 is
9 more
10 well

2

1 was
2 left
3 came
4 didn't know
5 to do
6 am doing
7 don't have
8 studying
9 having
10 be

3

1 waiter
2 afternoon
3 bank
4 package
5 quiet
6 kitchen
7 second
8 train
9 sink
10 escalator

4

1 have
2 get
3 listen
4 close
5 go
6 put
7 stay
8 spend
9 last
10 cost

5

1 b 2 a 3 b 4 a 5 c

7a

d

7b

1 F 2 T 3 T 4 F 5 F 6 F

REVIEW TEST 2

1

1 Would
2 don't
3 am
4 didn't
5 Have
6 should
7 has
8 do
9 'm not
10 have

2

1 have
2 so
3 going
4 like
5 because
6 most
7 going
8 much
9 enough
10 too

3

1 a 3 b 5 a 7 b 9 b
2 a 4 b 6 b 8 c 10 a

4

1 a 3 c 5 c 7 b 9 c
2 b 4 b 6 a 8 b 10 b

5a

a 2 b 1 c 4 d 3

5b

1 a 2 b 3 a 4 c

7a

1 B 2 C 3 A

1 F 2 F 3 F 4 T 5 T 6 F

REVIEW TEST 3

1

1 been
2 Were
3 of
4 well
5 will
6 were
7 won't
8 going
9 for
10 very

2

1 are thinking
2 visiting
3 to talk
4 to remember
5 won't find
6 healthily
7 hard
8 was growing
9 have lived
10 will have

3

1 cloudy
2 hill
3 screen
4 sunny
5 sheep
6 dishwasher
7 partner
8 married

4

1 a 3 b 5 c 7 a 9 a 11 c
2 b 4 b 6 b 8 b 10 b 12 b

5

1 c 2 a 3 c 4 a 5 b

7a

A 3 B 6 C 4 D 5 E 2

7b

1 c 2 a 3 e 4 b 5 d

MID-YEAR TEST

1

1 a 2 b 3 c 4 b 5 c 6 a 7 b 8 c

2

1 There
2 ever
3 any
4 Can
5 Did
6 those
7 very
8 than
9 did
10 Would

3

1 usually lives
2 is staying
3 is making
4 taller
5 did
6 has never been
7 to become
8 to take

4

1 South
2 hospital
3 safe
4 chemist's
5 sofa
6 ground
7 escalator
8 lazy
9 uncle
10 start
11 hurt
12 embarrassing

5

1 get
2 do
3 go
4 listen
5 open
6 turn
7 wash
8 stay
9 win
10 learn
11 move
12 make

6a

1 a 2 b

6b

1 c 2 d 3 c 4 c

8

1 b 2 b 3 b 4 a 5 d

END-OF-YEAR TEST 1

1

1 was working
2 decided
3 didn't understand
4 have become
5 go
6 am improving
7 slowly
8 better
9 going
10 to see
11 to win
12 to try
13 call
14 doing
15 will be

2

1 a 3 a 5 a 7 a 9 a
2 c 4 b 6 c 8 c 10 c

3

1 is she doing
2 should I
3 Have they ever visited
4 Did they build
5 were you singing

4

1 out
2 reliable
3 up
4 set
5 after
6 cause
7 about
8 deleted

5

1 b 2 c 3 c 4 b 5 d 6 c

6

1 set
2 made
3 went
4 hurt
5 broke
6 lost
7 missed
8 paid

7

1 b 2 a 3 b 4 a 5 c 6 b 7 a 8 b

8

1 c 2 b 3 b 4 a 5 b

10

1 c 2 c 3 b 4 c 5 d

END-OF-YEAR TEST 2

1

1 am sitting
2 will be / is going to be
3 to have
4 opened
5 most popular
6 was working
7 wrote
8 to run
9 produced
10 has written
11 reading
12 have tried
13 try
14 to talk
15 am looking

2

1 a 3 a 5 a 7 a 9 b
2 c 4 a 6 c 8 c 10 b

3

1 Did you enjoy visiting
2 Was Harriet driving
3 have you had
4 does Karen do
5 Has Graham seen

4

1 safe
2 have
3 off
4 telling
5 for
6 made
7 relaxing
8 off

5

1 c 2 d 3 b 4 c 5 b 6 b

6

1 empty	5 write
2 move	6 put
3 take	7 give
4 play	8 feed

7

1 b 2 a 3 c 4 b 5 a 6 c 7 a 8 c

8

1 c 2 c 3 b 4 d 5 b

10

1 c 2 d 3 c 4 b 5 d

TESTS AUDIO SCRIPTS

REVIEW TEST 1 UNITS 1–6
CD 3 TRACK 1

I = inspector, J = Amanda Jackson

I: Are you Amanda Jackson?
J: Yes, I am, that's right.
I: And you own this shop?
J: Oh, no, no. I just work here. I'm ... er ... one of the shop assistants.
I: OK. Well, I'm Inspector Hawkins. I understand that you saw one of the customers taking things from your department this morning. Is that right?
J: Not exactly. I work in womenswear, but I saw somebody take something from the electrical department. It's on the same floor, you see. Anyway, she took a camera.
I: OK. So, what exactly did you see?
J: Well, I saw the customer – she put the camera in her bag. Then she walked out of the shop, but she didn't pay for anything.
I: Where exactly were you when you saw her?
J: Well, I was over there in the coats and jackets section, near the escalator. The customer was near the window, right over there. I saw her very clearly.
I: What did she look like?
J: Well, she was very short and she had white trousers and a long coat. Oh, and she had short, fair hair.
I: OK. So, what did you do?
J: Well, I followed her outside. She got into a small, red car. There was another person in the car – a tall man, with glasses.
I: Then what did you do?
J: Well, I went back into the shop and told the manager about the shoplifter. She phoned the police. And, well, here you are.
I: Well, thank you very much for your information.

REVIEW TEST 2 UNITS 7–12
CD 3 TRACK 2

Hello and welcome to News Today at six o'clock.

1 The government has introduced plans to build a new motorway north of the capital city. Many people are for the idea, saying that it is going to create jobs, help businesses and save more time for travellers. Others are angry, and say it is going to cause a lot of pollution. Two years ago, the government promised to cut the number of cars on the road. Some people say that there will be more cars now because of the new motorway.
2 Millers, one of the country's largest department stores, is going to close. The company began in the 1930s, and at one time had eight large stores in different parts of the country. Today, there is only one store, selling menswear and womenswear and furniture for the home. Sadly, it has lost a lot of money and the management have had to make plans to close its doors.
3 We all know that chocolate is great to eat. But is it good for you? A team of scientists at an English university have told News Today that eating or drinking chocolate might improve your intelligence. In tests with students at their university, they found that chocolate-eaters completed maths tests much quicker than other students. Now they want to do tests at American universities.
4 And finally, a new report says that more men are looking after children in the home than ever before. More mums are going back to work, leaving dad with the kids. Here's Rosie Cumber. 'Today ten per cent of children spend their day with dad. The economy is weak, so a lot of men have lost their jobs, and nowadays wives often earn more than their partners. That's why there are so many stay-at-home dads.'

REVIEW TEST 3 UNITS 13–16
CD 3 TRACK 3

P = presenter, H = Hanne, T = Tom

P: This week, the new musical *Living in the City* opened in London's theatre district. Journalists Hanne Linberg and Tom Hales went to see it there, and here they are today to tell us about it. So, Hanne, what is *Living in the City* about?
H: Well, it tells the story of Casey, a singer from a small town in America. At first, she hopes to be a star in the New York theatre, but before she can go there, things change. So she doesn't go to New York, or Hollywood, ...
P: Or London.
H: No. No, she doesn't. She goes to Paris. And that's the story really. It's about an American girl with not much money in a strange city. She can't speak French, at first, but then she quickly learns the language. She doesn't know anyone, but of course she can sing brilliantly. And she falls in love with a good-looking Frenchman.
P: OK. Don't tell us what happens in the end! Did you enjoy it?
H: Well, it's romantic and sometimes funny, but not funny enough, and the love story, well, you know what will happen in the end, so it isn't very interesting. I was a bit bored, to be honest. But some of the songs were quite good.
P: Tom, what did you think?
T: Well, I don't really agree with Hanne. I enjoyed the relationship between Pascal and Casey and I thought the two young stars acted brilliantly.
H: Mmm. I didn't think the acting was that good.
P: OK. Tom.
T: I quite liked some of the songs, too, especially *Love by the River*. That'll be a hit, I think. And I thought the love story was interesting. I really did.

MID-YEAR TEST UNITS 1–9
CD 3 TRACK 4

M = Mike, P = Paula

M: Hi, Paula. Are you enjoying life at university?
P: Yeah. It's brilliant. There are lots of things to do there, and my course is really interesting. It isn't easy to do all the homework though. I have to write a lot of essays and I don't always finish them on time. The teachers have been angry with me a few times.
M: Really?
P: Yes. I'm afraid so. But I'm not doing badly. I think I'm going to do well in the exams at the end of the year.
M: And you're not living at the university, are you? You're sharing a house in the city. How's life in your house? Are you enjoying it?
P: Yes, I am, actually. It's fun, most of the time. But living with three other girls is hard sometimes. We've had to make some strict rules.
M: Really?
P: Yes. For example, one rule is that we have to wash the dishes before we go out in the evening. Oh, and we can't use the washing machine on Sundays. It's noisy and the others want to study. What about you, Mike? Are you enjoying living in your room in the university?
M: Well, yes. It's easy living there. There's a kitchen, so I can cook, but only when I want to. They give us breakfast, lunch and dinner at the university. And, of course, I don't do any cleaning or tidying. They clean my room every day. It's great.
P: Lucky you. I have to clean and tidy all the time. But aren't there a lot of rules?
M: Well, yes, there are. We can't invite friends to stay, for example, or play musical instruments in our rooms because it's noisy! I have to go to the music room to practise my guitar.
P: Oh no, too many rules for me. I prefer living with friends.
M: Well, I like being at the university. I have more free time because I don't have to wash, clean and tidy like you!

END-OF-YEAR TEST 1 UNITS 1–16
CD 3 TRACK 5

M = Morag, P = presenter

P: On today's programme I'm talking to Morag MacDonald from the Scottish Tourist Organisation. Hello, Morag.
M: Hello.
P: OK. So, we're going to talk about Hogmanay. What exactly is Hogmanay, Morag? And did I say it correctly?
M: Yes, yes, you did. OK. Well, Hogmanay is a very old Scottish word and we use it to describe the New Year festival in our country. We don't really know what the word means.
P: Really?
M: No, we don't! The festival starts on December the 31st and lasts longer than the New Year festival in England. There, people go back to work on January the 2nd. In Scotland, January the 1st and the 2nd are both national holidays, so people have longer parties!
P: So, what exactly do people do at Hogmanay?
M: People have parties at home with family and friends, and they sing a special song called Auld Lang Syne.
P: Oh, yes.
M: Yes, it's about remembering friends and we only sing it at midnight on Hogmanay. It's unusual, I think. Many countries prefer to dance or eat or drink, but our tradition is to sing this song. After midnight, some people then visit their neighbours' houses. They walk outside into the cold weather. They take black coal, or fruit cake, or whisky, the famous Scottish drink. It is good luck to be the first person to visit a house. And it is good luck if the first person to visit your house is a tall, dark man!
P: Really? Is it different in the north of Scotland?
M: Well, no. They have the same traditions. However, sometimes they also have bonfires and fire festivals. It can be noisy and dangerous so pets and small children stay indoors! And the festivals are popular. People come from all over the world to see Hogmanay for themselves.
P: OK. Well, thanks for telling us about Hogmanay, Morag.

END-OF-YEAR TEST 2 UNITS 1–16
CD 3 TRACK 6

D = Dan, E = Ellie

D: Hi Ellie. Did your Spanish course start today?
E: Hi Dan. No, I had the first lesson on Saturday morning. Three days ago. I spent yesterday and this morning doing my homework. I really enjoyed the lesson though, and I'm really looking forward to the next one.
D: And was the teacher good?
E: Oh yes. I think she's better than the teacher we had on last year's Spanish course, because she's more patient and helpful. She's very funny, too. Her name's Gemma. It's hard to say her name. She talks fast and really loud. Perhaps that's because she's Spanish! It's difficult to understand her accent sometimes but I'm sure it will get easier.
D: So, what are the other students like?
E: There were twelve of them, but I think we're going to have more in the next class. Two people didn't come because the college didn't send them information about the course start date. Everyone is about the same age, so that's great.
D: And they're all English?
E: Most of them are, yes. But there is a Canadian guy, too. He's probably the best in the class. I think he did a lot of Spanish at school. And then there's a Scottish girl called Jill. She moved down here to London only last month, and she's working for a big computer company here. She wants to learn Spanish because she hopes to go to South America next year. I think her company does a lot of business there.
D: OK. Well, it all sounds great. Good luck with the next lesson.

1 WHO ARE YOU?

Choose a famous person you know a lot about. It's important that the rest of the class know this person. Imagine you are this person and answer the questions below.

What do you do? _____

Where do you work? _____

How old are you? _____

Where are you from? _____

Where do you live? _____

Who do you live with? _____

How many languages do you speak? _____

What do you do in your free time? _____

Have you got any brothers or sisters? _____

Now interview your classmates and answer their questions. Can you guess which famous people they are? Write your answers in the table.

Student name: Famous person:	Student name: Famous person:	Student name: Famous person:
Student name: Famous person:	Student name: Famous person:	Student name: Famous person:
Student name: Famous person:	Student name: Famous person:	Student name: Famous person:
Student name: Famous person:	Student name: Famous person:	Student name: Famous person:

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2 GOOD FRIENDS

Complete the form with your own information.

1 Interests

What do you enjoy doing?

I enjoy _____.

I think _____ is boring but _____ is interesting.

I love _____ in the evening, and I enjoy _____ at the weekend.

I hate _____ and I think _____ is boring.

2 Sports

What sports do you like doing or watching?

I love _____.

I often _____, and I sometimes _____.

I hardly ever _____, and I never _____.

I often watch _____ on TV, but I never watch _____.

3 Weekend activities

What do you do at the weekend?

At the weekend, I often _____ and I sometimes _____.

On Friday evening, I usually _____.

On Saturday, I often _____, but I never _____.

On Sunday, I always _____.

I like spending time with _____.

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3 GUESS THE PHRASE

A

Brush your teeth

Look in the mirror

Put things in the fridge

Watch the TV

Take an aspirin

Work on the computer

B

Lie on the sofa

Eat your breakfast

Hang the washing

Have a shower

Cut vegetables

Talk on the phone

C

Lie down

Get dressed

Make dinner

Put on make-up

Send an email

Set the alarm clock

D

Open the cupboard

Cook the dinner

Wash the dishes

Watch a film

Listen to music

Clean the kitchen

E

Wash your hair

Read a book

Drive a car

Put on the air-conditioning

Get a towel

Share a pizza

F

Put on your shoes

Wash your hands

Cut your hair

Set the table

Dry your hair

Clean the house

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4 WHAT DID WE BOTH DO?

A

Yesterday evening

What / do?

Who / be / with?

What / have for dinner?

What / watch on TV?

How / feel?

What time / go to bed?

B

Last Saturday

What time / get up?

What / have for breakfast?

Where / go?

What / do?

Who / meet?

What time / go to bed?

C

The last public holiday

When / be?

Who / spend / with?

Where / go?

How / celebrate the day?

Where / stay?

eat / drink / anything special?

D

A concert or festival

Who / see?

When / go?

Who / go with?

have / good time?

Where / sleep?

When / come home?

E

Your birthday

When / your birthday?

Who / be / with?

What / do?

What / eat and drink?

What presents / get?

How / feel?

F

Your holiday

Where / go?

Who / go with?

Where / stay?

What / do?

What places / visit?

When / go?

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5 SHOPPING

Work in groups. Student A starts, and has to talk for one minute about topic 1. The speaker must not pause or hesitate, and must not repeat the same information. If the speaker does this, another student must say *STOP*. The first person to say *STOP* continues talking about the same topic for the time that is left. Repeat with the other boxes, with students taking turns to start.

For each turn, one person in the group is the referee. The referee must:

1 read out the questions in the box.
2 time the student who is talking.
3 stop the timer when other students say *STOP*, and decide if the challenge is good.
4 restart the time for the next speaker and award a point at the end of the minute.

1 What I wear What are you wearing now? What do you usually wear for work / college? What do you usually wear at the weekend? What's your favourite piece of clothing?	**2 The last thing I bought** Think about the last piece of clothing you bought. What did you buy? Where did you buy it? Why did you buy it? How much was it?	**3 Shopping for food** When do you usually go food shopping? Where do you go and why? What do you buy and how much do you spend?
4 A department store Do you have a department store in your town? What is its name? Where is it? How big is it? What can you buy there?	**5 Shopping online** Do you shop online? What products do people sometimes buy online? What was the last thing you bought online? Why did you buy it?	**6 My favourite shop** What's your favourite shop? What can you buy there? Why do you like it? What is the last thing you bought there?
7 Sales When are the sales in your country? When did you last go to the sales and what did you buy? Are sales a good idea? Why / Why not?	**8 New shops** Are any new shops opening or closing in your city? What sort of shops are they? What sort of shops do you need in your city and why?	**9 Shopping** Do you enjoy shopping? Why / Why not? How often do you go shopping? Who do you go with? Why? How do you spend your day when you go shopping?

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6 THE COMPARISON GAME

Work in groups. Turn over a card. You have two minutes to think of as many similarities and differences as you can between the two things on the card. One student must note your ideas. Do the same with the next card until you have no more time!

1 *pen* and *pencil*	**2** *café* and *restaurant*	**3** *newspaper* and *magazine*	**4** *lift* and *escalator*
5 *house* and *flat*	**6** *teacher* and *professor*	**7** *test* and *exam*	**8** *biology* and *chemistry*
9 *clock* and *watch*	**10** *school* and *university*	**11** *training course* and *university course*	**12** *supermarket* and *department store*
13 *jumper* and *T-shirt*	**14** *parents* and *relatives*	**15** *hotel* and *bed & breakfast*	**16** *dishwasher* and *washing machine*
17 *chair* and *sofa*	**18** *bookshop* and *library*	**19** *sports centre* and *gym*	**20** *clean* and *wash*

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7 INTERESTING RELATIONSHIPS

Complete the mind map below to show your relationships to six different people. The information in the box explains what the different lines show. Read the explanation, and write the names of six people in the circles.

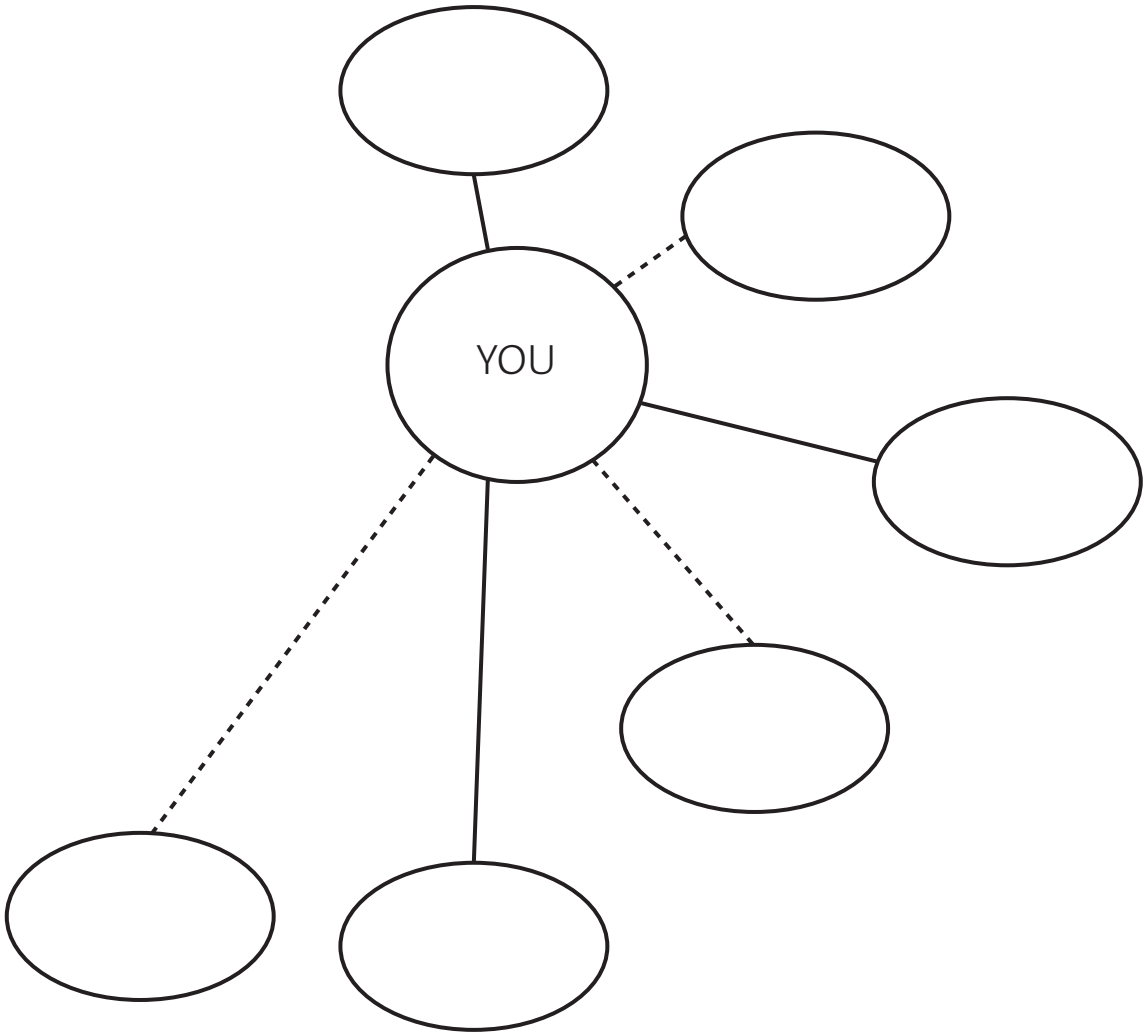
_____	A **short** line is for someone you are close to, and who is important to you (e.g. a family member, an old friend).
_____	A **longer** line is for someone who is **less** important (e.g. someone you work with).
_____	A **solid** line is for someone you see often.
- - - - - - -	A **dotted** line is for someone you don't see often.

Think about how to describe your relationship to each person. For example:

_____ *This is my sister Kate. She's friendly and has two children – I see her every day because she lives near my house.*

- - - - - - - - - - - - - - - - - - *This is my friend on Facebook, Ivan. We've never met but I sometimes read his blog.*

Now work in a group. Explain your mind maps and ask follow-up questions to find out more.



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8 ARE YOU GOING TO ...

Complete the follow-up questions in the worksheet. Then ask and answer the questions in your class, and note down the information in the worksheet. You must not ask one person more than two questions.

Are you going to ...	Yes? Name?	Follow-up question	Answer
1 ... eat out this evening?		Where _____ _____?	
2 ... watch TV this evening?		What _____ _____?	
3 ... do any sport or exercise this week?		What _____ _____?	
4 ... go to a museum or an art gallery at the weekend?		What _____ _____?	
5 ... cook dinner this evening?		What _____ _____?	
6 ... go sightseeing at the weekend?		Where _____ _____?	
7 ... learn anything new this year? (a language, a hobby, etc.)		What _____ _____?	
8 ... visit friends or relatives at the weekend?		Who _____ _____?	
9 ... go to any celebrations this year? (a wedding, birthday, etc.)		Where _____ _____?	
10 ... go to a concert this year?		Who _____ _____?	
11 ... start a new job later this year?		When _____ _____?	
12 ... travel anywhere this year? (on holiday, for studies, etc.)		Where _____ _____?	
13 ... do any new courses, classes or training this year?		What _____ _____?	
14 ... move house in the next two years?		Where _____ _____?	

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9 BINGO

Talk to your classmates and ask questions starting *Have you ever ...? Do you ...? or Did you ...?* Write the names of people who answer *yes*. Try to fill a row across or a column down. When you have completed a row or column, shout *BINGO!*

	Find someone who ...				
	B	**I**	**N**	**G**	**O**
B	... has tried Indian food NAME: _____	... watched a film yesterday NAME: _____	... has lost their passport or identity card NAME: _____	... has moved house three times or more NAME: _____	... has a birthday this month NAME: _____
I	... has broken his / her arm or leg NAME: _____	... likes cooked tomatoes NAME: _____	... got up before 9 last weekend NAME: _____	... has been in a film or a play NAME: _____	... has missed a flight NAME: _____
N	... has three or more aunts NAME: _____	... always does the housework at the weekend NAME: _____	... is doing an evening course NAME: _____	... has planned their next holiday NAME: _____	... has looked after children NAME: _____
G	... has bought someone a present in the last week NAME: _____	... played a team sport last weekend NAME: _____	... has given flowers to someone NAME: _____	... likes reggae music NAME: _____	... has shared a room with a brother or sister NAME: _____
O	... has cooked dinner this week NAME: _____	... eats eggs for breakfast NAME: _____	... is not feeling well today NAME: _____	... has lived abroad NAME: _____	... hasn't watched TV this week NAME: _____

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10 SUPERLATIVES QUESTIONNAIRE

Ask questions in your group to find out the information below. Write the name of the person and their answer. For example, for question 1, ask: *What shoe size are you?* Write the name of each person you ask, and their shoe size.

1 Who has the biggest shoe size?

1 _____ 2 _____ 3 _____

2 Who is the tallest?

1 _____ 2 _____ 3 _____

3 Who has the most brothers and sisters?

1 _____ 2 _____ 3 _____

4 Who lives the furthest from the school?

1 _____ 2 _____ 3 _____

5 Who gets up the earliest?

1 _____ 2 _____ 3 _____

6 Who goes to bed the latest?

1 _____ 2 _____ 3 _____

7 Who has the longest surname?

1 _____ 2 _____ 3 _____

8 Who has been to the most countries?

1 _____ 2 _____ 3 _____

9 Who has the strangest hobby?

1 _____ 2 _____ 3 _____

10 Who can cook the most interesting meal?

1 _____ 2 _____ 3 _____

11 Who has had the most pets in their lifetime?

1 _____ 2 _____ 3 _____

12 Who eats the biggest breakfast?

1 _____ 2 _____ 3 _____

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11 DO YOU HAVE A HEALTHY DIET?

Look at the prompts in each section and think about how to ask the questions. Write two questions of your own in each section. Then ask and answer the questions in your group and complete the worksheet with your answers.

1 Drinks

	Student A	Student B	Student C	Student D
How much / coffee / afternoon?				
How many / cups of tea / day?				
How much / sugar / coffee or tea?				
How often / buy / bottle of cola / week?				
How many / glasses of water / day?				
_____?				
_____?				

2 Healthy food

	Student A	Student B	Student C	Student D
How much / fruit / week?				
What / breakfast?				
How often / salads or vegetables?				
How often / fish?				
How many / eggs / week?				
_____?				
_____?				

3 Unhealthy food

	Student A	Student B	Student C	Student D
How many / chocolate bars / week?				
How often / fast food / week?				
How much / cheese / week?				
How many / sweets / day?				
How often / red meat?				
_____?				
_____?				

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12 WHAT SHOULD I DO?

Write two pieces of advice for each situation. Work in groups and decide on the best advice for each situation.

an important job interview You should _____. You shouldn't _____.	**a bad headache** You should _____. You shouldn't _____.
a long plane journey You should _____. You shouldn't _____.	**inviting vegetarians for dinner** You should _____. You shouldn't _____.
a bad stomach ache You should _____. You shouldn't _____.	**the first day in a new job** You should _____. You shouldn't _____.
meeting your new boyfriend or girlfriend's parents for the first time You should _____. You shouldn't _____.	**a stiff back** You should _____. You shouldn't _____.
going to a friend's wedding You should _____. You shouldn't _____.	**your boyfriend or girlfriend's parents are coming to stay for the weekend** You should _____. You shouldn't _____.

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13 WHAT ARE YOUR PLANS?

Complete the worksheet with your plans for the future. Use *might* and *be going to*. Then work in groups to discuss your plans. If your plans are not definite, explain why (e.g. *I need to save some money, I need to do well in my exams,* etc.). Ask the other students in your group follow-up questions about their plans.

Jobs and career: _____

_____

Studies: _____

_____

Family: _____

_____

Shopping: _____

_____

Hobbies: _____

_____

Social activities: _____

_____

Going out: _____

_____

Sport / keeping fit: _____

_____

Health / food and drink: _____

_____

Holidays: _____

_____

Weekend: _____

_____

This evening: _____

_____

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14 WHAT WAS THE QUESTION?

What's your boss like?	What was your first teacher like?	What's your house or apartment like?
What's your bedroom like?	What was the weather like yesterday?	What was your first day at school like?
What's your sister or brother like?	What was your first job like?	What's your oldest friend like?
What's your garden like?	What's your pet like?	What was your last holiday like?
What's your kitchen like?	What's your home town like?	What was your weekend like?

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15 TECHNOLOGY

LAPTOP You can't say: *laptop* *computer* You can say: *plug* *screen* *keyboard* *download*	MOBILE PHONE You can't say: *mobile* *phone* *smartphone* You can say: *call* *send* *text*	FILE You can't say: *file* You can say: *lose* *copy* *keep* *document*	VACUUM CLEANER You can't say: *vacuum, cleaner* *Hoover* *clean* You can say: *dirty, use* *switch on* *carpet* *press a button*
RADIO You can't say: *radio* You can say: *listen* *turn on / off*	WASHING MACHINE You can't say: *washing* *wash* *machine* You can say: *turn on / off* *put in, take out* *press a button*	MEMORY STICK You can't say: *memory* *stick* You can say: *put in* *take out* *keep* *files*	DIGITAL CAMERA You can't say: *digital* *camera* You can say: *photo* *take*
DISHWASHER You can't say: *dishwasher* *wash* *dish* You can say: *turn on* *turn off* *put in* *take out* *press a button*	SCREEN You can't say: *screen* You can say: *look at* *icon* *TV, computer, tablet*	BATTERY You can't say: *battery* You can say: *electricity* *put in* *take out* *goes*	FRIDGE You can't say: *fridge* *refrigerator* *freezer* You can say: *turn on* *turn off* *put in* *take out* *kitchen*
COMPUTER You can't say: *PC* *computer* You can say: *plug* *screen* *keyboard* *download* *turn on*	KEYBOARD You can't say: *keyboard* You can say: *use* *computer* *type*	APP You can't say: *app* *program* You can say: *download* *use* *icon* *install*	HAIRDRYER You can't say: *hairdryer* *hair* *dry* You can say: *plug* *electricity* *use* *wet*
PLUG You can't say: *plug* You can say: *electricity* *put in* *take out* *turn on*	TABLET You can't say: *tablet* You can say: *screen* *use* *turn on / off*	WEBSITE You can't say: *website* You can say: *look at* *icon* *TV, computer, tablet*	TV You can't say: *TV* *television* You can say: *plug* *screen* *turn on / off* *watch*

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16 HOW WELL DO YOU KNOW ME?

Clothes and fashion Find out what clothes your partner likes, what they wear at work or at school, what they wear at the weekend, what their favourite colours are, and what they don't like.	**Plans** Find out what your partner is going to do this evening, at the weekend, next summer, after the course, in the future.
Work Find out about your partner's job now, where they work and what they do in their job. Find out about jobs they had in the past, jobs they want to have, or are going to try to get.	**Food** Find out about what your partner usually eats for breakfast, lunch and dinner, what food they like and dislike, what they never eat, what they ate yesterday, and what they are going to eat this evening. Find out what they cook and how often.
Holidays Find out where your partner usually goes on holiday, who they usually go with, where they went last summer and what they did, and where they plan to go for your next holiday.	**People I know** Find out the names of people in your partner's family, what they do, where they live, how old they are, and what their interests are.
Education Find out where your partner went to school and / or university, what subjects they studied, what subjects they enjoyed, who their favourite teacher was, what they are studying now.	**Going out** Find out what your partner usually does in the evening or at the weekend, how often they go out, where they go and who with.

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TEACHERS' NOTES TO COMMUNICATIVE ACTIVITIES

1 WHO ARE YOU?

Aim: to practise using present simple questions to ask for personal information
Genre: mingle
Before the lesson: Photocopy one worksheet for every student in the class.
Procedure: Write *Famous people* on the board. Ask students for the names of some famous people and write up ten or more. Ask: *Why are they famous?*

- Hand out one worksheet to each student. Tell students to choose a famous person. You could limit students to the names on the board, or tell them to choose someone they know well. Give them five minutes to prepare answers to the questions, imagining they are the famous person. Monitor and help with ideas and vocabulary.
- When students are ready, ask them to stand up, walk round the class, and find a partner. Students take turns to ask and answer questions, imagining they are the famous person they have chosen. After three minutes, say: *Change*. Students must write down the name of the person they spoke to and the name of the famous person they think they were pretending to be.
- Students find a new partner. They repeat the questions and answers. They can do this several times. At the end, put students in pairs or threes. Ask them to compare what they found out.

2 GOOD FRIENDS

Aim: to practise using *like / love* + *-ing* and present simple with frequency adverbs to talk about interests, sports and weekend activities
Genre: mingle or groupwork
Before the lesson: Photocopy one worksheet for every student in the class.
Procedure: Ask: *What do you enjoy doing at the weekend?* Elicit a few answers from students in the class.

- Hand out one worksheet to each student. Give students five minutes to write answers to the questions. Monitor and help with ideas and vocabulary.
- When students are ready, ask them to stand up, walk round and talk to three different people. Students take turns to ask and answer the questions on the worksheet. In feedback, ask students to say which student they have most in common with and why.

Alternative

- Once students have written out their personal information profiles, ask them to pin them on the classroom walls. Organise the class into pairs. Tell them to walk round in pairs, read all the profiles, and decide on which pairs of students have the most similar interests and why.

3 GUESS THE PHRASE

Aim: to practise vocabulary from Unit 3 and earlier units for activities around the house
Genre: groupwork (or pairwork)
Before the lesson: Photocopy one worksheet for every three students in the class. Cut out the six cards on each sheet.
Procedure: Introduce the activity by miming three or four of the activities on the cards and asking students to say which phrase you are miming.

- Organise the class into groups of three. Each group gets one worksheet – cut into six cards and placed face down. The first student in each group turns over a card. They must act out the six phrases on their card in order, using mime. The other two students must guess and say the phrases on the card correctly. As soon as they say the correct phrase, the first student must move on to miming the next word. Once they have guessed all the phrases, it is the turn of the second student to turn over a card and mime the phrases.
- Once all six cards have been used, find out which group guessed quickest or got most right.

Alternative

- You could make this activity very competitive. Put students in pairs not threes. Make sure the six cards held by each pair are in the correct order (i.e. A to F). On a signal, tell Student A in each pair to turn over the first card and mime the phrases. Students work against the clock. As soon as one pair has mimed and guessed all six phrases they shout *STOP*. Check that they guessed all six correctly and award a point. Move on to the second card.

4 WHAT DID WE BOTH DO?

Aim: to practise using the past simple to ask about events
Genre: pairwork
Before the lesson: Photocopy one worksheet for every pair of students in the class. Cut out the six question cards on each photocopy.
Procedure: Introduce the activity by asking some questions in open class: *What did you do yesterday evening? When was your birthday? What time did you get up last Saturday?*

- Organise the class into pairs. Each pair gets one worksheet – six cards cut out and face up, with Card A on top. Tell students they are going to ask and answer past simple questions about yesterday evening (the topic on Card A). Tell them they must find three things they both did. For example, perhaps they both went to the cinema, or were with friends. Tell them they can ask extra questions if they want. At the end, ask pairs to say what three things they both did.
- Change the pairs so students have a new partner, and repeat with card B, and so on.

5 SHOPPING

Aim: to practise using present and past tenses to talk about shopping experiences
Genre: groupwork
Before the lesson: Photocopy one worksheet for every group of four students in the class.
Procedure: Introduce the activity by talking about the last thing you bought for one minute. Then tell students that they are going to talk about different topics for one minute.

- Organise the class into groups of four. Each group gets one worksheet. Student A must talk for exactly one minute about the topic in the first box (1 What I wear). They must not stop talking or repeat sentences they have already said. If they do, another person can say *STOP*. If the referee agrees that they paused too long or repeated, the person who said *STOP* takes over talking for the rest of the minute. So, if they challenged after 40 seconds, they have to talk for twenty more seconds. The person speaking after one minute gets 1 point.
- Ask one student in each group to be 'referee' for each round. Their job is:
  1 to read out the questions in box 1.
  2 to ask another student to start talking.
  3 to decide on whether any challenge is good.
  4 to say *STOP* after one minute and give a point to the winning player.
- After the first round, move to box 2 and change the referee. After nine rounds, find out which student in each group won most points.

6 THE COMPARISON GAME

Aim: to practise describing the differences between words
Genre: groupwork
Before the lesson: Photocopy one worksheet for every group of four students in the class. Cut out the cards on each sheet.
Procedure: Introduce the activity by writing *pen* and *pencil* on the board and eliciting how the two things are similar and different.

- Organise the class into groups of four. Each group gets one set of cards, placed face down in a pile. Ask students to turn over card 1. They have two minutes to think of as many similarities and differences as they can between the two things on the card. Say *STOP* at the end of two minutes, and ask students to turn over the next card. Continue for as long as you have available.
- At the end, elicit ideas students have. If you want to make the game competitive, award points for the group with the most or best ideas. Then ask students to move on to card 2 and repeat the activity.
- In a student-centred activity, students can time themselves and should try to get through as many cards as possible, and note as many ideas as they can in the time available.

7 INTERESTING RELATIONSHIPS

Aim: to practise describing people and relationships
Genre: individual and pair- or groupwork
Before the lesson: Photocopy one worksheet for every student in the class.
Procedure: Introduce the activity by drawing a mind map on the board like the one on the worksheet, and writing your name in the middle.

- Now write the names of six people you know in the other boxes. As you do, talk about the person (and explain the line). A short solid line is for a person you have a strong relationship with and see a lot (e.g. *This is my sister Kate. She's friendly and has two children – I see her every day because she lives near my house*). A short dotted line is for a person you have a strong relationship with but don't see a lot (e.g. *This is my best friend from university, Tom – he lives in America and he's a scientist*). A long solid line is for a person you don't have a strong relationship with but see a lot (e.g. *This is my boss Mr Hall – he's not very friendly*). A long dotted line is for a person you don't have a strong relationship with and don't see a lot (e.g. *This is my friend on Facebook, Ivan. We've never met but I sometimes read his blog*).
- Organise the class into pairs. Each student gets a photocopy. Tell them to write the names of people they know next to each of the four lines as in your model. Tell them to prepare to describe their people and their relationship. In pairs, students take turns to describe their people. Their partners listen and ask questions. They must also write two interesting facts about each of the people their partner talks about. In feedback, ask different students to say what they found out about their partner.
- If you wish, you could do this activity in groups of four.

8 ARE YOU GOING TO ...

Aim: to practise questions with *going to*
Genre: mingle or groupwork
Before the lesson: Photocopy one worksheet for every student in the class.
Procedure: Introduce the activity by asking a few questions using *going to* for plans round the class.

- Ask students to read the questions in the first column and write follow-up questions using *going to*. Monitor and help with ideas and vocabulary.
- Ask students to walk round, ask questions and note answers. The rule is that they can only ask the same person two questions, then they must change partner. If their partner says *No*, they write nothing on their photocopy. If they say *Yes*, they write their name and the answer to the follow-up question.
- When a student has completed their form, end the activity. Ask that student to say what they found out about people in the class.

9 BINGO

Aim: to practise question forms (especially present perfect)
Genre: mingle
Before the lesson: Photocopy one worksheet for every student in the class.
Procedure: Introduce the activity by asking a few *Have you ever ...?* and *Do / Did you ...?* questions open class.
- Ask students to look at the worksheet and think about how to form the questions. Go round and solve any problems.
- Ask students to walk round, ask questions and write down the name of any person who answers *yes* to a question. The aim is to complete a row (across) or column (down) of five names. It must be a row or column – not a diagonal or zig-zag. When a student has completed a row or column, they shout *BINGO!* Stop the game. Check the answers. Then continue the game – who can be the next person to complete a row or column?
- You will need to set a few rules:
  1 You can only ask a student a maximum of three questions before moving to a new partner.
  2 You must have a different name in each box in a completed row or column.
  3 (optional) You may wish to ask students to ask a follow-up question (e.g. *Did you watch a film yesterday? What was its name? Did you like it? Who was in it?*).

10 SUPERLATIVES QUESTIONNAIRE

Aim: to practise comparatives and superlatives and question forming
Genre: groupwork and mingle
Before the lesson: Photocopy one worksheet for every student in the class.
Procedure: Organise the class into groups of three and give each group a worksheet.
- Tell students they are going to do a survey in their group. Firstly, they must decide which questions to ask to find out the information they need. Give students two or three minutes to prepare.
- When they are ready, model the activity by eliciting the first question: *What shoe size are you?* or *What shoe size do you take?* Ask the question of three students in the class, or have students ask one another in open class, and note the answers they give on the board, e.g.

1 Anna 39 2 Pablo 44 3 Ahmed 45

Ask which student has the biggest shoe size and circle that answer on the board.
- Then tell students to ask and answer questions to complete the rest of the worksheet.
- At the end, take feedback from the class and find out who in the class has the biggest shoe size, who is the tallest, etc.

11 DO YOU HAVE A HEALTHY DIET?

Aim: to practise *much, many* and quantity
Genre: groupwork
Before the lesson: Photocopy one worksheet for every three students in the class.
Procedure: Introduce the activity by asking a few *How much ...?* and *How many ...?* questions in open class.
- Give out the worksheets. Ask students to get into groups of four and work together to form *How much ..?* and *How many ...?* questions to ask about the information they need to find out. Ask them to add two more questions for each topic.
- Once they have prepared their questions, ask students to ask and answer the questions in their group and note the answers. In feedback, find out what each group found out about their classmates.

Alternative
- If time is limited, you could cut each worksheet in three and allocate one category only to each group.

12 WHAT SHOULD I DO?

Aim: to practise giving advice
Genre: groupwork
Before the lesson: Photocopy one worksheet for every student in the class.
Procedure: Introduce the activity by writing a situation on the board, and asking students what you should or shouldn't do. For example, write: *a long train journey*. Students might say: *You should take a book or your laptop* or *You shouldn't eat a lot of food*.
- Ask students to look at the worksheet and read the situations. Check any vocabulary problems.
- Ask students to work individually to write a *should* and *shouldn't* sentence for each situation. Monitor and help with ideas and vocabulary.
- When students are ready, ask them to work in groups of four or five to decide on the best two statements for each situation. At the end, take feedback from the class and find out the best pieces of advice from each group.

UNIT 13 WHAT ARE YOUR PLANS?

Aim: to practise talking about plans for the future
Genre: groupwork
Before the lesson: Photocopy one worksheet for every student in the class (or one per group of four to save paper).
Procedure: Introduce the activity by asking *What are your plans for the weekend?* Elicit some suggestions from the class. Check students are using *might* and *be going to* correctly, and prompt them if necessary.
- Ask students to complete the sheet with their plans for the future in all the different categories. Depending on the class and the time available you could ask them to write one sentence with *might* and one sentence with *going to,* or you could just ask for one sentence for each heading.

14 WHAT WAS THE QUESTION?

Aim: to practise *what ... like?* and descriptions
Genre: groupwork
Before the lesson: Photocopy one worksheet for every group of four in the class. Cut each worksheet into fifteen cards.
Procedure: It is a good idea to model this activity first. Write *What ... like?* on the board, and explain that you are going to answer a question with *What ... like?* and students have to work out what the question is. Take a card, without letting anyone see, and say, *It's a new / old building with lots of classrooms and students*. Students must guess: *What's the school like?*

- Organise the class into groups of four or five. Give each group a pile of fifteen cards and ask them to shuffle them and place them in a pile face down. Student A turns over a card, without letting the other students see, and must answer the question on the card without saying any of the words in the question (e.g. *He's funny and friendly but he works hard and wants me to work hard. He has a big office on the top floor. His door is always open.*). The other students in the group must try to guess the *What ... like?* question on the card (so the answer to the example is *What's your boss like?*). The student who says the exact question first gets the card.
- Now it is Student B's turn. They turn over the next question card and answer the question. You may want to make a rule that the speaker must say at least three sentences before others can guess the question.
- At the end, find out which student in each group guessed most questions.

15 TECHNOLOGY

Aim: to practise talking about technology
Genre: pairwork
Before the lesson: Photocopy one worksheet for every eight students in the class. Cut into four strips along the cutting lines. (Have an extra set of four strips to hand out just in case.)
Procedure: It is a good idea to model this activity first. Tell the class to guess which piece of technology you are describing. Then describe a TV (e.g. *It's in my living room. You can turn it on and watch films or programmes*).

- Organise the class into pairs. Student A in each pair gets a different strip of five words to describe. Say *Go*. Student A describes the five words but can't use the 'can't say' words and must try to use the 'can say' words. Student B guesses. It's a race – which Student B can guess all five first? That pair gets a point.
- Students pass on strips from one pair to another. This time Student B gets the strip and describes and A guesses. Make sure each pair of students gets a different strip to the first time. Again, say *Go*, and make it a competition. In round 3, A describes and B guesses, and in round 4, B describes and A guesses.

16 HOW WELL DO YOU KNOW ME?

Aim: to practise talking about topics on the course
Genre: pairwork and whole class
Before the lesson: Photocopy one worksheet for every pair of students in the class.
Procedure: Organise the class into pairs. Give out the worksheet. Ask the pairs to look at the worksheet and find out as much as they can about each other in the different topic areas.

- Depending on the time available, you might want to cut the worksheet up and have each pair of students only ask about two or four topic areas, or they can ask about all eight topics. Set an appropriate time limit, e.g. 20 minutes for the whole sheet, ten minutes for four topics.
- Ask one pair to come to the front of the class and stand or sit facing the class. Tell the rest of the class they can now ask three questions about the first topic – clothes and fashion, e.g. *What is your favourite colour? What do you wear at the weekend?* Make a note of the questions that are asked on the board. Both students must write down their own true answer to the question on a piece of paper. Then each student must say what they think their partner's answer is. Give points for each answer they guess correctly.
- Repeat the process with a different pair of students and a new topic area.

WORKBOOK ANSWER KEY

UNIT 1
Workbook pages 4–5

1
1 Hi 2 'm 3 's 4 meet

2
1 is 2 are 3 is 4 are 5 are 6 is

3
1 's 2 're 3 's 4 're 5 're 6 's

4
1 What's your first name?
2 What's your surname?
3 Where are you from?
4 Which part?

6
a 2 b 3 c 1 d 4

7
1 c 2 b 3 a

8
1 USA 2 Julio 3 da Silva 4 teacher 5 Argentina 6 the north

9
1 Brazil 2 Japan 3 Italy 4 China 5 Kenya

10
1 Poland 2 Mexico 3 Canada 4 Saudi Arabia 5 Spain

11

Africa:	Kenya
Asia:	China, Japan
Europe:	Poland, Italy, Spain
the Middle East:	Saudi Arabia
North America:	Canada
Central America:	Mexico
South America:	Brazil

12
Japan: 2 syllables Kenya: 2 syllables Italy: 3 syllables

13
Japan Kenya Italy

14
Brazil China Mexico

15
1 I'm from 2 It's in 3 are you 4 the capital 5 your mum 6 Which part

16
1 capital 2 east 3 north 4 south 5 middle 6 west

Workbook pages 6–7

1
1 nurse 2 teacher 3 receptionist 4 shop assistant 5 civil servant 6 designer 7 waiter 8 police officer

2
a 4 b 5 c 8 d 1 e 2 f 7 g 6 h 3

3
1 What ~~are~~ / *do* you do? I ~~*do*~~ / *'m* a teacher.
What ~~are~~ / *do* you teach? I ~~*'m*~~ / teach English
2 What *is* / ~~*do*~~ your job? I *'m* / ~~*work*~~ a designer.
Where ~~*are*~~ / *do* you work? I ~~*'m*~~ / *work* in a studio in Tokyo.
~~*Are*~~ / *Do* you enjoy your work? *I* / ~~*I'd*~~ love it.

4
1 Where does he live?
2 Who do you live with?
3 What time do they get up?
4 What do you do in your free time?
5 How do they travel here?
6 How many languages do / can you speak?

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

6
1 Do you work in an office?
2 Do they work in a secondary school?
3 Does she speak Italian?
4 Does he play football?
5 Do you and your family live in Scotland?

7
1 No, I don't
2 No, they don't.
3 No, she doesn't.
4 No, he doesn't.
5 No, we don't.

8
1

9
1 Mancini 2 waiter 3 restaurant 4 Verona 5 Italy 6 London 7 English

10
Job application

First name:	***Ben***
Surname:	***Herman***
Address:	***24 Lime Street, Oxford, OX12 1LS***
Telephone:	***01842 71204***
Current occupation:	***Art teacher***
Email address:	***hermanb@art.com***
Country of origin:	***England***
Position applied for:	***designer***

Describe yourself in 20–30 words.
I'm an *art teacher*. I work in ***an art college / a college*** in ***Oxford***, a beautiful city in the middle of ***England***. I want to work as a ***designer*** in ***Cape Town***.

11
2

12
1 a Angelika b Jianyu c Salima
2 a Germany b China c Morocco
3 a in a school b in a government office c in a hospital

13
1 S 2 J 3 A 4 J

Workbook pages 8–9

1

1 river
2 traffic
3 palace
4 church
5 factory
6 university
7 cathedral
8 restaurant
9 park
10 beach

2

1 rivers
2 beaches
3 parks
4 factories
5 traffic (has no plural)
6 palaces

3

1 There are
2 There's
3 There aren't
4 There isn't
5 There are

4

1 There isn't
2 There are
3 There aren't
4 There's
5 There isn't
6 There are
7 There aren't
8 There are

Vocabulary Builder Quiz 1

1

1 waiter
2 servant
3 designer
4 student
5 assistant

2

1 in 2 of 3 in 4 for 5 in

3

1 a job
2 there
3 long hours
4 at night
5 at the police station

4

1 b 2 c 3 e 4 a 5 d

5

1 cathedral
2 university
3 beach
4 factory
5 museum

UNIT 2
Workbook pages 10–11

1

Across
4 swimming 5 walking

Down
1 studying 2 dancing 3 reading 4 shopping

2

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

3

1 watching TV
2 going to the cinema
3 doing sport
4 listening to music
5 playing the guitar
6 going out to dinner
7 meeting new people
8 playing computer games

4

1 want 2 like 3 want 4 like 5 want 6 want

5

1 meeting
2 wants
3 swimming
4 Do (you) like
5 to go
6 doesn't (really) like

6

1 want
2 sounds
3 Where
4 What
5 What
6 Is
7 where
8 At
9 at

8

Jack d
Will f
Emily b
Grace e
Daniel c
Chloe a

9

1 F 2 T 3 F 4 F 5 F 6 T

Workbook pages 12–13

1

have	go	get
breakfast	out for dinner	up
a shower	out dancing	home from work
a coffee	to bed	
lunch	to a concert	

1 get 2 have 3 have 4 have 5 have 6 get 7 go 8 go 9 go 10 go

3

1 get 2 drink 3 have 4 go 5 go

4

100% *always*
usually
sometimes
occasionally
hardly ever
0% *never*

5

1 always
2 hardly ever
3 usually
4 never
5 occasionally

6

1 I usually do my homework before dinner.
2 She always goes out dancing on Saturdays.
3 They sometimes have lunch at home.
4 We never watch TV at weekends.
5 He hardly ever gets home from work before 9pm.

7

1 B 2 C 3 A

8

1 F
2 T
3 T
4 F
5 F
6 T
7 F

9

1 premiere 2 club 3 message 4 sofa

10

a 3 b 1 c 5 d 8 e 9
f 2 g 7 h 10 i 4 j 6

11

2 pencil
3 window
4 dictionary
5 paper
6 rubber
7 paper

12

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

Workbook pages 14–15

1

1 scissors
2 window
3 relax
4 manager
5 cathedral
6 dictionary

2

1 relax 2 early 3 computer

4

2 C
3 U
4 C
5 U
6 U
7 C
8 U

5

2 some 3 a lot 4 an 5 some 6 a lot

6

2 an
3 any
4 some
5 a
6 much
7 a lot
8 many
9 a
10 an

7

1 name
2 live
3 live with
4 you do
5 do you like
6 do at the weekend

8
1 Jack Jenkins
2 Location: Sheffield, UK
3 with my flatmates, Dave and Andy
4 Occupation: Student
5 Hobbies: swimming, playing computer games, chatting with friends on the internet
6 Favourite weekend activities: going to the cinema, watching football on TV, playing football with friends.

9
1 I live in
2 I live with
3 I'm a
4 In my free time, I like
5 At the weekend, I usually

Vocabulary Builder Quiz 2

1
1 your mobile phone
2 TV
3 a conversation
4 homework

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

3
1 notebook
2 life
3 games
4 station
5 ticket

4
1 learn
2 new words
3 film
4 sounds
5 scissors

5
1 any kids
2 go to the theatre
3 lunch
4 a short sleep
5 a coffee

UNIT 3

Workbook pages 16–17

1
1 bank
2 café
3 bookshop
4 sports centre
5 clothes shop
6 chemist
7 post office
8 shoe shop

2
a 5
b 2
c 4
d 1
e 8
f 3
g 7
h 6

3
1 café
2 post office
3 bookshop
4 bank
5 chemist
6 clothes shop

4
1 at
2 on
3 on
4 next to
5 between
6 opposite
7 on

5
1 The hotel is *on the left* / ~~*on the right*~~.
2 The hotel is *between* / ~~*opposite*~~ the cinema and the department store.
3 The university is *at* / ~~*on*~~ the end of this street.
4 The chocolate factory is ~~*at*~~ / *on* the right.
5 The church is *opposite* / ~~*between*~~ the cinema.
6 The museum is *next to* / ~~*opposite*~~ the internet café.

6
1 on, opposite
2 at
3 on
4 next to
5 between
6 opposite

7
1 **send** a package / some money
2 **get** lunch / a package / some stamps / a jacket / a coffee / some money / some aspirins
3 **change** some money
4 **have** lunch / a package / some stamps / a jacket / a coffee / some money / some aspirins

8
1 send
2 exchange
3 have
4 have
5 get
6 get

9
3

10
1 Gibbs
2 June
3 Wharton
4 630
5 0914671903
6 café

Workbook pages 18–19

1
Across
1 TV
2 alarm clock
4 cupboard
7 sofa
9 fridge

Down
1 towel
3 mirror
5 bed
6 table
8 sink

2
1 living room 2 kitchen 3 bedroom 4 bathroom

3
1 kitchen
2 fridge
3 table
4 sink
5 living room
6 sofa
7 TV
8 bathroom
9 bed
10 bedroom

4

Subject	Object	Pronoun	Adjective
I	me	my	mine
You	you	your	yours
He	him	his	his
She	her	her	hers
We	us	our	ours
They	them	their	theirs

5
Conversation 1
1 My 2 We

Conversation 2
1 our 2 her

Conversation 3
1 our 2 Our 3 his 4 their

6
1 mine
2 theirs
3 Bella's (jacket)
4 hers
5 Dave's (toothbrush)
6 ours

7
1 mine
2 John's
3 hers
4 ours
5 My
6 his

8
3

9
1 G 2 G 3 R 4 R 5 G 6 R

10
1 going out
2 near
3 living room
4 small
5 the countryside
6 old

Workbook pages 20–21

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

2
1 plates
2 hair
3 sandwich
4 dog
5 make up
6 music

3
1 clean
2 put
3 table
4 set
5 on
6 sink

4
1 can't
2 can't
3 can
4 can't
5 can
6 can't

5
1 Can you
2 Can I
3 Can you
4 can you
5 Can I
6 Can you

6
1 He **can** come to the meeting tomorrow.
2 **Can you** help me with this homework, please?
3 You can't **smoke** in here.
4 Can **I use** this towel?
5 We **can't** use this room today.
6 I can't **find** my keys.

7

1 a 2 b 3 b 4 a 5 a 6 b

9

1 b 2 c

10

1 on the corner
2 opposite the house
3 by bus
4 two
5 along the road

11

1 Hi
2 33
3 Lime
4 café
5 pub
6 restaurants
7 bus
8 clothes shop
9 Student's own name

Vocabulary Builder Quiz 3

1

1 buy
2 send
3 brush
4 change
5 share
6 wash

2

1 on
2 up
3 down
4 up
5 off

3

1 dinner
2 tidy
3 your room
4 bread
5 the sea

4

1 b 2 e 3 a 4 d 5 c

5

1 study 2 balcony 3 sink 4 apartment

UNIT 4

Workbook pages 22–23

1

1 was / were
2 had
3 did
4 go
5 came
6 see
7 show
8 play
9 read
10 needed

2

The irregular verbs are: *be, have, do, go, come, see* and *read*.

3

1 had
2 saw
3 read
4 came
5 did
6 played

4

1 spent
2 was
3 were
4 stayed
5 watched
6 went
7 bought
8 took
9 cooked

5

Conversation 1: photo b
Conversation 2: photo c
Conversation 3: photo a

6

1 nice 2 interesting 3 bad

9

/t/	/d/	/ɪd/
cooked	showed	wanted
liked	rained	chatted
relaxed	tried	needed

10

1

11

	Review 1	Review 2	Review 3
The weather was good	✓	✗	✓
Maui was nice	✓	✓	✓
The food was good	✓	✓	✗
The rooms were clean	✓	✓	✗
The staff were friendly	✗	✓	✓

12

1 Hiro went to Hawaii ~~*alone*~~ / *with his family*.
2 Hiro thought his hotel was ~~*good*~~ / *bad* for families.
3 Elisa had a *good* / ~~*bad*~~ holiday.
4 Elisa was ~~*happy*~~ / *unhappy* when her holiday ended.
5 Manny *liked* / ~~*didn't like*~~ the sea and the beaches in Maui.
6 Manny spent a *day* / ~~*week*~~ in bed.

Workbook pages 24–25

1

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

In order: January, February, March, April, May, June, July, August, September, October, November, December

2

1 spring 2 summer 3 autumn 4 winter

3

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

4

1 The fourth of July.
2 The twenty-fifth of April.
3 The third of November.
4 The twelfth of October.
5 The first of May.

6

1 I didn't get up early.
2 She didn't have a great holiday.
3 They didn't take me out for dinner.
4 There wasn't a large dog on the table.
5 We didn't go to the cinema last Friday.
6 You didn't do your homework at the weekend.

7

1 That film wasn't very long.
2 There wasn't anything to do.
3 There wasn't anyone I knew at the party.
4 I didn't buy anything at the shops.
5 We didn't go anywhere last weekend.
6 She wanted it but she didn't have any money

8

1 didn't go
2 went
3 didn't take
4 stayed
5 was
6 didn't rain
7 didn't do
8 bought
9 didn't get
10 weren't
11 had
12 didn't want

9

Conversation 1: photo b
Conversation 2: photo c
Conversation 3: photo a

10

Bella: had fish for dinner, got some presents
Claire: visited her sister, went to a rock festival
Rob: left home at one, saw some of the match on TV

11

1 F
2 T
3 T
4 T
5 F
6 T

Workbook pages 26–27

1

a hotel
b sightseeing
c taxi
d train
e money
f boat
g car
h swimming

2

1 sightseeing
2 a day in Rome
3 a taxi
4 to Tokyo
5 a hotel
6 with friends

3

1 fly
2 spend
3 stay
4 go
5 rent
6 take

4

2

5

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

6

Hi Evie
We got back from **Japan** this morning. We **had** a great time! On Monday we went **sightseeing**. We **saw** Tokyo Tower (it's like the Eiffel Tower, but it's red!) and the Imperial Palace. It was really interesting.

The next day we spent **two hours** walking around the Meiji Shrine. Then we went shopping in Harajuku. We loved it! In the evening we **went** to a restaurant. We had **sushi**. It was delicious!

On **Wednesday** we rented a **car** and went to Tokyo Disneyland. I enjoyed it but James didn't **like** it. The weather was **good** all the time – it was sunny every day!

I hope **you** and the family are well.

See you soon,

Love Sophie

7

1 Did Sean cook lunch?
2 Did you go to a concert?
3 Was Paul ill?
4 Did they watch TV?
5 Were her earrings expensive?
6 Did Brenda stay in bed yesterday?

8

1 Did you go on holiday anywhere?
2 Was the food good?
3 How was your summer?
4 Was it very expensive?
5 Where did you stay?

9

1 Where did you go (on holiday)?
2 Who did you go with?
3 Was the weather good?
4 Were the people friendly?
5 Did you have a good time?
6 How long were you there for?

Vocabulary Builder Quiz 4

1

1 free
2 clear
3 sunny
4 rainy
5 warm
6 fun

2

1 a taxi
2 fire
3 a bed and breakfast
4 a taxi
5 to Rome

3

1 snow 2 stay 3 laugh 4 rain

4

1 the 2 a 3 a 4 The 5 a

5

1 e 2 d 3 a 4 c 5 b

UNIT 5
Workbook pages 28–29

1

colour	material	clothes	food	shape
red	wool	jacket	fruit	long
white	wood	shoes	meat	small
green	plastic	shirt	cake	short
yellow	leather	jeans	cheese	square
brown	cotton	dress	fish	round

2

Across
3 cake 4 jacket 5 shirt 6 fish

Down
1 dress 2 meat 3 cheese 4 jeans

3

1 jeans
2 cheese
3 jacket
4 fish
5 meat
6 cake

4

1 meat 2 short 3 white 4 cotton 5 yellow

5

1 This
2 These
3 This
4 These
5 This
6 This

6

1 those
2 that
3 those
4 Those
5 that
6 that

7

1 this
2 those
3 these
4 that
5 this
6 this

8

Conversation 1: picture b
Conversation 2: picture c
Conversation 3: picture a

9

Items ticked: 1, 3, 4, 9

10

Conversation 1
1 T 2 F
Conversation 2
3 T 4 F
Conversation 3
5 T 6 F

11

1 How much are the
2 What are they made of?
3 How many
4 Anything else?
5 Can I have some
6 How much

13

1 13
2 150
3 316
4 590
5 2040
6 14,000

14

		American English	British English
1	120	✓	
2	318		✓
3	214		✓
4	3060	✓	
5	1030		✓
6	9040	✓	

Workbook pages 30–31

1
1 They are sleeping. They're sleeping.
2 He is doing the shopping. He's doing the shopping.
3 We are studying at university. We're studying at university.
4 I am watching TV. I'm watching TV.
5 You are working hard. You're working hard.
6 She is growing fast. She's growing fast.

2
1 They aren't sleeping.
2 He isn't doing the shopping.
3 We aren't studying at university.
4 I'm not watching TV.
5 You aren't working hard.
6 She isn't growing fast.

3
1 We're having
2 'm talking
3 are staying
4 aren't selling
5 's watching
6 is doing
7 isn't working / 's not working
8 are (you) going

4
1 We're having a sale this week.
2 They're watching TV.
3 We're doing well.
4 Are you studying at university?
5 How are you feeling today?
6 I'm working hard.

5
2

6
3

7
2

8

1 1838	3 nineteenth	5 2009
2 1852	4 300	6 14

10

1 Paris	3 sells	5 popular
2 good value	4 large	6 work at Shinsegae Centum City

Workbook pages 32–33

1
1 Brad. In Japan. 2 Suchart. In New York.

2
a 2 b 3 c 4 d 1

3
Student's own answers.

4
Model answer:

Dear Isabella We're having a great time here in Japan. I'm writing this postcard from a restaurant. We're eating dinner and looking at the city. The view is amazing. There's a lot to do here. We're staying in a hotel and can walk to most of the interesting places. Yesterday we visited an art gallery. It was fun. But the best thing about this place is the shopping! We went shopping yesterday afternoon. I bought a T-shirt. We got something for you too! Love, Francesco	Isabella Conti via Venezia 89 Verona 9800 Italy

5

1 menswear	5 sports
2 security guard	6 womenswear
3 beauty department	7 changing rooms
4 shop assistant	

6

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

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

Vocabulary Builder Quiz 5

1

1 unhappy	3 down
2 top	4 go in

2
1 cheese 2 customer 3 bananas 4 department

3

1 jumper	3 an unusual	5 growing
2 bottom	4 leather	6 toy

4
1 on 2 of 3 up 4 in 5 for 6 by

5
1 e 2 d 3 a 4 c 5 b

UNIT 6
Workbook pages 34–35

1

1 friendly	3 popular	5 lazy	7 helpful
2 boring	4 strange	6 nice	8 difficult

2
positive: friendly, popular, nice, helpful
negative: boring, strange, lazy, difficult

3

1 friendly	3 popular	5 strange
2 difficult	4 lazy	

4

1 helpful	3 friendly	5 lazy
2 expensive	4 varied	

5

1 varied	3 modern	5 friendly
2 patient	4 expensive	6 popular

6

1 Chemistry	3 Law	5 Medicine
2 Geography	4 Maths	6 Biology

7

1 Marketing	3 IT	5 Engineering
2 Literature	4 PE	6 History

8
1 IT 2 Medicine 3 Literature

9

1 How are	3 What are	5 Are you
2 Are you	4 class are	6 Where are

10
3 Sentences 1, 3, 4, and 6 contain the weak form of 'are'.

11
bad – good
boring – interesting
difficult – easy
friendly and *nice* don't have opposites here.

12
1 It's very interesting
2 I don't like the teacher.
3 It's quite difficult.
4 She's not very well.
5 The other students are really friendly.
6 I did very well in my exams.

13

1 going	3 good	5 very	7 sure
2 enjoying	4 like	6 subject	

15

1 c 2 e 3 a 4 b 5 d

16

1 Law 2 English 3 Engineering

17

1 F 2 F 3 T 4 T 5 T 6 F

Workbook pages 36–37

1

2

2

1 d 2 e 3 a 4 b 5 c

3

1 university	3 2.5	5 eighteen	7 1965
2 30	4 1636	6 Iceland	8 private

4

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

5

1 did	6 finished	11 enjoyed
2 started	7 lasted	12 had
3 finished	8 cost	13 failed
4 lasted	9 paid	14 passed
5 started	10 borrowed	

6

2 When did the course start?
3 When did it/the course finish?
4 How long did it/the course last?
5 How much did it/the course cost?
6 Did you have an exam?
7 Did you pass it/the exam?
8 Did you enjoy it/the course?

7

✓✓	✓	✗	✗✗
very / really	quite	not very	not

8

1 James is quite lazy.
2 The other students are very nice.
3 These books are really interesting.
4 My classmates are quite friendly.
5 My university is very expensive.
6 My new teacher is really good.

9

1 aren't very friendly	4 isn't very good
2 's not very popular	5 aren't very interesting
3 aren't very expensive	6 isn't very difficult

10

1 really 2 quite 3 great 4 very

Workbook pages 38–39

1

	Adjective	Comparative
one syllable	old	older
	tall	taller
	big	bigger
-y → *-ier*	easy	easier
	funny	funnier
	lazy	lazier
more + adj	expensive	more expensive
	interesting	more interesting
	creative	more creative
irregular forms	far	further
	good	better
	bad	worse

2

1 older	3 more expensive	5 further	
2 taller	4 better	6 easier	

3

1 younger	3 cheaper	5 nearer
2 shorter	4 worse	6 more difficult

4

1 taller	5 faster	9 more creative
2 more intelligent	6 higher	10 more interesting
3 older	7 slower	
4 better	8 worse	

5

1 Chinese	3 Japanese	5 Spanish
2 German	4 Russian	6 Turkish

6

1 Spanish	3 Turkish	5 Japanese
2 Chinese	4 Russian	6 German

7

1 The writer liked the teacher.
2 The writer thought the lessons were interesting.

8

Student's own answers.

9

Model answer

My favourite teacher was called **Takako Yamada**, my **English** teacher. I **loved** the subject and I was a **good** student. She was a **big** woman with **black** hair. She was **friendly**, which is why I liked her.

What made her a good teacher was that her lessons were **interesting** and she was very **creative**. The time always went by quickly in her classes. I'll never forget **Takako Yamada**!

Vocabulary Builder Quiz 6

1

1 impatient	3 unimportant	5 unfriendly
2 unpopular	4 unhelpful	

2

1 decision	3 problem	5 grade	7 idea
2 break	4 skill	6 half	8 grade

3

1 with 2 in 3 – 4 for 5 in 6 –

5

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

UNIT 7
Workbook pages 40–41

1

1 grandfather	5 son	9 brother
2 grandmother	6 daughter	10 sister
3 husband	7 uncle	11 cousin
4 wife	8 aunt	

2

1 grandfather	4 husband	7 cousin
2 daughter	5 wife	8 grandmother
3 uncle	6 sister	

3

1 Keira	4 Ben	7 Kate
2 Alexa	5 Judy and Alan	8 Paolo
3 Carlo and Beatrice	6 Sam	

4

1 Can you swim?	5 Does she speak English?
2 Did you go out yesterday?	6 Is he Sue's brother?
3 Are they married?	7 Are you a student?
4 Can you hear me?	

5

1 can	3 are	5 does	7 am
2 didn't	4 can't	6 isn't	

6

1 Do	3 Did	5 Is	7 Does
2 Am	4 is	6 were	

7

1 main	3 main	5 auxiliary
2 auxiliary	4 main	6 auxiliary

8

2

9

1 a sister	3 five	5 doesn't live
2 mother	4 forty	6 and son

10

1 or sisters	5 How old
2 your parents	6 Do you live
3 How many languages	7 Are you
4 do they (your parents)	

11

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

13

1 They live in Ohio.
2 I share an apartment with two other students.
3 There's a party at our college.
4 It's our graduation party.
5 I want to work here in New York City.
6 I have a job at the Bank of America.

Workbook pages 42–43

1

1 games	6 the dog
2 a story at bedtime	7 the cat
3 the dishwasher	8 jokes
4 the light switch	9 a story
5 games	10 my baby brother

2

1 empty the dishwasher
2 pick up my son from school
3 repair the light switch
4 read a story at bedtime
5 feed the dog

3

1 look after	3 read	5 play
2 tell	4 sing	6 feed

4

	necessary	not necessary
I You We They	have to	don't have to
He She It	has to	doesn't have to

5

1 don't have to	5 have to
2 has to	6 has to
3 doesn't have to	7 have to
4 don't have to	8 doesn't have to

6

1 You don't have to	4 Tim has to
2 I don't have to	5 Daisy doesn't have to
3 We have to	6 Mia and Betty have to

7

1 They **have** to go to school on Saturdays.
2 We **don't** have to do any homework tonight.
3 I **have** to see the doctor today.
4 I emptied the dishwasher, so John doesn't **have** to.
5 Toby **doesn't** have to go to work today.
6 A teacher **has** to work very hard.

8

Paul: oldest friend
Martina: step grandfather (i.e. Martina's grandmother's second husband)

9

Paul

1 at school	3 once or twice a year
2 nice, funny, reliable	4 once a year

Martina

1 when Martina was ten	3 most days
2 positive, strong, strict	4 once or twice a week

10

1 T 2 T 3 F 4 T 5 F 6 T

Workbook pages 44–45

1

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

2

1 strict	3 clever	5 fit	7 quiet
2 funny	4 confident	6 loud	8 reliable

3

1 funny	3 quiet	5 clever
2 strict	4 reliable	6 fit

4

Jason: confident, funny
Luis: nice, speaks three languages
Kerry: clever, quiet

5

1 L 2 K 3 J 4 L 5 J 6 K

6

1 confident	3 reliable	5 nice
2 young	4 loud	6 quiet

7

1 and	3 and	5 but
2 but	4 but	6 and

8

1 Amalia, Laura's sister
2 in Copenhagen
3 she's a (medical) student
4 clever, confident, friendly, loud, funny
5 she makes her laugh and really understands her
6 once a month
7 go shopping, go to the cinema

9

Student's own answers.

10
Model answer:
This is a photo of me with my best friend, Flavio. He lives in Bologna. He's an engineer. Flavio's very clever and funny. He can be a bit loud sometimes, but he's reliable too. We see each other once a month. We like to go for a drink and something to eat.

Vocabulary Builder Quiz 7

1
1 *best* friend
2 *grand*mother
3 *girl*friend
4 *house*work

2
1 on 2 up 3 up 4 after

3
1 confidently
2 Luckily
3 cloudy
4 cleaner
5 reliable
6 education

4
1 set
2 trust
3 affect
4 feed
5 repair
6 make

5
1 c 2 d 3 b 4 e 5 a

UNIT 8

Workbook pages 46–47

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

2
1 have a meeting
2 play tennis
3 go home
4 go for a walk
5 do the shopping
6 write an email

3
1 have
2 play
3 do
4 get
5 go
6 go for

4
1 'm going to
2 're going to
3 's going to
4 're going to
5 're going to be
6 's going to

5
1 I'm going to write a letter to my sister.
2 We're going to go home early because we're tired.
3 Tom's going to study for the test in his bedroom.
4 You're going to meet my new friends at the party tonight.
5 My parents are going to drive to my house.

6
1 isn't going to come
2 not going to stay
3 aren't going to have
4 aren't going to go
5 isn't going to be
6 aren't going to finish

7
1 going to be
2 're going to have
3 're going to need
4 'm going to see
5 Is (he) going to bring

9
go shopping in London

10
1 K 2 J 3 K 4 J 5 J 6 J

11
1 T 2 F 3 F 4 T 5 T 6 F

12
1 gonna
2 going to
3 gonna
4 going to
5 gonna
6 gonna

14
1 What do you want to see?
2 How about Michel's Café at seven o'clock?
3 What are you doing tonight?
4 Do you want to go for a coffee first?
5 Do you want to go out somewhere?

15
a 3 b 5 c 1 d 4 e 2

Workbook pages 48–49

1
1 have a baby
2 won the lottery
3 move house
4 left home
5 get married
6 stopped working
7 got divorced
8 start (my own) business

2
2 have a baby
3 get married
4 stopped working
5 won the lottery
6 moved house
7 started (his own car sales) business
8 get divorced

3
1 'd like to visit
2 'd like to learn
3 'd like to save
4 'd like to start
5 'd like to be
6 'd like to have

4
1 We wouldn't like to visit Australia.
2 I wouldn't like to learn Russian.
3 They wouldn't like to save money.
4 You wouldn't like to start your own business.
5 I wouldn't like to be rich.
6 She wouldn't like to have a dog.

5
1 like
2 'd like
3 doesn't like
4 Do you like
5 wouldn't like
6 Would you like

6
1, 3 and 5

7
1 Taurus
2 Cancer
3 Leo
4 Aries
5 Gemini
6 Taurus and Leo

8
1 c 2 d 3 e 4 f 5 a 6 b

Workbook pages 50–51

1
1 crime
2 tax
3 improve
4 tourists
5 safety
6 save
7 cause
8 be nice
9 help

2

+	–
provide help	create traffic problems
provide a service	lose money
create jobs	cause problems
save money	cause crime
make people richer	make people poorer
attract tourists	lose tourists
be good for the environment	be bad for the environment
reduce / cut tax	increase tax
	cut jobs

3
1 tax
2 cause
3 jobs
4 make
5 tourists
6 lose
7 money

4
1 because
2 so
3 so
4 because
5 so
6 because

5
Department store, cinema and shops

6
She's for the building.

7

FOR	AGAINST
create jobs	increase crime
provide a service	reduce parking spaces in town
make shopping easier	increase pollution
attract people to the town	increase noise
increase business for local shops	it's bad for the environment

8

Model answer:

I think it's a bad idea because *it's going to reduce parking spaces in town*. I also think *it's going to increase pollution*, so *it's going to be bad for the environment*. Finally, I think *it's going to increase noise and crime*, so I'm against this shopping mall.

Vocabulary Builder Quiz 8

1

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

2

1 plan
2 competition
3 date
4 noise
5 pollution

3

1 plan 2 cut 3 run 4 blog

4

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

5

1 library 2 lottery 3 divorced 4 abroad

UNIT 9

Workbook pages 52–53

1

1 have
2 haven't
3 Have
4 has
5 hasn't
6 Has

2

1 Have you been to Prague?
2 No, I haven't. Have you?
3 No, but I'd like to go.
4 Have you seen *Room*?
5 Yes, we have. Have you?
6 No. Is it good?
7 Yes, it's amazing.

3

1 been
2 have
3 haven't
4 go
5 went
6 seen
7 see

4

1 have
2 have been
3 Has
4 you ever
5 haven't
6 she hasn't

5

1 have been
2 have seen
3 hasn't been
4 haven't seen
5 hasn't seen
6 haven't been
7 has been
8 has seen

6

1 I **have** been to Paris more than ten times.
2 **Have you** ever been to New York?
3 Ella **has never** seen *Star Wars*.
4 When **did you go** to Poland?
5 Paul **hasn't** been to Spain.

7

1 + 2 – 3 – 4 + 5 – 6 + 7 + 8 – 9 +

8

1 You should! 2 Don't!

9

1 You should!
2 Don't!
3 You should!
4 Don't!
5 Don't!
6 You should!
7 Don't!
8 You should!

11

Tick (✓) photos of St Catherine's Monastery and the Valley of the Kings.

12

		Veronica	Veronica's husband
1	Been to Egypt before	✗	✓
2	Been to Luxor	✓	✓
3	Seen the Sphinx	✗	✗
4	Been to St Catherine's	✓	✗
5	Been to the Red Sea	✓	✓

13

1 F 2 T 3 T 4 F 5 F 6 T

Workbook pages 54–55

1

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

2

1 his name
2 my homework
3 car
4 your sleep
5 you
6 worst
7 idea

3

2 took the wrong turn
3 hurt himself
4 forgot to lock the door
5 missed my flight
6 felt ill
7 make a mess

4

Across

1 did
3 broke
4 seen
6 stolen
8 fallen
9 fell
11 saw

Down

1 done
2 cried
4 stole
5 broken
7 made
10 lost
12 won

5

1 c 2 a 3 b

6

1 a 2 c 3 b

7

1 two hours
2 good weather
3 160 feet
4 £90
5 four hours
6 a chef from *Hello Sushi* restaurant

8

1 just for special days, because it's 'a special present'
2 slow and peaceful because it's done 'quietly' and describes the balloon flight
3 above you, because you're 'looking up'
4 it's used for attaching things, and it's 'strong'
5 the person and the rope
6 strong and well; it describes the sushi

9

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

Workbook pages 56–57

1

relaxing, stressful, annoying, boring, sad, embarrassing, exciting, scary

2

1 boring
2 embarrassing
3 stressful
4 relaxing
5 scary
6 annoying
7 sad
8 exciting

3

1 The train_is cheaper.
2 We love_it!
3 She arrived two weeks_ago.
4 We slept_in a tent.
5 It was_a great_experience.
6 He fell_and broke his_arm.

5

1 delicious
2 interesting
3 relaxing
4 friendly
5 beautiful

6
1 Coldplay.
2 It was hot and sunny.
3 He / She was so happy he / she couldn't speak.

7
a 3 b 1 c 2

8 and 9
Model answer:

Have you ever seen the 'Mona Lisa'? Last month I saw it for the first time, in the Louvre museum, in Paris. I went with my girlfriend.

The Louvre was really interesting. We saw a lot of great paintings. The building is amazing, too. It was a cold day and there were a lot of people there. We waited in a long line to see the painting.

For me, it was great to see this famous painting. I wanted to see it for a long time, and I was very excited. It was a small painting, but really beautiful.

Vocabulary Builder Quiz 9

1
1 make 2 check 3 give 4 call 5 take 6 lose 7 feel

2
1 in 2 down 3 on 4 up 5 in 6 of 7 on

3
1 stressful 2 sad 3 happen 4 embarrassing 5 check 6 cooler

4
1 b 2 e 3 d 4 a 5 c

UNIT 10
Workbook pages 58–59

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

2
1 single 2 return 3 second class 4 cash 5 platform 6 direct 7 delay 8 line

4
1 thirty 2 o'clock 3 thirty-five 4 quarter 5 fifteen 6 ten 7 half 8 past

5
1 five fifteen 2 eleven twenty 3 quarter to six 4 one thirty 5 six twenty-five 6 two forty-five

6
1 a 2 b 3 a 4 b 5 a 6 a

8
Conversation 1 = picture b
Conversation 2 = picture c
Conversation 3 = picture a

9
1 station 2 bus 3 have to 4 don't know 5 isn't 6 50%

10
1 c 2 e 3 d 4 a 5 f 6 b

Workbook pages 60–61

1
1 plane 2 train 3 bus 4 bike 5 taxi 6 car

2
1 taxi 2 car 3 bus 4 train 5 bike 6 delayed

3
1 park 2 lock 3 pick 4 run 5 pay 6 book 7 wait 8 stop

4
1 buses 2 number 3 run all night 4 get 5 taxis 6 charge 7 catch 8 station

5
1 He's driving too fast.
2 This bag isn't cheap enough for me.
3 It's too early to go.
4 This film is too long.
5 I can't buy it. I haven't got enough money.
6 You aren't walking fast enough. Hurry up!

6
countable: accidents, buses, drivers, people
uncountable: crime, pollution, traffic, water

7
1 many 2 enough 3 enough 4 many 5 much 6 much

8
1 too 2 too much 3 n't enough 4 enough 5 too 6 Too many

9
The Silk Road journey is the longest.

10
1 e 2 d 3 a 4 f 5 b 6 c

11
1 4,000m 2 Lake Titicaca 3 three 4 Romania 5 evening 6 west

Workbook pages 62–63

1
1 change money 2 stay, eat 3 go shopping, go cycling, go dancing 4 get some exercise, get a haircut

2
1 stay 2 change money 3 get some exercise 4 go cycling 5 eat 6 go shopping 7 get a haircut 8 go dancing

4

	Adjective	Superlative
short adj.	fast hot	the cheapest the hottest
-y → *the -iest*	easy dry	the easiest the driest
the most + adj	expensive interesting	the most expensive the most interesting
irregular	good bad	the best the worst

5
1 the hottest 2 the driest 3 the cheapest 4 the best 5 the fastest

6
1 the slowest 2 the worst 3 the coldest 4 the most expensive 5 the wettest

7
1 Get off the coach at the Hilton Hotel, call Sarah and wait. She is going to pick you up from there.
2 We're not very far from the city centre. It takes under half an hour to get to Oxford Street.
3 Get the underground from Shepherds Bush.
4 Oxford Street and Regent Street are great places to go shopping.
5 And go to Soho for lunch. Try Caldo – it does great food and there's a lovely atmosphere. There are lots of great little restaurants in Soho.

8
Student's own answers.

9
Student's own answers.

Vocabulary Builder Quiz 10

1

1 home	3 a car	5 some cash
2 well	4 the journey	

2

1 *hair*cut	3 *taxi* driver	5 *first* class
2 *return* ticket	4 *sea*food	

3

1 lock	3 delay	5 vote
2 park	4 taste	6 charge

4
1 down 2 to 3 off 4 up

5

1 platform	3 passengers	5 journey
2 direct	4 transport	

UNIT 11

Workbook pages 64–65

1

1 service	5 table	9 main
2 dessert	6 starter	10 menu
3 get	7 order	
4 booked	8 bill	

Hidden word: vegetarian

2

1	2	3	4	5	6	7	8	9	10
W	W	W	W	C	C	W	C	C	C

3

1 Are you ready to order?	W
2 Would you like any dessert?	W
3 And for your main course?	W
4 I'm afraid the fish has finished.	W
5 I'd like the steak, please.	C
6 Can I get some ice cream, please?	C
7 Yes. For starters, I'll have the salad, please.	C
8 OK. Then, I'll have the chicken.	C

4
1–7, 2–6, 3–5, 4–8

6

1 a cup of tea	6 a bottle of wine
2 some steak	7 a cup of coffee
3 a glass of red wine	8 coffee ice cream
4 some fish	9 pasta with sauce
5 some water	

7
Carol has: white wine, fish, some water, a cup of tea
Steve has: white wine, steak, extra vegetables, coffee ice cream

8

1 C	3 S	5 SC	7 N
2 N	4 C	6 C	

9

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

10
1 Are you ready to order now sir?
Yes, I'd like the steak and a salad please.
Don't you want a starter?
No, thanks – just a main course and a glass of red wine.
2 Can I get you anything else?
No, thanks. Can I have the bill please?
Of course. We usually add 10% for service.
No problem. Can I pay by credit card?
Yes, sir, a credit card is fine.

Workbook pages 66–67

1

meat	dairy	fruit	vegetables	drinks
chicken	butter	kiwis	garlic	wine
beef	cream	bananas	carrots	water
lamb	cheese	apples	onions	beer
pork	milk	oranges	spinach	juice

2

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

3

1 salt	3 spices	5 beans
2 pasta	4 rice	6 seafood

4

1 milk	3 Onions	5 pork
2 beef	4 juice	6 cheese

5
1 me too 2 me neither 3 disagree 4 disagree

6

1 I don't	3 Me neither	5 Me too
2 Me too	4 I do	

8

1 don't	3 wouldn't	5 am
2 didn't	4 can	6 have

9
1 Mi Casa 2 Johnny B's

10
1 T 2 T 3 F 4 F 5 T 6 F

11

	starter	main course	dessert
Mi Casa	seafood	chicken with tomatoes and vegetables, pizza	ice cream, chocolate cake
Johnny B's	fish, salad of beans and peas	steak, eggs	–

12

1 liked	3 nice	5 wasn't
2 but	4 friendly	

Workbook pages 68–69

1

Countable nouns	Uncountable nouns
apple	chocolate
biscuit	coffee
egg	fish
soft drink	fruit
sweet	meat
vegetable	sugar

2

1 a lot of, any, some	3 much
2 many	4 many, much, any

3

1 much	4 quite a lot of	7 any
2 many	5 many	8 a lot of
3 any	6 a lot of	9 some

5

employed	unemployed
fair	unfair
forgettable	unforgettable
friendly	unfriendly
happy	unhappy
healthy	unhealthy
popular	unpopular
tidy	untidy
usual	unusual

6

1 unhappy
2 popular
3 unhealthy
4 unemployed
5 tidy
6 friendly
7 unfair
8 unforgettable
9 unusual

7

1 Hi
2 Best wishes

8

1 a party
2 Saturday 10th March
3 Angela's birthday
4 It's at La Coupole on the corner of rue Dauphine and avenue Robespierre.
5 8.00pm to midnight
6 a friend

9 and 10

Model answer:

Hi Nicola
We're having a lunch on Sunday 7th July to celebrate Philippe's birthday.
It's at home from 12.00p.m. to 5.00p.m.
Bring a bottle and a friend.
Let me know if you can come.
Best wishes,
Francoise

Vocabulary Builder Quiz 11

1

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

2

1 hungry
2 unfair
3 terrible
4 unhealthy
5 unforgettable

3

1 weight
2 starter
3 employed
4 combinations
5 service

4

1 add
2 order
3 recommend
4 avoid
5 include

5

1 pepper
2 cream
3 pork
4 nuts

UNIT 12
Workbook pages 70–71

1

1 head
2 chest
3 arm
4 hand
5 back
6 stomach
7 leg
8 foot

2

1 sick
2 headache
3 burnt
4 stiff
5 cut
6 broken
7 cough

3

1 OK
2 hurts
3 hungry
4 cold
5 ill
6 infection

5

1 He should go to hospital.
2 They should take the day off.
3 You should come with us.
4 We shouldn't cancel the party.
5 She should listen to my advice.
6 You shouldn't eat too much.

6

1 You should lie down.
2 You should stop smoking.
3 You shouldn't carry those heavy bags.
4 You should get some fresh air.
5 You should put cold water on it.
6 You shouldn't go to work.

7

1 b
2 d
3 a
4 e
5 c

8

1 You look terrible. Are you OK?
Yes, I'm just a bit tired.
Maybe you should lie down.
No, really. I'm fine.
2 You've cut your hand! It looks really bad.
Oh, it's nothing.
Maybe you should go to the hospital.
No, really. I'll be fine.
3 Would you like some more cake?
No, thanks. I've had enough.
Are you sure?
Yes, thanks. It was delicious.
4 Would you like me to come round tonight?
It's OK, thanks.
But Mark's away and you're all alone in that big house.
No, really. I'll be fine on my own.

10

1 A: Are you OK?
B: **I've got a** headache.
A: Maybe you **should take an** aspirin.
B: No, **it's** nothing.
2 A: Are you OK?
B: No, my stomach hurts and I **feel** sick
A: Maybe you **should** lie down. Would you like some water?
B: No, thanks. **I'll** be fine.
3 A: Ow! **I've** burnt my hand.
B: You **should put some** cold water on it.
A: No, it's OK. I'll **be** fine.

11

Jenny

12

1 headache
2 go home
3 chest
4 take more care of himself
5 foot
6 go to the hospital

13

1 On Friday
2 for more than a week
3 his chest, leg and arm
4 no
5 a chair
6 blue

Workbook pages 72–73

1

U	W	G	A	H	T	I	R	E	D
H	A	P	P	Y	E	W	R	X	I
L	N	N	P	T	I	M	E	C	H
O	G	A	N	T	E	T	L	I	O
L	R	M	B	O	I	U	A	T	H
N	Y	W	I	T	Y	R	X	E	B
R	I	E	N	Y	L	E	E	D	N
S	T	R	E	S	S	E	D	R	M
U	S	I	Y	I	O	S	I	H	S
U	P	S	E	T	B	D	A	V	N

2

1 tired
2 annoyed
3 stressed
4 excited
5 upset
6 happy
7 angry
8 relaxed

3

positive: happy, excited, relaxed
negative: upset, tired, stressed, angry, annoyed

4

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

5

1 upset	3 stressed	5 annoyed	7 angry
2 excited	4 tired	6 happy	

6

1 Kim	3 Tony	5 Ellie
2 Pritpal	4 Lara	

7

1 b 2 d 3 e 4 a 5 c

8

1 eleven	3 studies	5 continue
2 woman	4 didn't help	

9

1 stop smoking	3 the past	5 the truth
2 she feels	4 his/the doctor.	

Workbook pages 74–75

1

2 After	4 because	6 so	
3 so	5 After	7 because	

2

2 open	4 kill	6 damage	8 cause
3 hit	5 build	7 protest	

3

2 kills	4 damages	6 build	8 celebrate
3 opens	5 hits	7 protest	

4

1 I have fallen in love with my best friend's girlfriend.
2 About four months ago.

5

1 Paragraph 3 2 Paragraph 1 3 Paragraph 2

6

He's married with a child, and he's in prison at the moment. Paolo is thirty-two and I'm twenty-one

7

Model answer:

Dear Gabriella

You are in a difficult situation and you need to think carefully about what you're going to do.

Firstly, Paolo is in prison at the moment. What is his crime? Is it going to make life difficult for you? Is this the type of person you want to be with?

Secondly, he is married and has a child. Maybe his wife is the same age as him. Does he really want a relationship with you? How often is he going to want to see his child?

Here's my advice, Gabriella. You should think very carefully before going any further with Paolo. I don't think you should wait for him. I think you should find someone your age and enjoy your life right now.

Best wishes
Agony Aunt

Vocabulary Builder Quiz 12

1

1 b 2 e 3 a 4 c 5 d

2

1 earned	2 joined	3 burnt
4 carried	5 cancelled	

3

1 to 2 in 3 up 4 on 5 off

4

1 smile	3 warm up, warm-up	5 cough
2 protest	4 burn	

5

1 c 2 e 3 b 4 a 5 d

UNIT 13
Workbook pages 76–77

1

1 snow	4 storm	7 cloudy	10 hot
2 dry	5 ice	8 wet	11 cold
3 rain	6 windy	9 sunny	12 warm

2

1 sunny / warm	3 hot	5 cloudy
2 dry	4 wet / rain	6 storm
		7 snow / cold

3

1 spring 2 winter 3 summer 4 Autumn

4

1 I'm going to meet	5 I might get
2 might have	6 I'm going to cook
3 I'm going to have	7 I'm going to see
4 might go	8 might do

5

1 might	3 are going to	5 might
2 're going to	4 might	6 's going to

6

1 We might have to leave early.
2 They're going to phone us when they arrive.
3 Lin isn't going to see her friends next week.
4 You might not get the job.
5 It's going to be cold and wet tomorrow.
6 It might snow tomorrow.

7

The weather is going to be good.

8

1 c 2 b 3 d 4 a

9

1 T 2 T 3 T 4 F 5 F

10

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

11

1 Who with?	3 How?	5 Why?
2 Where?	4 How long for?	6 What for?
		7 What time?

Workbook pages 78–79

1

Across

2 in bad condition	9 rubbish	14 crime
5 horse	11 pollution	15 factory
7 crowded	12 hills	

Down

1 violent gangs	6 surrounded by	13 farm
3 forest	8 fields	15 flat
4 grass	10 block of flats	16 convenient

2

traffic, shopping, weather

3

1 F 2 T 3 F 4 F 5 F 6 T

4

1 C 2 S 3 C 4 S 5 C 6 S

5

1 didn't like	3 slow	5 bored
2 crowded	4 prefers	6 happy

Workbook pages 80–81

1

1 rat 2 cat 3 cow 4 dog 5 horse 6 fox 7 pig 8 rabbit 9 sheep

2

1 rat 2 fox 3 sheep 4 dog 5 cow 6 horse

3

has/have, past participle

4

1 been 2 studied 3 lived 4 known 5 worked 6 had

5

1 have worked 2 have known 3 have lived 4 have been 5 have had 6 have studied

6

1 How long have you worked in your company?
2 have you known your best friend
3 long have you lived in this city?
4 How long have you been together with your partner?
5 How long have you had your mobile phone?
6 How long have you studied English?

7

Students' own answers
e.g. *I've known my best friend (for) ten years.*

8

1 How long have you had your cat?
2 They have been together for years.
3 Has he known her for long?
4 We have studied English for more than ten years.
5 How long has she lived here?
6 Have you worked here for a long time?

10

City

Exciting and busy	Shops open 24/7
Lots of things to do	A lot of traffic and pollution
Crowded and noisy	A lot of problems with crime

Country

Lots of fresh air	Peaceful and quiet
You need a car to go anywhere	Boring – nothing to do
There aren't many shops	Relaxing

11

Paragraph 1: c introduction
Paragraph 2: b description of the place
Paragraph 3: a summary

12 and 13

Student's own answers.

Vocabulary Builder Quiz 13

1

1 flood 2 forest 3 house 4 animal 5 hill

2

1 down 2 on 3 by 4 on 5 in

3

1 a 2 the 3 a 4 the 5 - 6 a

4

1 climb 2 smell 3 chase 4 reach

5

1 attention 2 scary 3 flooding 4 chemicals 5 photo

UNIT 14
Workbook pages 82–83

1

1 film 2 play 3 musical 4 concert 5 theatre

2

1 funny 2 scary 3 sad 4 violent

3

1 strange 2 depressing 3 predictable 4 entertaining 5 brilliant 6 terrible

4

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

5

1 like 2 nice 3 What was 4 the food

7

Aisha: exciting, funny
Julie: entertaining, strange, funny
Rashid: terrible, silly

8

1 T 2 F 3 T 4 F 5 F 6 F

9

1 A 2 J 3 R 4 A 5 J 6 R

10

Review 2 best matches the *Listening*.

Workbook pages 84–85

1

1 speak 2 find 3 win 4 work 5 look after 6 be 7 live

2

1 will live to be 100
2 will win the World Cup
3 'll work abroad
4 will look after the environment
5 will speak Chinese
6 'll be rich one day
7 will find life on other planets

3

1 won't 2 will 3 will 4 won't 5 will 6 won't

4

1 will 2 will 3 won't 4 will 5 will 6 won't

5

1 I'll see you tomorrow.
2 Will they arrive before the party tonight?
3 There won't be enough money to pay for the tickets.
4 OK
5 We'll probably be a bit late.
6 Do you think you'll ever be rich?

6

1 a 2 b 3 a 4 a 5 b 6 a

8

Sports 3	Financial news 4
National news 2	Show business 1
International news 5	

9

1 two years 2 three 3 yes 4 Marc Van Rijn 5 €3 million 6 80,000 7 more than 60 years ago

10

1 Yes. 2 No, probably not 3 It's a bad thing. 4 Unhappy. 5 You accuse someone of something bad. 6 No.

11

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

Workbook pages 86–87

1

Economy	Crime	People	Climate	Healthcare
jobs	murder	friendly	warm	treatment
wages	safe	open	cold	insurance
unemployment	violence	don't talk to you much	dry	

2
1 nice
2 friendly
3 weak
4 insurance
5 good
6 problem

3
1 open
2 talk
3 problem
4 lock
5 very good
6 strong
7 wages

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

5
1 It's difficult to find work.
2 It's easy to see a doctor when you're ill.
3 It's really nice to have a close community.
4 It's helpful to learn another language.
5 It's important not to criticise your neighbours.
6 It's good to meet someone from the same place.

6
1 It's cheap to keep your house warm.
2 It's great to have people you can talk to.
3 It's important to live in a warm climate.
4 It's interesting to learn something new.
5 It feels good to help other people.
6 It's lovely to sit in the garden on a warm day.

7
The film is called *Prejudice* and the stars are Juan Santinez and Carter Jones.

8
1 c the present day
2 b In San Francisco
3 d A chase
4 c OK

9
Student's own answers.

Vocabulary Builder Quiz 14

1
1 peace
2 ending
3 brilliant
4 unemployment
5 strong

2
1 insurance
2 treatment
3 killing
4 fighting
5 acting

3
1 support
2 expect
3 see
4 play
5 win
6 injure

4
1 brilliant
2 open
3 strong
4 depressing
5 clear

5
1 d
2 a
3 c
4 b

UNIT 15
Workbook pages 88–89

1
1 plug
2 digital camera
3 vacuum cleaner
4 hairdryer
5 mobile phone
6 tablet

2
2 mobile phone
3 hairdryer
4 plug
5 tablet
6 digital camera

3
1 They're thinking of buying a house.
2 I'm thinking of giving £500 to charity.
3 Sue's thinking of coming for coffee tomorrow.
4 We're thinking of seeing him in concert.
5 John's thinking of giving up smoking.
6 Are you thinking of leaving the country?

4
1 'm thinking of joining
2 is thinking of buying
3 're thinking of going
4 is thinking of learning
5 are (you) thinking of taking
6 're thinking of selling
7 'm thinking of writing

5

cars	geography	tennis	cows	computers
tyres	countries	balls	milk	DVD
engine	oceans	net	grass	email

6
1 Do you know much about geography?
2 Do you know much about cars?
3 Do you know much about computers?
4 Do you know much about cows?
5 Do you know much about tennis?

8
1 biro
2 dishwasher
3 barcode
4 photographic film
5 battery

9
All the items in the pictures are mentioned.

10
1 c 2 f 3 e 4 a 5 d 6 b

11
1 F 2 T 3 F 4 T 5 T 6 F

Workbook pages 90–91

1
1 search
2 a website
3 online
4 the internet
5 a search
6 a link

2
1 email
2 received
3 deleted
4 send
5 memory stick
6 check
7 website
8 link
9 online

4
1 a h j k
2 b c d e g p t v
3 i y
4 o
5 q u w
6 f l m n s x z
7 r

5
1 c 2 a 3 b

6
1 b 2 a 3 a 4 a 5 b 6 b

7
1 w 2 h 3 e 4 h 5 e 6 w

8
(Last century's finest) 2

9
a 3 b 1 c 4 d 2

10 and 11
Student's own answers

12
Model answer:

I think the best invention of the 20th century is the telephone. I don't understand how it works, but I know I couldn't live without it!

People all over the world use telephones to talk to their friends and families. When you need help, you can use the telephone to call the police or hospital.

I use a telephone every day in my job. I couldn't do my job without one! I can call people in other countries and talk to them. I use my telephone a lot in my personal life, too, to call my friends and make arrangements.

In my opinion the telephone is the best invention of the 20th century because I don't know anyone who hasn't got one. It's useful and helpful. It can even save your life!

Workbook pages 92–93

1
Eric asks to see a digital camera, games console, laptop and mobile phone.

2
1 £1,800
2 bag
3 light
4 eight
5 making calls
6 £300
7 games console

3
1 this is the latest model
2 with software fully loaded
3 it's Wi-Fi ready
4 surf the Net
5 send text messages
6 state-of-the-art

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

5
2 develop your own apps
3 solve problems
4 check your heart rate
5 control everything
6 save energy
7 keep your files in one place
8 create vocabulary tests

6
Across
1 create 2 produce 5 solve 6 keep
Down
1 control 3 develop 4 check 5 save

7
1 badly
2 early
3 well
4 hard
5 late
6 loudly
7 quickly
8 quietly
9 slowly

8
1 badly – well
2 early – late
3 loudly – quietly
4 quickly – slowly
5 'hard' doesn't have an opposite.

9
1 loudly 3 well 5 badly 7 hard 9 quickly
2 early 4 late 6 slowly 8 quietly

Vocabulary Builder Quiz 15

1
1 by 2 about 3 on 4 in

2
1 power
2 stick
3 camera
4 machine
5 cleaner

3
1 press
2 produce
3 delete
4 save
5 develop
6 drop

4
1 search
2 list
3 download
4 design
5 video

5
1 d 2 a 3 e 4 c 5 b

UNIT 16
Workbook pages 94–95

1

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

1 partner
2 wife
3 pregnant
4 husband
5 approve
6 wedding
7 jealous
8 anniversary
9 divorced

2
1 get
2 have
3 get
4 save
5 have
6 have

3
1 get divorced
2 save money
3 have a baby
4 have a date
5 get married

4
1 out 2 on 3 in 4 up 5 up

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

6
2 has
3 get
4 saw
5 meet
6 have
7 got
8 is
9 seen

8
Rob and Granny

9
1 Rob – Shelley's father
2 Mum – Rob's mother
3 Shelley – Rob's daughter
4 Kevin – Shelley's old boyfriend
5 Pam – Rob's wife

10
1 good
2 is
3 work
4 professor
5 on a beach
6 a few days

11
1 get married
2 broke up
3 fell in love with
4 known
5 sure
6 happy
7 divorce

Workbook pages 96–97

1
1 was having
2 was listening
3 was staying
4 were shopping
5 was eating
6 were visiting

2
1 She wasn't having lunch with her family.
2 He wasn't listening to music in his bedroom.
3 I wasn't staying with friends in Jakarta.
4 They weren't shopping at the mall opposite the cinema.
5 I wasn't eating the packet of biscuits that you gave me.
6 You weren't visiting your family on the farm.

3
1 Were you talking about me?
2 Was she walking to work?
3 Were they buying some new clothes?
4 Was he calling his sister on the phone?
5 Were your parents having a nice time?
6 Was I spending too much time online?

4
1 was watching ... came
2 were living ... bought
3 was leaving ... started
4 were going ... broke

5
1 was living
2 was working
3 was sitting
4 came
5 noticed
6 thought
7 was walking
8 looked
9 had
10 got married

6
1 W 2 W 3 S 4 W 5 W 6 S

7
1 I was watching TV at home.
2 What were you thinking about?
3 She wasn't looking for a boyfriend.
4 I was making a coffee in the kitchen.
5 They were eating outside under the trees.
6 We weren't playing tennis when you saw us.

9
Two of the couples got married.

10
1 snake
2 to the Underworld
3 fifteen
4 over
5 Qays
6 another man

11
1 T 2 T 3 F 4 T 5 F 6 T

Workbook pages 98–99

1
1 Will you call me every day?
2 I'll tell you when I hear more news.
3 Don't worry, I won't tell anyone.
4 See you later. I won't be late.
5 I promise I won't make a mess.
6 I promise I'll pay you back tomorrow.

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

3
1 A: Bye. Take care. B: **I will**. Bye.
2 Don't worry. I won't **forget**.
3 **Will you** call me?
4 He **will** be here by five o'clock.
5 Why **won't you** help?

4
The greatest love story
Romeo and Juliet lived in Verona. Their families were enemies. ***One night***, they met at a party and fell in love. ***Then*** they got married. ***A short time later***, Juliet's cousin killed Romeo's friend in an argument. ***Then*** Romeo killed Juliet's cousin. Juliet's father told her he wanted her to marry someone else. Juliet pretended to be dead but she was only sleeping. Romeo thought she was dead, so he killed himself. ***A short time later***, Juliet woke up, saw Romeo dead and killed herself. ***Finally***, the families of the two lovers stopped fighting and became friends.

5
Model answer:
The love story of Antony and Cleopatra
Mark Antony was a Roman General and Cleopatra was the queen of Egypt. ***One day***, they met and fell in love. ***A short time later***, Mark Antony returned to Rome and married Octavian's sister. ***Then*** Mark Antony left Octavian's sister and returned to Cleopatra. ***A short time later***, Antony and Cleopatra got married. Octavian was angry and sent an army to fight them. Antony and Cleopatra lost. ***Then*** Antony thought Cleopatra was dead, so he killed himself. ***Finally*** Cleopatra killed herself after seeing Antony dead.

Vocabulary Builder Quiz 16

1
1 c 2 e 3 b 4 a 5 d

2
1 high 2 trouble 3 an anniversary

3
1 up
2 of
3 at
4 of
5 on
6 of
7 for

4
1 plant
2 break
3 trouble
4 lift
5 promise

5
1 b 2 d 3 a 4 e 5 c

CD 1: Units 1–8	
Unit 1	**Unit 5**
Track 1	Track 32
Track 2	Track 33
Track 3	Track 34
Track 4	Track 35
Track 5	Track 36
Track 6	Track 37
Track 7	Track 38
Track 8	Track 39
Unit 2	**Unit 6**
Track 9	Track 40
Track 10	Track 41
Track 11	Track 42
Track 12	Track 43
Track 13	Track 44
Track 14	Track 45
Track 15	Track 46
Track 16	**Unit 7**
Unit 3	Track 47
Track 17	Track 48
Track 18	Track 49
Track 19	Track 50
Track 20	Track 51
Track 21	Track 52
Track 22	Track 53
Unit 4	**Unit 8**
Track 23	Track 54
Track 24	Track 55
Track 25	Track 56
Track 26	Track 57
Track 27	Track 58
Track 28	Track 59
Track 29	Track 60
Track 30	Track 61
Track 31	Track 62

CD 2: Units 9–16	
Unit 9	**Unit 13**
Track 63	Track 91
Track 64	Track 92
Track 65	Track 93
Track 66	Track 94
Track 67	Track 95
Track 68	Track 96
Track 69	Track 97
Unit 10	**Unit 14**
Track 70	Track 98
Track 71	Track 99
Track 72	Track 100
Track 73	Track 101
Track 74	Track 102
Track 75	Track 103
Track 76	Track 104
Unit 11	**Unit 15**
Track 77	Track 105
Track 78	Track 106
Track 79	Track 107
Track 80	Track 108
Track 81	Track 109
Track 82	Track 110
Track 83	Track 111
Unit 12	Track 112
Track 84	**Unit 16**
Track 85	Track 113
Track 86	Track 114
Track 87	Track 115
Track 88	Track 116
Track 89	Track 117
Track 90	Track 118
	Track 119

CD 3: Class tests	
Track 1	Review test 1
Track 2	Review test 2
Track 3	Review test 3
Track 4	Mid-year test
Track 5	End-of-year test 1
Track 6	End-of-year test 2