

OUTCOMES

Real situations, real language, real outcomes

Outcomes presents English as it is used in the world through 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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Luz train station in São Paulo, Brazil.
The Museum of Portuguese Language
is inside the station.

TEACHER'S BOOK

MIKE SAYER

INTRODUCTION BY ANDREW WALKLEY

BEGINNER

OUTCOMES

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INTRODUCTION TO *OUTCOMES* BEGINNER

Who is *Outcomes Beginner* for?

Not all 'Beginner' language students are the same level. 'Real beginners' may have no knowledge of English whatsoever, while 'false beginners' will have some passive knowledge of the language and may even have studied the basics before. *Outcomes Beginner* is appropriate for the vast majority of Beginner students. However, those with a very low level may need a little extra support and will certainly require a slower pace through the material.

How does *Outcomes Beginner* help real beginners?

We help real beginners by:

- clearly showing the learning aims of the lesson with the opener photos or an initial dialogue
- teaching nearly all vocabulary in early units with visual support
- clearly matching the vocabulary and grammar input to the stated outcomes
- providing 'just enough' input – students don't initially learn all forms of the grammar point, but just enough to enable effective conversation
- offering additional support and reference for areas where some knowledge is assumed in the text (e.g. subject pronouns, colours)
- providing a lot of listening tasks that focus on receptive recognition of words and phrases rather than testing comprehension
- providing recordings of the majority of words, tasks and texts they see on the page
- providing a detailed **Letters and sounds** chart (Student's Book p140) to enable students to match spellings to sounds
- incorporating a large amount of revision and recycling within lessons and units, and throughout the course.

How does *Outcomes Beginner* help false beginners?

We help the teacher cater for students with some basic knowledge of English by:

- basing the language input on clear natural conversations – stronger students will naturally try to extend these conversations if the language is not entirely new to them
- bringing forward some elements in the syllabus which some students may have touched on before – real beginners work with the 'just enough' forms, stronger students have space to experiment a little more
- providing a **Grammar reference** section which details other forms and short answers that go beyond the 'just enough' introduction in the unit

- including short speaking tasks in which students can give simple answers, or more complex answers if they are more able
- giving opportunities for students to demonstrate and share knowledge beyond what is 'taught' in the book.

What are the goals of Beginner language students?

Beginner language students are very much the same as any other language student in terms of the broad reasons they want to learn. As the Common European Framework of Reference (CEFR) states, they generally want:

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)

At Beginner level, the extent to which students can achieve these goals will, of course, be limited.

Nevertheless, we have kept these ideas in mind and aim to enable students to fulfil these goals – in simple ways, using very basic language. On the **opening double-page** of each unit you will see a list of outcomes, which cover these three areas:

Business of everyday life

Outcomes has a strong practical thread. For example, students at Beginner level learn to:

- ask about times and prices, pages 10–12
- order food in different settings, pages 20 and 21
- ask where things are and understand very basic directions, pages 34 and 35
- check in to a hotel, page 54
- make plans with other people, page 91.

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. For example, in the course students learn to:

- say what they like and don't like, pages 20 and 63
- talk about good places to go, pages 44 and 45
- ask and give opinions, page 67
- say how they feel, pages 80 and 81.

Understanding other cultures

Many of the reading texts and **National Geographic videos** provide insights into other cultures and perspectives. These generally focus on a simple description with some facts and numbers, but students are encouraged to relate them to their own lives and countries through simple guided questions and tasks. For example, students read texts or watch videos about:

- different weekends round the world, page 37
- interesting information about Egypt, page 58
- homeworking in different countries, page 74
- reasons Iceland is a good place to live, pages 82 and 83
- Diwali in India, page 112
- the Pohoda festival in Slovakia, page 91
- World Heritage sites, pages 102, 146 and 147.

How did we choose the language for students at this level?

The language for this Beginner course was chosen on this basis:

- We start by considering the conversations students may want and need to have.
- We then identify the simplest grammar and vocabulary that will enable students to fulfil those goals in a natural-sounding way.
- Grammatical patterns are introduced to facilitate a limited variety of similar conversations. This may include teaching examples of grammar presented as phrases, such as *I don't know*, *What would you like?*, *Can you repeat that?*, *The best place is Westfield*, or *Where are you going?*.
- We teach some extra vocabulary that helps students to have a limited variety of similar conversations.
- We pay close attention to word frequency. The words we actively teach are largely taken from the top 100 most common verbs, the top 100 common nouns, etc. We use corpora such as the BNC (British National Corpus) and COCA (Corpus of Contemporary American English) as reference points.
- We ensure that the language taught in *Outcomes Beginner* leads naturally on to *Outcomes Elementary*, where it is recycled and extended.

What do we expect Beginner students to achieve?

It is important to keep in mind what our overall expectations are of Beginner students. A relatively wide variety of exchanges and language is encouraged at Beginner level, but we DO NOT expect accuracy in all these exchanges. The Beginner student often quickly resorts to single words and a default 'present' tense. That's fine. They are Beginners. Note how the CEFR describes ability at A1 level:

I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

Even single words and default 'present tense' utterances can still be about plans, or last weekend, or general experiences. However, we believe that it is empowering and motivating to learn a broader range of language, even if much of it will not be used accurately at first. After all, accuracy will only come with practice and exposure to English over a long period of time. Mistakes are both a natural and necessary part of learning.

Should we allow L1 in the classroom?

Our answer to this question is a definite yes, if it is possible given the range of nationalities in your class. All Beginner students naturally translate in their heads and it is better if this process is open and acknowledged. While drilling, practice, testing and recall are best done in English, L1 can be extremely useful in the initial stages of dealing with new language:

- Giving a translation can be an efficient and precise way to convey meaning.
- Occasionally allowing students to use a bilingual dictionary enables them to adapt the conversations they practise to talk more effectively about themselves.
- Asking for an L1 explanation of what students heard or read in a listening can be a better guide to how well they understood something.

How does *Outcomes Beginner* differ from other Beginner courses?

Approach to grammar

Outcomes Beginner does not differ from other Beginner courses in terms of the basic grammar that is covered in the course, all of which is typical of all Beginner books. However, where there are differences in the way we present grammatical areas, it is always in order to prioritise the language that students are likely to need most outside the class and to ensure greater recycling over time.

1 To practise the verb *be* in Unit 1, we have question words, numbers and family as the main lexical sets rather than a focus on countries, nationalities, or the alphabet, which are common in many other books. This is for these reasons:

- It enables a broader range of 'natural' exchanges in which students can practise the verb *be*. Note that the answers are often very simple: numbers, names or people.
- The exchanges presented can be more easily and naturally recycled from lesson to lesson than, for example, *Where are you from?* / *Are you Russian?* can.
- It allows question words to be frequently recycled right from the start of the book and enables a bigger range of possible exchanges when students come to practise the present simple, past simple, etc.

There is a reference to countries and nationalities on page 139 of the Student's Book, in case students need support with their initial exchanges about *Where are you from?*.

- 2 We do not practise short answers with auxiliaries (*Yes, I am. No, I don't.* etc.) in the main units. This is for these reasons:
- In standard L1 language use, a simple *yes/yeah* or *no* is far more common than using these words with an additional auxiliary.
 - The addition of an auxiliary does not add significant communicative value at this level.
 - Not spending time practising short auxiliaries allows students more time to practise using and understanding a wider variety of questions.
- Some students may need some knowledge of short auxiliary answers for institutional tests. To this end, several tables and exercises are included in the **Grammar reference** section. Note that short answers with auxiliaries are explicitly taught in Unit 7 of *Outcomes Elementary*.
- 3 We initially introduce some forms in a more restricted way than other courses. For example, in Unit 4 students learn *Is there ...? / There's ...* and then in Unit 5, we introduce *Are there ...? / There are + negatives*. This is for these reasons:
- The primary focus is on the conversation we are enabling students to have and on ensuring students get sufficient practice of that conversation. Often, students initially only need to use one or two forms (usually *I/you*) rather than all forms.
 - It promotes recycling and allows students to build their knowledge of grammar in clear, easy-to-manage stages.
 - Grammar tends to be acquired over time, with repetition, rather than from one single intense (or mass) practice in one unit.
- All parts of the key forms are presented and practised over the whole of the *Outcomes Beginner* course and are thoroughly revised at *Elementary* level.
- 4 In Unit 6, we change the focus from present to past forms, which is earlier than in some other books, and the irregular forms *was, went, had* and *did* are introduced first. This is for these reasons:
- The present simple form is relatively straightforward in English, and although students will continue to make errors with this basic form, we feel it is important to move on to other relevant and useful structures.
 - We introduce the past forms gradually, starting in Unit 6 with four of the most common verbs in English. This allows them to be presented almost as items of lexis, before revisiting the past form in more detail in subsequent units.
 - Introducing the past simple earlier allows more recycling and enables us to then include a greater range of texts and exchanges with a natural range of language.
 - Research suggests that students need this language early in their course in order to function within their school and the wider community.
- 5 We introduce a simple way to talk about the future earlier than other books – and we do not give it a 'name'. In Unit 5, we present *I'm/We're going* and *Are you going ...?* We do this in the context of a conversation at the end of a class, to talk about your

immediate plans. We show that the pattern can be followed by a place (*home / to the cinema / to the gym*, etc.) or an action (*to have a coffee / to meet a friend*, etc.). We do this for these reasons:

- Research suggests that students need this language early in their course in order to function within their school and the wider community.
 - The exchange can be very naturally recycled within all classroom settings – in every lesson, if you wish!
 - Presenting it as a pattern (rather than as the present continuous / *be going to + verb*) means students can easily assimilate it and compare it to the now familiar pattern of *I need/want a coffee* and *I need/want to go*.
 - Introducing this pattern earlier allows more recycling over the whole course because we can use it in a greater variety of texts and exchanges with a natural range of language.
- 6 We expose students to limited exponents of other grammatical structures earlier than other books by presenting these as phrases in the **Developing conversations** section. For example, we present *Have you been to + place name*. This is for three reasons:
- Learning simple phrases is a common and natural part of language and learning.
 - Knowing some of these phrases helps students take part in a greater variety of exchanges as soon as possible.
 - These phrases provide an initial basis for understanding meaning and use and this will help when students come to later study the underlying grammar (either in later units, or in *Outcomes Elementary*).
- 7 We teach some words and have some simple exchanges about aspects of life and society that other books do not. For example, in Unit 9 students learn the words *education, health system, and environment* (among others) and discuss what they think of these things in their country. This is for three reasons:
- *Education, health system, and environment* are all in the top 100 most frequent nouns in English, so students are likely to see/hear them and want to use them outside of class.
 - The vast majority of students want to exchange thoughts, feelings and opinions.
 - Enabling conversations like this allows more freedom for better students to extend their English by trying to explain their opinions, while still providing a very simple model for weaker students.

Revision and recycling

The *Outcomes* series offers a particularly effective learning experience partly because it puts revision and recycling at its heart. As writers, we see these as core principles and have meticulously planned and crafted the structure and content of the series on this basis. In the case of Beginner level there is an extra need for repetition and recycling because the forms and language we introduce are usually entirely new to students. Extensive repetition and recycling is enabled through:

- opener photos which present and practise the language students will learn in the unit

- dialogues which build and recycle the target vocabulary and grammar as students progress through the unit
- extra review sections in the units (**Review and speaking; Pronunciation and review**)
- extra **Revision and pronunciation** work in the **Grammar reference** section
- the structure of the grammar syllabus (see **Approach to grammar** above).

Motivation

We believe motivation in language learning comes mainly from successful communication in the business of everyday life and of personal thoughts and feelings. The *Outcomes* series is driven by the goal of effective communication and as a result students are provided with many supported opportunities to grow and learn. Motivation can also come from a sense of progress; to this end *Outcomes* provides regular tests and revision tasks that show objectively what students have learned. Feedback from *Outcomes* users repeatedly shows that students recognise these elements in the series and respond to them positively.

How does *Outcomes* support teachers?

Of course, the carefully planned support for successful learning in this course is not only beneficial for students, but also creates a solid, effective framework for teachers. We recognise that busy teachers also need material that is quick to prepare and easy to use and we have prepared the course with this very much in mind.

Enough material in the Student's Book

We are aware that due to the naturally limited knowledge and capabilities of Beginner students, tasks at this level tend not to last very long. With some courses, this can result in teachers needing to 'fill space' with additional practice activities. In *Outcomes*, while the language input remains necessarily limited, we consciously provide a range of varied practice tasks throughout the unit, and in the **Review sections** after every two units. Some of these tasks are short and very focused, while others are longer or more involved (and recycle previously taught language) yet can also be easily broken up into smaller elements for less able students.

Extra material if you need it

- **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.
- **Photocopiable communicative activities** 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 online Vocabulary Builder** follows the spreads of the book so that 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, and add translations and examples, as well as print out lists organised by spread.
- **ExamView tests** allow you to make your own tailored 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.

Clear structure and signposting to 'pick up and go'

There may be moments when you have little time for preparation. *Outcomes* won't let you down. The following elements help you orient yourself and teach on the go:

- Clear unit goals, along with clear lesson and language input titles; the regular unit structure creates a natural flow and progression through the material.
- Straightforward numbering of exercises and audio on each page helps teachers orient students and manage the class.
- Clearly structured grammar presentations:
 - simple form focus and very simple explanations where possible
 - a 'just enough' focus on grammar, practising the forms students need for the particular outcome and leaving other forms till they are needed
 - lots of extra examples and tasks in the unit and **Grammar reference** including receptive listening tasks and pronunciation practice.
- Visual support for new vocabulary in the opener and throughout the units makes teaching vocabulary efficient and instinctive.
- A **Classroom Presentation Tool** that allows you to go through the material on an interactive screen easily, with answers, audio and video at the click of a button.

1 BE

VOCABULARY

Aim

to introduce and practise numbers 1 to 12

- 1**  **1** Play the recording. Tell students to listen and note the spelling and pronunciation of the numbers.
- 2**  **1** Play the recording again. This time, ask students to repeat the numbers. It is a good idea to tell students not to look at the written form of the numbers in Exercise 1 as they listen and repeat. You could play the recording a third time and ask individuals in the class to repeat each number.

1

one	seven
two	eight
three	nine
four	ten
five	eleven
six	twelve

Optional extra activity 1 To practise the spelling of numbers, make (or ask students to make) twelve cards with the numbers 1 to 12 in digits on them, and twelve cards with the numbers in words. Students can play snap or pelmanism with the cards or put them in order from 1 to 12 or 12 to 1. You could ask students to choose two numbers, add or subtract them and write the answer (e.g. three + four = seven; five – two = three).

Optional extra activity 2 To practise pronunciation, use phonemic script to introduce diphthongs and long vowel sounds. Write /eɪ/, /aɪ/, /i:/ and /ɔ:/ on the board. Ask students to repeat the sounds and then match them to the numbers 3, 4, 5, 8 and 9 (*eight* /eɪ/; *five*, *nine* /aɪ/; *three* /i:/; *four* /ɔ:/).

Background pronunciation notes

Note that the spelling and pronunciation of some numbers in English can be a challenge. There are silent letters (the 'w' in *two*, and the 'gh' in *eight*), weak stresses (the /ə/ sound in *seven* and *eleven*) and a consonant cluster in *twelve* /twelv/.

WORDS FOR UNIT 1

Aim

to introduce a set of key, useful vocabulary using photos

- 3** Ask students to look at the words and photos on pages 6 and 7. It is a good idea to hold up the open Student's Book to the class (fronting), point to the first photo and read out the words (*husband and wife*). Students should be able to guess the words from the

visual context but you may need to check the meaning of some items (e.g. point to 'boys' in the class to check *boy*; point to the number 19 on the bus in the photo; demonstrate *Sorry!* by pretending to bump into a student and then sounding apologetic as you say *Sorry!*).

- 4**  **2** Play the recording. Ask students to listen and repeat the words. Point out that stressed syllables are shown in bold. If students have problems saying any of the words, model the words yourself, and encourage students to try again.

2

- 1 husband and wife
- 2 what?
- 3 Sorry!
- 4 a baby boy
- 5 tea with milk
- 6 food and drink
- 7 that's right
- 8 fresh orange juice
- 9 have lunch
- 10 I don't know!
- 11 the number 19 bus
- 12 a big flat

Background language notes

Outcomes aims to introduce language in useful and useable chunks. So, rather than giving students individual words, this activity introduces words that commonly go together (e.g. *have lunch*, *baby boy*, *fresh orange juice*) and short phrases that perform a useful function (e.g. *I don't know!*; *that's right*).

Background pronunciation notes

Note the pronunciation of *husband* /'hʌzbənd/, *orange* /'ɒrɪndʒ/ and *juice* /dʒu:s/.

- Note the strong falling intonation on *Sorry!* (an apology) and the rising intonation on *What?* (an enquiry).

- 5** Ask students to work in pairs and 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 correctly and help if necessary.

- In feedback, correct any errors students made or point out the pronunciation of any words students found hard to say.
- End this stage by asking your students if they know any other words in English related to the photos (e.g. *supermarket*, *water*, *banana*, *cheese*, *bike*, *chair*, *table*). 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: words for the unit

Outcomes aims to start each unit with a section that pre-teaches key words from the unit. As students work through the unit, they 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 'Words for the Unit' makes these tasks easier and consolidates learning.

- The match between photo and word may not always be absolutely obvious. For example, *have lunch* (in Exercise 3 of this lesson) is matched to a photo of a family eating in a garden. Students will need to make associations and work out meaning.
- All the words are recycled in the unit and of course all the words appear in the online Vocabulary Builder. This invaluable resource revises all the words from the unit and provides extra examples and collocations.

NICE TO MEET YOU

Student's Book pages 8–9

Communicative outcomes

In this two-page spread, students will practise greetings and introductions; it introduces words to describe people and the verb *be*.

LISTENING

Aim

to introduce and practise key phrases used when greeting and introducing a friend

1  **3** Play the recording. Students listen and follow the conversation in the Student's Book.

3

T = Teacher; S = Student

T: What's your name?

S: Lara.

T: Hi. I'm Greg.

S: Nice to meet you.

T: Yes. You too.

Optional extra activity 1 Walk round the class, initiating short conversations with students, using the language in the dialogue. Insert your own name and your students' names for the names in the book. This provides some useful initial practice.

Optional extra activity 2 There are various 'getting to know you' games that you could play to help break the ice. Here is one:

- Bring in two different objects, e.g. two differently coloured balls. One is the 'question' ball. The other is the 'statement' ball. When you throw the 'question ball' to a student, they must say the question: *What's your name?* and when you throw the 'statement ball' they must say: *I'm [Alex]*. Do this activity quite quickly to make it fun and more challenging.

Teacher development: establishing roles and relationships

Adult Beginner-level students are often new to the language-learning environment. They may feel excited or nervous, confident or unsure, and they may have expectations of a course which your approach may or may not match. It is important to establish a positive learning environment from the start, and to be clear how things will operate in your classroom. Here are some suggestions:

- Establish the use of L1 versus English in the classroom. This will depend on whether you are in a monolingual or multilingual class, whether you are in the student's home country or in an English-speaking country, and on the age of your students and the type of establishment they are in. However, we recommend using English as the medium of communication when instructing, doing activities and correcting. At this level, it is advisable to use L1 for grammar explanations and for dealing with general queries.

- Be clear on what students should bring to class. Do you want them to have a separate book for new grammar and vocabulary? Do you want them to bring their Workbook as well as their Student's Book to class? You may want them to have access to their mobile phone (and its translation facilities!) or you may ask students to keep phones switched off. Advise students on what sort of dictionary they should use.
- The level, confidence and ability of students can vary greatly in a Beginner's class. Quickly establish who has studied some English before (false beginners) and who has not. Give stronger students the more difficult roles in roleplays or encourage them to help less experienced students when checking work. Present this as a collaborative experience and explain that students can help and learn from each other.
- Help students to establish relationships within the class. It is important that class members get to know each other and feel comfortable working with different partners. Try to be as inclusive as possible and make everybody feel they have a role in the group. Be sensitive towards those who are shy or less confident and give them opportunities to speak to the whole class but do not force them to.
- To maintain interest, keep activities at this level short, varied and plentiful. *Outcomes* supports this by including many shorter activities on the page. Initially, Beginner students have very little language to work with. A range of varied, short activities with different interactions (individual, pairwork, changing pairings, groupwork) will ensure students get the repetitive practice they need without getting bored or stale.

2  **4** Play the recording. Students listen and repeat. Point out that the words in bold are the key words and are therefore strongly stressed – make sure your students attempt to stress these words.

4

- 1 What's your name?
- 2 Nice to meet you.

Background pronunciation notes

It is never too early to encourage students to attempt accurate stress patterns and pronunciation. English is a stress-timed language which puts a lot of weight on strong stresses and involves a wide intonation range. It is a good idea to initially encourage your students to exaggerate the stress and intonation patterns.

- In the exercise above, note how the intonation pattern starts high over the stressed word *What's* and rises over *name?* (question). It starts high over *Nice* and then falls over *meet* (statement).

 What's your name?  Nice to meet you.

- Some teachers like to get students to focus on the stress and intonation of English by first practising with simple, repeated sounds. For example, ask students to say: *DA-da-DA* in imitation of **What's your name?** and *DA-da-DA-da* in imitation of **Nice to meet you.**

3 Ask students to practise the conversation from Exercise 1. It is a good idea to model the activity first with a reliable student so students can see what to do. See Teacher development below for ways of managing this activity.

- When students have practised reading the conversation in their pairs, ask them to work with a new partner. This time, tell them to close their books and try to remember or improvise the dialogue. If your students need more support, write: *name, hi, meet* and *you too* on the board before students speak for students to use as prompts.
- As students speak, monitor closely and be prepared to gently correct errors. Encourage students to attempt the correct stress and intonation patterns.

4  **5** Play the recording. Students listen and follow the conversation in the Student's Book.

5

K = Khalid; L = Lara; D = Dom

K: Lara, this is my friend, Dom.

L: Hi. Nice to meet you.

D: Yes. You too.

5 Ask students to work in groups of three to act out the conversation. It is a good idea to model the activity first with two reliable students so students can see what to do. See Teacher development below for ways of managing this activity.

Optional extra activity Practice makes perfect. Ask students to practise the conversation three or four times, trying to memorise more of it each time. Then ask them to close their books and try to act out the conversation with a new group of students.

Teacher development: varying interaction with pairs, groups and mingles

At Beginner level, spoken practice is often necessarily controlled, limited and repetitive. In order to maximise speaking opportunities and make interactions useful and meaningful, it is a good idea to vary who students talk to as much as possible. This also builds relationships within the class as well as extending spoken practice. Here are some suggestions:

- Organise the class into groups of four. This can work well in a traditional classroom as you can ask students in one row to turn to face students in the row behind. Students can then easily practise a conversation with the person next to them, then the person opposite, then the person diagonally across from them.
- If you have space, use it. Ask students to stand up, walk round the class and start conversations with students they may not know well. A fun way of doing this is to use music. When the music plays, students walk. When the music stops, they stop walking and talk to the person nearest to them.
- Encourage students to work with new partners. In a small class, move the student on the far left to the far right (thus creating different pairings), or ask every other student to move one space clockwise, or ask students to stand up, walk round and sit down in a particular order (e.g. according to the alphabetical order of their names, their height, or which month they were born in).

DEVELOPING CONVERSATIONS

Checking names

Aim

to introduce and practise ways of asking questions to check names

- 6** Read through the information in the box as a class.
- Ask individual students: *Who's she? Who's he?* and *Who are they?* Point to different pictures. Students can say *I don't know* or (if they know) can give the real name.
 - Tell students to ask and answer the questions in the box in pairs. Then tell them to look at page 144 in the Student's Book for further practice.

Culture notes

- Aretha Franklin (1942–2018) was an American soul singer and songwriter. She is often called the 'Queen of Soul'.
- Sui Wenjing (born 1995) and Han Cong (born 1992) are Chinese figure skaters who started to skate as partners in 2007. They have won many awards: they were world champions in 2017 and won the Olympic Silver medal in 2018.
- Miguel de Cervantes (1547–1616) was a Spanish writer who wrote the book *Don Quixote*. He is widely considered to be the greatest writer in the Spanish language.

List of people pictured in File 1 on p144

(from left to right)

Barak and Michelle Obama
the band Abba (Björn Ulvaeus, Agnetha Fältskog, Anni-Frid Lyngstad, Benny Andersson)
the winning German World cup football team from 2014
William Shakespeare
Ariana Grande
Venus Williams
Neil Armstrong
Javier Bardem
Catherine the Great

Optional extra activity To extend the speaking practice, display more photos of different famous people for students to ask and answer questions about.

- 7** Organise the class into pairs to say the names of classmates and to ask each other about any names they don't remember. It is a good idea to model this activity first by acting it out with a reliable student.
- In feedback, ask one pair to read out all the names in the class. Test individuals by pointing at students, and saying: *Who's he/she?*

Background language note

The structure for these simple questions is:

Who + verb + subject pronoun + ?

The subject and verb *be* are inverted to form a question. *Is* is reduced to 's. Watch out for errors of inversion (e.g. *Who she is?*)

Background pronunciation note

The words run together and *are* is weakly stressed, so students will need to practise saying /hu:z (h)i:/ (*Who's he?*), /hu:z ʃi:/ (*Who's she?*), and /hu:ə ðeɪ/ (*Who are they?*).

VOCABULARY People

Aim

to introduce and practise words to describe people in your life

- 8** Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. You could choose to pre-teach the words using translation or using mime and examples (e.g. point to the husband in the photo on page 6 in the Student's Book, mime being a doctor, etc.) or you could choose to see if students can do the exercise first.
- Ask students to complete sentences 1–4 with the words from the box. Do the first as an example to get students started. Let students compare answers in pairs but do not check answers.

- 9**  **6** Play the recording. Students listen and check their answers to Exercise 8.

Answers

- son
- husband
- doctor; teacher
- sister; friend

6

B = Bob; T = Tina; P = Poppy; C = Connor

- B: Tina is my wife. She's a doctor. This is my daughter, Poppy. And he is my son, Connor.
- T: Bob is my husband. He's a teacher in an English school.
- P: My mother is a doctor and my father is a teacher. Connor is my big brother.
- C: Poppy's my sister. She's eight. Kevin is my best friend. We're in the same class at school.

- 10**  **7** Play the recording. Students listen and repeat the words in the box.

7

my brother	my father	my mother	a teacher
my daughter	my friend	my sister	my wife
a doctor	my husband	my son	

Background language and pronunciation notes

- Note that nouns in English are not usually feminine or masculine, so *doctor*, *teacher* and *friend* are all gender neutral.
- Note that the strong stress on these nouns is on the first syllable. Students may have problems producing the

voiced /ð/ sound in words like *mother* and *father*. Show how the tip of the tongue is placed beyond the teeth, and then withdrawn, when making this sound. Students also often find the silent 'gh' in *daughter* /'dɔ:tə/ and the /ʌ/ sound in *husband* /'hʌzbənd/ challenging.

11 Ask students to write five names on a piece of paper. You could model the activity first by writing five names on the board that are relevant to you personally. Then talk about each of them, e.g. *She's my wife ... He's my friend at work ... He's my brother*, etc.

12 Once students have written names, ask them to work in pairs to ask and answer questions. Model the activity first with a reliable student.

- When students are working in closed pairs, monitor and listen for errors. Offer help if students need additional vocabulary.
- Then mix the pairs so that students get to ask and answer questions with three or four different people.

Optional extra activity Ask students to draw a simple family tree showing parents, wife/husband and any children or brothers and sisters they have. Students ask and answer questions about their family tree.

Teacher development: instructing activities at Beginner level

In a multilingual class at Beginner level, the most efficient way of instructing activities is by demonstration. Here are two golden rules:

- 1 If students have to write something (e.g. the sentence completion task in Exercise 8), complete the first item in front of students as an example. In this case, show the first gapped sentence on the board, say the answer out loud, and then write the answer in the space.
- 2 If students have to speak (e.g. the pairwork activity in Exercise 12), act out the conversation first. Do this yourself (i.e. play both parts in a mini-performance) or do this by working with a reliable and responsive student. Students feel much more confident about 'performing' in English if they have already seen an example of what they are expected to do. It also provides an excellent model of what to say and how to say it.

GRAMMAR 'm, 's, 're

Aim

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

13 Read through the information in the box as a class. Then organise the class into pairs to complete the sentences. Monitor and note how well students understand the rules. Don't check answers at this stage.

14  Play the recording. Students listen and check their answers. Then write up the correct answers on the board. Alternatively, ask students to check rules in the Grammar reference on page 114.

Answers to Exercise 13

- 1 's
- 2 's
- 3 is
- 4 're; 'm; 's
- 5 They; is

8

- 1 A: Who is Maria?
B: She's my wife.
- 2 A: Who is he?
B: Greg. He's our teacher.
- 3 A: Lara. This is my sister, Katia.
B: Hi. Nice to meet you.
- 4 A: You're Ana, right?
B: No. I'm Zeynep. She's Ana!
A: Oh! Sorry!
- 5 A: Who are they?
B: They're my children!
A: Nice! What are their names?
B: My son is Cristiano and my daughter is Inés.

15  Play the recording again. Students listen and repeat the lines of the conversation. You could follow up by asking students to work in pairs and practise reading out the conversations.



For further practice, see Exercises 1–4 in the Grammar reference on page 114.

Answers to Exercise 2, Grammar reference

- | | |
|--------|-------------|
| 1 I | 5 He |
| 2 This | 6 they |
| 3 She | 7 your name |
| 4 We | 8 My |

Answers to Exercise 3, Grammar reference

- | | |
|---------------------|------------------------|
| 1 I'm from Berlin. | 5 They're in my class. |
| 2 He's from London. | 6 You're in class 6. |
| 3 My name's Cathy. | 7 She's my teacher. |
| 4 We're friends. | 8 That's right. |

Answers to Exercise 4, Grammar reference

Students' own answers

Background language notes

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*.

- 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 may struggle to pronounce the difficult long vowels and diphthongs involved in the pronunciation (e.g. *you're* /jɜ:/ and *we're* /wiə/).

- Look out for students missing out pronouns (typical Spanish-speaker error: *Is my brother*.) or missing out *be* altogether (typical Russian-speaker error: *She doctor*), depending on their L1.

Optional extra activity Ask students to work in groups to ask and answer questions about people in the class. They have to try to remember names (and jobs if they know them).

CONVERSATION PRACTICE

Aim

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

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

- Ask students to work in pairs. Invite them to show each other photos of people that they have on their phones. If your students do not have access to phones in class, or you feel that the activity is too personal, use the photos on page 144 of the Student's Book. Ask students to imagine that those people are their family.
- As an alternative to working seated in pairs, ask students to stand up, find a new partner, and go to a different part of the classroom. Tell them to talk to their partner and then change partner when they have finished. Listen for errors, new language or interesting conversations to comment on in feedback.
- In feedback, focus on good pieces of language that students used and/or errors that you noted during the activity. Show students ways of improving things that they didn't express clearly.
- Note that the recording in Audio script 9 is an example dialogue designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



9 Students listen to more examples.

9

1

A: He's my friend, Peter.

2

A: Who's she?

B: My mother.

3

A: What's her name?

B: Fatima.

Communicative activity worksheet The photocopiable worksheet on page 200 can be used at this point or at the end of the unit for further practice.

WHERE'S THE PARTY?

Student's Book pages 10–11

Communicative outcomes

In this two-page spread, students ask personal questions; it introduces numbers 13–22 and questions with *be*.

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

1 Organise the class into pairs to practise saying words for people. In feedback, find out which pair remembered the most words.

Possible answers

boy, son, daughter, mother, father, brother, sister, husband, wife, friend, doctor, teacher, student

2 Organise the class into new pairs to practise reading out the conversations. Encourage students to practise the conversations two or three times. Practice makes perfect. Tell them to close the Student's Book and try to remember the conversations.

3 You could ask students to do this in pairs or as a mingle. In pairs, students take turns to say the names of people in the class and ask: *Who's he?* and *Who's she?* to check. In a mingle, students can walk round and check each other's names (*What's your name? You're Andrei, right? Yes, that's right. No, I'm Pietro.*).

VOCABULARY Numbers 13–22

Aim

to introduce and practise numbers 13 to 22

4 **10** Play the recording. Students listen and repeat the numbers.

10

thirteen	eighteen
fourteen	nineteen
fifteen	twenty
sixteen	twenty-one
seventeen	twenty-two

Background pronunciation notes

Note that the strong stress is on the syllable *teen* in these words: *fourteen*, *seventeen*, etc. The stress is on *twen* in *twenty* and on the number that follows: *twenty-one*.

Optional extra activity Ask students to practise saying the numbers in pairs, e.g. one student says a number from 13 to 22 and their partner must point to the corresponding number in the box in the Student's Book.

5 **11** Play the recording. Students listen and write the numbers. Let students compare answers in pairs before writing the answers on the board. Play the recording a second time if necessary.

11 and answers

- 1 ten, twelve, fourteen, sixteen
- 2 four, eight, twelve, sixteen
- 3 seven, eleven, thirteen, seventeen
- 4 one, three, six, ten

6 Ask students to work in pairs and look at Exercise 5 again. Tell them to talk to their partner to decide what the next number is in each sequence. In feedback, elicit answers and ask students to show their reasoning. Don't check answers at this stage.

7 **12** Play the recording. Students listen and check their answers to Exercise 6. In feedback, demonstrate (visually on the board) why each number is correct, asking individual student to read out each of the digits (e.g. $10 + 2 = 12 + 2 = 14 + 2 = 16 + 2 = 18$).

Answers

- 1 18 (even numbers / add two each time)
- 2 20 (add four each time)
- 3 19 (prime numbers: numbers that cannot be divided)
- 4 15 (the number you add increases by one each time, so: +2, +3, +4, +5)

12

- 1 ten, twelve, fourteen, sixteen, eighteen
- 2 four, eight, twelve, sixteen, twenty
- 3 seven, eleven, thirteen, seventeen, nineteen
- 4 one, three, six, ten, fifteen

Optional extra activity Play the number game *Bingo*! Students draw a grid with six squares and choose and write in any six numbers from 1 to 22. Read out numbers at random, crossing them off a list as you do so. The first student to hear and tick the six numbers they wrote is the winner. Students can then play the game in groups.

VOCABULARY Question words

Aim

to introduce and practise question words

8 **13** Play the recording. Students look at the photos, then listen and repeat the question words.

13

- 1 Where?
- 2 What time?
- 3 How old?
- 4 How long?
- 5 Who?
- 6 How much?

9 **14** Ask students to write the missing question words. Elicit the first answer to get them started. Play the recording. Students listen and check.

Answers

- | | |
|-------------|------------|
| 1 Who | 4 How much |
| 2 Where | 5 How long |
| 3 What time | 6 How old |

14

- 1 Who is she?
- 2 Where is it?
- 3 What time is it?
- 4 How much is it?
- 5 How long is it?
- 6 How old is she?

Background language and pronunciation notes

We use *Who?* (people) and *Where?* (places) for asking questions. Note how we can use *How* with adjectives to make questions.

- Note that 'w' is not pronounced with *Who* /hu:/.

10 **15** Give students time to read the questions and answers. Then play the recording. Ask students to tick or circle the answer they hear. Let students compare answers in pairs before writing the answers (1 b, 2 a, etc.) on the board.

Answers

- 1 b 2 a 3 a 4 b 5 a 6 c 7 b 8 c

15

- 1 A: How are you?
B: Fine, thanks.
- 2 A: How long is the class?
B: One hour.
- 3 A: How old are you?
B: Thirteen.
- 4 A: Where are you from?
B: China.
- 5 A: Who's she?
B: My mother.
- 6 A: How much is lunch?
B: Sixteen dollars.
- 7 A: What time is it?
B: Three o'clock.
- 8 A: What's your phone number?
B: 0694 55 781.

Optional extra activity Ask students to work in pairs to practise asking and answering the questions in Exercise 10. Student A reads out the questions. Student B must provide real answers. (Note that similar questions will be practised again in Exercise 14).



For more countries, see Student's Book page 139.

GRAMMAR Questions with *be*

Aim

to check students' understanding of how to use *be* when making questions

11 Read through the information in the box as a class. Then ask students to work individually to complete the questions. Monitor and note how well students understand the rules. Let students compare answers with a partner.

- Note that students will hear the full questions in Exercise 12. You could move on to Exercise 12 and play the recording so that students can listen and check (see Exercise 12 for answers). Alternatively, you could write up the correct answers on the board or ask students to check in the Grammar reference on page 114.

Background language notes

When asking questions, we use *are* with *you*, and *is* with *he*, *she* and *it*. Inversion is used, so the affirmative form *you are* becomes *are you?*. Watch out for errors of word order or omission: *How old he is? Where you from?*

- Note that English does not differentiate between singular and plural *you*, so *Are you OK?* could be referring to one or more people.

Teacher development: using tables

Use a table to show how questions with *be* are formed:

Q word	is / are	subject	
How	are	you	?
Where	is	he	from?
	Are	you	OK?

G For further practice, see Exercises 1–4 in the Grammar reference on page 115.

Answers to Exercise 1, Grammar reference

- | | |
|-------|--------------|
| 1 's | 4 is |
| 2 are | 5 is; Is |
| 3 's | 6 's; Is; 's |

Answers to Exercise 2, Grammar reference

- | | |
|------------------------------|-------------------------|
| 1 <i>Where are you from?</i> | 5 What are their names? |
| 2 How much are they? | 6 How are you? |
| 3 Who is he? | 7 What time is the bus? |
| 4 How old are you? | |

Answers to Exercise 3, Grammar reference

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

Answers to Exercise 4, Grammar reference

- | | |
|------------------------|-------------------------|
| 1 <i>Yes, I am.</i> | 6 <i>Yes, he is.</i> |
| 2 <i>No, it's not.</i> | 7 <i>No, she's not.</i> |
| 3 <i>Yes, you are.</i> | 8 <i>No, it's not.</i> |
| 4 <i>Yes, we are.</i> | 9 <i>Yes, they are.</i> |
| 5 <i>No, I'm not.</i> | 10 <i>Yes, it is.</i> |

12  **16** Play the recording. Ask students to listen and check their answers to Exercise 11. Play and pause if necessary. Point out the reduction of *are* to the weak sound /ə/ in faster speech.

Answers

- | | |
|-------|-------|
| 1 are | 6 is |
| 2 are | 7 is |
| 3 is | 8 Is |
| 4 is | 9 is |
| 5 are | 10 is |

16

- Where are you from?
- How are you?
- Where is he from?
- How long is the class?
- How old are you?
- What time is the party?
- How old is your son?
- Is she nice?
- Who is he?
- How much is it?

13 Ask students to work in pairs to practise the questions in Exercise 11. Encourage them to approximate the weak sounds. You could ask students to practise saying the questions again, but this time saying them as quickly as possible.

Background pronunciation notes

When students hear the questions said slowly, they have a chance to hear and say the question in a way that helps them identify the boundaries between words. Students are then given the opportunity to hear faster speech and say the questions more quickly and naturally. The idea is to build awareness that, in natural speech, words are stressed or unstressed, and sometimes run into each other. You could point out how *Where* and *are* link together, e.g.: /weəə/.

SPEAKING

Aim

to practise asking and answering questions with *be*

14 Ask students to work individually to prepare true answers to the questions. Monitor and help with words if necessary.

Possible answers

three o'clock
Fine, thanks. / OK.
Spain / Here!
twenty
fifteen minutes

15 Ask students to work in pairs to ask and answer the questions in Exercise 15. You could model the activity first with a reliable student. As students speak, monitor and correct errors of form and pronunciation.

- Ask fast finishers to cover the Student's Book and try to remember the questions and repeat the activity.

Optional extra activity Once students have practised in pairs, extend the activity to a mingle. Ask students to stand up, walk round and ask questions.

GRAMMAR *his, her, our, their*

Aim

to check students' understanding of how to use *his, her, our, their*

Read through the information in the box as a class. Monitor and note how well students understand the rules.

- Check that students understand the meaning and use of the possessive 's (see notes below).

Background language notes

After a noun in English (particularly the name of a person) 's is used to show that the person 'possesses' the object that follows (e.g. *John's bag*). The use of the possessive 's is very particular to English and Germanic/Scandinavian languages, so students may find it challenging to use (they may want to say, e.g. *the bag of John* or *John book*).

- The possessive pronouns *his, her, our* and *their* don't change their form and can be used with singular and plural nouns. Students may want to add an s to show the plural (e.g. *theirs-sons*) or may want to make the pronoun agree with the sex of the noun (e.g. saying *his-son* meaning *Maria's son*, because this occurs in their L1).

G Students complete Exercises 1 and 2 in the Grammar reference on page 115.

Answers to Exercise 1, Grammar reference

- | | |
|-----------|---------------------|
| 1 His | 6 his |
| 2 Karen's | 7 your cat's |
| 3 My | 8 Liam's |
| 4 Our | 9 your |
| 5 their | 10 Tomas and Pepa's |

Answers to Exercise 2, Grammar reference

- | | |
|---------|-------------|
| 1 I | 7 our |
| 2 My | 8 they |
| 3 you | 9 my; It's |
| 4 your | 10 My; He's |
| 5 he | 11 She; our |
| 6 their | 12 Her; my |

READING

Aim

to practise reading for comprehension and forming questions

16  **17** Ask students to look at the three invitations at the bottom of Student's Book page 11. You could set a focus task: *Find nine names*. (Tia, Joe, Kate, Sara, Pedro, Santiago, Rebeca, Tom, Peter)

- Ask students to read the invitations and answer questions 1–6. The texts are recorded so you could play the recording while students listen and read. Let students compare answers with a partner before writing the answers on the board.

Answers

- 1 Friday
- 2 121 786 5539
- 3 The Spanish Centre (3 High Street)
- 4 Sara and Pedro's baby/son
- 5 five hours
- 6 6

17

Invitation!

Our daughter Tia is 18.

Come to her party at:

Selale Restaurant, 25 Green Lanes.

Friday 15th, 9pm to 2am.

Joe and Kate's phone: 121 786 5539

Sara and Pedro have a new baby boy!

Come to our party and meet Santiago (and his sister Rebeca!).

The Spanish Centre, 3 High Street.

Saturday 16th, 12pm to 6pm – lunch at 2pm.

Mobile: 07311 762 4683

Tom and Peter have a new flat.

Come to our party at:

Flat 6, Floor 3,

19 Old Street.

3pm to 8pm this Sunday (17th).

Email: tom@xmail.com

17 Tell students to look at the example questions. Then ask them to prepare their own questions. You could ask students to work in pairs or to work individually and then compare questions with a partner. It is a good idea to monitor closely at this stage and be ready to help and correct.

- In feedback, elicit a few questions from the class. Make sure everybody has a few questions prepared for use in Exercise 18.

Possible answers

- 2 Where's the party?
- 3 What time is the party? / What time is Tia's party?
- 4 How long is the party? / How long is Sara and Pedro's party?
- 5 What's the phone number / email address? Who is Rebeca?

18 Ask students to work in pairs to take turns to ask and answer their questions. Listen carefully and note any errors. Use the feedback time to correct any errors students made.

Optional extra activity Ask students to design and write their own invitation to a party for an event (birthday, anniversary, new house, etc.) that is current in their life. Students exchange their invitation cards with a partner and ask questions about the information.

TIME FOR COFFEE**Student's Book pages 12–13****Communicative outcomes**

In this two-page spread, students order drinks in a coffee shop and use numbers to give times and prices.

VOCABULARY Times and prices**Aim**

to introduce and practise numbers to use to give times and prices

1  **18** Start by writing numbers from earlier lessons on the board (e.g. 8, 11, 13, 17, 21). Ask students to say the numbers.

- Play the recording. Students listen and repeat the numbers.

18

twenty	sixty
twenty-one	sixty-five
thirty	seventy
thirty-two	seventy-six
forty	eighty
forty-three	eighty-seven
fifty	ninety
fifty-four	ninety-eight

Background language and pronunciation notes

Numbers are fairly straightforward in English. The suffix *-ty* is added to a number to make *thirty, forty, fifty*, etc. The numbers *one* to *nine* are then added with a hyphen, e.g. *twenty-one*. *Two* becomes *twen-*, *three* becomes *thir-* and *five* becomes *fif-*, but otherwise the pronunciation of the numbers doesn't change.

- Note the strong stress on the first syllable: *twenty*, *thirty*, *forty-five*, *sixty-seven*

Optional extra activity Say how old your friends and family are, e.g. *My mother is 75, My brother Ali is 38.*

2  **19** Read through the information about times and prices with your class. Point out the plural forms of *pound* and *euro* (see language notes on page 18).

- Play the recording. Students listen and write the time or price. Let students compare answers in pairs. In feedback, confirm answers and briefly drill the words for the correct stress and pronunciation.

Answers

- 1 35
- 2 70
- 3 11 / eleven o'clock
- 4 12.15 / twelve fifteen
- 5 4.80
- 6 1.30 / one thirty
- 7 8.95
- 8 16.52 / sixteen fifty-two

19

1

A: What time is it?
B: Three thirty-five.

2

A: How much is it?
B: It's fifteen seventy.

3

A: What time is the class?
B: Eleven o'clock.

4

A: What time is the coffee break?
B: Twelve fifteen.

5

A: How much is a cappuccino?
B: Four euros eighty.

6

A: What time is lunch?
B: One thirty.

7

A: How much are the sandwiches?
B: Eight ninety-five.

8

A: What time's your bus?
B: Sixteen fifty-two.

Background language notes

Native speakers often use just numbers to give times, especially when trying to be accurate (e.g. when saying the time a train is leaving). So, answering *What time is it?* with 'five thirty' or 'six twenty' is common.

- Similarly, saying prices without mentioning pounds, dollars or euros is common. We tend to only use those words when it isn't clear which currency is being discussed.

- 3** Give students time to remember (or research) the questions used in Exercise 2. Students could look at Audio script 19 on page 148 of the Student's Book if necessary.
- Start students off by asking two or three questions in open class. Then ask students to work in pairs to ask and answer questions. As students speak, monitor closely and note and correct their language use.

Optional extra activity Ask students to prepare questions to ask about times and prices in your school. They could ask, e.g. *What time is the class? What time is the break? How much is coffee in the coffee machine?* When students have prepared their own questions, tell them to ask and answer in pairs, groups or in a class mingle.

VOCABULARY In a coffee shop

Aim

to introduce and practise saying words from a menu

- 4**  **20** Start by asking students to look at the words in the box. Use the visuals on the page, your own pictures and/or mime to get across the meaning of any words students may be unsure of.

- Play the recording. Students listen and repeat the words. Note that stressed syllables are shown in bold.

20

americano	medium
cake	orange juice
cappuccino	sandwich
espresso	small
large	tea
latte	water

Background language notes

Note that *cakes* and *sandwiches* are listed in plural on the menu. Students will have to say: *How much is a cake?* or *How much are cakes?* Although generally uncountable, we usually say: *How much is a tea / coffee / orange juice, etc.?* when ordering.

- 5**  **21** Play the recording. Students listen and repeat.

21

- a large cappuccino
- a medium latte
- a small orange juice
- a medium tea
- a large americano
- How much is a medium cappuccino?
- How much are sandwiches?
- How much is a large orange juice?

Teacher development: learning in chunks

In *Outcomes Beginner*, students are often introduced to new words in useable chunks of language. This may mean learning words as part of common collocations (e.g. *large cappuccino*) or learning words as part of whole phrases (e.g. *How much are sandwiches?*). Learning words in chunks makes them more useful and memorable. Students are also less likely to make errors as they don't have to guess which words usually go together.

- 6** Organise the class into new pairs. Ask students to decide who is A, and who is B, and to look at their menus (on page 12 and 145 of the Student's Book).
- Ask one or two questions in open class to show that Student A and Student B have different information, e.g. ask: *How much is a large latte?* Only Student B in each pair can answer (3.75).
 - Students take turns to ask and answer questions and write in the missing prices. Find out which pair finishes first. Then write up (or show) a completed menu on the board. In feedback, point out any errors you heard with questions or numbers.

Answers

	Large	Medium	Small
cappuccino	3.75	3.40	2.90
latte	3.75	3.40	2.90
americano	3.10	2.80	2.30
espresso	2.05	1.60	
tea	2.25	1.95	1.60
fresh orange juice	4.35	3.95	3.45
Coke	2.15		
water	1.35		
cakes	4.95		
sandwiches	6.50		

7 Personalise the activity by getting students to ask about prices in their own city or country. If your students are from different countries, use the opportunity for students to find out about each other's countries.

Optional extra activity Bring in menus from local places in your city. Ask students to read the information and ask and answer questions.

DEVELOPING CONVERSATIONS

Ordering and serving drinks

Aim

to introduce and practise ways of ordering and serving drinks

8 **22** Read through the conversation in the information box with your class. Then play the recording. Students listen and read the conversation.

- In feedback, point out the key phrases in bold. You could ask students to listen to you say the phrases in bold again. Then ask them to repeat after your model.

22

A: What would you like?
 B: A large americano.
 A: Americano. Anything else?
 B: Yes – one medium orange juice.
 A: OK. Anything else?
 B: No, thanks.
 A: OK. That's £7.05.

Background language and pronunciation notes

What would you like? is a polite way to ask what somebody wants. Note the pronunciation of *would you* /wʊdʒə/.

- Anything else?* is a follow-up question to see if the person wants more. Note the rising intonation.

9 Organise the class into new pairs. Students work in their pairs to practise ordering items from the menu using the phrases from the language box. As students speak, monitor and correct errors. You could ask two or three pairs to act out their conversations for the class.

LISTENING

Aim

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

10 **23** Start by asking students to look at the menu on page 12 of the Student's Book again. Ask some questions to focus students on the information: *How much is a medium cappuccino? How much are cakes?*

- Play the recording. Students listen and tick the food and drink on the menu that the man orders. Let students compare answers in pairs before checking as a class. At Beginner level, it is a good idea to write up answers on the board, or to ask students to write the answers on the board.

Answers

one large cappuccino
 one large americano with milk
 one medium (black) tea
 one small orange juice
 two chocolate cakes

23

A: Yes sir. How are you today?
 B: Er, yes, good.
 A: What would you like?
 B: Er, two coffees – large.
 A: Cappuccino? Latte? Americano?
 B: Er ... one cappuccino and one americano with milk.
 A: OK. Americano – with milk. Anything else?
 B: Yes – one medium tea.
 A: Milk?
 B: No. No milk, thanks. And a juice for my daughter.
 A: OK. Is that large?
 B: No – small.
 A: OK. One large cappuccino. One large americano with milk, one medium black tea, one small orange juice. Anything else?
 B: And two of those. What's that?
 A: Chocolate cake?
 B: Yes, please. Two.
 A: OK. And two chocolate cakes. That's twenty-two fifteen.
 B: Sorry. How much?
 A: Twenty-two pounds fifteen pence.
 B: Is fifty OK?
 A: Yes. Your change. Next.

11 **24** Play part 2 of the recording. Students listen and choose the problem (a, b or c). Let students compare answers in pairs before checking as a class. In feedback, point out the use and meaning of *change* (= the money you get back).

Answers

b (The shop assistant gave £10 too little change.)

24

A: That's twenty-two fifteen.
 B: Sorry. How much?
 A: Twenty-two pounds fifteen pence.
 B: Is fifty OK?
 A: Yes. Your change. Next. Are you OK?
 B: Er, it's not right.
 A: Sorry. What's the problem?
 B: The change. This is seventeen eighty-five.
 A: Yeah.
 B: Seventeen's not right. Twenty-two fifteen and seventeen eighty-five – that's not fifty pounds.
 A: Oh, yes. You're right. Sorry. Sorry. Here's ten more.
 B: OK. Thank you.

GRAMMAR *not***Aim**

to introduce and practise the negative form *not* with *be*

12 Read through the information in the box as a class. Then ask students to add *not* to the sentences. Monitor and note how well students understand the use and position of *not*. Note that students will check their answers in Exercise 13.

Background language and pronunciation notes

We use *not* to make something negative. Note how it comes after the verb *be* but before the noun or adjective in these sentences. Note that we can also say *isn't* instead of *is not*. When we say *not* in its full, uncontracted form, it is stressed and emphasised.

13 **25** Play the recording. Students listen and check their answers.

25 and answers

1 A: What's the problem?
 B: My tea – it's not right.
2 A: What's the problem?
 B: My coffee – it's not a cappuccino.
3 A: Yes, sir. Are you OK?
 B: Sorry. It's a small tea – not large.
4 A: Are you OK?
 B: No. It's coffee cake – not chocolate.
5 A: Is everything OK?
 B: No. My tea's not hot.
6 A: What's the problem?
 B: It's not right. It's not 35 euros. It's 29.

14 **26** Play the recording. Students listen and repeat the answers.

26

My tea – it's not right.
 My coffee – it's not a cappuccino.
 Sorry. It's a small tea – not large.
 No. It's coffee cake – not chocolate.
 No. My tea's not hot.
 It's not right. It's not 35 euros. It's 29.

15 Read the example situations with your class. Then ask students to work in pairs to act out similar conversations using the remaining four visual prompts. If your students need more support you could ask them to write one or two conversations first before acting them out.

- Ask students to work with a new partner and repeat the activity to maximise practice. You could ask some pairs to act out their conversations for the class. Think of how best to vary the activity and interactions depending on the competence and confidence of your students.

Possible answers**2**

A: Are you OK?
 B: It's water – not Coke.
 A: Sorry.

3

A: What's the problem?
 B: It's not the right change. It's 49 euros – not 59.
 A: Sorry.

4

A: What's the problem?
 B: It's not black tea. It's tea with milk.
 A: Sorry.

5

A: Are you OK?
 B: It's not fresh orange juice.
 A: Sorry.



For further practice, see Exercise 1 in the Grammar reference on page 116.

Answers to Exercise 1, Grammar reference

1 a 2 b 3 b 4 b 5 a 6 b 7 b 8 b

SPEAKING**Aim**

to practise ordering and serving drinks

16 Organise the class into new pairs. Ask students to work together to prepare a conversation from the flow diagram. Tell them not to write but to think of what B says. Tell them to look at the menu on page 12 of the Student's Book for inspiration.

- When pairs are ready, ask them to practise the conversation using the diagram as a prompt. Tell students to change roles two or three times. Then reorganise the class into new pairs to give further practice. Practice makes perfect so get students to try out the conversation a number of times with different partners.

- As students speak, monitor and note any errors they make. In feedback, write up errors on the board and ask students to correct them.

Optional extra activity Ask students to work in pairs to design their own coffee shop menu with prices. Ask a student from each pair to change places with a student from another pair. Students then take turns to roleplay the situations using their own menus.

PRONUNCIATION AND REVIEW

Aim

to review language from the unit and practise listening to fast and slow speech

17  **27** Tell students to read the six sentences and questions. Play the recording. Ask students to listen and write the correct number next to each sentence or question they hear. Let students compare answers in pairs.

Answers

4, 2, 1, 5, 3, 6

27 and answers

- 1 What's her name?
- 2 This is my friend, Don.
- 3 This is my son, John.
- 4 What time is the class?
- 5 Where are you from?
- 6 How long is the coffee break?

18  **28** Play the recording. This recording is the same as Audio script 27 but the sentences are first heard spoken slowly and are then repeated at a faster, more natural speed. Ask students to listen and check their answers. This time, with the sentences first spoken slowly, they should get the answers. Let students compare answers in pairs. You could play the recording again so that students can listen and repeat.

19 Give students a moment to think about how to respond to each item listed in Exercise 17. Then put them in pairs to practise saying and responding to the sentences and questions.

G For further pronunciation practice, see Exercise 1 in the Grammar reference on page 116.

Answers to Exercise 1, Grammar reference

- | | |
|-----------------------|----------------------|
| 1 Who's he? | 8 What time is it? |
| 2 Where is it? | 9 How much are they? |
| 3 Where are you from? | 10 How are you? |
| 4 How much is it? | 11 How old are you? |
| 5 What day is it? | 12 Where is he? |
| 6 What's your name? | 13 Who's she? |
| 7 How old is she? | 14 How long is it? |

2 LIVE, WORK, EAT

WORDS FOR UNIT 2

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the Student's Book (fronting), point to the first photo and read out the words (*a big city*). Students should be able to guess the words from the visual context but you may need to check the meaning of some items (e.g. show *near and far* by pointing; mime *I don't like it* with a look of disgust).

Teacher development: using visuals to teach vocabulary

At Beginner level, new vocabulary typically needs to be taught visually through pictures, realia (real objects) or mime. *Outcomes* uses many engaging photos that are designed to help teach new words. However, you can also build up your own library of useful visuals (video clips as well as photographs) which you can use to teach, elicit and revise new words and collocations.

2  **29** Play the recording. Ask students to listen and repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again.

29

- 1 a big city
- 2 near and far
- 3 a lot of children
- 4 it's expensive
- 5 some nurses
- 6 I don't like it
- 7 some meat
- 8 a taxi driver
- 9 fresh fruit
- 10 work in an office
- 11 walk in the park
- 12 a small village

Background language and pronunciation notes

Note the useful combinations of words (*a village but some meat; in the park and in an office; near and – it's opposite – far*). Learning words that go together helps recall and promotes correct usage.

- Note the pronunciation of *children* /'tʃɪldrən/, *nurse* /nɜːs/ and *village* /'vɪlɪdʒ/.

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 correctly and help if necessary.

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

- End this stage by asking your students to say if they know any other words in English related to the photos (e.g. *banana, computer, house*). 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.

WHERE DO YOU LIVE?

Student's Book pages 16–17

Communicative outcomes

In this two-page spread, students will practise talking about where they are from and where they live; it introduces the present simple.

LISTENING AND SPEAKING

Aim

to introduce and practise key phrases used when asking about where somebody lives

1  **30** Play the recording. Students listen and follow the conversation in the Student's Book.

30

F = Freya; A = Adam

F: Hi. You're Adam, right?

A: Yes. Sorry. What's your name?

F: Freya.

A: Oh yes. How are you?

F: Good. And you?

A: Yeah, I'm OK.

F: Where do you live?

A: Kings Heath. And you?

F: I live on New Road. Do you know it?

A: No. Is it near here?

F: Yes. I walk here. It takes ten minutes.

Optional extra activity You could create a more demanding listening by asking students to listen to the conversation first with books closed. Tell them to listen and remember any names and places they hear (*Adam, Freya, Kings Heath, New Road*).

2  **31** Tell students to read the four items, which are extracts from the conversation in Exercise 1. Play the recording. Students listen and repeat. The words in bold are stressed – make sure your students attempt to stress these key words.

31

1 Where do you live?

2 Do you know it?

3 Is it near here?

4 It takes ten minutes.

Background pronunciation notes

English is a stress-timed language with very strong stresses and a wide intonation range. Encourage your students to note and emulate the stress and intonation patterns.

- Note how the intonation pattern starts high over the stressed word *Where* and falls over *live*. The intonation pattern rises over *know* and *near here* but falls over *ten minutes*. The intonation pattern tends to fall from

the last strongly stressed syllable at the end of *Wh*-questions and statements, and tends to rise at the end of *yes/no* questions.

 *Where do you live?*

 *Do you know it?*

 *Is it near here?*

- You could get students to focus on the stress and intonation of English by practising with simple, repeated sounds rather than words, e.g. get students to say *DA-da-da-DA* in imitation of *Where do you live?*

3 Ask students to work in pairs to practise the conversation from Exercise 1. It is a good idea to model the activity first with a reliable student so students can see what to do.

- Try to move away from students simply reading out the dialogue. One way of doing this is to let students practise once or twice with books open before asking them to close their books. Then ask students to work with a new partner to try to remember and improvise the dialogue. If your students need more support, write key words from the dialogue on the board before students continue. They can refer to these prompts but not the whole dialogue in their books.

- As students speak, monitor closely, and be prepared to gently correct errors. See Teacher development below for suggestions. Make sure students are attempting the correct stress and intonation patterns.

Teacher development: correcting speaking errors

At Beginner level, spoken practice is generally very controlled. The aim is for students to accurately reproduce a limited range of language, which they may be reading out, producing from prompts or producing having studied and memorised it. It is very important to ensure that students are praised and supported in this challenge, but equally important that they are corrected if they make any errors of form or pronunciation. Here are some tips:

- Keep speaking activities short, simple and focused. Students need to be clear on what the grammatical, functional or lexical area is that they are practising. Tell them what you will be specifically listening for.
- Try to monitor students equally and actively as they speak in pairs and groups. Show that you are listening intently to their utterances and be very positive about praising good performance.
- As you monitor, take part in the activity yourself to provide repeated good models of language. If you notice incorrect utterances, repeat or rephrase what students are saying to provide a good model while gently correcting.
- Encourage self-correction or peer correction by using a questioning facial expression or a hand gesture to show that what a student has said is not fully accurate.

VOCABULARY My home

Aim

to introduce and practise words to describe where we live

- 4 Read through the words in the box with your class. You could choose to pre-teach the words using translation, or you could see if students can do the exercise from their existing knowledge first.
- Ask students to write the words next to the correct photos. Do the first as an example. Let students compare their answers in pairs.

Answers

a	a village	f	flats
b	a city	g	the north
d	a road		

- 5 32 Play the recording. Students listen and repeat the words. Note that stressed syllables are shown in bold.

32

a village	a road	the north
a city	a house	the south
an area	flats	the centre

Background language and pronunciation notes

British English uses *flats*. In American English, people usually say *apartments*.

- The strong stress on all the words of more than one syllable is on the first syllable. This is typical of many nouns in English.
- Note that students may have problems producing the unvoiced /θ/ sound in *north* and *south*. Show how the tip of the tongue is placed beyond the teeth, and then withdrawn, when making this sound. Note also the /ə/ sounds in the pronunciation of *area* /'eəriə/ and *centre* /'sentə/.

- 6 33 Tell students to read the text. Play the recording. Students listen and choose the correct words. Let students compare their answers in pairs.

Answers

1	Chile	5	daughter
2	city	6	my dog
3	south	7	the university
4	house		

33

My name's Leo.
I'm from Chile.
I live in a city called Temuco.
Temuco is in an area called Araucanía. It's in the south of Chile.
I live in a small house with my daughter and my dog.
It's on Los Leones road.
It's near the university.

- 7 Ask students to make the sentences from Exercise 6 true for them. You could model the activity first by describing where you are from and where you live in a live listening (see Teacher development below).
- Depending on your students' competence, you could ask them to work individually to write sentences first, before working in pairs to share their sentences. Alternatively, you could ask them to work in pairs straight away and improvise sentences using the prompts in bold.
 - As students speak, monitor and listen for errors, and correct students if they have problems.

Optional extra activity Ask students to write a paragraph about where they are from and where they live. (This activity could be set as homework.)

Teacher development: live listening

Students find it interesting and motivating to listen to and understand their teacher speaking English in 'live listenings'. Take the opportunity to talk about yourself, your family, your hobbies, etc. in short live listenings at different times during the course. You could set simple listening tasks (e.g. *Where do I live?*) before speaking. However, the important thing is that you are providing real-life, personalised listening. Authentic live listening is useful for the following reasons:

- It is a way of modelling the activity that you want students to do.
- Students find out more about you and therefore relationships within the class are strengthened.
- You can adapt the speed, content and length of the listening to suit your students.
- Beginner level students can find listening very challenging, and being able to see the face and mouth of the person speaking can aid listening and build confidence.

GRAMMAR Present simple

Aim

to check students' understanding of how to use the present simple tense in the affirmative form

- 8 Read through the information in the box as a class. Point out how the verb adds an -s (or changes from *have* to *has*) in the third person (*he, she, it*).
- Ask students to tell the class about their partner. You may need to model this first. Tell the class about one male (*His name's ... He's ...*) and one female (*Her name's ... She's ...*) in your class. Give students time to find out information from their partner first before reporting back to the class.
 - As students speak, be ready to correct form and use, particularly the -s form at the end of verbs.

Background language notes

We use the present simple for present states that are always true (as well as for general habits and routines). Meaning is unlikely to be a problem for students in this simple context. The main challenge is likely to be remembering to add the -s in the third person.



For further practice, see Exercise 1 in the Grammar reference on page 116.

Answers to Exercise 1, Grammar reference

- | | |
|---------------|---------------|
| 1 live | 5 know; works |
| 2 live | 6 walk; takes |
| 3 has | 7 likes; like |
| 4 know; lives | 8 lives; know |

9 Ask students to write three sentences. It is a good idea to model this first by writing up three sentences about your family or friends on the board. As students write, monitor and help with vocabulary and ideas.

10 When students are ready, ask them to share their sentences with a partner.

- As students speak, monitor and be ready to correct form and use, particularly those involving the -s form at the end of verbs.

Optional extra activity Ask students to write a mini biography of a classmate, family member or friend using *be* and the verbs in the grammar box. (This activity could be set as homework.)

GRAMMAR

Present simple questions: *do you*

Aim

to check students' understanding of how to form and use present simple questions with *do you*

11 Read through the information in the box as a class. Point out how we use the auxiliary verb *do* with *you* to make questions.

- Ask students to put the words in the correct order to make questions. Elicit the first sentence and write it on the board to get students started. Let students compare answers in pairs. Note that they will check their answers in Exercise 12.

12 **34** Play the recording. Students listen and check the questions. In feedback, provide a written record by writing up or showing answers on the board.

Answers

- Where do you live?
- Do you live with your brother?
- Who do you live with?
- Do you like your city?
- Do you know my name?
- Do you have a house or a flat?

34 and 35

- A: Where do you live?
B: London.
- A: Do you live with your brother?
B: No. I live with a friend.
- A: Who do you live with?
B: My husband and my dog!
- A: Do you like your city?
B: Yeah. It's OK.
- A: Do you know my name?
B: Yes – it's Mohammed.
- A: Do you have a house or a flat?
B: A house.

13 **35** Play the recording. Students listen and repeat the questions.

Background language and pronunciation notes

When learning the present simple in English, the form is difficult to get the hang of because of the way the auxiliary verb *do* is used to form negatives and questions. You can use a simple table to show and label the question form:

Q word	auxiliary <i>do</i>	subject pronoun	main verb
Where	<i>do</i>	<i>you</i>	<i>live?</i>
	<i>Do</i>	<i>you</i>	<i>like your city?</i>

- A common error at this level is that of avoiding the auxiliary (*You work in an office? Where you live?*). Devote plenty of time to manipulating form in written and spoken accuracy practice exercises.
- You may wish to point out the weakly-stressed pronunciation of *do* and *you* in questions (e.g. *Where do you /dəjə/ work?*). Encourage students to attempt this stress pattern when repeating the questions.

14 Organise the class into pairs to ask and answer the questions in Exercise 11. As students speak, monitor and listen for errors of form and pronunciation. Be prepared to correct students who have problems.

Optional extra activity After students have interviewed a partner, organise the class into new pairs. Students must now remember their previous partner's answers and report them to their new partner. They could follow up this exercise by writing sentences about their partner.



For further practice, see Exercises 1–4 in the Grammar reference on page 117.

Answers to Exercise 1, Grammar reference

- 1 A: Where **do you** live?
B: In Beppu. **Do you** know it?
- 2 A: No. Where is it?
B: It's a small city in the South of Japan.
A: **Do you** like it?
- 3 B: Yes. It's a nice place. Where **do you** live?
A: Birmingham. **Do you** know it?
B: Yes. My friend lives there!
- 4 A: What's his name?
B: Bryan.
A: **Do you** know his family name?
- 5 B: No. Sorry. **Do you** like Birmingham?
A: Yes, it's OK.

Answers to Exercise 2, Grammar reference

- | | |
|-------|-------|
| 1 are | 6 Do |
| 2 do | 7 Are |
| 3 are | 8 Do |
| 4 are | 9 do |
| 5 do | |

Answers to Exercise 3, Grammar reference

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

Answers to Exercise 4, Grammar reference

- 1 a 2 b 3 b 4 a 5 b 6 b

DEVELOPING CONVERSATIONS

And you?

Aim

to introduce and practise using *And you?* in conversations

15 Read through the information in the box with your class. Point out that we use *And you?* to avoid repeating the full question. Act out the two conversations with two different students in your class and show how *And you?* has a rising intonation.

- Ask students to work in pairs to improvise conversations using questions 1–6. Listen in and make sure students are saying *And you?* correctly.

Optional extra activity Extend the activity by giving students other questions to ask and answer:

Where are you from?

Where do you work?

Do you live near the centre?

Are you married?

Background pronunciation notes

In *And you?* the strong stress is on the word *you* and the intonation rises – the more exaggerated the rise, the more interest you show.

CONVERSATION PRACTICE

Aim

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

16 Ask students to complete the conversation with words from the box. Elicit the first couple of lines to get students started. Let students compare answers in pairs. Note that they will check their answers in Exercise 17.

17  **36** Play the recording. Students listen and check their answers. You could then play and pause, asking students to repeat each line of the conversation.

Answers

- 1 *your name*
- 2 to meet
- 3 do you
- 4 And you
- 5 live on
- 6 you know
- 7 It takes

36

- A: Hi. Sorry. What's your name?
B: Ali. And you?
A: Maria. Nice to meet you.
B: You too.
A: So, Ali. Where do you live?
B: Clayton. It's a small village. Do you know it?
A: No. Is it far?
B: It takes thirty minutes by car. And you? Where do you live?
A: I live on Havana Road. Do you know it?
B: Yes. It's near here, right?
A: Yes. I walk here. It takes fifteen minutes.

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

- Organise the class into new pairs. Ask students to look at the flow diagram and work together to think of what to say in conversations.
- When pairs are ready, ask them to practise the conversation using the diagram as a prompt. Then ask students to stand up, walk round and have similar conversations with at least four or five other students in the class. Listen for errors, new language or interesting conversations to comment on in feedback.
- In feedback, look at good pieces of language that students used, and/or pieces of language students didn't quite use correctly during the activity. Model improved ways of saying what they were trying to express.

- Note that the recording in Audio script 37 is an example dialogue designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



37 Students listen to another example.

37

A: Hi. Sorry. What's your name?
 B: Otar. And you?
 A: Tamar. Nice to meet you.
 B: You too. Where do you live?
 A: District 7. And you?
 B: I live in District 3.
 A: I know it. It's near.
 B: Yes. I walk here.

Communicative activity worksheet The photocopiable worksheet on page 201 can be used at this point or at the end of the unit for further practice.

WHAT DO YOU DO?

Student's Book pages 18–19

Communicative outcomes

In this two-page spread, students ask about and describe jobs.

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

1 Organise the class into pairs to choose and do one of the three activities. Set a five-minute time limit and monitor to see how well students have learnt language from the previous lesson.

VOCABULARY Jobs

Aim

to introduce and practise words to describe jobs

2 **38** Play the recording. Students listen and repeat the words. Note that the syllables in bold are strongly-stressed.

- Say the words out loud and ask students to point to the photos on the page (the words are in the same order as the photos a–h). Alternatively, point to each photo and say the job. Point out that most of the words are nouns, but *retired* is an adjective and *work* is a verb.

38

a bus driver	a student
a mum	a teacher
a nurse	a waiter
retired	work in an office

Background pronunciation notes

Note that the strong stress is on the first syllable except for the adjective *retired* /rɪ'taɪəd/. The *-er* at the end of many jobs is pronounced /ə/.

Optional extra activity Ask students to say their job and where they work. Help them with vocabulary as necessary, or encourage them to use a dictionary.

3 **39** Play the recording. Students listen and write the letter of the photo next to each conversation number. Let students compare answers in pairs before writing answers on the board. Play the recording a second time if necessary.

Answers

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

39

1

A: What do you do?

B: I'm a bus driver.

2

A: What do you do?

B: I'm a teacher in a language school.

3

A: What do you do?

B: I'm a waiter.

4

A: What do you do?

B: I'm a student. I'm at university.

5

A: What do you do?

B: I'm a nurse.

6

A: What do you do?

B: I work in an office.

7

A: What do you do?

B: I don't have a job. I'm retired.

8

A: What do you do?

B: I'm a mum. I don't work for money.

4 Ask students to work in pairs. Tell them to decide who is A and who is B. A asks questions. B says a job. A points to the correct photo. Ask students to change roles and/or change partners to provide more practice.

SPEAKING

Aim

to practise describing jobs

5 Give students time to prepare ideas. Monitor and help with vocabulary. You could provide a model for the speaking activity by describing the jobs that members of your own family or friends have.

- When students are ready, organise the class into groups of four or five to describe their jobs. In feedback, ask groups to tell the class about any interesting jobs in their group.

6 Students tell their group which jobs they think are good, great or OK.

Optional extra activity Play a game. In groups, students take turns to mime different jobs. Students in their group must guess which job they are miming.

GRAMMAR Present simple: *don't (do not)*

Aim

to check students' understanding of how to form and use the present simple negative

7 Read through the information in the box on Student's Book page 18 as a class. Then ask students to make the sentences negative. Monitor and note how well students understand the rules. Let students compare answers with a partner.

- You could write up the correct answers on the board. Alternatively, move on to Exercise 8 and play the recording so that students can listen and check.

Background language and pronunciation notes

We use the auxiliary verb *don't (do not)* with *I, you, we* and *they*. It goes between the subject and the verb. The main verb is in the infinitive.

- Beginner students typically have problems remembering to use *don't* and resort to guessing the negative form from their L1 (*I no work; I am not work*, etc.). They also tend to find the pronunciation challenging. *Don't* is stressed and is pronounced /dəʊnt/.

8  **40** Play the recording. Ask students to listen and check their answers to Exercise 7. Then ask them to listen again and repeat the negative sentences. Play and pause if necessary.

40 and answers

- I don't work on Friday and Saturday.
- I don't know.
- You don't live near here.
- I don't like it.
- We don't have children.
- They don't live in the centre.
- I don't walk to class.
- I don't go to a language school.



For further practice, see Exercises 1 and 2 in the Grammar reference on page 117.

Answers to Exercise 1, Grammar reference

- like
- don't like
- don't work
- don't work
- work
- don't have
- have
- don't have

Answers to Exercise 2, Grammar reference

- No, we *don't*.
- No, I don't.
- Yes, I do.
- Yes, they do.
- No, I don't.
- Yes, we do. (Also possible: Yes, you do.)
- No, they don't.

9 Ask students to complete the sentences using the verbs in the box or other verbs. You could start by eliciting one or two possible sentences. Monitor and help with ideas and vocabulary if necessary.

Possible answers

I don't go to school at the weekend.
 I don't live in New York.
 I don't work in an office.
 I don't like my job.
 I'm not a waiter.

10 Ask students to tell a new partner their sentences.

Optional extra activity Ask students to write three sentences about their job, or about people in their family and their jobs. Tell them to write two true sentences and one false one. Their partner must read (or listen to) the sentences and decide which one is false.

READING

Aim

to practise reading for comprehension

11 **41** Lead in by asking students to look at the photos of the four people in the text and guess the people's jobs.

- Ask students to read the text and answer the questions. The reading is recorded so you could play the recording while students listen and read. Let students compare answers with a partner before writing the answers on the board.

Answers

- Mexico, Australia, Lithuania, Turkey
- London

12 Ask students to read again and write the names of the people next to each sentence. Let students compare answers in pairs.

- In feedback, elicit answers from the class.

Answers

- | | |
|-----------|----------------|
| 1 Ali | 5 Carlos; Rasa |
| 2 Jessica | 6 Rasa |
| 3 Carlos | 7 Ali |
| 4 Rasa | |

13 **42** Ask students to listen to Carlos and read his section of the text carefully. They must underline the two pieces of information that are different in this version of the recording. Let students compare answers in pairs. Play the recording again if necessary.

Answers

centre (south), 30 (80)

42

My name's Carlos. I'm from Mexico, but now I live in London. I live in north London and I work in a university in the south. It takes 80 minutes by train. The job's great. I like my students and the money's OK.

14 **43** Ask students to listen to Jessica, Rasa and Ali and read their sections of the text carefully as they listen. They must underline the two pieces of information that are different for each person in this version of the recording. Let students compare answers in pairs. Play the recording again if necessary.

Answers

Jessica: big (small), house (flat)
 Rasa: a coffee shop (an office), university
 (a language school)
 Ali: bad and (OK but), children (daughters)

43**1**

My name's Jessica. I'm from Australia but I'm a nurse here in London. My job's OK, but I don't like the hospital. It's small and I don't live near it. It's an hour by car from my flat. The other nurses are nice, but I don't like some doctors.

2

My name's Rasa. I'm from Lithuania, but now I live and work in Tooting – an area in south London. I work in an office. It's OK. I like the people and the hours are good for me. I work from nine to three and then I go to a language school.

3

My name's Ali. I'm from Turkey. I work for a taxi company. I don't like my job. London traffic is bad. The money is OK but I work a lot – 70 or 80 hours a week. I don't have time with my wife and two daughters.

Optional extra activity Write sentence starters on the board (*My name ... , I'm ... , I work for ... , I like ... , I have ... , I live ...*). Ask students to talk about themselves using the sentence starters.

GRAMMAR Plural / no plural

Aim

to check students' understanding of plurals

Read through the information in the box as a class. Point out the -s endings on regular plurals and the irregular plural forms of *person* and *child*. Make sure that students understand that the words in the last column have no plural form because the nouns are uncountable.

Background language notes

Regular plurals add -s (or -es, depending on the spelling of the word). There are a few irregular plural forms, often connected with people: *person* → *people*, *child* → *children*, *man* → *men*, *woman* → *women*.

Singular nouns use *a/an* and *is* (*a doctor is ...*), but plural forms use *some* and *are* (*some people are ...*). Some words are uncountable so they have no plural. They use *some* not *a / an* (*some work*) but they use *is* not *are* (*the money is ...*).

G For further practice, see Exercises 1–3 in the Grammar reference on page 118.

Answers to Exercise 1, Grammar reference

- | | |
|-------------|------------|
| 1 a job | 4 a people |
| b jobs | b person |
| 2 a sons | 5 a flats |
| b son | b flat |
| 3 a teacher | 6 a women |
| b teachers | b woman |

Answers to Exercise 2, Grammar reference

1 a 2 b 3 a 4 b 5 b 6 b 7 a

Answers to Exercise 3, Grammar reference

- | | |
|---------------------|------------|
| 1 villages | 7 kebabs |
| 2 blocks | 8 jobs |
| 3 salads | 9 rooms |
| 4 brothers; sisters | 10 wine |
| 5 fruit | 11 curries |
| 6 shops | |

15 **44** Play the recording. Ask students to listen and say who is speaking.

Possible answers

Ali, from the reading text on Student's Book page 19.

44

- A: What do you do?
 B: I'm a taxi driver.
 A: Do you like it?
 B: No.
 A: Why not?
 B: The hours are bad.

16 Ask students to work in pairs to take turns to ask the questions. So, Student A asks and B answers as Ali. Then B asks and A answers as Jessica. You could write the following on the board as prompts to help students remember and say the questions: *do? like? why / why not?*

- As students speak, monitor and note how well they use the new language. In feedback, write any errors students made on the board and ask the class to correct them.

WRITING AND SPEAKING

Aim

to practise writing and speaking about your job

17 Ask students to write true sentences about their job. Monitor and help with words and ideas if necessary.

Possible answers

I'm a manager. I work in an office. I love my job. The hours aren't good. The people are nice. The money's OK.

Optional extra activity Ask students to pin their writing on the wall – the class then circulate and read the descriptions and guess which student wrote each description. You could also ask students to repeat the activity, but ask them to imagine that they have a different job instead of their current job. (This activity could be set as homework.)

Teacher development: getting students to read each other's work

When students produce a piece of writing, think of ways of making their writing purposeful. It can be motivating to tell students that what they write will be read by others. Here are some ideas:

- Students pin their writing on the wall – the class then circulate and read the pieces of writing and guess which student has written the piece of work, or write a short, positive comment below the writing.
- Students sit in a circle and pass the pieces of writing round. They can correct errors they see or write positive comments. This works well in a small class. Sit in the circle so that you can circulate your own writing as a model and also take your turn at correcting and commenting.
- Collect pieces of writing together. This could be in a scrapbook, online or on posters. Students then have a record of their class efforts and can go and read them when they wish.

18 Remind students of the questions in Exercises 15 and 16 (*What do you do? Do you like it? Why? Why not?*). Model the activity by asking the questions of one or two reliable students. Then organise the class into large groups to ask and answer questions, or ask students to stand up and walk round in a mingle.

- As students speak, monitor and listen carefully and note down errors that you can give feedback on at the end (see Teacher development below).

Optional extra activity Tell students to note answers as they interview partners in the class. Then ask students to use their notes to write a description of the jobs of one or two of their classmates.

Teacher development: error feedback after fluency practice

When students are using language from the lesson in a personalised fluency activity, the main aim is to practise their communication skills. As a result, it is important to avoid interrupting students' flow by correcting errors when you hear them. During fluency practice activities, monitor unobtrusively and note down any errors you hear in a notebook. Only interrupt if there is a breakdown in communication and students need your support.

- In feedback, focus first on the content of fluency practice – ask questions to find out what students discovered in the activity, whether they completed the task and if they enjoyed it. Then give feedback on errors.
- It is best to choose a maximum of four or five incorrect short sentences that you heard on the board. There is no need to specify who said each sentence. You could put the class into pairs and ask them to work together to correct the sentences.

TABLE FOR TWO

Student's Book pages 20–21

Communicative outcomes

In this two-page spread, students learn to order food in a restaurant and say what food they like or dislike.

VOCABULARY Food and drinks

Aim

to introduce and practise words to describe food and drinks

- 1 45 Lead in by brainstorming as many food and drink words as you can from your class. Many words are international: *pasta, pizza, burger, hot dog*, etc. Write up the words on the board.
- Play the recording. Students listen and repeat the words.

45

chicken	fish	ice cream	meat	salad
drinks	fruit	juice	rice	

Background language and pronunciation notes

Note that all these words (except *drinks*) are uncountable. We say *meat/salad is ...*. *Meat* is a general word (it includes *chicken, beef, lamb*, etc.) and *salad* describes a mix of tomatoes, cucumber, lettuce, etc. (it doesn't just mean *lettuce*).

- The strong stress is shown in bold in the box. Students may find the long /u:/ sounds in *fruit* and *juice* hard to say.

- 2 Ask students to complete the menu on Student's Book page 21 with the words from Exercise 1. Let students compare their answers in pairs. In feedback, make sure students have understood all the words by pointing to a picture and eliciting the word.

Answers

1 meat	6 ice cream
2 chicken	7 fruit
3 fish	8 drinks
4 rice	9 juice
5 salad	

Optional extra activity Ask students to add one or more food or drink to each section of the menu.

GRAMMAR *like / don't like*

Aim

to check students' understanding of how to use *like* and *don't like*

Read through the information in the box as a class. Point out how we use *them* with plural nouns but *it* with singular or uncountable nouns.

Background language notes

I love is stronger than *I like*. We make the negative by using the auxiliary verb *don't* /dəʊnt/. Note that we rarely say *I don't love* + a general like (e.g. *I love chocolate* but NOT *I don't love chocolate*).

- 3 46 Play the recording. Students listen and follow the conversation.

46

A: I love meat.
B: I don't like it. I only eat fish or vegetables.
C: I love chicken, but I don't like bacon.
A: I love chips.
B: Me too! I love chips.
C: I don't like them.

- 4 Organise the class into groups of three or four. Ask students to say what foods they love, like or don't like. You could model this activity by saying what you like and dislike first. In feedback, find out which things all the students in each group loved or disliked.

G For further practice, see Exercise 1 in the Grammar reference on page 118.

Answers to Exercise 1, Grammar reference

1 I love them.	6 I like it.
2 I don't like it.	7 I love them.
3 I don't like it.	8 I don't like it.
4 I don't like them.	9 I like it.
5 I like them.	10 I love them.

SPEAKING

Aim

to practise asking and answering questions about food and prices

- 5 Organise the class into pairs and check the meaning of *more* and *less*. Then ask students to read the example conversations. You could act out the three conversations with a reliable student as a model.

- 6 Ask students to work in pairs to have similar conversations to the examples in Exercise 5 to decide on prices for the food and drink items on the menu on Student's Book page 21. Tell students to write the price next to each item.

- 7 Organise the class into new pairs by asking one student from each pair to change places with another. Check the meaning of *expensive* and *cheap*: draw a simple picture of two identical items on the board and writing a very high price next to one, and a very low price next to the other.

- Tell students to ask *How much ... ?* questions to find out prices and to say *It's cheap* or *It's expensive*.
- As students speak, monitor and listen carefully and note down errors that you can give feedback on at the end.

LISTENING

Aim

to practise listening for general information and key words

8  **47** Play the recording. Students listen and look at the menu on page 21 of the Student's Book. They tick the drinks the family order. Note that the partially completed audio script is visible on the page in Exercise 10, so you may wish to ask students to close their books to do Exercises 8 and 9.

Answers

two orange juices, a Coke and some water

47

A: Do you have a table for three?
 B: Yes. Would you like a menu in English?
 A: Please.
 B: Would you like some drinks?
 A: Yes. Two orange juices, a Coke and some water.

9  **48** Play the recording. Students listen and look at the menu on page 21 of the Student's Book. They tick the food the family order.

Answers

kebab with rice, chicken with chips, prawns with rice

48

B: Are you ready to order?
 A: Yes. A kebab with rice for me.
 B: And for you?
 C: Chicken, please.
 B: With rice or chips?
 C: Chips, please.
 B: And you?
 D: Prawns with rice.
 B: Anything else? A salad?
 C: How much is the tomato salad?
 B: Fifteen euros.
 C: Oh. It's expensive. No, thanks.

10  **49** Play the recording. Students listen and complete the conversation with one word in each space. Let students compare answers in pairs before writing the answers on the board (see Teacher development below).

Answers

1 three	6 rice
2 English	7 else
3 some	8 Fifteen
4 me	9 thanks
5 you	

49

A: Do you have a table for three?
 B: Yes. Would you like a menu in English?
 B: Yes, please.
 A: Would you like some drinks?
 B: Yes. Two orange juices, a Coke and some water.
 ...
 B: Are you ready to order?
 A: Yes. A kebab with rice for me.
 B: OK. And you?
 C: Chicken, please.
 B: With rice or chips?
 C: Chips, please.
 B: And you?
 D: Prawns with rice.
 B: Anything else? A salad?
 C: How much is a tomato salad?
 B: Fifteen euros.
 C: Oh. It's expensive. No, thanks.
 B: So that's one kebab and rice, one chicken and chips, and one prawns with rice.

Teacher development: providing feedback on answers

At Beginner level, students need careful confirmation of answers. Whether writing answers to a reading or listening task, or whether doing a grammar or vocabulary exercise, ensure that students are able to see, check and copy the correct answers at the end of an activity. Here are some suggestions:

- 1 Always allow students to check answers with a partner – this provides confirmation, confidence and a degree of peer-teaching.
- 2 Always write up (or otherwise display) answers on the board. They should be written up clearly (e.g. numbered) so that students can confirm by comparing with what answers they have, and can copy the answers if necessary.
- 3 Consider involving students in the feedback stage, e.g. you could ask individuals to come to the board and write up some or all of the answers.

DEVELOPING CONVERSATIONS

Ordering food and drinks

Aim

to introduce and practise ways of ordering food and drinks

11 Read through the information box with your class. Point out the use of *please* and *for me* when ordering.

- Organise the class into groups of three to practise a conversation using the phrases and questions provided. You could drill the questions and responses first to make sure students can say them correctly.

SPEAKING

Aim

to give extended practice in ordering food and drinks in a restaurant

12 Organise the class into pairs. Ask students to work together to practise the conversation. They could start by reading out the script and changing the words in red, before closing books and trying to remember and improvise the conversation.

- As students speak, monitor and note any errors they make.

13 Once students have practised the conversation, organise the class into groups of four. Ask each group to roleplay a situation in a restaurant. Make sure each student is clear about their role (waiter or customer?) and get them to use the menu on page 21 of the Student's Book. Encourage them to act a little and improvise the conversation as far as possible.

- Ensure students change roles and repeat the roleplay so that each student has an opportunity to be the waiter.
- As students speak, monitor and note any errors they make. In feedback, write up errors on the board and ask students to correct them.

Optional extra activity Ask students in pairs to design their own restaurant menu with prices. Ask a student from each pair to change places with a student from another pair. Students then take turns to roleplay the situations using their own menus. To conclude, you could ask one or two pairs to act out a conversation for the class.

PRONUNCIATION AND REVIEW

Aim

to review language from the unit and practise listening to fast and slow speech

14  **50** Play the recording. Ask students to listen and write the number of the sentences as they hear them. Play and pause if necessary. Let students compare answers in pairs.

50 and answers

- 1 It's a nice area.
- 2 It's in the north.
- 3 She's a teacher in a language school.
- 4 Where do you live?
- 5 I like it here.
- 6 I don't live near here.
- 7 I don't know it.
- 8 I don't like it.
- 9 He's a student at university
- 10 They have a nice house.

15  **51** Play the recording. This recording is the same as Audio script 50 but the sentences are first heard spoken slowly and are then repeated at a faster, more natural speed. Ask students to listen and check their answers. This time, with the sentences spoken slowly, they should get the answers. Let students compare answers in pairs. You could play the recording again so that students can listen and repeat.

16 Ask students to work in pairs to practise saying the sentences that appear on the page in Exercise 14.

17 Organise the class into new pairs. Set a one-minute time limit for students to write as many words as possible. In feedback, find out which pair has most words.

Possible answers

Jobs/Work:

job, bus driver, doctor, nurse, student, waiter, mum, retired, teacher, work in an office / a university / a coffee shop / a hospital, hours, money, company

Food/Drinks:

chicken, fish, ice cream, salad, meat, seafood, burgers, chips, oranges, vegetables, bacon, kebab, rice, tomato, prawns, bread, cake, curry, pizza, cheese, salmon, cod, sandwich, drinks, fruit juice, coffee, tea, water, coke, milk

Optional extra activity Write *office*, *hospital*, *school* and *restaurant* on the board. Get students to think of jobs in all these places.

G For further pronunciation practice, see Exercises 1 and 2 in the Grammar reference on page 118.

Answers to Exercise 1B, Grammar reference

1 a 2 b 3 a 4 a 5 b 6 a 7 b 8 a 9 b 10 a
11 b 12 a

Answers to Exercise 2, Grammar reference

- 1 Where are you from?
- 2 Do you live here?
- 3 Are you OK?
- 4 What do you do?
- 5 Do you know it?

VIDEO 1: PEOPLE

Student's Book page 22

Aim

to listen to people from around the world; to improve students' ability to follow and understand fast speech in a video extract; to practise asking and answering personal questions

- 1 Ask students to look at the photo in the Student's Book. Ask: *What can you see?* Elicit ideas and words.
- In open class, or in pairs, ask students to guess where the people are from. Tell them to look up nationality words on page 139 of the Student's Book if necessary.

Answers

Answers will vary, but the flags suggest Spain, Israel and Georgia. The faces are from Asia, the Indian subcontinent, Europe and perhaps South America. The best answer is 'many different countries in the world'.

- 2  1 Ask students to read the sentences carefully. Play the video. Ask students to watch, listen and number the sentences in the order they hear them. Let students compare answers in pairs before checking as a class.

Answers

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

- 3 Organise the class into new pairs. Ask students to discuss the sentences and decide which ones are true.
- 4  1 Play the video again. Ask students to watch, listen and check their answers to Exercise 3. Let students compare answers in pairs before checking as a class.

Answers

- T
- F (The baby is 14 months old.)
- F (They are friends).
- F (She does like the book.)
- T
- T
- F (The boy is ten.)

- 5 Ask students to complete the sentences with one word in each space. Elicit the first answer to get students started. Let students compare answers in pairs before checking as a class.

Answers

- We
- He; His
- has; He
- it
- you
- 're

- 6 Organise the class into groups of four or five. Ask students to discuss the questions. In feedback, invite individuals to share their ideas with the class.

Answers

Students' own ideas

SPEAKING

Aim

to practise asking and answering personal questions

- 7 Organise the class into pairs to practise asking and answering questions. Remind students that they will need to switch between *he/his* and *she/her* or *they/their*, depending on which photos they use. If possible, personalise the activity by encouraging students to use their own personal photos.
- As students speak, monitor and offer support and help with vocabulary. In feedback, ask individuals what they found out from their partner.

Optional extra activity Ask the class to use the questions to interview you.

Teacher development: using the video

How you use and integrate the video extracts in *Outcomes* will depend on your teaching situation and personal preferences. However, here are some suggestions:

- Use the video as an alternative to listening to the class audio. The images give context and support students' understanding of the language. They also generate more interest in the topic.
- Use the video plus its Speaking section as an alternative to the Conversation practice in the Students' Book. For example, you could use it in place of the conversation practice at the end of the *Nice to meet you* section in Unit 1 or the end of the *Where do you live?* section in Unit 2.
- Use the video after studying two units as a way of revising and testing what students have learnt. If students forget words or make errors, refer them back to the relevant sections in the Student's Book.

 1

Narrator: This is us. Lots of people from different countries. We are friends. We do the same things.

We meet.

We talk.

We work.

We live and love.

We meet in the street. We talk.

Older woman: Oh, so nice! Boy or girl?

Younger woman: He's a boy. His name's Josh.

Older woman: Oh, so nice.

Younger woman: Thanks.

Older woman: How old is he?

Younger woman: 14 months.

Older woman: This is my friend. Her daughter has a son. He's two.

Younger woman: Oh, that's nice.

Narrator: We meet on the train. We talk.

Man: Do you like the book?

Younger woman: What? Sorry?

Man: The book. Do you like it?

Younger woman: Oh, yes. It's good.

Man: Yes. I like it too.

Narrator: We meet at work. We talk.

Younger woman 1: Would you like a break?

Younger woman 2: Yes.

Younger woman 1: Would you like a coffee?

Younger woman 2: OK.

Narrator: ... And they talk more ... and they don't work.

Narrator: We meet as a family. We talk.

Father: Hey, you're ten!

Two aunts: Happy Birthday!

Grandfather: Look at the camera! Smile!

Mother: One, two, three ...

Narrator: This is us. People. Nice to meet you.

REVIEW 1

Student's Book page 23

Aim

to consolidate vocabulary and grammar from Units 1 and 2

Answers

1

- | | |
|------------------|------------|
| 1 are | 6 his |
| 2 is | 7 do |
| 3 do you | 8 are |
| 4 has | 9 don't |
| 5 children; sons | 10 I don't |

2

- 1 It's not expensive. / It isn't expensive.
- 2 Is his mother retired?
- 3 They don't have a lot of money.
- 4 Do you work near here?
- 5 I don't have a sister.
- 6 Are the teachers nice?
- 7 I don't know her brother.
- 8 Does he like English?

3

- | | |
|-------------|-----------|
| 1 don't | 5 are; is |
| 2 his | 6 's (is) |
| 3 don't | 7 lot |
| 4 n't (not) | 8 do; Is |

4

- | | |
|-----------------------|-------------------------|
| 1 What's your name? | 4 What do you do? |
| 2 Where are you from? | 5 Do you like your job? |
| 3 How old are you? | |

5

- | | |
|--------|--------|
| 1 work | 5 walk |
| 2 take | 6 like |
| 3 live | 7 know |
| 4 have | |

6

Food: chicken, fish, rice, salad, sandwich

Drink: americano, Coke, orange juice, tea, water

Jobs: doctor, nurse, taxi driver, teacher, waiter

7

- | | |
|---------------------------|----------------------|
| 1 <i>This is my wife.</i> | 5 It's in the south. |
| 2 This is my brother. | 6 It's very cheap. |
| 3 This is my father. | 7 It's a small town. |
| 4 This is my daughter. | |

8

- | | |
|-----------|-----------|
| 1 name | 5 flat |
| 2 student | 6 brother |
| 3 city | 7 park |
| 4 north | 8 nice |

9

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

3 LOVE, WANT, NEED

WORDS FOR UNIT 3

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the open Student's Book and point to the first photo and read out the words (*a hotel room*). Students should be able to guess the words from the visual context but you may need to check the meaning of some items (e.g. show *buy clothes* by pointing to your own clothes and showing your wallet or some money).

2  **52** Play the recording. Ask students to listen and repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again.

52

- 1 a hotel room
- 2 he needs a shower
- 3 read a book
- 4 buy clothes
- 5 weather
- 6 a shower
- 7 go on holiday
- 8 get married
- 9 old shoes
- 10 very hot
- 11 he's not well
- 12 take the train to work

Background language and pronunciation notes

There are several useful verb + noun collocations (*buy clothes, go on holiday, read a book*) in the box.

- Note the pronunciation of clothes /kləʊðz/, shoes /ʃu:z/ and shower /'ʃaʊə/.

3 Ask students to work in pairs and 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 correctly and help if necessary.

- In feedback, correct any errors students made or point out the pronunciation of any words students found hard to say.
- End this stage by asking your students if they know any other words in English related to the photos (e.g. *water, England, child/children, husband, wife, son, daughter, train*). There is no need to check or teach any new 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

At Beginner level, students need plenty of practice to pronounce new words correctly. *Outcomes* generally provides a recording of any set of new words. Use this model to provide initial repetition practice. Here are some suggestions:

- 1 When you ask students to listen and repeat after the recording, you could ask them to cover the box of words and only look at the photos. This encourages students to focus on pronunciation and meaning, rather than the spelling or appearance of each word.
- 2 Play the recording once and ask the whole class to repeat each word or phrase. Then play a second time and ask individual students to repeat. Finally, point to the pictures to prompt individual students to say the words.
- 3 If students have problems saying any words, drill them yourself in open class. Break longer words or phrases into the individual sounds and insist on accurate pronunciation.

HOW IS IT?

Student's book pages 26–27

Communicative outcomes

In this two-page spread, students will practise asking how people and things are, and will practise responding to news.

SPEAKING

Aim

to introduce and practise key phrases used when asking how people are

- 1  53 Play the recording. Students listen and follow the two conversations in the Student's Book.

53

1

A: Hi. How are you?

B: Good, thanks. And you?

A: Yeah – not bad!

2

A: Hi. How are you?

B: Very good. And you?

A: I'm not very well.

B: Oh, I'm sorry.

Optional extra activity You could create a more demanding listening by asking students to listen to the conversation first with books closed. Tell them to listen and say which phrases people used to say how they are (*good, not bad, very good, not very well*).

Background language notes

There are a number of ways of responding positively to *How are you?*:

(I'm) *fine, thanks*.

(I'm) (very) *good, thanks*.

(I'm) (very) *well, thanks*.

- Increasingly, *good* is a common substitute for *fine* in this situation. We tend to use *well* to say we are healthy.
- Not bad* is usually used with a positive meaning – it is an understated way of saying *I'm fine*.
- I'm not very well* means I'm ill or feeling bad.

Background pronunciation notes

We use a wide intonation pattern to show interest, so, when saying *How are you?*, encourage students to exaggerate the rising intonation over *are*. The intonation rises in the phrase *And you?*

- 2 Ask students to work in pairs to practise the conversations in Exercise 1. It is a good idea to model the activity first with a reliable student so the class has a model of what to do.

- Try to move away from students simply reading out the dialogue. One way of doing this is to let students practise once or twice with books open before asking them to close their books. Then ask students to work with a new partner to try to remember and improvise the dialogue. If your students need more support, write key words from the dialogue on the board before students continue. They can refer to these prompts but not the whole dialogue in their books.
- As students speak, monitor closely, and be prepared to gently correct errors. Make sure students are attempting the correct stress and intonation patterns.

- 3 Ask students to stand up, walk round and ask other students in the class: *How are you?* Encourage natural, friendly conversations among students in your class. It is a good idea to join in with the mingle – this way you provide an ongoing model and you are able to hear how students interact.

VOCABULARY Adjectives

Aim

to introduce and practise a range of common adjectives

- 4  54 Play the recording. Students listen and repeat the adjectives in the box. The syllables in bold are stressed.

- Ask students to tick words they know. You could use translation or ask students to use dictionaries to check unknown words, or you could use mime to show the meaning (e.g. mime being hungry or tired). Do not use the photos on the Student's Book page as students will use these in Exercise 5.

54

bad	expensive	hungry	old
big	good	married	small
cold	great	new	tired
difficult	hot	nice	well

Background pronunciation notes

Note the more challenging pronunciation of *expensive* /ek'spensɪv/ and *tired* /'taɪəd/.

- 5 Ask students to say adjectives for each photo. You could do this activity in open class or ask students to work in pairs before sharing their ideas with the class. Encourage them to use additional adjectives if they know any alternatives.

Possible answers

Photo a: difficult, hungry, small, tired
 Photo b: expensive, good, great, married, new, nice
 Photo c: cold, difficult, expensive, good, great
 Photo d: good, great, hot, nice, old, tired, well

6 Read through the information in the box and point out how we use *a* in front of a word which starts with a consonant sound and *an* in front of a word which starts with a vowel sound. Note that uncountable words (e.g. *weather*) and plural words (e.g. *clothes*) don't take the article *a* or *an*.

- Ask students to complete the sentences with adjectives. They will also need to decide whether *a* or *an* is used with each adjective in sentences 1–3. Then ask them to repeat the activity with different adjectives. You could model the activity first by giving one or two examples.

7 Ask students in pairs or small groups to compare their answers to Exercise 6. In feedback, elicit ideas.

Possible answers

- It's an expensive / a good / a great / a new flat.
- It's a big / a difficult / a great / a new / a small class.
- It's an expensive / a great / a nice / an old hotel.
- It's bad / cold / good / hot / nice weather.
- They're expensive / great / new / old clothes.
- I'm cold / hot / hungry / married / old / well / tired.

8 Ask students to write the correct numbers from the box. Let students compare answers in pairs. In feedback, check that students have got the idea of *very* – an adverb which makes the adjective stronger.

Answers

- 1 0°C 2 -15°C 3 78 4 98

9 Read the examples with the class and point out the use of adjective + noun.

- Ask students to work in small groups and take turns to say what they love, like and don't like. Encourage them to use the adjectives from the box on Student's Book page 26 and a range of nouns studied in the course so far. You could model this activity first with a reliable student to make sure students understand the task.
- In feedback, ask a few groups to give some examples of what group members love, like or don't like.

Optional extra activity Write the following on the board and ask students to give examples of each: *a very big city, a cold country, an old film star, a great film, an expensive restaurant, a difficult school subject, a new song*.

LISTENING

Aim

to practise listening for comprehension and key words

10 Ask students to match each question (1–4) with the place (a–d) where each speaker is. Let students compare answers in pairs. In feedback, show the answers on the board.

Answers

- 1 c 2 b 3 a 4 d

11  **55** Play the recording. Students listen and write the questions from Exercise 10 next to the correct conversation number (1–4). Let students compare answers in pairs. In feedback, show the answers on the board.

Answers

- How's your room?
- How's your class?
- How's the chicken?
- How's the weather?

55

1

- A: How's your room?
B: It's not very big. How's *your* room?
A: The same. And it's old!
B: Yeah, I know.

2

- A: How's the class?
B: It's good, but English is difficult.
A: Yes!

3

- A: How's the chicken?
B: It's not very nice.
A: Oh no! I'm sorry.
B: How's the fish?
A: It's great!
B: Good.

4

- A: How's the weather?
B: It's cold. It's not good.
A: Oh no! It's normally hot there.

12  **55** Play the recording again. Students listen and choose the correct words. Let students compare answers in pairs. In feedback, show the answers on the board.

Answers

- not very; old
- difficult
- great
- cold; hot

Teacher development: developing listening confidence

Beginner level students often find listening tasks in English very challenging. Students are unfamiliar with many of the pronunciation tendencies of English and they often worry because they do not necessarily understand every word they hear. Here are some ideas for building your students' confidence and ability in listening activities:

- Prepare students as far as possible before they listen. Show a picture that illustrates the situation and sets the scene, do a prediction exercise to encourage students to guess what content might be in the listening, or pre-teach key words (including their pronunciation).

- 2 Let students listen more than once, and in their own time. If they have to write (as in Exercise 11 above) pause recordings to give students time to write. If they find a recording difficult, play it again, or explain any challenging words, then play it again.
- 3 Give students ownership of the listening activity. You could let students tell you when to play and pause, or let students have control of the technology in your classroom so that they can decide when and how to play the recording.

GRAMMAR Negatives with *be*

Aim

to check students' understanding of how to make and use the negative form of *be* in the present simple

13 Read through the information in the box as a class. Point out how *not* comes after the different forms of the verb *be*.

- Ask students to make the sentences negative. Elicit the first answer as an example. Let students compare answers in pairs. Note that students will check their answers in Exercise 14.

Background language notes

The negative word *not* comes after the different forms of *be*. Note that it is also possible to say *isn't* and *aren't* but, to keep the presentation simple at this level, these forms are not being taught at this stage.

14  **56** Play the recording. The sentences are heard twice – first spoken fast, then slowly. Students listen and check their answers. Point out that *not* is stressed in the sentences. You could play the audio again and ask students to listen and repeat after the recording.

56 and answers

- 1 She's not my friend.
- 2 It's not a big city.
- 3 We're not married.
- 4 I'm not very hungry.
- 5 They're not from here.
- 6 The rooms are not very expensive.
- 7 My job's not very good. The money's not great.

15 Ask students to work in pairs to practise saying the sentences in Exercise 13. Ensure students are stressing *not* in each sentence.

16 Give students preparation time to produce their own sentences. Then organise them into pairs or small groups to share their ideas. As students speak, monitor closely and note any errors you could give feedback on at the end.

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 119.

Answers to Exercise 1, Grammar reference

1 a 2 b 3 b 4 b 5 a 6 a

Answers to Exercise 2, Grammar reference

- 1 's not (is not / isn't)
- 2 're not (are not / aren't)
- 3 're not (are not / aren't)
- 4 're not (are not / aren't)
- 5 'm not (am not)
- 6 's not (is not / isn't)
- 7 's not (is not / isn't)
- 8 's not (is not / isn't)
- 9 's not (is not / isn't)
- 10 'm not (am not)

DEVELOPING CONVERSATIONS

Responding to news

Aim

to introduce and practise ways of responding to news

17  **57** Read through the box with your class. Then play the recording. Students listen and repeat the phrases from the box. Point out the exaggerated rise-and-fall intonation over both *Oh, good* and *I'm sorry* (see notes below).

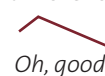
57

- B: Oh, good.
B: I'm sorry.

Optional extra activity Ask students to walk round the class and say one of the two phrases to each person they meet. The other student must then respond with *Oh, good* or *I'm sorry* accordingly. Tell them to pay attention to the intonation pattern.

Background language and pronunciation notes

Write and draw the following on the board:

 *Oh, good.*  *I'm sorry.*

- Say *Oh, good* and *I'm sorry* while sweeping your hand sharply up then more gradually downwards. This shows how the intonation pattern rises then falls in an exaggerated way when responding to news with these phrases.

18 Ask students to work individually to read the sentences and write *Oh, good* or *I'm sorry* after each one. Elicit the first answer to get students started. Let students compare answers in pairs.

Answers

- | | |
|--------------|--------------|
| 1 Oh, good. | 5 Oh, good. |
| 2 Oh, good. | 6 Oh, good. |
| 3 I'm sorry. | 7 I'm sorry. |
| 4 Oh, good. | 8 I'm sorry. |

19  **58** Play the recording of the sentences in Exercise 18. Students listen and answer with *Oh, good* or *I'm sorry*. Note that there is a pause between the news and the correct answer on the recording, so students should try to say their answer before hearing the recorded answer. Make sure students are attempting an exaggerated rise-and-fall intonation when saying both *Oh, good* and *I'm sorry*.

58

- 1 A: It's not very expensive.
B: Oh, good.
- 2 A: My room is nice and big.
B: Oh, good.
- 3 A: It's very cold in my flat.
B: I'm sorry.
- 4 A: The weather here is great.
B: Oh, good.
- 5 A: I love my English class.
B: Oh, good.
- 6 A: The fish is very good.
B: Oh, good.
- 7 A: My father's not very well.
B: I'm sorry.
- 8 A: I don't like my new job. The hours are very bad.
B: I'm sorry.

20 Organise the class into pairs to practise saying the sentences and responses from Exercise 18. Monitor closely and make sure students are attempting an exaggerated rise-and-fall intonation in their responses.

Optional extra activity Ask fast finishers to write other good or bad news sentences. Their partner must decide whether to say *Oh, good* or *I'm sorry* in response.

CONVERSATION PRACTICE

Aim

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

21 Tell students to look at the five situations or places. Then ask students to write questions starting with *How's ... ?* that someone might ask in each place. Elicit one or two examples to get students started (see Possible answers below). Let students compare answers in pairs.

Possible answers

- 1 in a hotel: How's your room? How's the restaurant? How's the food? How's the service?
- 2 in a restaurant: How's the food? How's the service? How's your table?
- 3 at school: How's the class? How's the teacher? How are the students? How's the lesson?
- 4 in a different country: How's the weather? How's the food? How's your hotel?
- 5 about a new flat/house: How's the living room? How's the garden? How's the kitchen?

22 Ask students to work in pairs or small groups to have conversations using the questions they prepared in Exercise 21. It is a good idea to model a conversation first with a reliable student. As students speak, monitor closely. Listen for errors, new language or interesting conversations to comment on in feedback.

- In feedback, share some examples of effective language that you heard students use. If you noticed any errors, write two or three examples on the board and invite the class to correct them.
- Note that the recording in Audio script 59 is an example dialogue designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



59 Students listen to another example.

59

- A: How's your room?
B: Very nice. It's big.
A: Oh good. How's the restaurant?
B: It's not very good. It's expensive.

THINGS I WANT IN LIFE

Student's Book pages 28–29

Communicative outcomes

In this two-page spread, students talk about things they do, want and need in life.

REVIEW

Aim

to revise language from the previous lesson

1 Organise the class into pairs to choose and do two of the three activities. Set a five-minute time limit and monitor to see how well students have learned language from the previous lesson. If you wish, you could then ask students to work with a new partner to do the last of the three activities.

VOCABULARY *go, take, want*

Aim

to introduce and practise collocations with *go, take* and *want*

2 Read through the three example sentences with your class. Then ask students to match the verbs in the box to each list. Let students compare answers in pairs.

Answers

1 take 2 go 3 want

3  **60** Play the recording. Students listen and repeat the phrases.

60

- 1 take the bus
take a photo
take a shower
take a long time
- 2 go to the park every day
go to the doctor
go on holiday
go shopping
- 3 want a coffee
want a new house
want to go to China
want to buy some clothes

Background language notes

Note the use of *go*: *go to* (a place), *go + ing* (an activity).

- We use *take* with transport when it is public transport that we pay to travel on.
- Main verbs are generally stressed in phrases and sentences.

4 Organise the class into new pairs. Tell students to take turns to test each other. Explain that they should continue to call out verbs for their partner to say a phrase, but that they must try not to repeat phrases.

Optional extra activity Play noughts and crosses. Draw a noughts and crosses grid on the board and write words in each square. Divide the class into two teams: Team O and Team X. Team O play first. They must nominate a square and then produce a correct sentence using the word in the box to win the square. Now it is Team X's turn. They nominate and win a square in the same way. Teams take turns to play. If they produce an incorrect sentence the other team wins their square. The winning team is the first team to make a row of three Os or three Xs. You could then ask students to repeat the game in small groups or pairs.

go	holiday	go
shower	take	photo
take	shopping	want

GRAMMAR

Present simple: *doesn't*

Aim

to check students' understanding of how to form and use the present simple negative with *doesn't*

5 Read through the information in the box as a class. Point out the third person -s at the end of the main verbs in the first column, and how this 's' moves to the auxiliary *do* to become *doesn't* in the negative (see Background notes below).

- Ask students to complete the sentences with the verbs provided. Monitor and note how well students understand the rule. Let students compare answers with a partner.
- In feedback, write up the correct answers on the board.

Answers

- 1 *has*
- 2 *doesn't have*
- 3 *goes*
- 4 *doesn't go*
- 5 *likes*
- 6 *doesn't like*
- 7 *doesn't take*
- 8 *works; lives*

Background language and pronunciation notes

The third person affirmative form of the present simple is formed by adding -s or -es to the infinitive. We use the auxiliary verb *doesn't* (*does not*) with *he, she* and *it* (the third person) to form the negative. It goes between the subject and the verb. The main verb then follows in the infinitive.

- Beginner students typically have problems remembering to use *doesn't* and often resort to guessing the negative form from their L1 (*He no works; She's not work*, etc.) or misusing *don't* (*It don't work*). They also tend to find the pronunciation challenging. *Doesn't* is stressed and is pronounced /'dʌznt/.

6 Ask students to write six personalised negative sentences using the verbs in the box. Monitor and help with ideas and vocabulary.

Possible answers

My brother doesn't go to university.
My friend doesn't have a lot of money.
My mum doesn't live in New York.
My sister doesn't take the bus to work.
My dad doesn't want a new job.
My son doesn't work in the city centre.

7 Ask students to work in pairs and take turns to say their sentences. Monitor closely and be prepared to correct errors as students speak.

G For further practice, see Exercise 1 in the Grammar reference on page 119.

Answers to Exercise 1, Grammar reference

- 1 I don't like fish.
- 2 My son doesn't like meat.
- 3 It doesn't take a long time.
- 4 My mum and dad don't have a big house.
- 5 My friend Mikel doesn't have a very good job.
- 6 She doesn't live near here.
- 7 We don't like this city.
- 8 I don't have (any) money.

Optional extra activity Ask students to use *Do you ... ?* questions to interview other students in their class. Tell them to note answers then write sentences in the third person to report the information they find.

READING

Aim

to practise reading for general understanding and for specific information

8 Ask students to read the introductory text at the top of Student's Book page 29 and tick the things they personally want. In feedback, ask students in the class to say what they want.

9  Lead in by asking students to look at the photos of the four people in the text and guess what they want in life.

- Ask students to read questions 1–8 and check any words students are unsure of (e.g. *birthday, a lot*). Tell students to read the text and note answers to the questions.

- The reading text is recorded so you could play the recording while students listen and read. Let students compare answers with a partner before writing the answers on the board.

Answers

- 1 a new mobile phone
- 2 no
- 3 yes
- 4 no
- 5 no (He works two days a week.)
- 6 no
- 7 He's a teacher.
- 8 two hours

Optional extra activity Ask students to read the text again and underline sentences that are also true for them. In feedback, find out what students have in common with the people in the text.

GRAMMAR

Present simple questions: *does*

Aim

to check students' understanding and use of *does* to make present simple questions

10 Read through the information in the box as a class. Point out the word order in the questions.

- Ask students to complete the questions with names of different students in the class. You could model this first by providing one or two examples.

11 Organise the class into groups of four or five. Ask students to take turns to ask and answer their questions in the group. As students speak, listen carefully and correct errors of form and pronunciation.

Optional extra activity Before students practise asking questions in Exercise 11, provide some pronunciation practice of the questions, with a focus on the pronunciation of *does*. You could do a simple substitution drill in which students listen to you say the questions in Exercise 10 and repeat after your model, or you could do some drilling from prompts (see notes below).

Background language notes

We use the auxiliary verb *does* with *he, she* and *it* (the third person) to form questions. It goes after the question word, and before the subject and the main verb. The main verb is in the infinitive.

- Beginners tend to get confused between when to use *do* or *does* and can make errors as a result (*Do it work? Does he lives?*).

Background pronunciation note

In terms of pronunciation, *does* tends to run into pronouns in natural speech so encourage students to say *does he* /'dʌzi:/ and *does she* /'dʌʃi:/.



For further practice, see Exercises 1 and 2 in the Grammar reference on page 119.

Answers to Exercise 1, Grammar reference

- 1 A: I'm sorry, I **don't** know your name.
B: Andrea.
- 2 A: **Do** you know this area?
B: No. I **don't** live here.
- 3 A: What **does** your mother do?
B: She **doesn't** work now. She's retired.
- 4 A: Where **does** Maria live?
B: I **don't** know. Ask Simon. He knows her well.
- 5 A: Where **does** your girlfriend work?
B: Sorrento.
A: How long **does** it take to get there?
B: Twenty or thirty minutes.

Answers to Exercise 2, Grammar reference

- | | |
|--------|-----------|
| 1 does | 6 doesn't |
| 2 is | 7 Does |
| 3 does | 8 works |
| 4 Is | 9 do |
| 5 are | 10 Are |

Possible answers

I don't want a new job. I have a good job. I'm a doctor.
I want a new house. I don't like my flat.
I have a lot of friends. I go to a lot of parties. I don't want more friends.
I want a family. I want a daughter and a son. I don't want lots of money.

Optional extra activity Tell students about things you have and want in your life. This functions as a model for students as well as providing a live listening.

Teacher development: drilling from prompts

As a more challenging alternative to repetition drilling, ask your students to practise pronunciation and form by drilling from prompts. Here are some suggestions:

- 1 Write four or five question prompts on the board, e.g. *Where / she / work / ?* and *What food / he / like / ?*. Point to the prompts and model them as complete questions. Then point again and ask students to make questions chorally and individually.
- 2 Write some question words (*Where, What, How*), some verbs (*work, live, like, do*) and some names of students in the class on the board. Point to one word from each category as a way of asking students to form a question. This can be done chorally with the whole class and then with individuals.

WRITING

Aim

to give practice in writing questions using *have* and *want* in the present simple

12 Ask students to write four sentences about things they have or want, or don't want. You could model this by providing two or three example sentences that are true for you (see Possible answers below). Monitor and help with ideas as students prepare.

- Organise the class into pairs or small groups to share their sentences and reasons. In feedback, ask students to share some sentences with the class.

DO YOU NEED ANYTHING?**Student's Book pages 30–31****Communicative outcomes**

In this two-page spread, students talk about what they have, want and need; they will practise asking for help in a conversation when they don't know or hear a word.

VOCABULARY Things**Aim**

to introduce and practise words to describe things we take on holiday

1 Ask students to look at the words and pictures. Tell them to tick the things they usually take on holiday.

2  **62** Play the recording. Ask students to listen and repeat the words in Exercise 1. If students have problems saying any of the words, model the words yourself, and encourage students to try again.

 62

my mobile
a map
a pen
a towel
a dictionary
a brush
a charger
a small bag
a big coat
lots of clothes
soap
some cash
something to read
food from home
some other shoes
a toothbrush and toothpaste

Background language and pronunciation notes

Note that some of the words are uncountable (they can't be used with *a* or *an*): *clothes*, *soap*, *cash*, *food*, *toothpaste*.

- *Mobile phone* is often reduced to *mobile* in British English.
- The stress is shown in bold on each of the words in Exercise 1. Words which students may find difficult to pronounce include *towel* /'taʊəl/, *clothes* /kləʊðz/ and *dictionary* /'dɪkʃənəri/ or /'dɪkʃənri/.

3 Ask students to work in pairs to say what they usually take on holiday. As students work, circulate and help with vocabulary because students will naturally want to add other words (see suggested words in brackets in Possible answers). In feedback, ask different pairs to tell the class what they take.

Possible answers

a weekend in a city: a map, my mobile, a charger, a small bag, some cash, a toothbrush and toothpaste, (credit card, passport, sunglasses)
a week to visit friends or family: my mobile, a towel and some soap, a charger, lots of clothes, something to read, some other shoes, (presents)
two weeks in a hotel in a hot country: my mobile, a charger, a (beach) towel, lots of clothes, some cash, something to read, some other shoes, (sun cream, sunglasses, swimming costume)

Optional extra activity 1 Bring in pictures of different types of holiday (e.g. camping, caravan, luxury yacht, etc.) and ask students what they would take on these holidays.

Optional extra activity 2 Tell students they can only take three items from the list in Exercise 1 on a one-week holiday away. Students must choose three and say why.

LISTENING**Aim**

to listen for general and specific understanding

4  **63** Ask students to look at the questions in Exercises 4 and 5 and predict what they will hear on the recording.

- Play the recording of Part 1. Students listen and note answers to Exercise 4. Let students compare answers in pairs.

Answers

1 Wilton; Janet; Ben

2 Peru

 63

J = Janet; W = Wilton; A = Aled; B = Ben

Part 1

J: Hello. Are you Wilton?
W: Yes, yes.
J: Hi. Nice to meet you! I'm Janet.
W: Hello. Janet. Nice to meet you too.
J: Come in. Leave your bag there.
W: OK, thanks.
J: Come in. Meet my family.
W: Yes, thank you.
J: So Wilton is a student and he's with us for one month.
A/B: Welcome. Hi.
J: These are my sons Aled and Ben.
W: Ben and ... can you say that again?
A: Aled.
W: Nice to meet you.
A: Yeah, you too. How are you?
W: Good, thanks.
J: You're not tired?
W: No. I'm OK.
B: Where are you from, Wilton?
W: Arequipa.
B: Sorry – where?
W: Arequipa – Peru.

- 5 64 Play the recording for Part 2. Students listen and note answers. Let students compare answers in pairs.

Answers

- 1 sixteen hours
- 2 no
- 3 (black) tea
- 4 a phone charger

64

Part 2

- B: Where are you from, Wilton?
 W: Arequipa.
 B: Sorry – where?
 W: Arequipa, in Peru.
 B: OK. How long does it take to get here?
 W: Sorry. Can you say it again?
 B: How long does it take from Peru to here?
 W: Oh, er, sixteen hours.
 A: OK. A long time! But you're not tired.
 W: No. I ... I'm OK.
 J: Are you hungry? Do you want anything to eat?
 W: Sorry. Can you say that again?
 J: Yeah sorry. Are you hungry? ... Do you want any food?
 W: Er ... no. Thank you. Do you have any tea?
 J: Of course. Do you want any milk in it?
 W: Sorry?
 J: Tea with milk?
 W: No – black. Thanks.
 J: And you don't want anything else? No food?
 W: No, thank you. Er ... do you have a ... for my phone?
 J: A charger?
 W: Yes. My phone doesn't have ... er, *batería*. How do you say it?
 A: It's the same – battery!
 W: Yes, my phone has no battery and I need a ... can you say it?
 A: Charger!
 W: Yes, I don't have my charger. It's in Peru!
 J: Oh, OK. Ben, do you have a charger?
 B: What phone is it?
 W: This.
 B: Oh yes – no problem.

Culture notes

Arequipa (pronounced /are'kipa/ in Spanish) is the capital and largest city of the Arequipa region in the south of Peru in South America. It is Peru's second most populous city after Lima, the nation's capital.

DEVELOPING CONVERSATIONS

Asking for help in conversation

Aim

to introduce and practise ways of asking for help in conversation

- 6 65 Read through the example phrases in the information box with your class.
- Tell students they are going to listen to a conversation between a woman and a man. Play the recording. Students listen and say the answers in feedback.

Answers

- 1 How are you?
- 2 I'm hungry.

65

- A: How are you?
 B: Sorry? Can you say that again?
 A: How are you?
 B: Oh, I have ... how do you say *tengo hambre*?
 A: I'm hungry.
 B: Yes. I'm hungry.
 A: Do you want a sandwich?
 B: Yes, please.

- 7 66 Play the recording. You could ask students to repeat after the recording. Tell students to work in pairs to practise saying the questions in the box.

66

- Sorry? Can you say that again?
 How do you say *batería* in English?

Background pronunciation notes

Note the rising intonation on *Sorry?* and on *Can you say that again?* Note the falling intonation on *How do you say batería in English?* and the way that *do you* reduces to the weak /'d(ə)jə/.

- 8 In this activity, say a number of different questions from the lesson, or from previous lessons, and encourage your class to respond with the set reply. You could start in open class – say something at a fast speed, and encourage the whole class to respond. You can then repeat the question more slowly. Then ask questions to individuals in the class and get them to respond. Use the ideas below or your own questions.

Possible questions to ask

- What do you do?
 Do you have a towel?
 How long does it take to get from home to school?
 What do you need on holiday?
 Do you need a toothbrush?
 Do you take a charger on holiday?
 What do you want?
 Do you want a dictionary?
 How's the weather?
 Would you like a drink?

9 Organise your class into small groups to practise asking questions. Make sure you have a mix of nationalities in each group if this is possible in your class. In feedback, find out which nationalities use the same words as English.

Optional extra activity If you have a monolingual class, tell your students to ask each other *How do you say [X] in English?* In feedback, they can ask you for words they didn't know as a group, or you could suggest they use a dictionary if necessary to look up words they don't know.

10 Organise your class into new groups to think of other things they take on holiday. In feedback, ask different students to say what their classmates take on holiday.

Possible answers

Here is a list of words students may wish to say:
passport, credit card, hat, boots, flip flops, sunglasses, sun cream, shorts, bikini, swimming costume, headphones, a (guide) book.

Optional extra activity As students do Exercise 10, they may struggle to think of how to say words in English. Circulate and help by providing the necessary vocabulary as they talk. Avoid high-level words and supply simple, useful words where possible. One good idea is to listen in on discussions and, every time students try to say a new word, go to the board and write it up for them. That way, at the feedback stage, you have a ready-prepared record of new words and can check them with the whole class.

GRAMMAR *a* and *any*

Aim

to check students' understanding and use of *a* and *any*

11 Read through the information in the box as a class. Point out how we use *a* with singular nouns but *any* with uncountable or plural nouns.

- Organise your class into pairs or small groups to make negative sentences. You could model this activity first with two or three examples of your own (see Possible answers). As students speak, correct any errors of form students make, particularly with the use of *a* or *any*.

Optional extra activity Ask students to write three or four negative sentences as a follow-up to this activity.

Possible answers

I don't take a hairbrush. I don't have any hair!
I don't take any soap. The hotel has soap.
I don't take lots of clothes. I take a small bag of things.
I don't take any food from home. I like different food!

Background language notes

In questions and negatives, we use *a* with singular nouns but *any* with uncountable or plural nouns. Remind students that in affirmative sentences, we use *a* with singular nouns but *some* with uncountable or plural nouns.

- We use *anything else* to talk about another or more of a thing. We use *need* to mean that something is necessary – you can't live without it. We use *want* to mean that something is desired – you can live without it but would like to have it.

12 Ask students to complete the sentences with one word. Elicit the first answer to get students started. In feedback, write up the answers on the board. Ask students to say why they use *a* or *any* (especially if they get any answers wrong). Note that students will check their answers in Exercise 13.

Answers

1 a	4 a
2 any	5 any
3 any	6 any

13  **67** Play the recording. Students listen and check their answers to Exercise 12. You could play the recording a second time and ask students to repeat sentences.

67

1

A: Do you need a dictionary?

B: No, thanks. I understand the word.

2

A: Do you have any money? I only have euros.

B: Yes. How much do you need?

3

A: It's very cold here. Do you have any other clothes?

B: Yes. I have a big coat.

4

A: Do you need a towel?

B: No, it's OK. I have one.

5

A: Do you want any food?

B: Yes, please. I'm hungry.

6

A: Do you have any brothers or sisters?

B: Yes. One brother and three sisters.

14 Organise your class into small groups to ask and answer questions with *Do you have/want/need ... ?* and the vocabulary items they studied in Exercise 1. You could model this activity first with two or three example questions of your own. As students speak, correct any errors of form students make, particularly with the use of *a* or *any*.



For further practice, see Exercise 1 in the Grammar reference on page 120.

Answers to Exercise 1, Grammar reference

1 a	6 a; a
2 any	7 any
3 any	8 a; a
4 a	9 a
5 any	10 any

SPEAKING

Aim

to give students practice in asking and answering questions

15 Organise your class into new pairs. Ask students to decide who is A (a visiting student), and who is B (a host). Give students four minutes to write their three questions. Monitor and help with ideas and vocabulary as students prepare.

16 Ask students to exchange questions with their partner and to write answers. Monitor and help with ideas and vocabulary.

Possible answers

Student A (student):

Do you have any soap?	Of course. Here you are.
Do you have a charger?	No. I'm sorry.
Do you want my mobile number?	Yes, please.

Student B (host):

Do you need to phone home?	No. It's OK. Later.
Do you want to eat?	Yes, please. I'm hungry.
Do you have a coat?	Yes, I do.

17 Once you have checked students' questions and answers, tell them to use their questions to act out conversations. Make sure each student is clear about their role (host or student?) and get them to use the opening dialogue provided on page 31 of the Student's Book.

- Encourage students to practise first by reading out the conversations they have prepared. As they gain in confidence, tell them to try the conversation again without reading from their notebooks.
- As students speak, monitor and note any errors they make. In feedback, write up errors on the board and ask the class to correct them.

Teacher development: providing preparation time

The more time students spend preparing to speak, the better the end product. Make sure you leave plenty of time in your lesson for students to prepare ideas, look up words and write dialogues. Here are some suggestions:

- 1 Let students choose their roles and think about what they want to say before asking them to speak.
- 2 Let students work together to come up with ideas or to correct or add to each other's ideas.
- 3 Let students practise what they want to say individually or with a partner before being asked to perform for the teacher or the class.

PRONUNCIATION AND REVIEW

Aim

to review language from the unit and practise listening to and producing slow and fast speech

18  **68** Tell students to read the eight items. Play the recording. Students listen and write the correct number next to each item they hear. Play and pause if necessary. Let students compare answers in pairs.

Answers

7, 5, 8, 6, 2, 1, 3, 4

68 and answers

- 1 Do you have a pen?
- 2 Do you have any brothers or sisters?
- 3 Do you want to go shopping?
- 4 I don't have a lot of free time.
- 5 How's your class?
- 6 It's not very nice. It's very cold.
- 7 How's the weather?
- 8 It's not very expensive.

19  **69** Play the recording. This recording is the same as Audio script 68 but the items are first heard spoken slowly and are then repeated at a faster, more natural speed. Ask students to listen and check their answers again. This time, with the sentences spoken slowly, they should get the answers. You could play the recording again so that students can listen and repeat.

20 Ask students to work in pairs to practise saying the questions and answers from Exercises 18 and 19.

21 Organise the class into new pairs. Set a one-minute time limit to write as many words as possible. With confident students, you could ask them to do this verbally. Circulate, helping when students need additional vocabulary. In feedback, find out which pair has the most words.

Possible answers

adjectives: cheap, expensive, big, small, cold, hot, good, bad, etc.
things you have: money, a big house, a nice car, books, free time, children, a mobile

Optional extra activity Ask students to write a list of things they want now, in the next month, and in the future.

Communicative activity worksheet The photocopiable worksheet on page 202 can be used at this point for further practice.

G For further pronunciation practice, see Exercises 1 and 2 in the Grammar reference on page 120.

Answers to Exercise 1B, Grammar reference

1 a 2 b 3 b 4 b 5 a 6 b 7 a 8 b

Answers to Exercise 2, Grammar reference

1+ 2- 3- 4- 5+ 6- 7- 8+ 9+ 10+
11+ 12-

4 WHERE AND WHEN?

WORDS FOR UNIT 4

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the Student's Book to the class, point to the first picture and read out the words (*a walk on the beach*). Students should be able to guess the words from the visual context but you may need to check the meaning of some items (e.g. mime *walking* or *getting up*; show *how many?* by holding up your hand, giving a questioning look and pretending to count the fingers).

2  **70** Play the recording. Ask students to listen and repeat the words. Point out that the strong stresses are shown in bold. If students have any problems saying any of the words, model the words yourself, and encourage students to try again.

70

- 1 a walk on the beach
- 2 turn off your phone
- 3 get up early
- 4 see a film
- 5 right and left
- 6 sit next to the pool
- 7 in the train station
- 8 it's not open
- 9 first, second and third
- 10 how many?
- 11 cash machines
- 12 a church at night

- End this stage by asking your students to say if they know any other words in English related to the photos (e.g. *sea, water, clock, popcorn, X-ray*). 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 Ask students to work in pairs to change one word in each of the phrases. In feedback, find out which pairs changed the most phrases accurately (e.g. *a museum at night, get up late, how much, in the bus station, it's not closed, turn on your phone*).

Background language and pronunciation notes

Note the useful verb + noun collocations (*see a film, turn off a phone*).

- Note the pronunciation of *beach* /bi:tʃ/, *station* /'steɪʃ(ə)n/, *machines* /mə'ʃi:nz/ and *church* /tʃɜ:tʃ/.
- Note that *not* is usually stressed: *It's not open*.

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 correctly and help if necessary.

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

IS THERE A BANK NEAR HERE?

Student's book pages 34–35

Communicative outcomes

In this two-page spread, students will practise asking where different places are; they will use *called* to say the names of things and places.

VOCABULARY Places

Aim

to introduce and practise words for places in a city, town or village

1 Ask students to look at the three photos. Check the words *city*, *town* and *village* (see Culture notes below). Ask students to discuss which places they like and why in pairs or small groups.

Answers

Students' own ideas

Culture notes

A city /'sɪti/ is bigger than a town /taʊn/, which is bigger than a village /'vɪlɪdʒ/. A city is a very big place with a large population whereas a town has a smaller centre and high street, and a village is rural with a smaller number of houses, and just one or two shops (or no shops). The best way to show the difference is with examples students will recognise from their own country or a country they know.

- São Paulo is a city in the southeast region of Brazil with a population of over 12,000,000. It is the most populous city in Brazil, the Western Hemisphere and the Southern Hemisphere. It is the ninth largest city by population in the world.
- Ludlow is a market town in Shropshire in the UK. The town has a population of around 11,000 and dates back to Medieval times. It is well known for its impressive eleventh-century castle.
- Agüero is a village located in the mountains of the Huesca region in north-east Spain. Fewer than 150 people live in the village.

2 Ask students to read through the words in the box and tick the ones they know. Listen in as students compare their knowledge, and note which words students do not seem to know. In feedback, encourage students to share their knowledge before using pictures, mime or examples to clarify the meaning of any remaining unknown words (see Teacher development in the next column).

Background language notes

A *market* has many small shops and is often outside. A *supermarket* is a large modern shop selling all kinds of food.

- Note that we say *car park* to describe the place where people leave cars (not 'parking', which is a common assumption made by many non-native speakers of English).
- A *café* sells drinks and light food or snacks. A *restaurant* sells meals.
- Note *the train station*. We use the definite article *the* here to show that there is only one of this thing (in the town or city).
- You may want to consider introducing *mosque*, *temple* or *synagogue* (as well as *church*), depending on the mix of nationalities and religions in your class.

Teacher development: making use of peer teaching

In Exercise 2 above, students are asked to work in pairs to compare which words in the list they already know. In a monolingual class, this is an opportunity for students to use translation to peer teach. In a multilingual class, it is an opportunity for students to try out their language and communication skills to teach each other.

- The concept of peer teaching recognises that, even in a Beginner class, there is often a range of knowledge and abilities that can be utilised. Peer teaching is useful in that it reinforces students' existing knowledge, builds confidence and develops co-operation and collaboration between students. It also encourages learner independence, challenging the idea that students should rely solely on the teacher for help. Here are some suggestions for when you are presenting a new vocabulary set:

- 1 In a multilingual class, ask students to identify words in the set that are the same, or similar, in their language. Students can then compare across different languages in the class. So, a German student may guess the meaning of 'swimming pool' (from the German *schwimmbad*) and explain it to a French student (for whom the French word – *piscine* – is very different), who in turn may recognise 'cinema' (French = *cinéma*) and explain it to the German student (German = *kino*).
- 2 Ask students to tick any words that they know. Then pair the students who ticked the most words with students who ticked few of the words. Ask the stronger students to explain the new words to their classmates.
- 3 Tell students they will only be able to look up four unknown words in a dictionary. Then organise students into groups. They must explain or guess words together until they have reduced the list to only four unknown words. Then allow them to look these words up in a dictionary. Find out if groups looked up the same four words.

3  **71** Play the recording. Students listen and repeat the words in the box. Point out that the syllables in bold are stressed.

- If students find any words hard to say, model the words yourself in feedback and ask students to repeat.

71

a bank
a café
a car park
a cash machine
a church
a cinema
a clothes shop
a hospital
a hotel
a market
a park
a restaurant
a supermarket
a swimming pool
the train station

Background pronunciation notes

Words which may be challenging to pronounce include: *church* /tʃɜːtʃ/, *clothes* /kləʊðz/, *machine* /məʃiːn/ and *station* /ˈsteɪʃən/. Note also that some of these words are international (*café, hotel, restaurant, supermarket*) but students may be used to pronouncing them very differently. Point out that the 't' at the end of *restaurant* and the 'h' at the start of *hotel* are usually pronounced in English, for example.

4 Ask students to say which places are usually in villages, and which in towns. You could do this activity in open class or ask students to work in pairs before sharing their ideas with the class.

Possible answers

a) a church, a shop (but not a clothes shop), a café (perhaps), a park (perhaps)
b) a supermarket, a restaurant, a church, a park, a cash machine, a clothes shop, a car park, a hotel, a café, a bank (the others – a cinema, a swimming pool, a hospital, a train station and a market – are all possible in a town in the UK, and likely in a big town, but not necessarily in a small town)
Note that the answers may also depend on where your students come from. In some countries, most villages may have no facilities at all.

Optional extra activity Organise the class into pairs. Students take turns to mime being in the different places in Exercise 2. Students guess where their partner is.

5 **72** Play the recording. Students listen and write the places. Let students compare answers in pairs. In feedback, show the answers on the board.

Answers

1 café	3 bank
2 supermarket	4 hospital

72

1 Is there a café near here?
2 Is there a supermarket near here?
3 Is there a bank near here?
4 Is there a hospital near here?

6 **73** Play the recording. Students listen and match the answers (a–d) with the questions (1–4) from Exercise 5. Let students compare answers in pairs. In feedback, show the answers on the board.

• Draw students' attention to the phrases used to describe place or position in the answers (a–d): *next to, on (this road / the right/left), down there*.

Answers

1 d 2 b 3 c 4 a

73

1

A: Is there a café near here?

B: Yes. There's one on this road. Down there. On the left.

2

A: Is there a supermarket near here?

B: Yes. There's one next to the train station.

3

A: Is there a bank near here?

B: Yes. There's a Santander bank on this road. Down there. On the right.

4

A: Is there a hospital near here?

B: Sorry. I don't know. I don't live here.

V For more information about prepositions, refer students to page 120 of the Student's Book.

Optional extra activity Draw a street on the board (i.e. two parallel, horizontal lines) and label it 'High Street'. Elicit six different places (e.g. *café, bank, shop*) and write the words on each side of the street. Use this simple map to demonstrate and check the use of prepositions (*near, next to, on*). Then put students in pairs to practise asking and answering questions using *Is there ...?* while referring to the map on the board.

GRAMMAR *Is there ...? There's ...*

Aim

to check students' understanding of how to use *Is there ...?* and *There's ...* to ask and say where places are

7 Read through the examples in the box as a class. Point out how *There* and *is* are inverted to make the question: *Is there?*

• Organise the class into pairs. Tell them to remember and practise the conversations in Exercise 6.

8 Students work in pairs. Ask them to decide who is A, and who is B, and to find their pictures (on pages 145 and 146 of the Student's Book). Tell students to look at their pictures and prepare questions to ask.

3

A: Excuse me. Hello.

B: Yes.

A: Is there a car park near here?

B: A car park ... car park. Oh, wait, yes – there's one on London Road. Down here. The second on the right.

A: Sorry, can you say that again?

B: Sorry, yeah. So, down here. The second road. Go right.

A: The second road.

B: Yes. It's a big road called London Road. And on London Road the car park is on the left.

A: OK. Thank you.

11 **74** Play the recording again. Students listen and choose the correct word. Let students compare answers in pairs. Note that students will check their answers in Exercise 12.

Answers

- | | | |
|------------|-----------|---------|
| 1 a 200 | b next to | c left |
| 2 a this | b first | c right |
| 3 a second | b right | c left |

12 **74** Play the recording again. Students listen and read Audio script 74 on page 152 of the Student's Book and check their answers to Exercise 11. In feedback, ask which answers were difficult to hear.

13 Organise the class into new pairs. Ask students to practise the conversations from Exercise 12.

Optional extra activity Once students have practised reading out conversations, tell them to write down five key words from the first conversation. Then tell them to close their books and try to remember and improvise the conversation. If there is time, tell them to do the same with the second and third conversations.

DEVELOPING CONVERSATIONS *called*

Aim

to introduce and practise using *called* to say the names of things and places

14 Read through the information in the box with your class. Then ask students to complete the phrases with their own ideas. Let students work in pairs if they prefer to think of ideas.

Answers

Students' own ideas

Background language and pronunciation notes

Called is a past participle, and part of a reduced participle clause (e.g. *a restaurant (which is) called Gema*). Your students do not need to know this of course. However, it may be helpful to translate the form into L1 if the form or functionality is similar in their own language.

- Called* is pronounced as one syllable: /kɔːld/.

15 Read through the example conversations with the class. Organise the class into pairs. Ask students to practise similar conversations using their own ideas from Exercise 14. You could model the activity first with a reliable student. Try to show a rising intonation in the question forms. Once students have practised for a while, ask two or three pairs to act out a conversation for the class.

- As students speak, monitor closely. At the end, in feedback, point out any errors of form, use or pronunciation that you noticed.

Optional extra activity Ask fast finishers to improvise more conversations using some of the following: café, sports centre, supermarket, language school.

CONVERSATION PRACTICE

Aim

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

16 Ask students to work individually to prepare questions about the town or city they are currently in. Tell them to use the phrases given in the instructions and *called*. Elicit one or two examples to get students started. Let students compare ideas in pairs.

Possible questions

Is there a pizza restaurant called Mario's (near here)?

Is there a church in the town / near here?

Do you know a restaurant called The Lemon Tree?

17 Organise the class into groups. Ask students to work in their groups to have conversations using their questions. Point out that the answers can be real, or can be invented if they don't know the town or city well. As students speak, monitor closely. Listen for errors, new language or interesting conversations to comment on in feedback.

- Note that the recording in Audio script 75 features two example dialogues designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



75 Students listen to another two examples.

75**1**

A: Is there a swimming pool near here?

B: Yes. There's one on Green Road. It's next to the park.

A: OK, thanks.

2

A: Do you know a church called St Mary's?

B: Yes. It's on Church Road.

A: Is it far?

B: No. It's about ten minutes from here.

Communicative activity worksheet The photocopyable worksheet on page 203 can be used at this point or at the end of the unit for further practice.

WHEN ARE YOU FREE?

Student's Book pages 36–37

Communicative outcomes

In this two-page spread, students talk about days and times of day, ask when someone is free, and say how often they do things.

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

1 Organise the class into pairs to choose and do two of the three activities. Set a five-minute time limit and monitor to see how well students have learnt language from the previous lesson. You could then ask students to work with a new partner to do the last activity.

VOCABULARY Days and times of day

Aim

to introduce and practise days and times of day

2  **76** Play the recording. Students listen and repeat the days of the week. Note that the syllables in bold are strongly-stressed.

76

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Background pronunciation notes

Note that the strong stress always falls on the first syllable of days of the week. The way that days are spelt and pronounced may confuse students. For this reason, it is a good idea to ask students to listen and repeat the words without looking at the words and their spelling.

- Point out the common weak pronunciation of *day*: /dɪ/. Note, however, that many native speakers do pronounce *day* as /deɪ/ at the end of days of the week.
- Note the pronunciation of *Wednesday* /'wenzdɪ/ and *Thursday* /'θɜːzdɪ/. Note that *Tuesday* is pronounced /'tjuːzdeɪ/ or /'tjuːzdeɪ/ in British English but /'tuːzdeɪ/ in American English.

3 Ask students to complete the phrases with a day or time. Do not check answers at this stage as students will compare their ideas in Exercise 4.

4 Let students compare and discuss their answers in pairs before checking as a class.

Possible answers

Answers depend on what day it is today, as well as your students' culture. The answers below are a guide:

- 4 6am (or when it gets light) to 12 (midday)
- 5 12 (midday) to about 5pm
- 6 5 or 6pm to about 9pm
- 7 about 10 or 11pm to 4 or 5am (or when it gets light)
- 8 Monday; 10 o'clock; 11 o'clock
- 9 Sunday
- 10 6am (on weekdays in the UK)

Optional extra activity Write some related words at random on the board, e.g.: *work, sleep, study, eat dinner, play / watch sport, go shopping, go to a restaurant, go to a class*. Ask students to think about their lives and match each word or phrase to a day. They then work with a partner or in small groups to make sentences, e.g. *I work on Monday, Tuesday, Wednesday and Thursday, but I sleep on Friday!*

5 Ask students to write three days and times they are free this or next week. Demonstrate and model this by drawing a simple diary page for a week on the board. Divide each day into morning, afternoon and evening sections and complete some of those spaces with activities. Then use the 'empty' spaces to show what *free* means, and model some example sentences, e.g. *I'm free on Monday morning, but I'm not free on Monday afternoon.*

6 Ask students to practise the conversation with classmates and find two people who are free at the same time. It is a good idea to model this conversation first with a reliable student, using the diary page on the board, if you drew one in Exercise 5. You could drill the question stem and the positive and negative responses (*Are you free on ... ?; Great. Me too.; No, sorry. I'm busy.*) before asking students to start the activity.

- Depending on the size of your class, and your classroom layout, you could put students in groups of five or six to do this, or ask students to stand up, walk round and talk to as many people as they can in five minutes.

Optional extra activity Extend Exercise 6 by asking students to make arrangements with people who are free at the same time. Tell them to ask: *Do you want to go to the cinema / go shopping / go to a café / go for a walk?* etc. In feedback, find out what students have planned to do.

GRAMMAR Adverbs of frequency

Aim

to introduce and practise the use of adverbs of frequency with the present simple

7 Read through the information in the table as a class. Make sure students understand how adverbs of frequency are used in a sentence, what each adverb means, and how we say each adverb (see notes and Teacher development below).

- Ask students to work in pairs to ask and answer the questions in Exercise 7. Monitor and note how well students understand and use adverbs of frequency.
- In feedback, invite individual students to tell the class about their partner. You could follow up by asking students to write three or four sentences about their partner using the adverbs of frequency in the table on Student's Book page 36.

Possible answers

Students' own ideas

I always/usually go to work on Monday.

I'm normally free on Saturday and Sunday.

I always/usually/normally start classes at 9.

I normally go to bed at 11.

I usually wake up at 7.

Background language and pronunciation notes

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 the subject and main verb (e.g. *I sometimes go shopping.*). However, it goes after the verb *be* and auxiliary verbs (e.g. *I'm normally free.*; *I don't always go.*).
- Note that *sometimes* can also be used at the start of sentences (e.g. *Sometimes I go swimming on Saturday.*).
- The stress on all these adverbs is on the first syllable. It is a good idea to do a repetition drill to practise pronunciation. Drill the sentences in the table on page 36, paying attention to the more challenging pronunciation of *always* /'ɔːlweɪz/ and *usually* /'juːʒʊəli/.

Teacher development: using phonemes and stress indicators

Encourage your Beginner-level students to notice, record and remember the pronunciation of new words by getting them to mark stress and note unusual pronunciation features for each word or phrase. Working with phonemes also empowers students to reference and understand the pronunciation notes in dictionaries. Here are four suggestions:

- 1 Write up new words on the board with the stress marked (underline or put a dot over the strongly stressed syllable, e.g. *normally*).
- 2 Add phonemic guidance above any sounds that are particularly challenging to say (e.g. write the phonemic symbol /ʒ/ above the 's' in *usually*).

- 3 Write new words in phonemic script on the board and ask students to say them. Then ask them to match the word in phonemic script to the word written in its standard form.
- 4 Introduce students to the phonemic chart. Read out new words and ask students to use a copy of the chart to work out how to write them in phonemic script.



For further practice, see Exercises 1 and 2 in the Grammar reference on page 121.

Answers to Exercise 1, Grammar reference

- 1 I **usually** go out on Saturday night.
- 2 They're **always** late.
- 3 I **sometimes** work on Saturday.
- 4 I **always** go to mosque on Friday.
- 5 I'm **normally** free on Wednesday afternoon.
- 6 I **never** go swimming.
- 7 We don't **usually** go out at night in the week.
- 8 I'm **never** busy at the weekend.
- 9 He's not **usually** here in the afternoon.
- 10 They **sometimes** go to the beach on Sunday morning.
- 11 I don't **often** go to the cinema.

Answers to Exercise 2, Grammar reference

- 1 never
- 2 always
- 3 usually
- 4 normally
- 5 sometimes
- 6 often
- 7 usually
- 8 sometimes

Optional extra activity Write sentence starters on the board: *I never ... ; I sometimes ... ; I usually ... ; I normally ... ; I always ...*. Tell students to write true sentences about themselves using the sentence starters. Ask them to share their sentences with a partner.

READING

Aim

to practise reading for general understanding; to work out the meaning of words from context

8  **77** Lead in by asking: *When is the weekend in your country?* Ask students to say which days represent the weekend in their country or culture.

- Ask students to read the text and answer the question. The reading text is recorded so you could play the recording while students listen and read. In feedback, elicit answers.

Answer

Students' own answers

Culture notes

When the weekend falls often depends on which day of the week is considered the holy day in a particular country or culture. In Muslim countries such as Saudi Arabia, Friday is considered the holy day. In Israel, it is Saturday. In Christian countries, it is Sunday. Israel and most Muslim countries recognise Friday and Saturday as the weekend. Most other countries recognise Saturday and Sunday as the weekend.

9 Ask students to find the words and guess their meaning (see Teacher development below). Let students check their ideas in pairs. Ask students to use their dictionaries to check meaning.

Answers

- 1 *depend* = if something 'depends' on your religion, it only happens because of your religion
- 2 *companies* = people work for them (e.g. Sony, Ford and Microsoft are companies)
- 3 *government* = makes laws and rules

Background language notes

Note that *depend* is followed by the dependent preposition *on*.

- *religion* = a system of beliefs in a god or gods that has its own ceremonies and traditions
- *tradition* = an activity that happens regularly and has become the usual thing

Teacher development: working out meaning from context

When reading texts, Beginner-level students are highly likely to come across new words. Encourage your students to guess what an unknown word might mean from its context. Being able to work out what words mean (instead of always having to look them up) is an important learner skill and is a useful short cut to building a good passive vocabulary. Here are some suggestions:

- 1 Discuss with your class techniques for working out meaning:
 - Does the word look similar to a word in their language?
 - Do the other words in the sentence give information or define or describe the word?
 - Is it possible to work out which part of speech the word is?
- 2 Encourage students to underline words they don't know, and then guess and discuss them before using a dictionary or asking for a translation.
- 3 Set 'guessing words in context' tasks, e.g. ask students to underline words they do not know then choose the two words they most need or want to know. They can only look up these words, but must guess the others.

Optional extra activity Ask students to underline and guess other words in the text that they do not know.

10 Ask students to work individually to read the text again and decide which sentences are true. Let students compare answers in pairs. In feedback, elicit answers.

Answers

- 1 false (*In Indonesia, people normally only have a free day on Sunday; In Colombia ... lots of people only have Sunday free.*)
- 2 false (*In Saudi Arabia, the weekend is usually Friday and Saturday; In Indonesia, people normally only have a free day on Sunday*)
- 3 true (*In Colombia, people usually work 48 hours a week and lots of people only have Sunday free.*)
- 4 true (*... children usually go to school on Saturday morning.*)
- 5 false (*Government offices are always open on Saturday ...*)

SPEAKING

Aim

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

11 Organise the class into groups of four or five. Ask students to discuss the questions. As students speak, listen carefully and correct errors of form and pronunciation. In feedback, elicit any interesting or unusual information to share with the whole class.

12 Check that students understand all the vocabulary in the list of prompts. Give students two minutes to think of ideas before speaking. Model the activity yourself by saying how often you do things.

- Organise the class into pairs or new groups of four or five. When students are ready, ask them to share their ideas with their partner or group. As students speak, listen carefully and correct errors of form and pronunciation.

Optional extra activity You could do a class survey. Tell pairs to prepare five *How often ... ?* questions (e.g. *How often do you get up before 7? How often do you eat chocolate?*). Then ask students to stand up, walk round and interview three or four people using their prepared questions. They must note answers and report back to the class on what they found at the end.

CAN YOU HELP ME?

Student's Book pages 38–39

Communicative outcomes

In this two-page spread, students make requests and ask for permission; it introduces classroom verbs.

SPEAKING

Aim

to practise responding to a range of questions in the present simple

1  **78** Play the recording. Students listen to and read the questions. Check that students understand all the vocabulary items included in the questions (see language notes below). You could play a second time (with books closed) and ask students to repeat the questions.

 78

- 1 What time does the class start?
- 2 How long is the class?
- 3 What's the name or number of your classroom?
- 4 What floor is your classroom on?
- 5 Do you have a break? How long is it?
- 6 What's the name of your book?
- 7 Do you know the names of all the students in the class?
- 8 What's the first name of the teacher? And the family name of the teacher?
- 9 Who is the youngest person in the class?
- 10 Do you need to do homework? One hour a week? More? Less?
- 11 Is there anywhere to get a coffee in the school?
- 12 Can you have food or drink in the class?

Background language notes

floor = the level in a building, e.g. ground floor, first/second/third floor

- *family name* = we sometimes say *family name* instead of *surname*
- *homework* = work that a teacher gives a student to do outside the class
- *anywhere* = used to talk about a place that is not specific

2 Organise the class into pairs or small groups. Ask students to take turns to ask and discuss the questions in Exercise 1. In feedback, invite different groups to tell you some of their answers.

GRAMMAR *Can ...?*

Aim

to check students' understanding of how to use *Can ...?* to ask for permission, or to ask someone to do something

3 Read through the example conversations as a class. Point out how questions with *can* are formed (see notes below).

- Ask students to work in pairs to write T (teacher) or S (student) next to each question. In feedback, elicit answers. You could follow up by asking students to think of other *Can I/we/you ...?* questions (e.g. *Can I open the window? Can you turn off your phone?*).

Answers

1 S 2 S 3 S 4 S or T 5 T 6 S 7 T

Background language notes

Can is a modal verb. It has a variety of uses, but here it is being used to ask permission to do something (*Can I/we have a break?*) and to ask someone to do something (*Can you close the window?*).

- *Can* inverts with the subject to form a question. It is followed by the infinitive without *to*. Watch out for typical form errors (e.g. *I can open the window? Can I to open the window?*).



For further practice, see Exercises 1–3 in the Grammar reference on pages 121–122.

Answers to Exercise 1, Grammar reference

- 1 say
- 2 help
- 3 write
- 4 wait
- 5 go
- 6 sit
- 7 get
- 8 change

Answers to Exercise 2, Grammar reference

- 1 Can; can't
- 2 Can; can
- 3 Can; can
- 4 can't; Can; can't; can

Answers to Exercise 3, Grammar reference

- 1 *Can you help me?*
- 2 I can't hear you.
- 3 My mum can cook lots of different things.
- 4 They can't speak English.
- 5 We can leave early.
- 6 Can you write it on the board?
- 7 She can come in now.
- 8 Can I help you?
- 9 Can you three share a book?

4  **79** Play the recording. Students listen and repeat the questions from Exercise 3 as a class. You could play a second time (with books closed) and ask individual students to repeat the questions.

79

- 1 Can we have a break?
- 2 Can we have five more minutes?
- 3 Can we have drinks in the class?
- 4 Can you close the window?
- 5 Can you do exercises 6 and 7?
- 6 Can you help me?
- 7 Can you wait a minute?

Background pronunciation notes

To sound natural, polite and tentative, students need to stress the right words and attempt an expressive intonation pattern. The intonation pattern starts high and rises over the key word.

- In these requests, *Can* is weakly stressed, and the main stress is on the key word (e.g. *Can we have a **break**?* *Can you **help** me?*).

5 Organise the class into pairs. Students take turns to ask and answer questions. As students speak, listen carefully for errors of form and pronunciation. Encourage a natural, rising intonation over the key word in each question. You could even ask students to identify and underline the key word in each question before beginning to speak.

6 Ask students to complete the parts of conversations with the correct questions from Exercise 3. Elicit the first answer to get students started. Let students compare answers in pairs. Do not check answers at this stage as students will listen to check in Exercise 7.

7  **80** Play the recording. Students listen and check their answers to Exercise 6. You could play the recording a second time and ask students to repeat the questions.

Answers

- 1 Can you help me?
- 2 Can you close the window?
- 3 Can you wait a minute?
- 4 Can you do exercises 6 and 7?
- 5a Can we have a break?
- 5b Can we have drinks in the class?; Can we have five more minutes?

80

T = Teacher; S = Student

1

- T: James. Are you OK?
S: No. It's difficult. Can you help me?
T: Sure.

2

- T: Kevin. Are you OK?
S: Can you close the window? I'm cold.
T: Is everybody else cold?
S: Yes.
T: Oh, OK. Sure.

3

S1 = Student 1; S2 = Student 2

- S1: Do you want to go and have a coffee?
S2: Sure. Can you wait a minute? I need to go to the toilet.
S1: OK.
S2: Where is it?
S1: Oh – it's on the second floor. Next to the stairs.

4

- S: I'm sorry. I can't come to class on Thursday.
T: OK. Can you do exercises 6 and 7?
S: Sure.
T: And exercise 8.
S: OK
T: And maybe read page 39.
S: It's a lot!

5

- T: Are you OK?
S: We're tired. Can we have a break?
T: Of course, Sorry.
S: Is there a café near here?
T: Yes there's one on this road. On the right.
S: How long do we have?
T: Ten minutes.
S: Can we have drinks in the class?
T: No, sorry. You can't.
S: OK. Can we have five more minutes? We don't have time to drink our coffee.
T: Yes, fine.

VOCABULARY Classroom verbs

Aim

to introduce and practise classroom verbs

8 Ask students to match the phrases (1–8) with the pictures (a–h). Let students compare answers in pairs. In feedback, drill the phrases for pronunciation.

Answers

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

9 Ask students to look at the situations (1–6) and write questions with *Can you ...?* or *Can I ...?* and words from Exercise 8. Elicit the first answer to get students started. Let students compare answers in pairs. In feedback, write questions on the board or ask students to come up to the board and write their questions.

Answers

- 1 Can I sit at the front? / Can you turn on the light?
- 2 Can I share your book?
- 3 Can I come in?
- 4 Can I leave early? / Can I sit at the front?
- 5 Can you write it on the board? / Can I use your tablet?
- 6 Can you play it again? / Can I use your tablet?

10 Ask students to prepare more questions with *Can you ...?* and *Can I ...?*. Elicit one or two to get students started. Circulate and help with vocabulary if necessary. Let students compare answers in pairs. In feedback, check and correct any questions students would like to check with you.

Possible answers

You ask the teacher:

- Can you open / close the window / door?
 Can you help me?
 Can you translate this word?
 Can you repeat that?
 Can I write the answer in the book?
 Can I go to the toilet?

The teacher asks you:

- Can you open / close your book?
 Can you stop talking?
 Can you listen?
 Can I have your books?

You ask another student:

- Can I have a pen?
 Can I use your dictionary?
 Can I sit with you?

11 Organise the class into new pairs. Ask students to ask and answer the questions they prepared in Exercise 10 with their new partner.

- As students speak, monitor and note any errors students make. At the end, write up errors on the board and ask students to correct them.

PRONUNCIATION AND REVIEW

Aim

to review language from the unit and practise listening to fast and slow speech

12  **81** Tell students to read the eight sentences and questions. Play the recording. Ask students to listen and write the correct number next to each sentence or question they hear. Play and pause if necessary. Let students compare answers in pairs.

Answers

2, 4, 6, 7, 1, 5, 3, 8

** 81 and answers**

- 1 Do you know a town called Atrani?
- 2 Is there a hospital near here?
- 3 Are you free tomorrow night?
- 4 It's down this road on the right.
- 5 I normally work late on Mondays.
- 6 It's at the end of this road on the left.
- 7 There's one on the third floor.
- 8 There's one near here. The first road on the right.

13  **82** Play the recording. This recording is the same as Audio script 81 but the items are first heard spoken slowly and are then repeated at a faster, more natural speed. Ask students to listen and check their answers again. This time, with the sentences spoken slowly, they should get the answers. Let students compare answers in pairs. You could play the recording again so that students can listen and repeat.

14 Ask students to work in pairs to practise saying the sentences in Exercises 12 and 13.

15 Organise the class into new pairs. Set a one-minute time limit to write as many words as possible. In feedback, find out which pair has the most words.

Possible answers

days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, today, tomorrow, yesterday
 times of day: morning, afternoon, evening, night
 places in towns and cities: a supermarket, a restaurant, a cinema, a church, a park, a cash machine, a clothes shop, a car park, a hotel, a café, the train station, a swimming pool, a hospital, a bank, a market

Optional extra activity Give students a one-minute time limit and ask them to write a list of things they do in the classroom.



For further pronunciation practice, see Exercise 1 in the Grammar reference on page 122.

Answers to Exercise 1B, Grammar reference

1 b 2 a 3 a 4 b 5 a 6 a 7 b 8 a 9 b
 10 a 11 b 12 a

VIDEO 2: MORNING!

Student's Book page 40

Aim

to listen to what people do in the morning in countries around the world; to improve students' ability to follow and understand fast speech in a video extract; to practise asking and answering questions

1 Ask students to look at the photo. Ask: *What can you see?* Elicit ideas and words.

- Ask students to discuss the questions in pairs. Elicit ideas in feedback.

2  Ask students to read the list of countries carefully. You could drill the words to point out stress and pronunciation (*Japan, America, Turkey, Vietnam, China, Argentina, Italy, Brazil, Poland, South Africa*).
 • Play the first part of the video (0.00–0.56). Ask students to watch, listen and tick the countries they hear. Let students compare answers in pairs before checking as a class.

Answers

(in the order they are mentioned in the video):
 Japan; Italy; America; Turkey; China; Vietnam;
 Argentina

Culture notes

English speakers often refer to *the United States of America* (the USA) as just *America*. Brits, for example, will say, *I went to America for my holidays* (meaning the USA). Americans, by contrast, tend to say *the United States* or *the US* when referring to their country.

3 Organise the class into new pairs. Ask students to read the sentences from Part 2 of the video and decide which sentence goes with which country or person. Note that students will check their answers in Exercise 4.

4  Play the whole video – both Part 1 and Part 2. Ask students to watch, listen and check their answers to Exercise 3. Let students compare answers in pairs before checking as a class.

Answers

- the man from Turkey
- the woman from Italy
- the girl / the children from Japan
- the man from Argentina
- the man from China
- the woman from Vietnam
- the girl from America

5 Ask students to think about the video and complete the sentences with the numbers. Elicit the first answer to get students started. Let students compare answers in pairs before checking as a class. Note that students will check their answers in Exercise 6.

6  Play the video again if necessary. Ask students to watch, listen and check their answers to Exercise 5. Let students compare answers in pairs before checking as a class.

Answers

- a 10; 50 b 1st; 5 c 13 million d 7.30 e 73
 f 200 g 8; \$490

SPEAKING

Aim

to practise asking and answering questions

7 Organise the class into groups of four or five to practise asking and answering questions.
 • As students speak, monitor and offer support and help with vocabulary. In feedback, ask individuals what they found out by speaking to people in their group.
 • Use the opportunity to write up on the board sentences with errors made by students as they spoke. Ask students to correct the errors in pairs.

Optional extra activity Ask the class to use the questions to interview you.

1

Part 1

The end of the weekend. The start of a new week.
 Morning. Time to get up!
 On a train in Japan a girl and boy sleep.
 In Italy, a mother wants to sleep – but she can't.
 In America, a girl has her breakfast at school.
 In Turkey, a man walks to his office.
 In China, old people do exercise in the park.
 In Vietnam, women sell flowers.
 In Argentina, a man starts work.

Part 2

This is Maiko. She's ten. She gets up at six in the morning. She lives far from her school. It takes 50 minutes. In Japan children usually go to school on their own.
 This is Federica and her son Paolo. Paolo is her first child. He often wakes up at five.
 This is Nicole. she has milk and cereal for breakfast. She lives in Boston. Some schools give all students a free breakfast. In America, 13 million children don't have breakfast.
 This is Serhat. He starts work at 7.30. He normally walks there. He has an important job in a bank.
 This is Yang. He's 73. He goes to the park every morning. He does exercise. He sometimes does Tai Chi. He meets his friends.
 Le Thi May lives in Hanoi. She sells flowers in the street. She has 200 flowers on her bike – or more.
 This is Diego. He starts work at eight. He gets 490 dollars a month. The building is a new block of flats in Buenos Aires.

REVIEW 2

Student's Book page 41

Aim

to consolidate vocabulary and grammar from Units 3 and 4

Answers

1

- | | |
|-----------|----------------|
| 1 any | 5 Do you have |
| 2 I'm not | 6 Is there |
| 3 you | 7 doesn't |
| 4 never | 8 does it take |

2

- 1 Do you have a mobile?
- 2 Is there a supermarket near here?
- 3 They're not / They aren't French.
- 4 It doesn't take a long time.
- 5 Do you need to do it today?
- 6 She doesn't like coffee.

3

- | | |
|-----------|-----------|
| 1 Can I | 4 Can I |
| 2 Can you | 5 Can you |
| 3 Can you | 6 Can I |

4

- 1 Is the restaurant usually busy on Saturday night?
- 2 What time do you normally get up?
- 3 I never go to the beach. I can't swim.
- 4 I always get up late on Sundays.
- 5 I don't normally go out in the week.
- 6 I usually get the bus to work, but I sometimes / sometimes I get a taxi.

5/6 See Audio script 83 below.

7

- | | |
|------------|---------|
| 1 turn off | 5 share |
| 2 take | 6 get |
| 3 want | 7 go |
| 4 sit | 8 use |

8

Places: bank, church, cinema, hotel, market
 Things: bag, brush, charger, map, toothpaste
 Days/Times: afternoon, evening, Saturday, tomorrow, yesterday

9

- 1 *The supermarket's closed.*
- 2 I'm *busy* on Monday.
- 3 It's very *hot*.
- 4 I get up *early* on Sundays.
- 5 I go there every *morning*.
- 6 It's a *good* film.
- 7 It's on the *left*.
- 8 They're my *new* shoes.

10

- | | | |
|-----------|-------------|---------|
| 1 married | 4 difficult | 7 tired |
| 2 hungry | 5 well | 8 great |
| 3 small | 6 long | |

83

- 1 Does she have any brothers or sisters?
- 2 I sometimes go shopping in the market near here.
- 3 They're not in my class at school.
- 4 Do you need anything else?
- 5 There's a car park on the left.

5 GOING PLACES

WORDS FOR UNIT 5

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the Student's Book to the class, point to the first photo and read out the words (*go out in the evening*). Students should be able to guess the phrases from the visual context and some of the words they will already know (*go, evening, use, etc.*) but you may need to check the meaning of some items (e.g. *show ticket* and (*credit*) *card* with realia; mime *using a ticket machine*).

2  **84** Play the recording. Ask students to listen and repeat the phrases. Note that stressed syllables are shown in bold in the word box. If students have any problems saying any of the phrases, model them yourself, and encourage students to try again.

84

- 1 go out in the evening
- 2 visit a museum
- 3 use the ticket machine
- 4 pay by card
- 5 the Old Town
- 6 stay at home
- 7 the main square
- 8 wait on the platform
- 9 a bus stop
- 10 What time's the flight?
- 11 sleep well
- 12 play football

- In feedback, correct any errors students made or point out the pronunciation of any words students found hard to say.
- End this stage by asking your students to say if they know any other words in English related to the photos (e.g. *children, teacher, bag, people, etc.*). 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 verbs from this exercise on the board (*visit, use, pay, stay, wait, sleep, play*). Ask students in pairs to think of as many words that go with the verbs as they can (e.g. *pay for dinner, play tennis, stay in a hotel, visit an old town, etc.*).

Background language and pronunciation notes

Note the prepositions that go with some words (*in the evening, by card, at home, on the platform*).

Note the pronunciation of *museum* /mju:'zi:əm/, *flight* /flaɪt/ and *square* /skweə(r)/.

3 Ask students to work in pairs and 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.

GOOD PLACES TO GO

Student's book pages 44–45

Communicative outcomes

In this two-page spread, students will practise asking about good places to go.

SPEAKING

Aim

to talk about where you go and what you do there

1 Organise the class into pairs. Ask students to take turns to ask questions using the prompts. You could model this activity first by asking two or three questions round the class, or by doing some open-pair drilling from prompts (see Teacher development below).

- You could revise present simple question forms before asking students to do this task. Refer students to the Grammar section on page 17 in Unit 2 of the Student's Book.

Answers

Students' own ideas

Teacher development: open-class drilling

At Beginner level, it is a good idea to provide controlled drilling practice before expecting students to accurately ask and answer questions. Drilling consolidates meaning, builds confidence and is very effective in promoting accurate question formation and pronunciation. You could follow this procedure for Exercise 1:

- With books closed, write some of the prompts from Student's Book page 44 on the board (e.g. *buy new clothes, have a walk, go swimming, see a film*). Say: *Where do you go to buy new clothes?* Provide a clear example of stress and intonation, showing that *do you* and *to* are weakly stressed. It is then a good idea to break it down into chunks for initial repetition: *Where do you go / to buy new clothes?*. Use a sweeping arm gesture to get the whole class to repeat each chunk. Then have them repeat the full question. Ensure students pay attention to producing the correct question form and to stressing the key words (*Where / go / buy new clothes*) and saying the unstressed words naturally (*do you* = /djə/; *to* = /tə/).
- Look at a student and point to one of the other prompts to elicit the question. Prompt them to correct any errors of form or pronunciation by either using a facial expression that shows it wasn't quite correct, or by modelling the correct question for them to repeat.
- Then motion for the same person to ask another student the question in an open-class drill. Encourage that student to answer naturally. Do this four or five times across the class with different students until the class is clear not just on what to say, but how to say it.
- Once students are confident and accurate in forming the questions, ask them to work in closed pairs to interview each other.

2 First, elicit the five adverbs of frequency that students studied on page 36, Unit 4 (*always, normally, usually, sometimes, never*). Then ask students to work in pairs to say where they usually do four of the activities from Exercise 1. In feedback, ask different students to say what they found out about their partner.

Answers

Students' own ideas

LISTENING

Aim

to help train students to listen for gist and for specific words

3  **85** Give students a moment to look at the places. Play the recording. Students listen and match conversations 1–5 with the places a–e. Let students compare their answers in pairs before checking as a class.

Answers

1 d 2 a 3 c 4 e 5 b

 85**1**

A: I want to buy some new clothes. Are there any good shops near here?

B: Yes. Try an area called Cihangir. I always go shopping there. There are lots of nice places.

2

C: I want to go swimming this afternoon. Where's the best place to go?

D: Well, there's a pool on this road. Or there's a beach about thirty minutes from here.

3

E: Are there any places to go out in the evening here?

F: Not in the village. People go to the town. There's a cinema in the town and there are some nice places in the main square.

F: OK.

4

G: Is there a nice café or restaurant near here? I want to have some lunch.

H: Yes. There are lots of good places. Try Ariel. It's on a street called Szeroka. In Kazimierz.

5

I: Hello there. I want to see some interesting art today. What's a good place to visit?

J: Well, there's a good museum in the centre. It's near the station.

Culture notes

- Cihangir is a neighbourhood of narrow streets and street cafés in the city of Istanbul in Turkey.
- Kazimierz is a historical district of the city of Kraków in Poland.

- 4  85 Play the recording again. Students listen and answer the question. Let students compare their answers in pairs before checking as a class.

Answers

- 1 buy some new clothes
- 2 go swimming
- 3 go out in the evening
- 4 have something to eat / some lunch
- 5 see some interesting art

- 5  85 Ask students to read the extracts and try to remember or guess the missing short words. Play the recording. Students listen and check. Let students compare their answers in pairs before checking as a class.
- If you prefer not to play the recording a third time, make this a research task. Tell students to check their answers by looking at Audio script 85 on page 153 of the Student's Book.

Answers

- 1 near
- 2 on; about
- 3 in; to; in
- 4 on; in
- 5 in; near

Optional extra activity Ask students to remember (or look and find) all the places in a village or town mentioned in the recording (*shops, pool, beach, cinema, square, café, restaurant, museum, station*).

DEVELOPING CONVERSATIONS *best*

Aim

to introduce and practise *best* to talk about one thing that is very good

- 6 Read through the information in the box with your class. You could ask students to translate the sentences in the box into their first language to check meaning (see Teacher development in the next column).
- Organise the class into small groups to think of the best places in their town or city. In feedback, ask each group to present their ideas: (*We think the best restaurant is The Lemon Tree in Summertown and the best museum is the Ashmolean ...*).

Answers

Students' own ideas

Background language notes

Best is the irregular superlative form of the adjective *good*. Being a superlative (and, therefore, referring to one thing) it is regularly used with *the* to describe nouns (*the best restaurant, the best museum, etc.*).

- *It's best to ...* = an expression used to recommend doing something

Teacher development: using translation

The views of teachers on using L1 in the classroom vary greatly. However, at low levels, it can be a very useful and efficient tool when clarifying lexical meaning or explaining grammatical rules. Here are some suggestions:

- 1 Make your policy on use of L1 clear. In a monolingual class, it is a good idea to make English the lingua franca of your classroom. Instruct in English and insist on students talking to each other in English. However, you can signal a switch to the students' L1 when checking sets of words or grammar rules. The important thing is that students know when L1 will and can be used.
- 2 Regardless of whether your class is monolingual or multilingual, asking students to translate example sentences (like those in the exercise above) is a good exercise. It allows students to record the meaning clearly, but also gives them the chance to reflect on how particular features of English work in the same way, or differently from, their L1.
- 3 In a multilingual class, get students to compare their translations and to say whether their language is more similar to English than the languages of some of their classmates.

GRAMMAR *Are there ...? / There are ...*

Aim

to introduce and practise using *Are there ...?* and *There are ...* to ask and talk about places in a city, town or village

- 7 Read through the information in the box with your class. As with *There is ...* and *Is there ...?*, draw students' attention to the fact that *there* and *are* are inverted to form a question: *Are there ...?*

- Ask students to choose the correct words in Exercise 7. Elicit the first answer to get students started. Let students compare answers in pairs before checking as a class.

Answers

- 1 Is there; There are
- 2 Are there; There are
- 3 a; there's
- 4 any; there's

Optional extra activity Ask students to practise the conversations in this exercise in pairs.

Background language notes

Point out how *There are ...* is inverted to *Are there ...?* to make a question. We use *There are ...* with plural nouns and *There is ...* with singular or uncountable nouns.

- In questions, we use *any* with a plural noun. In the affirmative, we use *some*. You may also wish to teach the short answers: *Yes, there are.* and *No, there aren't.*

- 8  86 Ask students to read the sentences first. Play the recording.

86

- 1 Are there any good shops near here?
- 2 Are there any nice places to eat?
- 3 Are there any markets in town?
- 4 There are some nice cafés in the main square.
- 5 There are lots of good places to go.
- 6 There are normally a lot of people there.

Background pronunciation notes

Notice the weak stress and linking in these questions. *Are there any ...?* becomes /əðə_r_enɪ/ in natural speech. Similarly, *There are* becomes /ðeə_rə/ or (in very fast speech) /ðə_rə/.

G For further practice, see Exercises 1–3 in the Grammar reference on page 122.

Answers to Exercise 1, Grammar reference

- 1 *There are some men outside.*
- 2 *There are no toilets.*
- 3 *There are no bars near here.*
- 4 *There are some / a lot of / three shops on this road.*
- 5 *There are some / a lot of / two restaurants in the square.*
- 6 *There are no cinemas in the area.*
- 7 *There aren't any hospitals in the town.*
- 8 *There are some / a lot of / six people in the café*
- 9 *There are some / a lot of / six men in our class.*

Answers to Exercise 2, Grammar reference

- | | |
|-----------|-----------|
| 1 Are | 6 a |
| 2 's / is | 7 are |
| 3 are | 8 Is |
| 4 a | 9 's / is |
| 5 any | |

Answers to Exercise 3, Grammar reference

- | | | |
|----------------|------------|---------------|
| 1 there aren't | 2 there is | 3 there isn't |
|----------------|------------|---------------|

9 Ask students to work in pairs to practise saying the sentences in Exercise 8. You could start by playing the recording again and asking students to repeat the sentences.

Optional extra activity Ask fast finishers to write their own dialogue using *There are ...* and *Are there ...?*

VOCABULARY Getting there

Aim

to introduce phrases to talk about journeys

- 10** Ask students to match the phrases (1–8) with the pictures (a–h). Let students compare answers in pairs before checking as a class. In feedback, make sure students understand all the words. You can check understanding by miming some of the situations and asking students to tell you the phrase.
- To practise pronunciation, say the phrases clearly and then ask students to repeat them.

Answers

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

Background language and pronunciation notes

We say *get on/off* a bus, coach or train (but *get in/out of* a car or taxi).

You can *get* or *take* a taxi.

You *take the metro* in most cities (but it's called *the underground* in London and *the subway* in New York and other American cities).

Note the potentially challenging pronunciation of *change* /tʃeɪndʒ/ and *walk* /wɔːk/ to *work* /tə_wɜːk/. Many low-level students find it hard to differentiate between a long /ɔː/ sound and a long /eː/ sound.

WRITING

Aim

to practise writing sentences using phrases to describe journeys

11 Ask students to read the six example sentences. Model the activity by saying or writing on the board two or three sentences that are true for you.

- Ask students to write true sentences by changing the words in red. Remind them that they may also need to change some of the other words, depending on the final sentence. Let them compare and correct sentences with a partner.

Possible answers

Taxis in my town are very expensive.
I usually walk to work but on Fridays I get a taxi.
I usually wait about five minutes for the bus.
I never get a taxi to go to work. I always get the bus.

CONVERSATION PRACTICE

Aim

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

12 **87** Explain to students that they will hear the five conversations from Exercise 3 again, but that each one is extended. Play the recording. Students listen and complete the table. Let students compare answers in pairs before checking as a class.

Answers

	How get there?	How long?
1	walk	10 minutes
2	train	30 minutes
3	car or taxi	20 minutes
4	bus	10 minutes
5	taxi	10 or 15 minutes

87

1

- A: I want to buy some new clothes. Are there any good shops near here?
 B: Yes. Try an area called Cihangir. I always go shopping there. There are lots of nice places.
 A: OK. How do you get there?
 B: Oh, you can walk. It's not very far. Maybe ten minutes.
 A: Thank you.

2

- C: I want to go swimming this afternoon. Where's the best place to go?
 D: Well, there's a pool on this road. Or there's a beach about thirty minutes from here.
 C: A beach is good. How do you get there?
 D: Take the train. The station is two minutes from here. Leave the hotel. Go left. It's there. Trains go every fifteen minutes, so ...
 C: Great. Thank you.

3

- E: Are there any places to go out in the evening here?
 F: Not in the village. People go to the town. There's a cinema in the town and there are some nice places in the main square.
 E: OK. How do you get there?
 F: Car or taxi. It takes twenty minutes.
 E: How much is a taxi?
 F: About twenty euros.

4

- G: Is there a nice café or restaurant near here? I want to have some lunch.
 H: Yes. There are lots of good places. Try Ariel. It's on a street called Szeroka. In Kazimierz.
 G: OK. Thank you. How do you get there?
 H: Take the bus. Number 16 and number 25 go there. The stop is one minute from here.
 G: Great. How long does it take?
 H: About ten minutes.

5

- I: Hello there. I want to see some interesting art today. Where's a good place to visit?
 J: Well, there's a good museum in the centre. It's near the station.
 I: OK. Thanks. How do you get there?
 J: You can take the bus, but it's best to get a taxi. It takes ten or fifteen minutes. They're not very expensive.
 I: OK. Thank you. Can I get a taxi from here?
 J: Yes, of course. I can phone and get one for you.

Optional extra activity With a confident class, play the recording again and ask students to note next to the table the place that each person wants to go to (1 the shops, 2 the beach, 3 the town, 4 the café/restaurant, 5 the museum). Then, using the information in the table, ask students to work in pairs to ask and answer the questions, e.g.

A: *How do you get to the shops?*

B: *You walk.*

A: *How long does it take?*

B: *About 30 minutes.*

13 Ask students to prepare questions. Elicit one or two examples to get students started. Let students compare ideas in pairs.

Possible questions

Are there any good shops near here? I want to buy a bag.

Is there a supermarket in the centre? I want some food.

I'd like a coffee. Are there any nice cafés in Parker Street?

14 Organise the class into pairs. Ask students to exchange questions and to prepare answers and directions. You could model this activity first. Read out an example question and a possible answer. Tell students that the directions can be to real places, or can be made up.

15 When pairs are ready, ask them to act out conversations using their questions. As students speak, monitor closely. Listen for errors, new language or interesting conversations to comment on in feedback.

- When students have practised asking and answering all their questions, you could ask them to cover their questions and try to repeat or improvise the conversations using only the flow diagram in the Students' Book.
- In feedback at the end, comment on good pieces of language that students used and model improved versions of language students didn't quite use correctly during the activity.
- Note that the recording in Audio script 88 is an example dialogue designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.

 **88** Students listen to another example.

88

- A: Hello. Can I help you?
 B: Yes. I want to have a walk. Is there anywhere nice near here?
 A: There's a nice park down the road.
 B: How do you get there?
 A: It's best to take a bus! It takes ten minutes. Or you can walk. It takes twenty minutes.
 B: OK. Thanks.

HAVE A GOOD TRIP!**Student's Book pages 46–47****Communicative outcomes**

In this two-page spread, students buy tickets and talk about where they are going.

REVIEW**Aim**

to revise language from the previous lesson

1 Ask students to work individually to write two nouns next to each verb. When students have completed items 1–5, organise the class into small groups to compare answers. In feedback, elicit answers from each group and write up a range of possible answers on the board.

Possible answers

- 1 take the train / bus / red line
- 2 get off the bus / train / at the next stop
- 3 visit the museum / a friend / the old town / London / a city
- 4 wait for the bus / the train / a friend
- 5 buy some clothes / a drink / some food

2 Tell students to read the questions and then add one more question of their own. Then organise the class to ask and answer the questions in small groups or in a class mingle. Set a five-minute time limit and monitor unobtrusively, gauging how well students have learnt language from the previous lesson.

Possible answers

Here is a possible dialogue with an extra question:

- A: How do you normally get here?
 B: I always get the bus.
 A: How long does it take?
 B: It usually takes 35 minutes.
 A: What bus do you get?
 B: The C3.

READING**Aim**

to practise reading for general and specific comprehension and to work out the meaning of words from context

3 Lead in by asking students to look at the photos. Ask: *What can you see?* Brainstorm key words onto the board: *train, station, platform, line, first class*.
 • Ask students to read the first line of the text (in green) and discuss the questions open class or in pairs.

Possible answers

Yes – it's good to eat, sleep and talk to people on trains. You can get off and see interesting places. Some trains are cheap.
 No – trains are slow, take a long time and are usually expensive.

4  Ask students to read the text and match paragraphs 1–3 with photos a–c.
 • The reading text is recorded so you could play the recording while students listen and read. Let students compare answers in pairs before checking as a class.

Answers

1 b 2 c 3 a

5 Ask students to read the text again and match sentences a–c with paragraphs 1–3. Let students compare answers in pairs before checking as a class.

Answers

a 3 b 1 c 2

Culture notes

- Grand Central (Station or Terminal) is a commuter and intercity railroad terminal at 42nd Street and Park Avenue in Midtown Manhattan in New York City. It was opened to the public in 1913.
- The West Highland Railway Line follows a famously scenic route along Scotland's west coast, with views of islands and Scotland's highest mountain, Ben Nevis. In summer, you can travel between the towns of Fort William and Mallaig on a steam train.
- Kyushu is the third largest and most south-westerly of Japan's four main islands.
- The famous Orient Express train route goes across Russia from Moscow in Europe to Vladivostok on Asia's far eastern coast. This passenger train service was started in 1883.

6 Ask students to work individually to read and answer the questions. Let students compare answers in pairs before checking as a class.

Answers

- 1 in New York
- 2 in Scotland
- 3 in Kyushu, Japan
- 4 the journey on the Seven Star train
- 5 the journey from Moscow to Vladivostok

7 Ask students to find the words in red and guess their meaning. Let students check in pairs. Finally, allow students to use their dictionaries to check meaning.

Answers

beautiful = very attractive to look at
single ticket = a ticket for a train that goes from A to B only (opposite of return – a return goes from A to B then back to A again)
costs = the amount of money you must pay
passengers = people on a train or bus or plane
dinner = the main meal of the day, eaten in the evening or at midday
third class = a cheap ticket or seat (compare *first class* and *second class*)

Optional extra activity Ask students to underline and guess other words in the text that they do not know. Encourage students to then share their knowledge in pairs or small groups. Finally, they can use a dictionary to check the meaning of any words they are still unsure of.

8 Organise the class into new pairs or small groups. Ask students to discuss the questions.

Optional extra activity Ask students to tell you about a well-known train service in their country.

VOCABULARY Buying tickets

Aim

to introduce and practise words used when buying a ticket

9 90 Play the recording. Students listen and repeat the words and phrases. In feedback, check the meaning of the words. You could use mime, pictures and realia to check most of the words.

90

cash	pay by card
change trains	a receipt
enter your number	return
first class	second class
a machine	single
the next train	a ticket

Background language and pronunciation notes

cash = real money (not a credit or debit card)

enter your number = to type your number on the pad or screen

single = one way journey; *return* = a journey there and back
 Note the strong stress shown in bold on each of the words in the box. Note the difficult pronunciation of *receipt* /rɪ'si:t/.

10 Ask students to read the conversation and complete it with one word from Exercise 9 in each space. You could ask students to cover the box before attempting the exercise to make it a bit more challenging. Elicit the first answer to get students started. Let students compare and discuss answers in pairs. Note that students will check their answers in Exercise 11.

11 91 Play the recording. Ask students to listen and check answers. Let students compare answers in pairs. Then write the answers on the board.

Answers

1 ticket 2 machine 3 card 4 Single 5 First
 6 number 7 receipt 8 next

91

A = assistant; T = tourist

A: Do you want to buy a ticket?

T: Er ... yes.

A: You can use the machine over here. You can pay by cash or card and you don't need to wait.

T: Oh, OK. Is the machine in German?

A: Yes, but I can help you. It's OK. Come with me.

T: OK.

A: Where are you going?

T: Lausanne.

A: Single or return?

T: Return.

A: For now, right?

T: Yes. And back on Monday.

A: Yes, fine. First class? Second class?

T: Second class is fine.

A: OK. Do you want a receipt?

T: Yes, please.

A: Put your card in here and enter your number.

T: OK.

A: And here are your tickets and receipt.

T: When's the next train?

A: 9.47. From platform eight.

T: Sorry. Which platform?

A: Eight – at 9.47.

T: OK. Thank you for your help.

A: You're welcome. Have a good day.

12 Ask students to practise the conversation with classmates. Depending on the size of your class, and your classroom layout, you could put students in pairs to do this, or ask students to stand up, walk round and talk to as many people as they can in five minutes.

Optional extra activity Bring in a local train timetable. Ask students to prepare and act out conversations based on the local timetable.

DEVELOPING CONVERSATIONS

Where are you going?

Aim

to practise asking Where are you going?

13 Read through the example conversations in the box as a class. It is a good idea to ask students to listen to and repeat the question to practise form and pronunciation (see notes on the next page).

- Ask students to write down five places to go to. You could ask students to work in pairs to help with ideas.

Background language and pronunciation notes

Where are you going? = (in this context) What's your destination?

- Note the strong stress on *Where* and *go*, and the weak stress on *are* and *you*, which are reduced to /ə/ sounds: /əjə/. Use a simple repetition drill to practise these sounds.

14 Ask students to work in pairs to ask and answer questions. You could model a conversation with a reliable student first to make sure students are clear about the task. Monitor and note how well students use *Where are you going?*. Be prepared to gently correct students if they are not using the question form correctly.

Possible answers

Possible conversations:

A: Where are you going?

B: The pizzeria in the city centre.

A: Oh, yes. It's in the High Street near the supermarket. You can walk there.

A: Where are you going?

B: The National Sports Centre.

A: OK. Take the number 7 bus. It takes about 20 minutes.

Teacher development: practising dialogues

At Beginner level, students are often asked to practise reading dialogues. Here are some ways of extending this activity, or making it more challenging:

- 1 Ask students to cover part of the dialogue in the book. That way they can see some of it for support, but have to remember or improvise the section that is covered.
- 2 Show the dialogue on the board, using your classroom technology, but blank out key parts of the conversation. Students then fill in the missing information as they practise the conversation. As students gain confidence, you can gradually blank out more and more of the conversation.
- 3 Write key phrases on the board as prompts. Students work from these with books closed.
- 4 Ask students to memorise short dialogues with a partner then act them out for the class.
- 5 Remember that practice makes perfect, but that endless repetition can get dull. To combat this, provide a variety of tasks, mix the pairs, and consider using mingles or group activities to vary the interaction.

SPEAKING

Aim

to talk about where you go and what you do there

15 Organise the class into pairs. Ask students to practise the conversation in Exercise 10 twice more (see Teacher development in the next column). Tell them to take turns to play the different roles (assistant and tourist). Point out that the first time they read it they should change and improvise the information in red, and the second time the information in blue.

- As students speak, monitor and note any errors they make. At the end, write up errors on the board and ask students to correct them.

Optional extra activity Once students have changed and practised the conversation twice, ask fast finishers to cover all or half of the conversation on page 47 of the Student's Book, and try to remember and improvise the conversation.

GOOD PLAN!**Student's Book pages 48–49****Communicative outcomes**

In this two-page spread, students will practise talking about and making plans.

LISTENING**Aim**

to listen for general understanding and to recognise new forms in context

- 1** You could lead in with a live listening. Tell the class what you normally do after class or on holiday. Ensure that you model the use of several adverbs of frequency as a review. In feedback, ask the class to say what they heard.
- Organise the class into pairs or small groups to discuss the questions. In feedback, ask different groups to tell you what their classmates normally do.

Possible answers

After class, I normally go to a café / go shopping / go home.
After work I often go to the gym / visit friends.
On holiday, I usually go to the beach / visit family in Australia.

- 2** **92** Tell students they are going to listen to three conversations. Play the recording. Students listen and match each conversation with situation a or b. Note that two conversations match the same situation. Let students compare answers in pairs before checking as a class.

Answers

a: 2 b: 1 and 3

92**1**

A: What are you doing now?
B: I'm going home. I need to study. And you?
A: I'm going to have a coffee. Do you want to come?
B: Sorry, I can't. I don't have time today.
A: OK. See you tomorrow.

2

C: What are we doing now? Do you want to get something to eat?
D: No. I'm going to stay here.
C: Are you going to your room now?
D: Yes. I'm tired. I'm going to bed. It's an early flight tomorrow.
C: That's true. What time are we going?
D: Five. The flight is at 7.15 and it takes thirty minutes to the airport.
C: Right. Well, I need to eat something.
D: OK. I'll meet you here tomorrow morning.
C: Five o'clock?
D: That's right. See you then.
C: Yep. Sleep well.

3

E: What are you doing now?
F: I'm going to meet a friend. Do you want to come?
E: Where are you going?
F: Cheers. It's a place in New Street. Do you know it?
E: No.
F: It's good.
E: OK. Great. How do you get there?
F: Bus.
E: OK. Can I go the toilet first?
F: Sure. I'll meet you outside.
E: I need some money, too.
F: Me too. There's a cash machine next to the bar.

- 3** **93** Tell students not to worry about completing the lines at this stage. Play the recording. Students listen and repeat the sentences. Pay attention to the weak and strong stresses and the elision here (see Pronunciation notes below).

93

a I need some money.
b I need to study.
c I need to eat something.
d I'm going home.
e I'm going to bed.
f I'm going to have a coffee.
g I'm going to meet a friend.
h I'm going to stay here.

Background pronunciation notes

Note the elision, or the omission of the second 'g' sound, in *going to*. The pronunciation of /'gəʊɪŋ/ changes to /'gəʊɪntə/, (i.e. /ŋ/ changes to /n/) in natural speech. In some varieties of fast speech, it is further elided to /'gənə/. This last version is often heard in the lyrics of popular songs and students may therefore be familiar with it. It is, however, considered to be very informal.

- 4** **92** Play audio track number 92 again. Students listen and write the number of the conversation next to each sentence (a–h) in Exercise 3. Let students compare answers in pairs before checking as a class.

Answers

a 3, b 1, c 2, d 1, e 2, f 1, g 3, h 2

- 5** Discuss the questions in open class. If students are unsure of any answers, you could play the recording again, or you could refer students to Audio script 92 on page 154 of the Student's Book.

Answers

a 3 b 1 and 2

Optional extra activity Ask students to work in pairs to choose three phrases from the audio script that they would like to learn and use (e.g. *sleep well, I'm tired, get something to eat, go to the toilet*). Pairs write them down and pass them to another pair. Pairs now write their own short dialogue using the three phrases they have been given. Students act out their dialogues for the class.

GRAMMAR Talking about plans:

I'm / We're going ...

Aim

to introduce and practise *I'm / We're going ...* to talk about future plans

6 Read through the example sentences in the table as a class (see Language notes below).

- Ask students to put the words in Exercise 6 in the correct order to make sentences. Elicit the first answer to get students started. Let students compare answers in pairs before checking as a class. Note that students will check their answers in Exercise 7.

7  **94** Play the recording. Students listen and check their answers. Let students compare answers in pairs before checking as a class. It is a good idea to show the corrected sentences clearly on the board using your classroom technology.

- You could play the recording a second time and ask students to repeat the sentences.

94 and Answers

- 1 I'm going to meet my brother tonight.
- 2 We're going to the park this afternoon.
- 3 We're going to the beach on Sunday.
- 4 I'm going to have a coffee now.
- 5 We're going to have a party tomorrow night.
- 6 I'm going to the pool with some friends tomorrow morning.

Background language notes

Grammatically, there are two structures introduced in this lesson: the present continuous for arrangements with the verb *go* and a future time reference (e.g. *I'm going home on Monday, I'm going to the gym tomorrow*), and *going to* + infinitive to make plans (*I'm going to see a film, I'm going to play football*). It is possible to say *I'm going to go home / to the gym*, but native speakers tend to avoid saying *I'm going to go*. It sounds unnecessarily long.

- Note that there is no need to explain any grammar rules at this stage. Students need to learn that *I'm going* can be followed by certain forms when making plans: *to the gym, to meet a friend*, etc. By encouraging students to recognise and learn lexical patterns, they will soon get the hang of how to use this structure.

8 Organise the class into pairs. Students take turns to make and respond to invitations. As students speak, listen carefully for errors of form and pronunciation. Encourage natural pronunciation with weak stresses and elision.

9 Ask students to prepare and write plans using *going to*. You may wish to initially restrict students to using only the *going to* + infinitive form to keep things simple. With more confident students, you could allow them to include the present continuous. Elicit one or two ideas to get students started. Let students compare ideas in pairs.

Possible answers

I'm going to meet friends after the class.
I'm going (to go) to the cinema tonight.
I'm going (to go) on holiday next week.

10 Organise the class into groups of four or five. Students take turns to tell each other their plans. As students speak, listen carefully for errors of form and pronunciation. Encourage natural pronunciation with weak stresses and elision.

11 Ask students from each group to report back on their group mates' plans. At the end, in feedback, you could write up any key or recurring errors students make and analyse them as a class.

Optional extra activity Ask students to write you an email in which they tell you about their future plans.



For further practice, see Exercises 1–4 in the Grammar reference on page 123.

Answers to Exercise 1, Grammar reference

- 1 'm
- 2 're; Do
- 3 Do; 'm
- 4 'm; Are; 'm
- 5 Do; 're; Do

Answers to Exercise 2, Grammar reference

- 1 *I'm going home at seven.*
- 2 *We're going to the beach on Saturday.*
- 3 *I am going to the cinema tonight.*
- 4 We're **going** to have a coffee.
- 5 I'm going **to** the park after the class.
- 6 We're going to see the Old Town tomorrow.
- 7 We're going **to** meet some friends later.
- 8 We're going to finish **at** six.

Answers to Exercise 3, Grammar reference

- 1 a 2 b 3 b 4 a 5 a

Answers to Exercise 4, Grammar reference

- 1 walk
- 2 swimming
- 3 coffee
- 4 shopping
- 5 dinner
- 6 run

GRAMMAR

Asking about plans: *going* and *doing*

Aim

to introduce and practise using *going* and *doing* to ask about plans

12 Read through the example sentences in the table as a class.

- Ask students to write questions using the information in the table as a guide. Elicit the first answer to get students started. Let students compare answers in pairs.

Answers

- 1 What time are you going / When are you going
- 2 Where are you going
- 3 What are you doing tonight / Where are you going tonight
- 4 Are you going; Are you (going)

13  **95** Play the recording and ask students to repeat the questions.

95

Are you going?
 What time are you going?
 Where are you going?
 What are you doing after the class?
 What are you doing tonight?

Background language notes

Note the inversion of the subject and auxiliary verb to make questions. You can show this in a simple table:

Q word	auxiliary verb	subject	main verb
Where	are	you	going?
What	are	you	doing?

Background pronunciation notes

Note the strong stress on the question word and on the first syllable of the main verb. By contrast, note the weak stress on *are* and *you*, which are linked and reduced to /ə/ sounds: /əjə/.

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 123.

Answers to Exercise 1, Grammar reference

- 1 doing
- 2 Do
- 3 are
- 4 do you do?
- 5 are you going
- 6 What time

Answers to Exercise 2, Grammar reference

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

14 Organise the class into pairs. Students take turns to ask about plans from Exercise 9. Encourage students to ask their partner further questions to find out more about the plans. As students speak, listen carefully for errors of form and pronunciation. Insist on a natural pronunciation with weak stresses and elision.

Optional extra activity Extend this activity into a mingle. Students walk round the class and ask questions about plans.

Possible answers

Possible conversation:

- A: What are you doing after the class?
 B: I'm going to meet friends after the class.
 A: Oh. Where are you going?
 B: To a café in the Old Town. We're going to have a coffee.
 A: Great!

DEVELOPING CONVERSATIONS

I'll meet you

Aim

to check students' understanding of how to use *I'll meet you* to say when and where to meet

15  **96** Read through the example sentences in the box as a class.

- Play the recording. Students listen and choose the correct words in Exercise 15. Let students compare answers in pairs before checking as a class.
- You could play the recording again. Ask students to repeat the sentences, paying attention to the pronunciation of *I'll* (see language notes below).

Answers

- 1 the hotel
- 2 the station
- 3 at the bus stop
- 4 there
- 5 five

96

- 1 I'll meet you at the hotel.
- 2 I'll meet you at the station.
- 3 I'll meet you at the bus stop at six.
- 4 I'll meet you there in ten minutes.
- 5 I'll meet you here at five o'clock.

Background language and pronunciation notes

Grammatically, *I'll meet you* is an example of the future simple ('ll + infinitive). However, there is no need to explain grammatical uses here. At this level, it is best to learn useful phrases as chunks. Once memorised, students can use this piece of language to say where and when to meet in a variety of situations.

I'll is pronounced /aɪl/. Students sometimes have problems combining the diphthong sound and the /l/ sound. Be prepared to model and correct pronunciation here.

16 Organise the class into pairs to have conversations using the sentences in Exercise 15. You could model this activity with a reliable student first. As students speak, monitor closely and make sure they are using the new form accurately and well. Pay attention to the pronunciation of *I'll*.

Possible answers

Possible conversation:

- A: I'll meet you at the station.
 B: OK. What time are you getting there?
 A: Oh, at about four o'clock.
 B: Great. Can we meet at the café there?
 B: Yes, fine.

- 17** There are different ways of managing this activity. Here is one idea. Organise the class into pairs. Ask students to decide who is A, and who is B, in each pair. Tell As to prepare their side of the conversation and tell Bs to prepare their side. Monitor and help with ideas and vocabulary.
- When students are ready, ask them to practise their conversation with their partner. After an initial practice, they should correct and modify any errors, and practise again.
 - Now tell them to change partners. Students should try to remember and improvise the conversation. Students change partners and roles two or three times to provide lots of practice.
 - In feedback, at the end, write up on the board any key or recurring errors. Ask students to correct them in pairs.

PRONUNCIATION AND REVIEW

Aim

to review language from the unit and practise pronunciation and listening to fast and slow speech

- 18**  **97** Play the recording. Ask students to listen and write the correct number next to each sentence they hear. Play and pause if necessary. Let students compare answers in pairs.

Answers

8, 5, 3, 4, 2, 6, 7, 1

97

- 1 I'm going to meet a friend.
- 2 We need to get off at the next stop.
- 3 When's the next train?
- 4 Where are you going?
- 5 What time are you going?
- 6 We need to change at Red Square.
- 7 I'll meet you at six.
- 8 How do you get there?

- 19**  **98** Play the recording. Ask students to listen and check their answers. This time, with the sentences and questions spoken slowly first, they should get the answers. Let students compare answers in pairs. You could play the recording again so that students can listen and repeat.

- 20** Give students a moment to think about how to respond to each item listed in Exercise 18. Then put them in pairs to practise saying the sentences and questions.

- 21** Organise the class into new pairs. Set a one-minute time limit to write as many words and ideas as possible. In feedback, find out which pair has most items.

Possible answers

words for buying tickets and travelling by train:
 change trains, first/second/third class, single, return,
 pay by card, cash, receipt, platform
 things you are going to do next weekend: go to the
 gym, meet a friend, see a film, play football, have a
 coffee, go shopping, stay at home

- Optional extra activity** Ask students to work with a new partner to write a list of ways of going to work, school or home.



For further pronunciation practice, see Exercise 1 in the Grammar reference on page 124.

Answers to Exercise 1B, Grammar reference

1 a 2 a 3 b 4 b 5 b 6 a 7 a 8 b 9 b 10 a
 11 a 12 b

- Communicative activity worksheet** The photocopiable worksheet on page 204 can be used at this point for further practice.

6 AWAY FROM HOME

WORDS FOR UNIT 6

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the Student's Book to the class, point to the first photo and read out the words (*on the top floor*). Students should be able to guess the words from the visual context but you may need to check the meaning of some items (e.g. mime *do exercise*; explain *hostel* by saying 'a cheap hotel for young people').

2  **99** Play the recording. Ask students to listen and repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again.

99

- 1 on the top floor
- 2 keys
- 3 clean the bathroom
- 4 play music
- 5 right and wrong
- 6 do exercise
- 7 take the lift
- 8 a lot of traffic
- 9 make a booking
- 10 make dinner
- 11 stay in a hostel
- 12 what's the WiFi password?
- 13 a busy street
- 14 modern art

- End this stage by asking your students to say if they know any other words in English related to the photos (e.g. *singer, car, bed, chair, table, laptop*, etc.). 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 verbs from this exercise on the board (*clean, do, make, play, stay, take*). Ask students to work in pairs to think of as many words that go with the verbs as they can (e.g. *clean a car/house, do work, make dinner/a cake, play sport/the guitar, stay at home/at work/in a hotel, take a taxi/train*, etc.).

Background language and pronunciation notes

lift = elevator (in US English)

hostel = cheap hotel (often) for young people

booking = reservation (of a holiday, hotel, restaurant)

Note the pronunciation of *busy* /'bɪzɪ/, and *keys* /ki:z/.

Note the strong stress shown in bold on each word.

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 to correct any errors students made or point out the pronunciation of any words students found hard to say.

HOW WAS YOUR FLIGHT?

Student's book pages 52–53

Communicative outcomes

In this two-page spread, students will practise talking about problems and apologising.

VOCABULARY

Problems

Aim

to introduce and practise words to talk about problems

1 Ask students to look at photos a–d and say if each is a big problem or a small problem. You could do this in open class or ask students to work in pairs. In feedback, elicit ideas.

Possible answers

- a is not serious (but it is disappointing)
- b is a serious problem (you could miss a holiday or work)
- c could be serious (you can't sleep)
- d is not serious (but might be serious if you are tired every day)

2 **100** Play the recording. Students listen and repeat the words. Ask students to tick words they know. Encourage students to share their knowledge and peer teach any words they already know. In feedback, use mime to check the meaning of words (e.g. mime *tired*, *rain* and *noise*) or allow students to use dictionaries to look up words they don't know.

100

late	problem
noise	rain
no-one	tired
nowhere	wrong

Background language and pronunciation notes

We use the prefix *no-* in front of *one* and *where* (as well as *body* and *thing*) to make negative adverbs: *no-one* (= no person), *nobody* (= no person), *nowhere* (= no place) and *nothing* (= no thing). Note that English doesn't use a double negative: *There is no-one there.* not *There isn't no-one there.* Note the strong stress in bold on the words in the box. Point out the silent letter 'w' in *wrong* and the triphthong sound in *tired* /'tɪəd/.

V For more information about pronouns, refer students to page 140 of the Student's Book.

3 Ask students to complete sentences 1–8 with the words from Exercise 2. Let students compare answers in pairs. Note that students will check their answers in Exercise 4.

4 **101** Play the recording. Students listen and check. Let students compare their answers in pairs before checking as a class. Write or show the answers on the board.

Answers

- 1 problem
- 2 noise
- 3 rain
- 4 late
- 5 no-one
- 6 nowhere
- 7 tired
- 8 wrong

101

- 1 I have a problem at work. I need to work late.
- 2 I can't sleep. There's a lot of noise outside my room.
- 3 The weather's very bad. There's a lot of rain.
- 4 The flight is two hours late. We need to wait in the airport.
- 5 We need help, but there's no-one here.
- 6 There are a lot of people here. There's nowhere to sit.
- 7 I'm going to bed early. I'm very tired.
- 8 We're going the wrong way. This isn't the right train!

5 Ask students to look at the sentences in Exercise 3 again and choose three problems. Organise the class into pairs or small groups to tell each other about their problems. It is a good idea to model this activity first by talking about problems you have (see Possible answers below).

- As students speak, listen and correct errors. Remind students that we use *often*, *sometimes* and *never* between *I* and *have*.

Possible answers

There's a lot of rain: in my country, I often have this problem.
I'm very tired: I sometimes have this problem because I work a lot.
There's nowhere to sit: in our class, I never have this problem. There are a lot of chairs.

LISTENING

Aim

to practise listening for gist and for specific words

6 **102** Start by giving students a minute to read the dialogue. Ask gist questions: *Who was on a flight? Was the flight good?* (Bryan; no).

- Then ask students to read the dialogue again and try to choose the correct words from the options given. Let students compare their answers before playing the recording for them to check their answers.

Answers

- 1 How 2 I'm 3 Not very 4 we 5 I'm not
- 6 Do 7 can

102**D = Dana; B = Bryan**

D: Bryan. Great to see you!

B: Hi, Dana. How are you?

D: Great.

B: Sorry I'm late! There was a problem in London.

D: Don't worry! It was on the airport website.

B: Oh, good.

D: How was the flight?

B: Not very good. The weather was bad.

D: Oh, I'm sorry. Are you tired?

B: Yeah. Where are we going now?

D: To the hotel and then we can have something to eat.

B: Oh, sorry. I had dinner on the plane. I'm not hungry.

D: That's OK. Do you want to stay in the hotel?

B: Is that OK? I did a lot yesterday and I went to bed late.

D: Of course! We can go out tomorrow.

B: Great. Thanks.

GRAMMAR**Past simple: common irregular verbs****Aim****to introduce and practise using the past simple affirmative form of some common irregular verbs****7** **103** Read through the examples in the table with your class. Then play the recording. Ask students to listen and repeat.**103**was
were
had
went
did**Background language notes**

Was, were, had, went and *did* are some of the most common past forms students will need. So, it is a good idea to introduce them in this simple way. You could tell them that they are irregular verbs and do not follow a specific pattern, but students need not worry about grammar rules; they just need to learn the words as items of vocabulary. We use *was* with *I, he, she* and *it*. We use *were* with *we, they* and *you* (regardless of whether we mean singular or plural *you*). *Had, went* and *did* don't change their form. regardless of person.

Background pronunciation notes

Was and *were* are usually unstressed in the affirmative. As a result they are weakly stressed and use the schwa /ə/ sound: *was* /wəz/, *were* /wə/

Optional extra activity You could ask students to read the dialogue in Exercise 6 again and underline verbs in the present and circle verbs in the past. Point out the use of *now* with the present tense and *yesterday* with the past tense.

8 Ask students to read or act out the conversation from Exercise 6 in pairs. Tell them to look at Audio script 102 on page 154 of the Student's Book.

- You could then write the questions on the board and ask students to work with a new partner and try to remember or improvise responses to the questions.

9 Ask students to work individually to complete the sentences with the given verbs. Let students compare answers in pairs before checking as a class.

Answers

1 had 2 did 3 was 4 went 5 had; went
6 were 7 went 8 had

Optional extra activity Ask students to close books. Ask the questions round the class (*How was your day? How was your flight? How was your journey? How was your holiday?*). Students have to respond by remembering or improvising sentences. Then tell students to ask and answer the questions in open pairs across the class. Finally, get them to ask and answer in closed pairs.

10 Ask students to use their own ideas to complete the sentences. Explain that they can complete the sentences truthfully or make something up. Monitor and help with ideas and vocabulary.

Possible answers

I went to the cinema / the theatre / a restaurant / a café / a party yesterday / last night.
I had a party / a meal / an evening class yesterday / an evening at home last night.

11 Ask students to act out conversations in pairs based on their sentences from Exercise 10. Depending on the confidence of your class, you could ask them to improvise dialogues, or ask them to prepare one or two dialogues by writing them out first.

- As students speak, monitor closely and note any errors. In feedback, write up any key errors you heard on the board and ask students to work in pairs to correct the errors.

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 124.

Answers to Exercise 1, Grammar reference

1 went 6 was
2 have 7 was; am
3 had; went 8 are
4 go 9 am; was
5 are 10 did; went

Answers to Exercise 2, Grammar reference

1 a were b are
2 a go b went
3 a did b do
4 a had b has
5 a is b was

DEVELOPING CONVERSATIONS

Don't worry / That's OK

Aim

to practise saying you have a problem and responding with *Don't worry* and *That's OK*

12 Read through the information in the box with your class. You could ask students to translate the sentences in the box into their first language to check their understanding.

- Ask students to put the words in Exercise 12 in the right order. Let students compare answers in pairs before checking as a class. Write or show answers on the board.

Answers

- 1 I had a problem at work.
- 2 I went to the wrong place.
- 3 There was a problem on the bus.

13 Organise the class into pairs to practise saying the sentences from Exercise 12 and responding with *Don't worry* or *That's OK*.

- As students speak, encourage them to attempt a good intonation pattern (see Pronunciation notes below).

Background pronunciation notes

When apologising, it is important to attempt an appropriate intonation pattern. The voice should start high, rise, then fall to show that you are really sorry. An exaggerated intonation pattern indicates a greater degree of feeling, while a flat intonation can seem rude and indifferent. Remember that English has a very wide intonation pattern in general, so it is a good idea to encourage your students to exaggerate these patterns when they speak.

14  **104** Give students a moment to read the sentences. Play the recording. Ask students to listen and complete the sentences. Let students compare answers in pairs before checking as a class.

Answers

- 1 didn't 2 don't 3 'm 4 isn't 5 don't

104

- 1 Sorry I didn't come to class on Monday.
- 2 Sorry. I don't have any money.
- 3 Sorry. I'm very early!
- 4 Sorry the room isn't very big.
- 5 Sorry. I don't know the answer.

15 Ask students to work individually and use their own ideas to complete the sentences. Tell them to use real or invented ideas. Monitor and help with ideas and vocabulary. You could let students share and correct each other's sentences.

Possible answers

I had a problem at home. / I don't have my book. / I don't have my homework. / The bus was late. / I had a problem with my car.

16 Organise the class into groups and ask students to act out conversations based on their sentences from Exercise 15. Depending on the confidence of your class, ask them to improvise dialogues, or ask them to prepare one or two dialogues by writing them and acting them out. You could then tell them to share their sentences in a class mingle.

- As students speak, monitor closely and note any errors. In feedback, at the end, write up any key errors you heard on the board. Ask students to work in pairs to correct the errors.

CONVERSATION PRACTICE

Aim

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

17 Ask students to prepare answers to the questions. You could ask students to do this individually or ask weaker students to work in pairs. Elicit one or two examples to get students started. Let students compare ideas in pairs.

Possible answers

How was your journey/flight: It was good / late / on time / long / OK. Thank you.
How was your day?: It was OK/great/busy.
How was your holiday?: It was great / not very good / OK, thanks.

18 Organise the class into new pairs. Tell them to decide who is Student A, and who is B. Ask students to work in their pairs to use the flow diagram to have conversations. You could model this activity first with a reliable student. Give students time to read through the flow diagram and think about what they want to say before they start (see Teacher development on the next page).

- When students are ready, ask them to act out conversations. As students speak, monitor closely. Listen for errors, new language or interesting conversations to comment on in feedback.
- In feedback, focus on good pieces of language that students used and/or errors that you noted during the activity. Show students ways of improving things that they didn't express clearly.
- Note that the recording in Audio script 105 is an example dialogue designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



105 Students listen to another example.

105

- A: Hi. How are you?
 B: I'm good, thanks. And you?
 A: I'm OK. Sorry, I'm late.
 B: Don't worry.
 A: How was your journey?
 B: There was a lot of traffic.
 A: I know.
 B: How was your day?
 A: Bad. I had a lot of problems.
 B: Sorry to hear that.

Teacher development: dialogue building

In the Developing conversations and Conversation practice sections, students are often expected to practise simple dialogues between two speakers. Moving away from the Student's Book and building dialogues as a class is an excellent way of revising and extending language in a fun and motivating way. Here are some ideas:

- 1 When dialogue building, have books closed and do not write anything on the board. The focus is on generating, hearing, repeating and learning the parts of the conversation. Students must learn and memorise the conversation.
- 2 Start with a picture. Find an image online, for example of a girl arriving late for school, perhaps with a teacher looking surprised and pointing to his watch. Show the picture using your classroom technology and ask questions: *Where is she? What time is it? Is she on time or late? Why?* Elicit some ideas and generate interest in the situation.
- 3 Elicit the first line of the dialogue. Ask: *What does she say?* Elicit: *I'm sorry, I'm late.* Once you have elicited this line, get the whole class then individuals to repeat the line.
- 4 Elicit the next line. Ask: *Why is she late? What does she say?* Students may suggest a number of reasons. Don't accept incorrect English. Praise good ideas. Eventually, choose one answer that demonstrates good use of language (e.g. *My bus wasn't on time.* or *There was a problem at home.*) Again, get the whole class then individuals to repeat the line.
- 5 Point to the teacher in the picture. Elicit what he says (e.g. *That's OK. Please sit down.* or *Don't worry.*) Again, get the whole class then individuals to repeat the line.
- 6 Now, return to the start of the conversation. Ask the class to remember and say the first and second line (*I'm sorry, I'm late. My bus wasn't on time.*). Correct errors or poor pronunciation. Then ask the class to remember and say the teacher's line (*That's OK. Please sit down.*). Once you have drilled chorally and individually, divide the class in half. Half the class say the student's lines. Half the class say the teacher's line. Then get individual students to ask and answer open class. Finally, students practise in closed pairs.
- 7 When students have finished practising, and only then, write the complete dialogue on the board. You could then ask students to open the Student's Book and do the exercises to consolidate what they have learnt.

WE LOVED IT

Student's Book pages 54–55

Communicative outcomes

In this two-page spread, students will practise checking into a hotel and describing a holiday; it introduces regular past simple endings and past negatives.

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

- 1 Ask students to work in pairs to test each other on the words on page 51 of the Student's Book. One way of doing this is to ask Student A (with book open) to point to a picture and ask: *What can you see?* Student B (with book open but the words in the box covered) must answer.
- 2 Tell students to ask and answer the *How ...?* questions in pairs or small groups.

Possible answers

How are you?	I'm fine/good, thanks.
How's work?	It's OK/great.
How do you get here?	On the bus/I walk to school.
How was the last class?	It was OK/great/interesting.
How was your weekend?	It was great. I went to the beach.
How was your day yesterday?	It was OK/busy.

VOCABULARY

Hotels and checking in

Aim

to introduce and practise language for checking in at a hotel

- 3 Ask students to tick words in the box they know and compare with a partner. Check the meaning of any words students are still unsure of. Then ask students to complete the sentences with the words in the box. Let them compare answers in pairs. Note that students will check answers in Exercise 4.
- 4 106 Play the recording. Students listen and check their answers to Exercise 3. Let students compare their answers in pairs. Write the answers on the board.

Answers

1 rooms	6 number
2 booking	7 check out
3 passport	8 lift
4 address	9 breakfast
5 bags	10 password

106

- 1 Good evening. Do you have any rooms for tonight?
- 2 Hi. We have a booking. My name's Kim Jae-Sung.
- 3 Can I have your passport, please?
- 4 Can you write your name and address here? And sign here?
- 5 Do you need help with your bags?
- 6 Here's your key. Your room number is 351.
- 7 What time do we need to check out?
- 8 I'm sorry there's no lift. The stairs are over there.
- 9 What time is breakfast in the morning?
- 10 What's the password for the WiFi?

Background language and pronunciation notes

check in = to write your name and passport number when you arrive at a hotel

check out = to give back your key and pay when you leave a hotel

Note the strong stress in bold on the words in the box. Note the weak /ə/ sound in unstressed syllables (e.g. the first syllable of *address* and the second syllable of *breakfast*).

5 **107** Use the photo in the Student's Book to set the scene (see Teacher development below). Ask: *Who are the people?* (receptionist and guests) and *What are they doing?* (checking in).

- Play the recording. Students listen and tick the sentences in Exercise 3 that they hear. Let students compare their answers in pairs before checking as a class. Write the answers on the board.

Answers

We hear the following sentences: 2, 3, 4, 5, 6, 9

107

- A: Hi.
 B: Hello, sir. How can I help you?
 A: We have a booking. My name's Kim Jae-Sung.
 B: OK. Yes. Welcome. Can I have your passport, please?
 A: Sure.
 B: Do you have a car?
 A: No.
 B: OK. Can you write your name and address here? And sign here?
 A: OK.
 B: Here's your key. Your room number is 351. It's on the third floor.
 A: Thanks.
 B: Do you need help with your bags?
 A: Sorry. Can you say that again?
 B: Do you need help with your bags?
 A: Oh. No. That's OK.
 B: The lift is over there.
 A: OK. What time is breakfast in the morning?
 B: Seven to ten, in the restaurant. It's fifteen dollars.
 A: Oh, I didn't pay?
 B: No. Sorry. Your booking is not with breakfast.
 A: OK. Don't worry.

Teacher development: setting the scene

Beginner students can find listening tasks challenging. Unlike in real life, classroom listenings often involve only audio recordings with no visual content and little situational context. Students are forced to listen without being able to see who is speaking. Here are some ideas to help set the scene before students listen:

- 1 Where possible, use a picture showing the speakers. Often this is provided by the Student's Book. However, if it isn't, show a suitable picture of your own. Even if it is just two friends talking, show suitable pictures of the friends.
- 2 Ask questions about the picture to establish who the people are. Ask students to predict what they say and what vocabulary they use. You could even use a picture to elicit a possible dialogue. This creates a task: ask students to listen to find out if their dialogue is similar to that on the recording.
- 3 Use mime acting to bring a recording to life. As students listen to the recording in Exercise 5 above, you could stand at the front and act out the dialogue. So, mime walking up to the reception desk, handing over a passport, writing on a form, receiving a key, picking up bags, pointing to the lift, pointing to your watch when the time is mentioned. This is fun and provides something for students to watch as they listen. It also gives students visual clues as to what the speakers are saying, and thus aids comprehension.

- 6 **107** Read through the three problems with your class. Play the recording again. Students listen and note the problem. Let students compare their answers in pairs before checking as a class.

Answers

- b (They have his hotel booking but it does not include breakfast.)

- 7 Organise the class into pairs to practise the conversation. You could model the activity first by acting it out with a reliable student – use appropriate intonation to make the *Can I/you ...?* questions sound polite (starting high, then rising higher, then falling).
 - Ask students to act out the conversation and then change roles to practise it a second time. As students speak, monitor and correct. Encourage accurate pronunciation and intonation patterns.

- 8 Organise the class into new pairs. Ask them to improvise an extension to the conversation. Practice makes perfect so, if students are enjoying the activity, switch pairs again, and ask them to close their books and remember or improvise the whole conversation.

Optional extra activity Extend the speaking into a full-blown roleplay. Organise the class into pairs. Half are hotel owners. Half are tourists. Hotel owners must think of a name for their hotel (and make a sign) and

decide how many rooms there are, what their prices are, and what facilities they have. Tourists must decide what type of room and facilities they want and how much they want to pay. When students are ready, tourists visit hotel owners. They have a conversation. Tourists move to the next hotel and have a conversation. At the end, ask tourists which hotel they want to stay in and why.

READING AND GRAMMAR

Aim

to practise reading for general understanding; to introduce and practise past negatives with regular and irregular verbs

- 9** Ask students to read sentences 1–6 and decide if they are about a hotel or hostel. You may need to check *share* (= use the same bathroom) and *four stars* (****) – a rating which shows how good the hotel is. Let students compare their answers in pairs before checking as a class.

Answers

Hotel: 3, 5, 6

Hostel: 1, 2, 4

Note, however, that there are hostels with top floor swimming pools, and there are some cheaper hotels in which you have to share a bathroom.

- 10** Draw students' attention to the past verbs used in the sentences in Exercise 9. Go through past forms and example sentences in the box at the top of page 55 of the Student's Book. Elicit how they are formed (infinitive + *-d* or *-ed*).

- Ask students to follow the rule to complete the other two sentences in the box.

Answers

rained, loved

Background language notes

The past simple in English is a relatively simple form. 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* to the infinitive of regular verbs in all persons (e.g. *rained*, *talked*). If the infinitive ends with *e*, we just add *-d* (e.g. *loved*, *shared*). Point out that most verbs are regular, but many very common verbs are irregular (e.g. *was*, *had*, *went*, *got*, etc.).

Background pronunciation notes

The *-ed* at the end of regular verbs is pronounced /d/ after a voiced sound (e.g. *shared*), but /t/ after an unvoiced sound (e.g. *talked*). Correct students who try to say *rain-ed* or *talk-ed* as two syllables. We only pronounce *-ed* as /ɪd/ after /d/ or /t/ sounds (e.g. *ended* or *started*). These are not introduced here.

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 125.

Answers to Exercise 1, Grammar reference

- | | |
|----------------------|-----------------------------|
| 1 They talked a lot. | 4 It rained a lot in April. |
| 2 I needed a coffee. | 5 She loved him. |
| 3 We shared a flat. | 6 I wanted to go. |

Answers to Exercise 2, Grammar reference

- | | |
|-----------------|----------------|
| 1 <i>went</i> | 6 walked |
| 2 <i>wanted</i> | 7 rained |
| 3 <i>stayed</i> | 8 <i>was</i> |
| 4 <i>had</i> | 9 <i>loved</i> |
| 5 <i>was</i> | |

- 11**  Lead in by asking students to look at the photos. Ask: *What can you see?* Brainstorm key words to the board: *holiday, beach, sea, view, forest, lake, mountain*.
- Ask students to read the text and say which of the three places they like best. The reading text is recorded so you could play the recording while students listen and read. Let students compare their answers in pairs before discussing as a class.

Answers

Students' own ideas

- 12** Ask students to read the text again and match sentences a–c with the three places. Let students compare their answers in pairs before checking as a class.

Answers

- a Hotel Regina
- b Tierra Magnífica
- c Selina Hostel

Culture notes

- Costa Rica is a small country in Central America, bordered by Nicaragua to the north and the Pacific Ocean to the west. It has a varied geographical landscape and climate. San José is the capital.
- Nosara is a village and district on the Pacific Coast of Costa Rica and it has beautiful, relatively undeveloped beaches.
- La Fortuna is a town in the north of Costa Rica, near the Arenal Volcano. Arenal is an active volcano and is pictured in the photo.

- 13** Ask students to find the words in red and guess their meaning. Let students check in pairs. Finally, allow student to use their dictionaries to check meaning.

Answers

band = musical group
service = when you bring food to or do things for people in a hotel or restaurant
tour = when you go and visit different places on holiday in a group (often on a bus)
lake = a large area of water which is inland

Optional extra activity Ask students to underline and guess other words in the text that they do not know. Encourage students to then share their knowledge in pairs or small groups. Finally, they can use a dictionary to check the meaning of any words they are still unsure of.

14 Organise the class into new pairs or small groups. Ask students to discuss the questions.

Answers

Students' own ideas

Optional extra activity Ask students to tell you about good places to go to in their country.

GRAMMAR

Past simple negatives

Aim

to introduce and practise using the past simple negative form of some common irregular verbs

15 Ask students to look at the past negative forms in the table. Elicit how they are formed (see notes below). You could ask students to look at the regular past simple examples in the grammar box at the top of the page and ask them to say how they can be changed to the negative form.

- Ask students to make the sentences negative. Elicit the first sentence to get students started. Let students compare answers in pairs before checking as a class. In feedback, write the correct forms on the board or ask students to come up to the board and write the correct answers.

Answers

- It wasn't a nice place.
- We didn't have a car.
- We didn't visit San José.
- There weren't a lot of hotels.
- There wasn't a lot of noise.
- It didn't rain.

Background language and pronunciation notes

The irregular verb *be* differs from other main verbs in English in that it adds *n't* to make the contracted negative form. Note that we rarely use the full past form (*was not*, *were not*). To keep things simple for Beginner students, it is therefore best to teach only the short forms *wasn't* and *weren't*. It's useful to practise the pronunciation of *wasn't* /wɒz(ə)nt/ and *weren't* /wɛ:nt/ in a choral repetition drill.

With other verbs, we use the past auxiliary *didn't* + the infinitive of the main verb. Note that *didn't* is usually strongly stressed. The use of the auxiliary to form negatives may be counter-intuitive for some students, so watch out for errors arising from translating from L1 (*# had not...; We no saw...*) or from over-applying rules (*# didn't had...*).



For further practice, see Exercises 1 and 2 in the Grammar reference on page 125.

Answers to Exercise 1, Grammar reference

- | | |
|---------------|----------|
| 1 wasn't | 4 stayed |
| 2 rained | 5 didn't |
| 3 didn't have | 6 don't |

Answers to Exercise 2, Grammar reference

- | | |
|------------------------|---------------|
| 1 <i>didn't go out</i> | 4 don't; have |
| 2 didn't work | 5 didn't know |
| 3 don't feel | 6 doesn't eat |

WRITING

Aim

to write about a place you went to on holiday

16 Lead in by asking: *Where did you go to on holiday last year? Where did you stay?* (Note that this also introduces the past simple interrogative form in a meaningful context.) Elicit ideas from the class. Alternatively, do a live listening. Read out four or five sentences describing a place you went to on holiday. Ask students to tell you what they heard.

- Ask students to read the sentences. Elicit words they could use to change the words in red. Then ask students to work individually to write about a holiday. Explain that the holiday could be real or imagined. Monitor and help with ideas and vocabulary.
- Once students have written their sentences, think of an appropriate way of sharing the stories. In a small class, you could ask students to sit in a circle and pass round their stories to read. In a larger class, you could pin their stories on the wall or place their exercise books with the writing in open on tables round the room. Students circulate, read, and comment on each other's work.

Possible answers

I went to Thailand. I stayed there for ten days. I stayed in a hotel called the Bangkok Palace. It's near the beach. It was expensive but great. We went swimming but we didn't see a lot. I liked the food in Thailand.

Optional extra activity Once students have written their descriptions of a holiday, organise the class into groups. With books closed, ask students to take turns to talk about their holidays without reading their texts.

Teacher development: using writing as a springboard

Writing tasks at Beginner level often involve personal content. This means that the content is usually of particular interest to students, and so it is a good idea to use students' writing as a springboard, or starting point, for further speaking practice. You could ask students to read out their texts, or remember and tell stories connected to the writing, or put students in pairs to ask and answer questions about what they have written.

WHAT DID YOU DO?

Student's Book pages 56–57

Communicative outcomes

In this two-page spread, students ask and talk about things they did recently; it introduces and practises past simple questions.

SPEAKING

Aim

to practise speaking about what you usually do and eat

1 You could lead in with a live listening. With books closed, tell the class what time of day you like best, what you do at each time of day, the meal you like best and what you have for most meals. In feedback, ask the class to open their books and use the four bullet points to report back on what they heard you say.

- Organise the class into pairs or small groups to talk about the four points. In feedback, ask different groups to tell you what their classmates normally do and like best. Be ready to prompt students if they fail to use the third person *s* with regular verbs in the present tense.

Possible answers

I like the afternoon best. I don't like the morning. In the morning I usually have breakfast, in the afternoon I often go for a coffee and in the evening I sometimes go to class. I never go to the gym in the morning!
The meal I like best is dinner. I usually have a big dinner at home.
I usually have bread with my meals. I always have some water.

LISTENING

Aim

to listen for general and specific understanding and to recognise new forms in context

2  **109** Set the scene by telling students they are going to listen to the first part of a conversation in a hostel between two people, a woman called Lucy and a man called Dom. You could show them a picture of two people who could be Lucy and Dom.

- Play the recording. Students listen and choose the correct words. Let students compare answers in pairs before checking as a class.

Answers

1 morning 2 breakfast 3 last night

109

L = Lucy; D = Dom

Part 1

L: Do you need somewhere to sit?
D: Yes. Can I sit here?
L: Of course. Your name's Dom, right? We met yesterday.
D: Yeah, yeah. And you're ... er ... Lucy.
L: That's right. Well, good morning.
D: Yes. Hi. ... How was your breakfast?
L: It was good.
D: What did you have?
L: Just eggs and fruit juice. I wasn't very hungry.
D: OK.
L: And how are you? Did you sleep well?
D: Yes, thanks. You?
L: Fine, but I went to bed late.
D: What time?
L: About three in the morning.
D: Oh. What did you do?
L: I went out with some other people from here.

3  **110** Give students time to read through the eight sentences. Play the second part of the recording (which starts with Part 1 and then continues into a longer conversation). Students listen and write L (for Lucy) or D (for Dom) next to the sentences that each person says. Let students compare answers in pairs before checking as a class.

Answers

1 L 2 D 3 L 4 D 5 L 6 D 7 L 8 D

110

Parts 1 and 2

L: Do you need somewhere to sit?
D: Yes. Can I sit here?
L: Of course. Your name's Dom, right? We met yesterday.
D: Yeah, yeah. And you're ... er ... Lucy.
L: That's right. Well, good morning.
D: Yes. Hi. ... How was your breakfast?
L: It was good.
D: What did you have?
L: Just eggs and fruit juice. I wasn't very hungry.
D: OK.
L: And how are you? Did you sleep well?
D: Yes, thanks. You?
L: Fine, but I went to bed late.
D: What time?
L: About three in the morning.
D: Oh. What did you do?
L: I went out with some other people from here.
D: Where did you go?
L: We walked round the Old Town.
D: How was it?
L: Great. They had music in the street. We danced a lot.
D: Great. Was it busy?
L: Yeah. There were lots of people. And you? What did you do last night?

D: Not much. I stayed here.
 L: OK.
 D: I had dinner and I talked to some people.
 L: Yeah, it's great here – people are very nice.
 D: Yeah – but I didn't feel very well, so I went to bed early.
 L: Oh, I'm sorry. Are you OK now?
 D: Yeah, I feel fine.
 L: Good.
 D: Maybe I was just tired.

4 **111** Play the third part of the recording. Students listen and choose the correct answer, a, b or c. Let students compare answers in pairs before checking as a class.

Answer
 b

111

Part 3

L: Yeah. So what are you doing today?
 D: I'm going to visit the modern art museum.
 L: Oh really? Me too.
 D: Oh OK. Well, do you want to go together?
 L: Yeah – if that's OK.
 D: Of course.
 L: When are you going?
 D: I'm going to have a shower first. After that?
 L: Yes. Fine.
 D: OK. Well, I'll meet you here in ... thirty minutes?
 L: OK. What time is it now?
 D: Er, 9.25.
 L: Great! See you at about ten.

5 Organise the class into pairs or small groups to discuss the questions. In feedback, ask different students to tell the class what they found out about their partner.

Possible answers

When I'm on holiday I sometimes talk to people in the hotel. I often talk to people at breakfast.
 We usually stay in a hotel near the beach.
 I like walks in the Old Town. I like museums and art galleries, too.

6 **112** Tell students they are going to hear questions taken from the conversation between Lucy and Dom. Play the recording. Students listen and complete the questions. Let students compare answers in pairs before checking as a class.

- In feedback, ask about words students found hard to hear. Note that these are often unstressed words (e.g. *was* in 2 and *Do* in 12).

Answers

1 Can 2 was 3 have 4 are 5 did 6 Where
 7 How 8 Was 9 do 10 Are 11 are 12 Do
 13 going 14 What

112

1 D: Can I sit here?
 2 D: How was your breakfast?
 3 D: What did you have?
 4 L: How are you? Did you sleep well?
 5 D: What did you do?
 6 D: Where did you go?
 7 D: How was it?
 8 D: Was it busy?
 9 L: And you? What did you do last night?
 10 L: Are you OK now?
 11 L: So, what are you doing today?
 12 D: Do you want to go together?
 13 L: When are you going?
 14 L: What time is it now?

GRAMMAR

Past simple questions

Aim

to check students' understanding of how to form and use past simple questions with *did*

7 **113** Read through the example questions in the table as a class. Elicit from students how the questions are formed (see notes below).

- Play the recording. Students listen and repeat each question, and each part of the question, in a backchaining drill (see Teacher development on the next page). You could play the recording a second time and ask individual students to repeat the questions. Point out the way *did* and *you* run together in fast speech (see notes below).

113 and answers

What did you do last night?
 last night?
 do last night?
 did you do last night?
 What did you do yesterday?
 yesterday?
 What did you do yesterday?

Background language and pronunciation notes

We form past simple questions with the auxiliary verb *did* and the infinitive of the main verb:

Q word	auxiliary	subject pronoun	main verb
What	<i>did</i>	<i>you</i>	<i>do?</i>
What time	<i>did</i>	<i>you</i>	<i>get here?</i>

The main verb is stressed and *did you* is unstressed. Make sure students attempt the unstressed pronunciation of *did you* /dɪ dʒə/ – note that the two words run together or link.

Teacher development: backchaining

Backchaining is a drilling technique intended to help learners pronounce difficult sound groups, words or phrases. The teacher begins by modelling the whole target sentence or question. Then the teacher breaks it down and models the last sound or word(s), which the learners repeat, and then gradually builds up the word phrase or question by going 'back' to the beginning. By breaking the question into more manageable sections, backchaining allows students to focus on individual sounds and stresses.

- When students repeat the model, encourage them to use the same stress and intonation for each chunk that they hear.

- You could extend the activity on the recording by doing a whole class drill in which you backchain other questions. Note the following example, which has the strongly stressed syllables marked:

Where did you go on Saturday?

on Saturday?

go on Saturday?

did you go on Saturday?

Where did you go on Saturday?

- 8** Organise the class into pairs. Students take turns to ask the questions from Exercise 7. Then tell students to turn round and ask the people behind or in front of them the same questions. Alternatively, ask students to stand up, walk round and ask the questions of four or five students in the class.

- As students speak, listen carefully for errors of form and pronunciation. Encourage and, if necessary, model natural pronunciation with weak stresses.

- 9** Ask students to tell the class what they found out about classmates. You could extend this activity by writing *Did you ... yesterday?* on the board and asking students to interview classmates again using *yes / no* questions based on the activities listed (e.g. *Did you meet a friend yesterday?*).

G For further practice, see Exercises 1–4 in the Grammar reference on pages 125–126.

Answers to Exercise 1, Grammar reference

- 1 What do you do?
- 2 What did you do last night?
- 3 Where did you go after the class?
- 4 Did you have a nice time on holiday?
- 5 Where do your parents live?
- 6 What time did you get up this morning?

Answers to Exercise 2, Grammar reference

- | | |
|--------|--------|
| 1 were | 4 were |
| 2 was | 5 were |
| 3 Were | 6 Was |

Answers to Exercise 3, Grammar reference

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

Answers to Exercise 4, Grammar reference

- 1 What did you do in St Petersburg?
- 2 What did you see?
- 3 Was it good?
- 4 Where was it?
- 5 How long was the opera?
- 6 Did you sleep?

- 10** Ask students to complete the questions by using *did you* or *do you*. Elicit the first question to get them started. Let students compare answers in pairs. Note that students will check their answers in Exercise 11.

- 11**  **114** Play the recording. Students listen and check their answers. Let students compare answers in pairs. Show answers on the board in feedback.

Answers

- 1 What did you buy?
- 2 Where do you work?
- 3 Where did you go?
- 4 What do you study?
- 5 Did you stay there all day?
- 6 What did you do?
- 7 What did you see?
- 8 Do you go every day?

114

- 1 A: I went shopping.
B: What did you buy?
- 2 A: I went to work.
B: Where do you work?
- 3 A: I went out.
B: Where did you go?
- 4 A: I went to my classes at the university.
B: What do you study?
- 5 A: I went to the beach.
B: Did you stay there all day?
- 6 A: I stayed at home.
B: What did you do?
- 7 A: I watched TV.
B: What did you see?
- 8 A: I went to the gym.
B: Do you go every day?

- 12** Organise the class into pairs. Students take turns to start conversations using the opening line of each of the conversations in Exercise 10. Encourage them to expand the conversation as naturally as possible (see Possible answers below). This is a good opportunity to recycle previously-learnt language.

- Once students have practised three or four conversations tell them to cover the page and try to remember and improvise similar conversations. As students speak, listen carefully for errors of form and pronunciation and model the correct form when necessary.

Possible answers

A: I went to work.
 B: Where do you work?
 A: In an office in the city.
 B: Oh. What do you do?
 A: I'm a lawyer.
 A: I went out last night.
 B: Where did you go?
 A: I went to the cinema. Did you go out?
 B: No. I stayed at home. I watched TV.
 A: I went to the beach yesterday.
 B: Did you stay there long?
 A: No. I stayed there for an hour.
 B: Oh. Did you swim in the sea?
 A: No. It rained and we went home!

13 Organise the class into pairs. Students work together to prepare answers. Monitor and help students with ideas and vocabulary and make sure everybody has things to say.

14 Organise the class into new pairs. Students take turns to ask the questions and improvise dialogues. Tell students to change pairs once they have asked all their questions. Alternatively, ask students to stand up, walk round and have conversations with four or five students in the class.

- As students speak, listen carefully for errors of form and pronunciation. Insist on a natural pronunciation and correct form. Note down key errors students make. In feedback, write four or five key errors on the board and ask students to correct them in pairs.

Optional extra activity Ask students to write an imaginary dialogue with a friend, family member or celebrity in which they ask what they did recently.

PRONUNCIATION AND REVIEW

Aim

to review language from the unit and practise listening to and pronouncing fast speech

15  **115** Tell students to read the eight items and try to predict the missing words. Play the recording. Ask students to check or complete each missing word. Play and pause if necessary. Let students compare answers in pairs.

115 and answers

1 How was your journey?
 2 I had a very busy day.
 3 We stayed in a hostel.
 4 We had a great view of the lake.
 5 What's the password for the WiFi?
 6 What did you do last night?
 7 I met some friends.
 8 I went to the gym.

16 Ask students to work in pairs to practise saying the sentences from Exercise 15. They must change the last word in each sentence to review other items of vocabulary.

Possible answers

How was your day/meal/lunch/walk?
 I had a very busy week/weekend/morning.
 We stayed in a hotel/village/town.
 We had a great view of the mountains/sea/beach.
 What's the password for the internet?
 What did you do last Friday/weekend?
 I met some students/people/children.
 I went to the cinema/park/supermarket.

17 Ask students to look at the questions in Exercise 6 on page 56 of the Student's Book. Tell them to work in pairs to practise similar conversations.

18 Organise the class into new pairs. Set a one-minute time limit to write as many words as possible. With confident students, you could ask them to do this verbally. Circulate, checking that students are forming the past verbs correctly, and helping if needed with the words about problems. In feedback, find out which pair has most words.

Possible answers

past verbs: was, were, had, went, did, loved, rained, stayed, shared, talked
 words about problems: late, noise, rain, tired, traffic, wrong

Optional extra activity Ask students to write a list of words connected to hotels and checking in.



For further revision and pronunciation practice, see Exercises 1–4 in the Grammar reference on page 126.

Answers to Exercise 1, Grammar reference

- Did you **go** to the museum?
- ✓
- The hotel didn't **have** a nice restaurant.
- There **was** a big problem at work last week.
- ✓
- We **went** to the beach yesterday afternoon.
- What **did** you do yesterday evening?
- ✓
- I **didn't** see you yesterday. Where were you?
- ✓

Answers to Exercise 4, Grammar reference

- 1 a 2 b 3 b 4 a 5 b 6 a 7 a 8 b
 9 b 10 a 11 b 12 b

Communicative activity worksheet The photocopiable worksheet on page 205 can be used at this point for further practice.

VIDEO 3: ANCIENT LAND

Student's Book page 58

Aim

to listen to a description of the famous ancient sites of Egypt; to improve students' ability to follow and understand fast speech in a video extract; to practise asking and answering questions about visiting places

1 Ask students to look at the photos in the Student's Book. Ask: *What can you see?* Elicit ideas and words.

- Ask students to discuss the questions in pairs. Elicit ideas in feedback. Note that students will find out the answers when they watch the video.

Answers

Students' own ideas

Culture notes

- Opened in 2002, the Bibliotheca Alexandrina is trilingual, containing books in Arabic, English, and French. In 2010, the library received a donation of 500,000 books from the National Library of France, making it the largest depository of French books in the Arab world.
- Constructed in the third century BC, the Ancient Library of Alexandria contained many great books. When it burnt down, many ancient texts were lost forever.
- Karnak /'kɑ:næk/ is a vast complex of ancient temples and other buildings in Egypt, dating from about 2000 BC. It is part of the monumental city of Thebes.
- The Museum of Egyptian Antiquities was built in Cairo, Egypt's capital, in 1902, and it houses an extensive collection of ancient Egyptian antiquities.

2  **3** Ask students to read the words in the box carefully. You could drill the words to point out stress and pronunciation.

- Play the whole video. Ask students to watch, listen and complete the table. Let students compare answers in pairs before checking as a class.

Answers

City	Famous sight	Other things to see
Cairo	<i>the museum</i>	mosques, pyramids
Alexandria	<i>the library</i>	beach, cafés
Luxor	<i>the temple</i>	great art

3  **3** Play the video again. Ask students to watch, listen and choose true (T) or false (F). Let students compare answers in pairs and correct false sentences before checking as a class.

Answers

- 1 F (20 million)
- 2 F (things from the time of Pharaoh Tutankhamun)
- 3 F (more than 70)
- 4 T
- 5 F (three hours)
- 6 F (Arabic, English and French)
- 7 F (the south)
- 8 T

4 Ask students to match verbs (1–6) with the words (a–f) to make phrases from the video. Point out the example answer to get students started. Let students compare answers in pairs. Note that students will check their answers in Exercise 5.

5  **3** Play the video again. Ask students to check their answers to Exercise 4. Let students compare answers in pairs before checking as a class.

Answers

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

SPEAKING

Aim

to practise asking and answering questions

6 Ask students to discuss the questions in pairs or small groups.

 3

Most visits to Egypt start in Cairo. Around 20 million people live here.

There are great markets, mosques and museums.

At the Egyptian Museum you can see a lot of beautiful things from Egypt's long history and the time of the famous Pharaoh Tutankhamun.

And at the centre of Cairo is the River Nile, where you can rent a boat called a felucca and see the sun go down.

Everyone knows Cairo for the Pyramids at Giza, but there are more than 70 pyramids in Egypt, including these ones at Saqqara. They are around 5000 years old.

Cairo is not the only great Egyptian city. On the coast is Egypt's second city, Alexandria. It takes three hours by train to get there.

In the past it had a very famous library, and now it has a new one. It is an international centre. It has books in Arabic, English and French.

After the library you can relax on the beach or in the restaurants and cafés of the city.

The third famous city is Luxor. Luxor is in the south of the country.

Four hundred thousand people live here now, but before it was the capital of Egypt. Its name was Thebes.

The Pharaohs built big temples next to the Nile and today you can still see the great art they created.

REVIEW 3**Student's Book page 59****Aim**

to consolidate vocabulary and grammar from Units 5 and 6

Answers**1**

- | | |
|-----------------|-------------|
| 1 Are | 5 wasn't |
| 2 is | 6 weren't |
| 3 Did | 7 There are |
| 4 are you doing | 8 to play |

2

- | | |
|----------|---------------|
| 1 went | 6 weren't |
| 2 was | 7 had |
| 3 stayed | 8 didn't rain |
| 4 were | 9 talked |
| 5 wasn't | 10 loved |

3

- 1 Where are you going?
- 2 What are you doing / What are you going to do
- 3 Are you going
- 4 What did you do; Where did you go

4/5

See Audio script 116 below.

6

- | | |
|--------|--------|
| 1 see | 5 go |
| 2 take | 6 get |
| 3 stay | 7 play |
| 4 have | 8 need |

7

Buying tickets: platform, return, second class, single
 Hotels: check out, key, passport, password
 Problems: a lot of rain, a lot of traffic, nowhere to sit, the wrong way

8

- | | |
|---------|-----------|
| 1 take | 5 change |
| 2 metro | 6 get off |
| 3 wait | 7 long |
| 4 line | 8 costs |

9

- | | |
|---------|---------|
| 1 walk | 5 visit |
| 2 do | 6 clean |
| 3 enter | 7 pay |
| 4 write | 8 sleep |

116 and answers to Exercise 4/5

- 1 Did you go to the museum yesterday?
- 2 I'm going to meet some friends this afternoon.
- 3 There are some good places to eat in Kalamaki.
- 4 What time did you go to bed last night?
- 5 We had good weather on Saturday. We went to the beach.

7 GOING OUT AND STAYING IN

WORDS FOR UNIT 7

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the Student's Book, point to the first photo and read out the words (*go to a concert*). Students should be able to guess the words from the visual context but you may need to check the meaning of some items (e.g. use mime to show playing basketball, giving a present or singing a song).

2  **117** Play the recording. Ask students to listen and repeat the words. If students have problems saying any of the words, model the words yourself, and encourage students to try again.

117

- 1 go to a concert
- 2 take an exam
- 3 sports
- 4 a long dress
- 5 a basketball player
- 6 give someone a present
- 7 try on a jacket
- 8 read a story
- 9 sell magazines
- 10 her favourite toy
- 11 half price
- 12 an Italian dish
- 13 sing a song
- 14 a team

- In feedback, correct any errors students made or point out the pronunciation of any words students found hard to say.
- End this stage by asking your students if they know any other words in English related to the photos (*table, chair, pen, pencil, blue, yellow*). 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: word matching and categorising

Ask students to match or categorise words from this lesson in order to practise or revise them. Ordering, matching and categorising helps some learners remember words and phrases more effectively, and can clarify meaning. Here are some ideas:

- 1 Ask students to match pairs of words and phrases according to meaning or topic. So, *sports* goes with *basketball player*, *a long dress* goes with *try on a jacket*, *her favourite toy* goes with *give a present*. Students have to say why they have matched words.
- 2 Ask students to categorise words that have a similar pattern or form. So, *read a story*, *take an exam* and *sing a song* go together because they are verb + noun.
- 3 Ask students to think of topic headings that the words and phrases could go under: *clothes* (long dress, jacket); *sports* (team, player).

Background language and pronunciation notes

Outcomes aims to introduce language in useful and useable chunks. Note adjective + noun collocations (e.g. *favourite toy*, *Italian dish*, *long dress*) and common verb + noun collocations (e.g. *read a story*, *sing a song*, *try on clothes*).

- Note the pronunciation of *favourite* /'feɪvərɪt/ or /'feɪvrɪt/ and *magazines* /ˌmæɡə'ziːnz/. The strong stress on these words is shown in bold in the word box.

3 Ask students to work in pairs and 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 correctly and help if necessary.

I LOVE GOING OUT

Student's Book pages 62–63

Communicative outcomes

In this two-page spread, students will talk about activities they like or dislike, and what they did last night.

SPEAKING

Aim

to introduce and practise key phrases used when greeting and introducing a friend

1 Start by reading through the phrases in the box with your class, thus reminding them of the correct pronunciation. Then ask students to work in pairs to try to say the past form of each verb. Note that students will check their answers in Exercise 2.

2  **118** Play the recording. Students check their answers. Draw attention to the pronunciation of the present and past forms, especially of the irregular verb *read*, which is spelt the same way in the present and past form but is pronounced /ri:d/ in the present and /red/ in the past. Remind them how the -ed ending is pronounced /d/ after a voiced sound (*listened*) but /t/ after an unvoiced sound (*watched*). You could play the recording again and ask students to listen and repeat.

 118 and answers

cook – cooked
do – did
go – went
listen – listened
read – read
watch – watched

3 Organise the class into new pairs. Ask students to tell each other which activities they did last night / yesterday / last weekend. As students speak, monitor and note how well students can use the past forms.

Answers

Students' own answers

Optional extra activity Ask fast finishers to use the negative form to say what they *didn't do* last night.

VOCABULARY Words for activities

Aim

to introduce and practise words to describe activities

4 Give students a moment to look at the groups of words (1–9). Point out the pronunciation of challenging words: *design* /dɪ'zaɪn/, *programme* /'prəʊgræm/.

- Ask students to match each group of words with an activity from Exercise 1. Do the first as an example to get students started. Let students compare answers in pairs before checking answers as a class.

- In feedback, check the meaning of new words (see notes below). Encourage students to guess from the look of the word and the category it is in. You could use visuals, mime or examples to check words, or ask students to use dictionaries.

Answers

- 1 read something
- 2 listen to music
- 3 cook
- 4 do some exercise
- 5 watch football
- 6 go out
- 7 go shopping
- 8 watch TV
- 9 go on the internet

Background language notes

A *concert* can be used to refer to any musical performance at a larger venue (e.g. classical/pop/rock/jazz concert).

The news is an item that looks plural but actually operates like a singular noun (*the news is interesting*).

A *dish* (here) refers to a type of prepared food (e.g. *Paella is a national dish*).

Note that *programme* is spelt *program* in American English, but *program* in British English is a computing term used to refer to a series of instructions that makes a computer perform an action or a particular type of work.

Teacher development: checking the meaning of words

At Beginner level, actively taught words are mostly simple, common words. It is therefore usually easy to show their meaning without needing to use the students' L1. Where possible, it is important to use English as a lingua franca in the classroom, even when introducing new vocabulary. This encourages monolingual classes to start 'thinking in English'. In a multilingual class, it encourages students to communicate meaningfully with each other in English. Here are some ways to present new vocabulary without using the students' L1:

- 1 Use visuals. Words such as *cakes*, *magazines* and *clothes* can easily be shown with a picture.
- 2 Use mime. Most verbs are easily shown with a mime: *go running*, *play basketball*, *sing a song*.
- 3 Use examples. Give examples of websites, great football players and singers students will know. Pasta and pizza are good explanatory examples of Italian food. Ask students to provide their own personalised examples (e.g. their favourite TV series).

5 Ask students to complete the conversations with words from Exercise 4. Do the first as an example to get students started. Let students compare answers in pairs.

Answers

- 1 writer; stories
- 2 singer; song
- 3 food; dish
- 4 concerts; go
- 5 news; programme
- 6 game; player

Culture notes

- Arturo Pérez-Reverte Gutiérrez (born in 1951) is a Spanish novelist and journalist. He is well known outside Spain for his series of historical novels featuring Captain Alatriste.
- K-Pop (or Korean pop music) is a high-tempo type of pop music from South Korea. It is known for its boy and girl bands, and its audiovisual element. Kim Chung-ha (born in 1996), and known by the mononym Chungha, is a South Korean singer. She is a former member of the now disbanded girl group I.O.I.
- A *tamale* is a traditional Mesoamerican dish made of corn-based dough, steamed in a corn husk or banana leaf. The wrapping is discarded before eating. Tamales can be filled with meats, cheeses, fruits, vegetables, or chilies.
- Leroy Sané (born in 1996) is a highly-rated German footballer, who started playing for Manchester City in the English Premier league in 2016.

6 Tell students to ask and answer the questions in pairs. In feedback, ask individual students to say what they found out about their partner.

GRAMMAR *like + -ing***Aim**

to check students' understanding of how to use *like(s)*, *love(s)* and *don't/doesn't like + -ing*

7 Read through the information in the box as a class. Then ask students to tick the grammatically correct sentences, and correct the inaccurate sentences. You could ask students to work in pairs to do this, or individually if they are confident. In feedback, write the answers on the board (or ask students to go to the board to write answers up). Ask students to say why the incorrect sentences were wrong (because we use the *-ing* verb form after *like* and *love*).

Answers

- 1 ✓
- 2 *Do you like walking?*
- 3 I love playing football.
- 4 ✓
- 5 ✓
- 6 Do you like driving?
- 7 ✓
- 8 My husband doesn't like going to the gym, but I love it.

Background language notes

After *like* and *love*, we can use a noun, or the *-ing* verb form when we are talking about activities in general. Note that it is possible to use the infinitive when talking about specific actions (e.g. *I like to get up early in the morning*). However, in this context, using *-ing* is also correct. At Beginner level, it is best to keep things simple by teaching that *like* and *love* are followed by either a noun, or *-ing*.

We can say *I like / don't like playing football*, but we can only say *I love playing football*. ~~*I don't love playing football*~~ is not generally used.

Point out how we use the auxiliary *don't* with *I*, *we* and *they*, and the auxiliary *doesn't* with the third person (*he*, *she* and *it*).

8 Ask students to prepare questions. You could ask them to work in pairs to support each other. Elicit one or two examples first and write them on the board to show the question form (see notes below).

Possible questions

Do you like skiing / running / going out / going to the cinema / watching concerts on TV / swimming at the beach?

Background language notes

Show the question form on the board:

auxiliary <i>do</i>	subject pronoun	main verb	<i>-ing</i> form
<i>Do</i>	<i>you</i>	<i>like</i>	<i>singing?</i>

9 Ask students to work in groups of four or five to ask and answer the questions they prepared in Exercise 8. It is a good idea to drill and practise the question form before students begin this task. You could then model the task. Ask: *Do you like ...?* questions round the class. Make sure you model how *Do* and *you* are unstressed and the main verb is strongly stressed.

- You could get students to ask and answer questions open class a few times before telling students to ask questions in their groups.
- As students speak, monitor closely and correct errors of form and pronunciation.



For further practice, see Exercises 1–3 in the Grammar reference on page 127.

Answers to Exercise 1, Grammar reference

- | | |
|-------------|--------------|
| 1 cooking | 6 travelling |
| 2 listening | 7 watching |
| 3 driving | 8 eating |
| 4 playing | 9 living |
| 5 going | 10 having |

Answers to Exercise 2, Grammar reference

Short answers may vary.

- 1 A: *Do you like cooking?*
B: *Yes. I love it.*
- 2 A: *Does your husband like cooking?*
B: *Not really.*
- 3 A: *Do you like swimming?*
B: *Not really.*
- 4 A: *Do you like watching TV?*
B: *Yes, it's OK.*
- 5 A: *Does your son like playing football?*
B: *No, he doesn't.*
- 6 A: *Do you like reading?*
B: *Yes (I do). I love it. / It's great.*
- 7 A: *Do you like driving?*
B: *No (I don't).*
- 8 A: *Does your sister like travelling?*
B: *Yeah (a bit).*

Answers to Exercise 3, Grammar reference

- | | |
|----------|-----------|
| 1 Do | 5 playing |
| 2 Did | 6 do; it |
| 3 going | 7 They |
| 4 didn't | |

Optional extra activity Ask students to write sentences about one of their classmates based on what they found out when asking questions (e.g. *Maria loves playing football but she doesn't like cooking.*).

LISTENING

Aim

to listen for general comprehension and for key words

10 **119** Lead in by telling students what you did last night. Then ask: *What did you do last night?* Elicit a few responses from students.

- Play the recording. Students listen and note answers. Let students compare answers in pairs before checking as a class.

Answers

- 1 She stayed at home and made dinner.
- 2 She watched TV.
- 3 She played basketball with some friends.

119**1**

- A: What did you do last night?
B: Not much. I stayed at home and made dinner.

2

- C: What did you do last night?
D: I watched TV.

3

- E: What did you do last night?
F: I played basketball with some friends.

11 **120** Explain that students are going to listen to extended versions of the three conversations students listened to in Exercise 10. Play the recording. Students listen and choose the correct information from the options in italics. Ask them to circle what they hear. Let students compare answers in pairs before checking as a class.

Answers

- | | |
|--------------|-------------------|
| 1 a cooking | b Russian |
| 2 a the news | b The Crown |
| 3 a running | b Atlético Madrid |

120**1**

- A: What did you do last night?
B: Not much. I stayed at home and made dinner.
A: Oh. Do you like cooking?
B: Yes! I love it.
A: Me too. What do you usually cook?
B: Russian food. Sometimes Italian – pasta.
A: OK. Do you have a favourite dish?
B: Not really. I love everything Russian.
A: Right.

2

- C: What did you do last night?
D: I watched TV.
C: Do you watch TV a lot?
D: Yes.
C: Me too. What do you like watching?
D: I watch a lot of news programmes. And you?
C: I prefer watching series.
D: OK. Do you have a favourite?
C: I really like *WarGames*.
D: Really? I saw it, but I didn't like it. I prefer *The Crown*.

3

- E: What did you do last night?
F: I played basketball with some friends.
E: Do you do a lot of sport?
F: Yeah. I usually play basketball on Tuesdays and I go running sometimes. Do you like sport?
E: Yes, I love it, but I prefer watching it.
F: Do you have a favourite sport?
E: Football.
F: Do you have a favourite team?
E: Madrid!
F: Real Madrid or Atlético?
E: Sorry? Can you say that again?
F: Real Madrid or Atlético Madrid?
E: Real Madrid, of course!
F: I prefer Atlético.

Culture notes

- *WarGames* is an interactive online TV series produced by US-based company Eko. It was first released in March 2018 and is about a group of young hackers who take on the military.
- *The Crown* is a British TV period drama series which tells the story of Queen Elizabeth II and her family.
- Real Madrid and Atlético Madrid are two of the most successful teams in *La Liga* (Spain's major football league). They are fierce rivals and their fans are often hostile towards each other.

Optional extra activity Make use of Audio script 120 on page 156 of the Student's Book. Ask students to check their answers, find and guess any words they are not sure of, and practise reading out the conversations in pairs.

DEVELOPING CONVERSATIONS

Me too and I prefer

Aim

to introduce and practise *Me too and I prefer*

- 12** Read through the information in the box as a class.
- Ask students to complete the replies in Exercise 12. Let students compare answers in pairs before checking as a class.

Answers

- 1 Me too.
- 2 I prefer
- 3 I prefer
- 4 Me too
- 5 I prefer

- 13** Organise the class into pairs to take turns saying the sentences in Exercise 12 and improvising personal answers. It is a good idea to model this activity with a reliable student first. Show and exaggerate the stress and pronunciation of *Me too* and *I prefer* as you speak (see notes below).
- As students speak, monitor closely and comment on and correct errors of form and pronunciation at the end of the activity.

Background pronunciation notes

Students need to use a clear rise-fall intonation when saying *Me too*:



Me too!

Note the stress on the second syllable in *I prefer*...
/prɪ'fɜː/.

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 write what they did last night on a piece of paper. You could model the activity by writing what you did on the board.

- 15** Ask students to work in pairs. Tell them to exchange pieces of paper, read what their partner wrote, and prepare follow-up questions to ask about the activity their partner did last night. Monitor and help with ideas and vocabulary at this stage.

Possible answers

I went to see my cousin.

Do you like visiting your cousin?

Do you go to see your cousin a lot?

What do you normally do with your cousin?

- 16** Ask students to talk to their partner using the flow chart of question prompts as a guide. Listen for errors, new language or interesting conversations to comment on in feedback.

- Once students have completed their conversations, tell them to change partners or ask students to walk round the class and talk to different people. Encourage them to try to improvise the conversation rather than follow the prompts exactly this time. Again, listen for errors, new language or interesting conversations to comment on in feedback.
- In feedback, focus on good pieces of language that students used and/or errors that you noted during the activity. Show students ways of improving things that they didn't express clearly.

Note that the recording in Audio script 121 is an example dialogue designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



121 Students listen to another example.

121

A: What did you do last night?

B: I went to the cinema.

A: OK. Do you go to the cinema a lot?

B: Yes. I love watching films.

A: Me too. Do you have a favourite film?

B: Not really. But I love Japanese films.

A: I prefer Disney or Pixar.

B: OK. I like their films too.

WHAT ARE YOU READING?**Student's Book pages 64–65****Communicative outcomes**

In this two-page spread, students read and talk about books, TV and music; it introduces and practises the present continuous for activities happening now or at the moment.

REVIEW AND SPEAKING**Aim**

to revise language from the previous lesson

1 Organise the class into pairs to do the first task and practise saying words about activities. In feedback, find out which pair remembered the most words.

- You could ask students to do the second task in pairs or as a mingle. It is a good idea to model this activity by writing your own ideas on the board and then using your notes to tell the class about each thing. Draw attention to the fact that the first bullet point talks about the past, the second about habit in the present, and the last about future plans. Point out or elicit the structures used for each. Next, ask students to write their own ideas for each of the three bullet points.
- In pairs, students then take turns to say sentences and ask questions. In a mingle, students then walk on and repeat the activity with a new partner.
- In feedback, comment on any good use of language and point out any errors in use of structures when talking about the past, present or future.

Possible answers

1

reading: book / favourite writer / story / magazine / book shop

listening to music: singer / band / song / CD

going shopping: try on clothes / bag / money / shop / buy

(See Exercise 4 on Student's Book page 62 for more possible answers.)

2

Last week I went to the beach. It was good and I went in the water.

At the weekend I normally go shopping for food.

Next week I'm going to do an exam. Then next month I'm going on holiday!

Possible answers

Picture a: There is a man reading a book. He is sitting on a bed.

Picture b: A man is using a computer in the kitchen.

Picture c: There is a young man watching something at home.

Picture d: A young man is listening to music in the park.

Answers

a 1 b 4 c 3 d 2

122

1

A: What are you reading?

B: A book called *The Lake*. Do you know it?

A: No. Is it good?

B: Yes, it's OK. Are you reading anything at the moment?

A: No, I'm very busy. I don't have time. Do you read a lot?

B: Maybe one book a month.

A: I think that's a lot!

2

C: What are you listening to?

D: A French band called Superbus. Do you know them?

C: No. Are they good?

D: Yes. They're great. I love them. Do you listen to music a lot?

C: Yes.

D: What do you like?

C: Lots of different things. Pop, Mozart ... And you? What do you like?

D: I listen to a lot of Brazilian music.

3

E: What are you watching?

F: Just a video on YouTube.

E: Is it good?

F: Not really.

E: What else do you watch?

F: Films, series. Lots of things. And you?

E: I don't watch a lot.

4

G: What are you doing?

H: I'm doing something for work.

G: Do you work at night a lot?

H: Not really. But I have an important meeting tomorrow.

LISTENING**Aim**

to give students practice in listening for general comprehension and specific information

2 **122** Lead in by asking students to look at the pictures. Ask: *What can you see?* Elicit descriptions from students (see Possible answers in the next column).

- Play the recording. Students listen and match pictures a–d with conversations 1–4. Let students compare answers in pairs before checking as a class.

3 **122** Give students a moment to read the options for each conversation. Play the recording again. Students listen and tick the sentences that are true for the man in each conversation. Note that it is not a case of identifying which in the pair of options is true and which false – they may both be true, or both false. Let students compare answers in pairs. Note that students will check their answers in Exercise 4.

4  **122** If necessary, play the recording again. This time allow students to follow the conversations in Audio script 122 on page 156 of the Student's Book.

Answers to Exercise 3

- 1 a ✗
b ✓
2 a ✓
b ✗
3 a ✗
b ✓
4 a ✗
b ✗

GRAMMAR Present continuous

(I'm and are you ...?)

Aim

to check students' understanding of how to use the present continuous for activities taking place now or at the moment

5 Read through the information in the box as a class. Then ask students to work individually to complete the questions and sentences in Exercise 5. Elicit the first answer to get students started. Let students compare answers in pairs before checking as a class.

Answers

- 1 are you listening to
2 I'm watching
3 are you doing; 'm looking
4 Are you making; are you cooking

Background language notes

- We form the present continuous with the auxiliary verb *be* and the *-ing* form of the main verb (here, grammatically, the present participle). Point out how verbs that end with *-e* (e.g. *make*) lose the *-e* (e.g. *making*).
- Use a table to show how questions with *be* and *-ing* are formed:

Q word	auxiliary <i>be</i>	subject	main verb with <i>-ing</i>
What	<i>are</i>	<i>you</i>	<i>doing?</i>
	<i>Are</i>	<i>you</i>	<i>reading?</i>

Background pronunciation notes

In present continuous questions the main verb is stressed, and *are* and *you* are generally unstressed. They are reduced to /əjə/. You could do a brief drill of the questions in Exercise 5 to allow students to practise this pronunciation.

6 Ask students to work in pairs. Tell them to decide who is A and who is B. You could mime the first example yourself and elicit the question from the class to provide a model. Student A turns to Student's Book page 145 and

uses the information there to mime activities. Student B asks questions using the present continuous to try and establish which activity their partner is miming. As students interact, monitor and correct errors with the form and pronunciation of the present continuous.

Answers

Students' own answers

7 Ask students to change roles. This time Student B turns to Student's Book page 147 and mimes the activities listed there, and Student A asks questions.

Answers

Students' own answers

G For further practice, see Exercises 1–3 in the Grammar reference on pages 127–128.

Answers to Exercise 1, Grammar reference

- 1 are; 'm
2 Are
3 'm
4 'm; are
5 are; 're; are; 'm

Answers to Exercise 2A, Grammar reference

- 1 *Are you working now?*
2 What are you looking at?
3 What are you listening to?
4 What are they doing?
5 Are you doing anything now?
6 Are you coming with us?

Answers to Exercise 2B, Grammar reference

Students' own answers

Answers to Exercise 3, Grammar reference

- 1 a listens
b are; listening
2 a am/'m not reading
b don't read
3 a am/'m working
b works
4 a go out
b Are; going out
5 a do
b am/'m doing
6 a are; eating
b do; eat

Communicative activity worksheet The photocopiable worksheet on page 206 can be used at this point or at the end of the unit for further practice.

VOCABULARY Country adjectives

Aim

to practise hearing and saying country adjectives

8  **123** Look at the example sentences and the flags in the language box on Student's Book page 64 with your class. Drill the words *French* and *Brazilian* (see notes on the next page). Elicit other nationalities students may know (e.g. *English* or *British* and their own nationality). You could

close the Student's Book and use pictures to elicit and drill other nationalities (see Teacher development below).

- Play the recording. Ask students to listen and repeat the adjectives in the questions. Point out the strong stress in each country adjective.

123 with strong stresses marked

- 1 Japanese
- 2 American
- 3 British
- 4 Chinese
- 5 Spanish
- 6 Egyptian

Background language and pronunciation notes

The most common suffixes used in country adjectives are *-ish*, *-(i)an* and *-ese*. The suffix *-ese* is stressed, but the suffixes *-ish* and *-(i)an* are not stressed. Exceptions to the use of these common suffixes include *France* → *French*, *Wales* → *Welsh*, *the Netherlands* → *Dutch*.

Teacher development: using pictures to elicit and drill words

Eliciting and drilling a set of words in open class is a fun alternative to teaching with the Student's Book open. Choose a set of nationalities that is most relevant to your class (so, for a European class, use European countries). Find and show a set of pictures that elicit the nationalities you have chosen. This could be flags, the shape of the countries, typical products, or famous people. Show each picture and elicit and drill each nationality word in turn. Model the word clearly and get the whole class to say it accurately.

It is a good idea to present the word with the name of the country (e.g. *France* → *French*) rather than teaching the nationality word in isolation. This is particularly useful when the two words are stressed very differently (e.g. *Japan* → *Japanese*).

- 9 Organise the class into small groups to try to answer the questions in Exercise 8. Set a five-minute time limit. In feedback, find out which team has the most or best answers.

Possible answers

Japanese writers: Haruki Murakami, Koushun Takami, Nahoko Uehashi
 American bands: Aerosmith, Foo Fighters, Nirvana
 British singers: Adele, Leona Lewis, Ed Sheeran
 Chinese companies: Air China, Alibaba, Huawei
 Spanish actors: Antonio Banderas, Penélope Cruz, Javier Bardem
 Egyptian cities: Cairo, Alexandria, Sharm El Sheikh

- 10 Ask each group (from Exercise 8) to prepare five questions. Monitor and help with ideas and vocabulary.

V For more country adjectives, refer students to page 139 of the Student's Book.

- 11 Put groups together, or split groups so that half of each group are with half of another group. Students take turns to ask and answer questions. In feedback, find out which students got most answers correct.

Possible questions

Do you know any ... Italian cities / French painters / German composers / Brazilian footballers / Australian sports stars?

Optional extra activity 1 If you have a multilingual class, tell students to interview each other by asking: *Who/What is a famous writer/actor/band/company, etc. in your country?* They can then report back using the pattern [X] *is a famous Mexican/Spanish writer/actor/band/company, etc.*

Optional extra activity 2 Write the following acronyms on the board at random: IKEA, BMW, BBC, SNCF, DHL, FIAT, KFC, JAL, C&A, SEAT. Ask students in groups to say where they think the companies are from. Then ask students to research the answers online.

READING

Aim

to read for general comprehension and guess the meaning of words in context

- 12  124 Lead in by asking students: *Do you like reading? What books do you read? What are you reading at the moment?* You could put the questions on the board and ask students to interview their partner.

- Ask students to read the text and match sentences 1–4 with the right name. The reading text is recorded so you could play the recording while students listen and read. Let students compare answers in pairs before checking as a class.

Answers

- 1 Darren
- 2 Don
- 3 Camila
- 4 Zeynep

- 13 Ask students to read the text again and answer the questions about each of the three books. Let students compare answers in pairs before checking as a class.

Answers

- The Mad Toy, Three Daughters of Eve, Animal Farm*
 1 *The Mad Toy* – no; *Three Daughters of Eve* – yes;
Animal Farm – yes
 2 Student's own answers

Culture notes

- *The Mad Toy* (*El Juguete Rabioso* in its original language of Spanish) is the first novel of Argentinean author Roberto Arlt. It was published in 1926.
- Elif Şafak (born in 1971) is a Turkish-British novelist and women's rights activist, who writes in both Turkish and English, and has published 16 books. *Three Daughters of Eve* is her tenth novel.
- George Orwell (1903–1950) was an English novelist, essayist, journalist and critic. He was famous for his polemical journalism. *Animal Farm* (1945) is a critique of totalitarianism, as is his later novella called *1984* (published in 1949).

14 Ask students to find the words in red in the text. Encourage them to use the context around each word, together with their own knowledge, to try and work out the meaning of each word. Then ask them to use the words to complete the sentences. Elicit the first answer to get students started. Let students compare answers in pairs before checking as a class.

- In feedback, check the meaning of the words in red, or let students check them in dictionaries.

Answers

- 1 famous
- 2 moment
- 3 called; about
- 4 really; sad

Optional extra activity Ask students to underline other words in the text they don't know (e.g. *finish*, *government*, *same*). Tell them to compare with a partner and/or look the word up in a dictionary. Then ask them to write a new sentence which explains or illustrates the meaning.

SPEAKING

Aim

to practise talking about books

15 Ask students to work in groups to discuss the questions. As students speak, monitor and note anything interesting you could mention in feedback, and/or any errors you could correct at the end.

Answers

Student's own ideas

WRITING

Aim

to practise writing about what people read or watch on TV

16 Ask students to read the example sentences. Point out the use of *normally* with the present simple and *at the moment* with the present continuous. Point out that *series* = a daily or weekly programme with a set format, a regular cast of characters, and sometimes a continuing story. The word is the same in both the singular and plural form (*a series*, *some series*).

- Ask students to write sentences. They can use the ideas from Exercises 14 and 15, and need only change the words in red to make sentences that are true for them. As students write, monitor and help with ideas, spelling and vocabulary.
- Once students have finished, think of ways they could share their sentences with the class. You could ask students to pass round their writing, put their writing on the wall, or read out their sentences.

Possible answers

I don't often watch TV. I don't really like it.
I love reading books. I like crime novels and stories about the past.
I normally read in the evening at home. At the moment I'm reading a book called *The Fault In Our Stars*. It's about two young people and it's very sad, but I like it.

Optional extra activity Tell the class about your favourite book or TV series in a live listening. You could then ask students to write a paragraph about their favourite book, film or TV series for homework.

THIS ONE LOOKS GOOD**Student's Book pages 66–67****Communicative outcomes**

In this two-page spread, students practise buying clothes in a shop and ask each other what they think of different clothes; it introduces and practises *this/these* and *one/ones*.

SPEAKING**Aim**

to practise talking about shopping

1 Ask students to work in groups to discuss the questions. As students speak, monitor and note anything interesting you could mention in feedback, and/or any errors you could correct at the end.

Answers

Student's own ideas

VOCABULARY Buying clothes**Aim**

to introduce and practise useful words and phrases for buying clothes

2  **125** Play the recording. Students listen and repeat the words.

125

twelve
twenty-five percent off
thirty-eight
blue
brown
a coat
the design
a dress
extra large
feels comfortable
green
half price
a jacket
jeans
long
looks good
small
a T-shirt
white
yellow

3 Ask students to put the words and phrases in the right list. Elicit the first one or two answers to get students started. Let students compare answers in pairs.

Answers

Colour: blue, brown, green, white, yellow
Size: 12, 38, extra large, long, small
Clothes: a coat, a dress, a jacket, jeans, a T-shirt
Reason to buy: 25% off, the design, feels comfortable, half price, looks good

Background language notes

- *extra large* = very large
- Use mime to check the difference between *It looks ...* and *It feels ...*
- Point to clothes in the classroom, or use pictures, to check the items of clothing.

4 Ask students to add words to each list. Elicit one or two answers to get students started. Let students compare answers in pairs or small groups.

Possible answers

Colour: red, orange, pink, purple, grey, gold, silver
Size: extra small, medium, short
Clothes: a shirt, a skirt, a jumper, trousers, shorts
Reason to buy: feels great, looks nice, fits well, like the colour

5 Ask students to describe the photos in their groups, and say which words from Exercise 2 they can use to describe each photo. In feedback, elicit ideas.

Possible answers

In photo a you can see: blue, brown, green, yellow, tops, a dress, a jacket, small
In photo b you can see: blue, brown, green, white, jeans, shoes, a shirt, long
Students could also argue for: (the shoes) feel comfortable and (the dresses) look good

6 Ask students to discuss the questions in small groups. Monitor and offer support with vocabulary and structures as necessary.

Optional extra activity Describe your clothes. Say, for example, *I'm wearing a blue shirt. It feels comfortable. I think it looks good. It's large. It was half price.* Ask students in groups to describe what they are wearing using words from the lesson.



For more colours, refer students to page 139 of the Student's Book.

Background pronunciation notes

Note the challenging pronunciation of *design* /dɪˈzaɪn/ and the fact that *comfortable* has only three syllables: /ˈkʌmfətəbəl/.

- Note the strong stress on the first syllable of *twenty* and *thirty*: *twenty-five*, *thirty-eight*

LISTENING

Aim

to listen to three conversations in a shop for general and specific comprehension

7 **126** Lead in by asking students to look at the photos. Ask: *Where are they? What clothes can you see? What are they saying?*

- Play the recording. Students listen and match two of the conversations with the photos. Let students compare answers in pairs.

Answers

Photo a = conversation 3
Photo b = conversation 1

126

1

A: What do you think?
B: They're OK. They feel comfortable but I'm not sure about the design.
A: And the brown ones?
B: They look nice. But they feel a bit small.
A: OK.
B: Do you have these in 44?
A: I don't know. I'll go and look.

2

A: Hello. Can I help you?
B: No thanks, I'm just looking.
A: OK. No problem.

3

A: What do you think of this one?
B: It looks nice. I like the design.
A: Yeah. I'm not sure about the colour. What do you think of the blue and red one?
B: Yeah. It's nice. How much is it?
A: Fifteen dollars.
B: That's good!
A: What do you think of the size?
B: It looks fine, but try it and see.
A: OK.

8 **126** Give students time to read through the six sentences a–f. Play the recording again. Students listen and match the conversations (1–3) with the sentences. Let students compare answers in pairs.

Answers

a 3 b 1 c 3 d 1 e 3 f 2

GRAMMAR *this/these, one/ones*

Aim

to introduce and practise *this/these, one/ones*

9 Read through the examples in the box with your class. Point out the singular and plural forms, and remind students of the form of the verb in the present tense when using the singular or plural.

- Ask students to choose the correct word(s) in each set of options. Elicit the first answer to get students started. Let students compare answers in pairs.

Answers

1 these	5 the blue one
2 This; one	6 shoes
3 shirt; one	7 this; one
4 these; ones	8 this; one

Background language notes

- *This* and *these* can be used as determiners (followed by a noun: *This top is nice.*) or demonstrative pronouns (in place of a noun: *This looks good.*). We use the words to refer to something close to you (i.e. something you are wearing, holding or showing).
- *One* and *ones* can also be both determiners and pronouns. We use *one* to refer to a single thing when there are others of the same type. We often use *one/ones* as pronouns with adjectives before them (*the blue ones, the other ones, the new ones*).
- Note that *jeans, pants* and *trousers* are plural (even though they refer to single items of clothing).

G For further practice, see Exercise 1 in the Grammar reference on page 128.

Answers to Exercise 1, Grammar reference

1 a These shoes are very comfortable.
2 b What do you think of this/my jacket?
3 b The brown coats are OK but I don't like these ones.
4 a This skirt looks good.
5 b I like the design on this bag / these bags.
6 b This dress is nice, but I prefer the red one.

DEVELOPING CONVERSATIONS

Opinions

Aim

to introduce and practise ways of asking about and saying what people think

10 Read through the example sentences in the information box with your class.

- Ask students to complete the sentences in Exercise 10 with bold words from the box. Let students compare answers in pairs before checking as a class.

Answers

1 think; bit
2 of
3 really
4 sure

Background language and pronunciation notes

Explain that we use *really* with verbs and adjectives to mean 'very' or 'a lot' (e.g. *It's really big; I really like it.*) and *a bit* with adjectives to mean a small amount. Notice that *really* and *a bit* are stressed in these sentences. Note the other stressed words in these phrases (*What do you think of the top? I'm not sure about the design.*).

Optional extra activity Drill the sentences in Exercise 10 and then put students in pairs to practise reading them out.

11 Organise the class into pairs. Ask students to work together to discuss what they think of the clothes on Student's Book page 66, or the clothes shown throughout Unit 7.

12 Organise the class into new pairs. Ask students to work together to prepare a conversation from the flow diagram. Tell them not to write, but to think of what to say, using their ideas from Exercise 11.

- When pairs are ready, ask them to practise the conversation. Then tell students to change roles two or three times. Later, reorganise the class into new pairs to give further practice. Practice makes perfect, so get students to try out the conversation a number of times with different partners.

- As students speak, monitor and note any errors they make. In feedback, write up errors on the board and ask students to correct them.

13 In feedback, ask students to imagine what they are going to buy, and to tell the class.

Optional extra activity Bring in pictures from a clothes catalogue. Tell students they have a limit of £100 to spend. Ask students to discuss the clothes and decide what to order.

PRONUNCIATION AND REVIEW

Aim

to review language from the unit and practise listening to and producing fast speech

14  **127** Tell students to read the eight sentences and questions. Play the recording. Ask students to listen and write the missing word or words. Play and pause if necessary. Let students compare answers in pairs.

Answers

- 1 cooking
- 2 the game
- 3 working
- 4 film
- 5 listening to
- 6 these
- 7 shoes
- 8 watch

127

- 1 Do you like cooking?
- 2 Did you watch the game last night?
- 3 I'm working a lot at the moment.
- 4 It's a really good Japanese film.
- 5 What are you listening to?
- 6 What do you think of these?
- 7 They are my favourite shoes.
- 8 What do you normally watch?

15 Ask students to work in pairs. Tell them to say each sentence from Exercise 14 but change one word each time. In feedback, elicit a few good ideas from the class.

Possible answers

- 1 Do you like *playing football*?
- 2 Did you watch the *new TV series* last night?
- 3 I'm *sleeping* a lot at the moment.
- 4 It's a really good *French* film.
- 5 What are you *reading*?
- 6 What do you think of *this*?
- 7 They are my favourite *jeans*.
- 8 What do you normally *cook*?

16 Give students a moment to look back at the Conversation practice on page 63 of the Student's Book. Then put them in pairs to practise the conversation.

17 Organise the class into new pairs. Set a one-minute time limit for students to write as many words as possible. In feedback, find out which pair has most words.

Possible answers

Country adjectives: American, British, Brazilian, Chinese, Egyptian, French, German, Japanese, Spanish
Colours: black, blue, brown, green, red, white, yellow
Clothes: coat, dress, hat, jeans, jumper, shirt, shoes, skirt, socks, top, trainers, trousers, T-shirt

Optional extra activity Ask students to write a list of activities (e.g. watch TV).



For further revision and pronunciation practice, see Exercises 1–3 in the Grammar reference on pages 128–29.

Answers to Exercise 1, Grammar reference

- | | | |
|--------|-------|---------|
| 1 do | 4 it | 7 like |
| 2 one | 5 Are | 8 going |
| 3 This | 6 'm | |

Answers to Exercise 2B, Grammar reference

- 1 b 2 a 3 b 4 a 5 a 6 a 7 b 8 b 9 a
10 a 11 a 12 b

Answers to Exercise 3, Grammar reference

- 1 I like travelling a lot.
- 2 I don't like listening to music.
- 3 I'm reading a good book at the moment.
- 4 Are you watching anything good at the moment?
- 5 What do you think of these shoes?
- 6 I prefer the black ones.

8 HERE AND THERE

WORDS FOR UNIT 8

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the Student's Book, point to the first photo and read out the words. Students should be able to guess the words from the visual context but you may need to check the meaning of some items.

2  **128** Play the recording. Ask students to listen and repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again.

128

- 1 carpets
- 2 it's not working
- 3 draw a picture
- 4 wear glasses
- 5 law
- 6 they look similar
- 7 look in the fridge
- 8 leave my keys in the park
- 9 chairs
- 10 lost
- 11 leave the dishes in the sink
- 12 I can't remember
- 13 an old factory
- 14 work hard

Background language and pronunciation notes

look similar = not exactly the same

dishes = here, a general word for plates, bowls, etc. that need washing

lost (adjective) = you can't find it

- Note the challenging vowel sounds in *law* and *draw* /ɔ:/, and *wear* and *chair* /eə/, and the tricky pronunciation of *fridge* /frɪdʒ/.

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 correctly 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.
- End this stage by asking your students to say if they know any other words in English related to the photos (*cash machine, wall, water*, etc.). 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.

WHERE IS EVERYONE?

Student's book pages 70–71

Communicative outcomes

In this two-page spread, students will practise sending a message to someone, and saying what people are doing at the moment.

VOCABULARY Collocations

Aim

to introduce and practise common collocations

1 Read through the information in the box with your class. In a monolingual class, ask students what verbs usually go with *bus*, *photo* and *break* in their L1, and whether their language works in the same way as English in these cases.

- Ask students to match the verbs in the box with the words and phrases in 1–7. Point out that the same word is used in all of the spaces in each numbered section. Let students compare answers in pairs. In feedback, check any unknown words (e.g. *a list* = things you write in order, such as a shopping list; *client* = business customer – a person you do a job for).

Answers

- 1 take
- 2 work
- 3 study
- 4 travel
- 5 make
- 6 meet
- 7 get

Background language notes

- In these examples, there are verb + noun collocations (*take an exam, meet a client*), verb + adverb collocations (*work hard*) and verb + prepositional phrase collocations (*work at home*).
- Notice how some collocations are very strong. We always use the preposition *for* after *study*, for example, and *take an exam* and *work hard* are commonly-used collocations that are best learnt as fixed phrases.

Teacher development: the importance of collocation

- Many learners expect that because they collocate something a particular way in L1, it will translate directly (and correctly) into English. So, students may say the following (depending on their L1 – shown in brackets): *write your homework* (Czech), *do a holiday* (German), *take a coffee* (Italian), *go by car* (Turkish). The only way of avoiding such errors is to teach and learn words with

the words they go with as 'chunks' of language. Here are some suggestions:

- 1 Make sure students notice, copy and learn collocations in texts they read.
- 2 Use tables and matching activities to get students to notice and record which words go together.
- 3 With common verbs like *get* and *take*, ask students to draw spidergrams with the verb at the centre, showing the range of words the verb can go with. You could tell them to put an asterisk next to words that do not collocate with the equivalent verb in their L1.
- 4 Play collocation games. See the example in the Optional extra activity after Exercise 5 below.

2  **129** Play the recording. Ask students to listen and tick the collocations they hear. Let students compare answers in pairs before checking as a class.

Answers

Students should tick the following collocations for each of the seven sentences in Exercise 1:

- 1 take a friend to the airport
- 2 work at home
- 3 study for an exam
- 4 travel a long way
- 5 make a lot of money
- 6 meet a client
- 7 get something to eat

129

- 1 I'm going to take some friends to the airport.
- 2 I'm working at home this week.
- 3 I'm studying for an exam at the moment.
- 4 They travelled a long way.
- 5 She makes a lot of money.
- 6 I met a client yesterday.
- 7 I need to get something to eat.

3 Organise the class into pairs to think of collocations using the verbs *get*, *make*, *meet*, *study*, *take*, *travel* and *work*. Elicit two or three examples to get students started. In feedback, ask students to write ideas on the board. One idea is to write each verb on the board and to ask students to add words connected by a line to make spidergrams.

Possible answers

- 1 take a bus/train
- 2 work in an office/school/hospital
- 3 study English/History/Maths
- 4 travel abroad / to the USA / fast
- 5 make dinner/lunch/tea
- 6 meet new classmates / your family / to go shopping
- 7 get lunch / a drink / some shopping

4 Ask students to prepare sentences. Elicit one or two examples to get students started or provide some sentences about you and your family as examples. Monitor and help students with ideas and vocabulary.

Possible answers

I'm working hard at the moment.
I often travel a lot for work.
I met a friend for coffee yesterday.
My sister got a new job last year.

5 Organise the class into groups of four or five to share sentences. In feedback, ask a few students to say what they found out about their classmates.

- At the end, write up any incorrect sentences you heard on the board and ask students to correct them in pairs.

Optional extra activity Play collocations tennis. Organise the class into pairs. Student A 'serves' a verb (e.g. *take*). Student B 'returns' with a collocation (e.g. *take an exam*). Student A returns with another collocation with the same verb (e.g. *take my mum to the airport*). Then B returns (e.g. *take a shower*). Students continue until they cannot think of another return. They lose the point. It's 15–0. Student A serves a new verb. Students play, using the tennis scoring system, until one student wins a set.

LISTENING

Aim

to listen for general understanding and to contextualise the use of the present continuous

6  **130** Ask students to describe what they can see in the three pictures (see Possible answers below). Play the recording. Students listen and match conversations 1–3 with pictures a–c. Let students compare answers in pairs before checking as a class.

Possible answers

Picture a: There is a girl. She is sitting and writing. I think she is studying for an exam.
Picture b: A man is at the airport. There is a plane. He is waiting.
Picture c: There is a child on a sofa. He is ill. His mother is using a computer.

Answers

1 c 2 a 3 b

130

1

A: Where is everyone? We said three o'clock.
B: They're coming. Look here's Lizzie.
C: Hi.
A: Hi Lizzie. We're waiting for everyone.
C: Yeah. they're coming. Jaime's getting coffee for everyone and Ulla is talking to someone on the phone.
A: OK. Here's Jaime. No coffee?
D: The machine's not working!
B: Oh.
A: And Katya? Is she coming?
B: No, she's working at home.
A: Oh.
B: Her son's not feeling well today.

A: Oh, OK.
 B: I'm going to phone her later and tell her about the meeting.
 A: Great. thanks. Well say hi. And sorry her son's not feeling well.
 B: OK.
 D: Hi everyone.
 A: Hi Ulla.
 E: Sorry I'm a bit late. I needed to talk to a client.
 A: That's OK. We can start now.
 E: And Katya?
 C: She's working at home. Her son's not well.
 E: Oh, OK.

2

F: How's your sister? Is she OK?
 G: Emma? She's fine. She's at university now in Leeds.
 F: Oh, really? What's she studying?
 G: French and Spanish.
 F: OK. That's good.
 G: Yes. She's studying hard for her exams at the moment.
 F: Oh, really?
 G: Yeah. I'm going to visit her this weekend.
 F: Oh, say hello.

3

H: And then she said ... Sorry. Can I answer this?
 I: Yes. Sure.
 H: Thanks. Hello? Oh, hiya. How are you? ...
 OK. Bye. Thanks for calling. Have a good flight.
 Right ... sorry.
 I: Who was that?
 H: My dad. He's travelling to Dubai today.
 I: Really? What's he doing there?
 H: Work. He's going there for two weeks.
 I: What does he do?
 H: He's a designer.
 I: That's good. Does he travel a lot?
 H: Yes, he does. He went to Spain last month – and he's going to China in the summer.

7 🎧 **130** Give students a moment to read the different options for each conversation. Play the recording again. Students listen and tick the sentences that are true. Let students compare answers in pairs and correct the answers that are not true. Note that students will check their answers in Exercise 8

8 🎧 **130** Play the recording again. This time let students read Audio script 130 on page 157 of the Student's Book as they listen. Let students compare answers in pairs. In feedback, you could show the answers on the board.

Answers to Exercise 7**1**

- a ✓
- b *Ulla is talking to a client.*
- c *Katya's not coming to the meeting.*
- d *Her son is not feeling well.*

2

- a *Emma's studying French and Spanish.*
- b ✓

3

- a *He's travelling to Dubai.*
- b ✓

Optional extra activity Ask students to practise reading the conversations in pairs.

GRAMMAR Present continuous: all forms**Aim**

to check students' understanding of how to use the present continuous

9 Read through the examples in the box as a class. Point out how we use *is* in the third person form.

- Ask students to complete the conversations in Exercise 9 with the correct form of the verbs in brackets. Let students compare answers in pairs before checking as a class.

Answers

- 1 *Is ... working ... ; 's meeting*
- 2 *it's not raining*
- 3 *is ... doing; 's teaching*
- 4 *Are ... going; 'm staying*
- 5 *'s not coming; 's not feeling*
- 6 *is ... taking*

Background language notes

Check the form with students. The subject and auxiliary verb invert when forming questions. So *Tom's coming* becomes *Is Tom coming?*

Note that *isn't* is an alternative to *'s not*. So it is possible to say *It isn't raining* as well as *It's not raining*.

We use the present continuous with active verbs to describe something happening now, around now or these days. It is a temporary activity. So, *Nick's working at home today* is happening now, while *My sister's teaching in Greece* is happening these days and is temporary.

10 🎧 **131** Play the recording. Ask students to listen to the sentences.

131

- 1 *What's she studying?*
- 2 *What are you doing here?*
- 3 *I'm meeting a customer.*
- 4 *They're studying hard at the moment.*
- 5 *He's not working today.*
- 6 *She's not feeling well.*

11 Ask students to work in pairs to practise saying the sentences in Exercise 10.

Background pronunciation notes

Note that the strong stress is on the main verb. *He's* and *she's* are reduced to short, unstressed sounds.

G For further practice, see Exercises 1–3 in the Grammar reference on page 129.

Answers to Exercise 1, Grammar reference

- 1 isn't
- 2 Is it
- 3 is teaching
- 4 is taking
- 5 Sue's not
- 6 is he doing
- 7 He's not working
- 8 is she driving

Answers to Exercise 2, Grammar reference

- 1 a rains
b is/'s raining
- 2 a is/'s working
b works
- 3 a is/'s doing
b does
- 4 a meet
b am/'m meeting
- 5 a travels
b are/'re travelling
- 6 a is/'s staying
b stays

Answers to Exercise 3, Grammar reference

- 1 Yes, it is.
- 2 No, he's not.
- 3 Yes, she is.
- 4 Yes, he is.
- 5 No, she's not (she is not / she isn't).
- 6 Yes, it is.
- 7 No, I'm not (am not).
- 8 Yes, it is.
- 9 Yes, I am.
- 10 No, it's not (it is not / it isn't).

12 Organise the class into pairs. Ask students to decide who is A, and who is B. Students practise the conversation.

13  **132** Play the recording. Ask students to listen to the conversation and look at the conversation in Exercise 12. They must listen and say which words are different.

Answers

Kim (not Ken)
She's not coming today. She's meeting a friend.

132

A: OK. Are we ready?
B: Yes. Sure.
A: Wait a minute. Where's Kim?
B: Oh, she's not coming today. She's meeting a friend.
A: Ah, OK.

14 Organise the class into pairs to practise conversations. Encourage students to use the conversation in Exercise 12 as a basis, but to change information (e.g. change names or change *He's taking his son to the airport* to something else). You could model the activity first with a reliable student.

- As students speak, listen carefully and note errors of form or pronunciation to focus on in feedback.

Optional extra activity Ask students to change pairs or act out sentences in a mingle. This varies interaction and extends the activity.

DEVELOPING CONVERSATIONS

Sending messages

Aim

to introduce and practise ways of sending messages to other people

15 Read through the information in the box with your class. Then ask students to read the sentences in Exercise 15 and choose the best message (from the phrases in bold in the information box) to send.

Answers

- 1 Say thank you.
- 2 Say I'm sorry.
- 3 Say hello/hi.
- 4 Say thank you.
- 5 Say hello/hi.
- 6 Say I'm sorry.

16 Organise the class into pairs. Ask students to practise conversations.

- As students speak, monitor closely. At the end, in feedback, point out any errors of form, use or pronunciation that you noticed.

Optional extra activity Ask fast finishers to improvise more conversations using their own ideas for situations.

CONVERSATION PRACTICE

Aim

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

17 Ask students to prepare by writing five names on a piece of paper. You could model this by writing five names of people you know on the board.

18 Ask students to work in small groups to have conversations in which they ask about the names on each other's pieces of paper. Encourage students to be creative and to think of their own natural questions to ask. To model the activity, get the class to ask you questions about the names you have written on the board.

- As students speak, monitor closely. Listen for errors, new language or interesting conversations to focus on in feedback.

- In feedback at the end, comment on good pieces of language that students used, and/or pieces of language students didn't quite use correctly during the activity. Model improved ways of saying what they were trying to express.
- Note that the recording in Audio script 133 is an example dialogue designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



133 Students listen to another example.

133

A: How's your brother Martin?
 B: He's fine. Thank you.
 A: What's he doing at the moment?
 B: Well, he's a doctor now. He started last year. He's working hard.
 A: Really? Where did he study?
 B: In Bucharest.
 A: And where's he working?
 B: In a hospital in Madrid.
 A: OK. Well, say hello.

I CAN'T FIND MY KEYS

Student's Book pages 72–73

Communicative outcomes

In this two-page spread, students talk about things in a house and say where things are; it practises the use of *maybe* and personal pronouns.

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

1 Organise the class into pairs to choose and do two of the three activities. Set a five-minute time limit and monitor unobtrusively, gauging how well students have learnt language from the previous lesson.

Possible answers

Three more words that go with the verbs on page 70:
 take a taxi / a bus / a train
 work in an office / at home / at school
 study English / History / at school
 travel on a bus / abroad / to the USA
 make friends / dinner / tea
 meet for a coffee / friends / classmates
 get lunch / new car / ready

VOCABULARY *In the house*

Aim

to introduce and practise words for types of furniture in a house

2 It is a good idea to start the lesson by finding out what students know and brainstorming words using flashcards (see Teacher development on the next page).

- Ask students to look at the photos on the page. Say the names of the rooms and ask students to repeat. Then ask students to say what they can see in the rooms. You could do this open class or ask students to work in pairs first. In feedback, point to the furniture in the room and ask students to say the words in the box.

Answers

Kitchen: fridge, chair, table, shelf, cupboard (but no sink visible)
 Bathroom: sink, cupboard, shelf (but no shower visible)
 Bedroom: bed, carpet, shelf, cupboard
 Living room: cupboard, table, carpet, sofa

Background language notes

Culturally, your students may be unsure of some of these words. The word *cupboard*, for example, is not usually used for clothes (cf *wardrobe*, *chest of drawers*). In Britain, a *carpet* usually covers the whole floor space of a room (a *rug* is used when it covers only part of the floor space). The *sink* in a bathroom is often called a *washbasin*.

Teacher development: brainstorming from pictures or flashcards

It is a good idea to start a lesson on vocabulary by finding out what students know and brainstorming words using flashcards or pictures on a screen. Find four pictures of each type of room. Show the first and elicit the word for the room. Drill for pronunciation. Ask students to say what they can see in each room and drill for pronunciation. At the end, ask students to write down all the words they can see in the pictures.

3  **134** Play the recording. Students listen and repeat the names of the rooms and furniture.

134

a kitchen
a bathroom
a bedroom
a living room
a bed
a carpet
a chair
a cupboard
a fridge
a shelf
a shower
a sink
a sofa
a table

Background pronunciation notes

Note the strong stress shown in bold on the words in the box. Note the difficult sounds in *chair* /tʃeə/ and *fridge* /frɪdʒ/, and the silent 'p' in cupboard /'kʌbəd/.

4 Ask students to work in pairs to add other items of furniture vocabulary for each room. They could be items which they can see in the photos, or items which are commonly found in those rooms. Elicit one or two ideas to get students started. In feedback, you could ask students to go to the board and write up new words.

Possible answers

Kitchen: cooker, washing machine, dishwasher, freezer
Bathroom: bath, mirror, toilet, bidet
Bedroom: wardrobe, chest of drawers, mirror
Living room: armchair, TV, coffee table, lamp

5 Organise the class into new pairs. Let students improvise their own conversations about what they can see in the photos. Use this as an opportunity for fluency practice, and for students to practise using the new room and furniture vocabulary in context.

6 Change pairs to vary the interaction. Alternatively, organise the class into small groups. Ask students to take turns to ask and answer the questions.

- As students speak, monitor and offer support with vocabulary and ideas.

Optional extra activity Elicit and write on the board some follow-up questions that students can ask: *Are the rooms in the photos different to rooms in your house? How? What different things are in some of the rooms in your house?*

7  **135** Tell students they are going to listen to four different conversations about objects and rooms in the house. Ask students to look at the table. Then play the recording. Tell students to listen carefully and write in answers at the end of each conversation. Let students compare answers in pairs before checking as a class.

Answers

	I can't find...	Which room?	Where in room?
1	<i>my glasses</i>	<i>bathroom</i>	sink
2	passport	bedroom	<i>carpet</i>
3	<i>keys</i>	living room	sofa
4	phone	kitchen	table

135

1

A: Are you OK?
B: No. I can't find my glasses.
A: Oh, I saw them in the bathroom. Next to the sink.
B: Ah, great. Thank you.

2

C: What are you looking for?
D: My passport. I can't find it and I'm going to the airport this afternoon.
C: Maybe it's on the shelf in the living room. I saw it there.
D: I took it from there. It was here!
C: Oh, look. It's there. On the carpet. Next to the bed.

3

E: I can't find my keys.
F: Where did you last have them?
E: Here in the living room.
F: OK. Oh, look. There they are. On the sofa.

4

G: Can you wait one minute? I don't have my phone.
H: OK.
G: Maybe I left it in the kitchen.
H: Did you find it?
G: Yes, it was on the table.

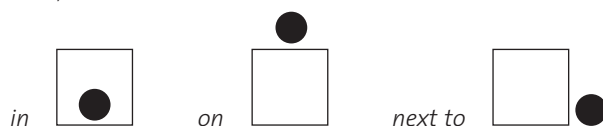
8  **135** Ask students to read the sentences from the conversations in Exercise 7 and remember or guess which prepositions are missing. Then play the recording. Ask students to listen and check or write the prepositions. Let students compare answers in pairs before checking as a class.

Answers

- 1 in; next to
- 2 on; in
- 3 On; next to
- 4 On
- 5 in
- 6 on

Background language notes

Use simple diagrams on the board to check the meaning of *in*, *on* and *next to*.



9 Ask students to work in pairs to say the present form of the verbs in red in Exercise 8. Then they discuss where they usually put the different objects when they are not using them. In feedback, ask different students to say where their partner puts things.

Answers

saw – see; left – leave; was – is (be)

Possible answers

bag, coat, shoes, = in a cupboard next to the door
 keys = on a shelf in the kitchen
 money and cards = in my bag
 passport = in a cupboard in the living room
 phone = on a table in my bedroom

Optional extra activity Draw a simple diagram of a bedroom on the board, e.g. draw a large rectangle to represent the room and then draw a simple bed, bedside table, chair, low cupboard, leaving space for other things to be drawn. Ask students to copy the diagram. Then ask them to add four objects of their choice to the room. Students take turns to ask and say where the objects are in their bedrooms.

DEVELOPING CONVERSATIONS

Maybe

Aim

to introduce and practise *maybe* to say we're not sure

10 Read through the information in the box with your class. Then ask students to read the questions in Exercise 10 and think of ways of changing them to ask about other things. Elicit some alternative questions in feedback.

Possible questions

- 1 Where did you last use your computer/passport/bag?
- 2 When did you last see your cousin / grandparents / best friend?
- 3 How far is your home / your gym / the bank from here?
- 4 How long does it normally take to get to work / have a bath / do your homework?
- 5 Where's your wife / your husband / the teacher today?
- 6 How often do you play tennis / go shopping / eat meat?

Background language note

Maybe is a sentence adverb. It goes at the start of the sentence and turns a statement into one that is uncertain. In British English, *perhaps* is used in the same way.

11 Organise the class into pairs. Ask students to practise conversations using the questions from Exercise 10. Make sure they use *Maybe* in their responses.

- As students speak, monitor closely. At the end, in feedback, point out any errors of form, use or pronunciation that you noticed.

Optional extra activity Ask fast finishers to improvise more conversations using their own ideas for situations.

LISTENING

Aim

to listen for general and specific understanding

12  **136** Ask students to read the three sentences and check any unknown words. Ask: *What is the conversation about?* Elicit ideas.

- Play the recording. Students listen and choose the correct words or phrases. Let students compare answers in pairs before checking as a class.

Answers

- 1 glasses
- 2 in a restaurant
- 3 phone

136**E = Ella; L = Lucian**

E: Are you OK?

L: No. I can't find my glasses.

E: Oh no! When did you last have them?

L: I'm not sure. I can't remember.

E: Well, did you have them this morning?

L: No. I don't think so.

E: What did you do last night? Did you go out?

L: Yes, I went for dinner with some friends.

E: Well, maybe you left them in the restaurant.

L: Yes. Maybe. I'm going to phone them and ask.

13 **137** Tell students they are going to hear the man from Exercise 12 call the restaurant. Ask them to read through the questions carefully.

- Play the recording. Students listen and put the questions from the recording into the order they hear them. Let students compare answers in pairs before checking as a class. Write the order on the board in feedback.

Answers

a 5 b 3 c 1 d 4 e 2

137**W = waiter; L = Lucian****Part 1**

W: Hello. Selale Restaurant. How can I help you?

L: Hi. I had dinner in your restaurant last night.

W: Yes ...

L: And I think I left my glasses there.

W: OK. What colour are they?

L: Blue.

W: And what time were you here?

L: We arrived at eight and finished at maybe ten.

W: OK. Where did you sit? Can you remember?

L: Near the window. We had a big table.

W: OK. I need to ask someone. Can you wait one minute?

L: Sure.

14 **137** Play the recording again. Students listen and write answers to the questions in Exercise 13. You may need to play and pause to allow students time to write. Let students compare answers in pairs before checking as a class.

Answers

- 1 Hi. I had dinner in your restaurant last night.
- 2 Blue.
- 3 We arrived at eight and finished at maybe ten.
- 4 Near the window. We had a big table.
- 5 Sure.

15 **138** Tell students that they are going to hear the second part of the phone conversation from Exercise 13. Play the recording. Students listen and write answers to the two questions. Let students compare answers in pairs before checking as a class.

Answers

- 1 Yes. They were on the floor.
- 2 He doesn't have his car keys.

138**Part 2**

W: Hello?

L: Hi. Did you find them?

W: Yes. They were on the floor.

L: Oh, that's great. Thank you. I'm going to come and get them now.

W: OK. Ask for me – Hakan. I have them here.

L: Sure. ... Now, where are my car keys?

16 Start by asking: *Did you lose something?* You could model the activity by giving true examples of things you lost. Elicit ideas from students. Note that they will talk about what they lost in more detail in Exercise 17, so at this stage it's enough to say what the item was and where they lost it.

- Ask students to prepare true sentences about things they lost. Monitor and help with ideas and vocabulary.

Possible answers

I lost some money on holiday in Mexico. I left it in a taxi.

I lost my pen yesterday.

17 Organise the class into pairs to talk about things they lost. As students speak, monitor and listen carefully and note errors they make which you could correct at the feedback stage.

Possible answers

No, I didn't find the money. I went to the police, but I didn't find the money. It was \$200!

I looked in my big bag and the pen was there! No, it wasn't an expensive pen, but I like it.

Optional extra activity You could ask students to make a poster to try and find a lost item. This could be done for homework. Encourage them to describe the item and say when and where it was lost. It's a good idea to prepare an example of your own as a model.

GRAMMAR Personal pronouns

Aim

to check students' understanding of how to use personal pronouns

18 Read through the information in the box as a class. Elicit the missing personal pronouns.

Answers

me	She
you	We
it	them
He	

Background language notes

English generally follows this order: subject + verb + object, e.g. *She loves him* and *He loves her* (subject personal pronoun + verb + object personal pronoun). Note that other languages are more flexible about order, which may lead to students making errors.

19 Ask students to choose the correct words. Elicit the first answer to get students started. Let students compare answers in pairs before checking as a class.

Answers

- 1 it
- 2 her
- 3 me
- 4 them
- 5 him
- 6 you

Optional extra activity Make a pack of 24 cards for each group of 5–6 students with subject and object pronouns written on them. Each pronoun should appear on two cards (e.g. there will be four cards with *you* and two with *them*). In groups of five or six, students can then play card games. For example, they could play ‘snap’ or a game of pelmanism.

- In ‘snap’, the cards are all dealt out to each player. Player A puts down a card (e.g. *I*) and the first player to put down *me* wins the pair of cards. That player then puts down a new card. At the end, find out which player won the most pairs of cards.
- In pelmanism all the cards are placed face down. Player A turns over two cards. If they match (e.g. *they* and *them*), the player takes and keeps the cards. If they don’t match, the player turns the cards back over and it is the next player’s go. The idea is to remember where the different pronouns are in order to win the most matches.

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 130.

Answers to Exercise 1, Grammar reference

1 a 2 a 3 b 4 b 5 a 6 b 7 b 8 b

Answers to Exercise 2, Grammar reference

- 1 It
- 2 He
- 3 me
- 4 it
- 5 They
- 6 us
- 7 We
- 8 them
- 9 him; her
- 10 We; She

SPEAKING

Aim

to practise asking about and saying where things are

20 Organise the class into new pairs. Ask students to decide who is A, and who is B, and to prepare ideas first. They should look through the model dialogue prompts and decide what to say. Give students two minutes to think of ideas.

- When students are ready, ask them to act out conversations. As students speak, listen carefully and note errors of form and pronunciation. At the end, write four or five short sentences with errors on the board and ask students to correct them in pairs.

Possible answer

A: Hello. Hotel Cosmos. How can I help you?

B: I left my bag in your hotel last Saturday.

A: What colour is it?

B: Black.

A: What time were you here?

B: I’m not sure. Maybe it was three.

A: Where do you think you left it?

B: I’m not sure. Maybe it was in the foyer.

A: OK. I’ll check ... Oh yes, there is a black bag here behind reception.

B: OK. Great. Thanks.

Optional extra activity Ask fast finishers to make similar conversations in different places (a café, a restaurant, a school, a lost property office).

WORKING AT HOME**Student's Book pages 74–75****Communicative outcomes**

In this two-page spread, students talk about and describe people they know; it introduces and practises vocabulary for jobs.

SPEAKING**Aim**

to lead in to the topic by predicting from photos

1 Organise the class into pairs or small groups. Ask students to take turns to ask and discuss the questions. In feedback, ask different pairs or groups to share their opinions with the class.

Possible answers

Picture 1:

She's in the living room. I think she's American or maybe she's British. She's sitting on a sofa and using a laptop. Maybe she's an accountant.

Picture 2:

She's at a desk in an office or workroom. Maybe she's from a European country. She's making jewellery, I think. I don't know the name of her job.

READING**Aim**

to practise reading for general comprehension and to work out the meaning of words from context

2 Lead in by asking: *What is a 'homeworker'? What jobs do homeworkers do?* Elicit ideas from students.

- Ask students to read and complete the text with the words in the box. Let students compare answers in pairs.

3  **139** Play the recording of the reading text. Students listen and check their answers.

Answers

- 45%
- make clothes
- good
- teachers
- travel
- listening to music
- bad
- the living room
- 10%
- the bathroom

Culture notes

- Stanford University is a private research university in California. It ranks as one of the world's top-ten universities.

- Ctrip is a leading provider of travel services including accommodation reservation, transport ticketing, packaged tours and corporate travel management.

4 Ask students to find the words in red and guess their meaning. Let students check in pairs. Finally, ask students to use their dictionaries to check the meaning of any words they are still not sure of.

Answers

growing = getting bigger

million = 1,000,000

half = 50%

website = www page on a computer

because = for this reason

space = if a room is large, it has a large space to do things in

5 Ask students to complete the sentences with the words in red from the text. Let students compare answers in pairs before checking as a class.

Answers

- because
- growing
- website
- space
- million; half

Optional extra activity Ask students to underline and guess the meaning of other words in the text that they do not know.

Background language notes

- factory* = a building or group of buildings where big quantities of things are made using machines
- company* = an organisation that offers services, or makes or sells things to make money
- law* = an official rule that people must obey

6 Organise the class into pairs. Ask students to talk with the reading text covered and say what they think the numbers in the box refer to. You could show the numbers on the board and ask students to close their books.

7 Ask students to read the text again and check what the numbers in Exercise 6 refer to. If you wish, you could play the recording instead. Let students compare answers in pairs. In feedback, elicit answers.

Answers

39 million = number of homeworkers in India

45% = number of people in Argentina who work at home one day a week or more

13% = the amount of extra work Ctrip homeworkers did / the number of UK homeworkers who work in the kitchen

13 million = number of freelancers in Mexico

25% = the number of UK homeworkers who like listening to music when they work

36% = the number of UK homeworkers who work in the living room

8 Organise the class into groups of four or five. Ask students to discuss the question. In feedback, elicit any interesting or unusual information to share with the whole class.

Optional extra activity If your students work, ask them to say whether they are homeworkers or not. Ask: *Could you do your job at home? Why? Why not?*

VOCABULARY Verbs and people

Aim

to introduce jobs formed from verbs

9 Read through the examples with your class. Ask students to complete the table. Let students check answers with a partner.

Answers

manager
player
teacher
worker
writer

Background language and pronunciation notes

We often add *-er* to the verb to make the noun for the related job. If the verb ends in *e*, then we simply add *-r*. Point out that the strong stress falls on the first syllable in the two-syllable words in the table. Note the strong stresses on *designer* and *manager*.

10 Ask students to complete the sentences with the correct form of the verbs from Exercise 9 and the related nouns. Let students check answers with a partner.

Answers

1 teacher; teaches
2 plays; player
3 writer; writes
4 drives; driver
5 designing; designer
6 manager; managing

11 Organise the class into pairs. Students take turns to talk about people they know using some of the words in the box. As students speak, listen carefully for errors of form and pronunciation.

Optional extra activity Ask students to think of (or find in dictionaries) other words describing people that end in *-er* (e.g. *painter, swimmer, builder*, etc.).

READING AND SPEAKING

Aim

to practise reading for comprehension and sharing information found in a text

12 Lead in by reading through questions 1–7 with your class and checking students understand them.

- Organise the class into pairs. Tell students to decide who is A, and who is B, and to look at their texts, either on page 75 or 144 of the Student's Book. Ask students to read and note answers to the questions. Monitor unobtrusively and make sure students have most of their answers correct, but do not check answers with the class.

Answers

Text A on page 75:

1 Agata
2 Krakow in Poland
3 She draws pictures for children's books.
4 In the kitchen at home
5 yes (I really like my job.)
6 no
7 She's writing her own book at the moment.

Text B on page 144:

1 Higor
2 in Curitiba in the south of Brazil
3 He's a teacher.
4 in a small office at home
5 yes (I love my job.)
6 yes
7 He's making his own website.

13 Ask students to work in A/B pairs to tell each other about their text by using their answers to Exercise 12. Encourage them to use full sentences. In feedback, ask some individuals what information they were told by their partners.

14 Ask students to work in groups of four or five to discuss the questions.

- As students speak, monitor and note any errors students make. At the end, write up errors on the board and ask students to correct them.

WRITING

Aim

to write a short text about someone you know

15 Ask students to write a text. They should use the seven questions in Exercise 12 to provide a framework for their text.

- When students have finished their texts, ask them to share them with the class. In a small class, they could pass them round so that everybody reads each other's text. In a large class, ask students to put their texts on the wall. Students walk round and read a few.
- If you ask students to correct each other's work in pairs, or if you collect in texts and mark them, think of ways of providing useful feedback to the class (see Teacher development on the next page).

Optional extra activity Ask your class to interview you, using the questions in Exercise 12. Students then have to write notes and use these to write a short text about you. The text could be written for homework.

Teacher development: marking written work

Many of the writing tasks in *Outcomes* are personalised and are designed to get students to write something free and fluent about themselves. When the aim is fluency practice, it is counter-productive to mark such work strictly, correcting all errors. At the same time, it is a good idea to provide some meaningful feedback on students' work. Here are some ideas:

- 1 Ask students to read each other's work. Tell them to provide a personal or positive comment, but also to underline any sections where there is an error or any confusion. Students can then look at the underlined sections and improve their writing.
- 2 If you collect in work, write a positive comment and underline any key errors, writing at the bottom what sort of key errors you found. Again, students can choose to respond to this later if they wish to.
- 3 Provide whole-class feedback. Focus on one or two errors common to students, e.g. the use of articles, punctuation, or tense problems. Then ask students to look again at their text and see if they can find and correct any of the highlighted errors.

PRONUNCIATION AND REVIEW

Aim

to review language from the unit and practise listening to and producing fast speech

16  **140** Play the recording. Ask students to listen and write the missing words. Play and pause if necessary. Let students compare answers in pairs.

140 and answers

- 1 I'm working at home this week.
- 2 She's travelling to Tokyo today.
- 3 He's in the kitchen making dinner.
- 4 She's talking to someone.
- 5 I can't find my keys.
- 6 When did you last have them?
- 7 They make a lot of money.
- 8 He's a very good teacher.

17 Ask students to work in pairs to practise saying the sentences. They should change the two words to make different sentences, e.g. *I'm working in Spain this week.*

Possible answers

- 1 I'm working *hard* / *in the office* this week.
- 2 She's travelling *a long way* / *on a train* today.
- 3 He's in the kitchen *washing dishes* / *cooking*.
- 4 She's talking *on the phone* / *to her friend*.
- 5 I can't find *the bank* / *my pen* / *the website*.

- 6 When did you last *go to a restaurant* / *work at home*?
- 7 They make a lot of *cakes/friends at parties*.
- 8 He's a very good *father/writer*.

18 Organise the class into new pairs. Set a one-minute time limit to write as many words as possible. In feedback, find out which pair has the most words. Note that 'furniture' technically does not include things which are permanently fixed to a house (e.g. shower, sink), but you may want to allow students to list words such as these since they were taught with that lexical set in the unit.

Possible answers

Rooms: bathroom, bedroom, kitchen, living room, office
Furniture: bed, chair, cupboard, shelf, sofa, table, (carpet, fridge, sink, shower)
Jobs: cleaner, dancer, designer, driver, manager, player, singer, teacher, worker, writer

Optional extra activity Ask students to write a list of collocations with *take*, *make* and *get*.

G For further revision and pronunciation practice, see Exercises 1 and 2 in the Grammar reference on page 130.

Answers to Exercise 1, Grammar reference

- 1 *Is your sister working now?*
- 2 ✓
- 3 What **is** she doing in Russia?
- 4 ✓
- 5 How much did **they** cost?
- 6 She's **staying** in the Hilton Hotel.
- 7 Who's Anna talking to?
- 8 ✓
- 9 He's **not** / He **isn't** / He **is not** working at the moment.
- 10 ✓

Answers to Exercise 2, Grammar reference

- 1 *She's cooking something*
- 2 He's studying
- 3 Are you feeling
- 4 He's playing
- 5 with them; take you
- 6 's watching
- 7 's she doing, Is she
- 8 to her, listen to me

Communicative activity worksheet The photocopyable worksheet on pages 207–208 can be used here or after the Video lesson for further practice.

VIDEO 4: BIKE RIDING IN UTAH

Student's Book page 76

Aim

to listen to people describing bike riding in the mountains of Utah in the USA; to improve students' ability to follow and understand fast speech in a video extract; to practise asking and answering personal questions

1 Ask students to look at the photo. Ask: *What can you see?* Elicit ideas and words.

- Ask students to discuss the questions in pairs. Elicit ideas in feedback.

Answers

Students' own ideas

2  **4** Ask students to read the sentences carefully. Play the video. Ask students to watch, listen and choose a sentence. Let students compare answers in pairs before checking as a class.

Answers

Students' own answers

Culture notes

Utah /'ju:tɑ:/ is a large, landlocked, sparsely populated state in the western United States. It has a wide variety of spectacular terrain, including the Great Salt Lake, parts of the Rocky Mountains, deserts and canyons. The White Rim Road goes through Canyonlands National Park and is popular with cyclists and motorcyclists.

3 Mix the pairs so that students are working with someone new. Ask students to say what they think of the video.

4  **4** Tell students to read the sentences. Ask them to order the sentences and then compare answers with a partner.

- Play the video again if necessary. Ask students to watch, listen and check their answers. Let students compare answers in pairs before checking as a class.

Answers

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

5 Ask students to work in pairs to guess or work out the meaning of the words in red. Encourage them to use dictionaries to check any words they are still unsure of.

Answers

fly = to move through the air above the ground
suddenly = quickly and unexpectedly
pretty = quite
wake up = to stop sleeping
come out = to appear
push = to use physical force to move something forward

6 Ask students to match the verbs (1–6) with the words (a–f) to make phrases from the video. Let students compare answers in pairs. Note that they will check their answers in Exercise 7.

7  Play the video again for students to check their answers.

Answers

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

SPEAKING

Aim

to practise asking and answering questions about personal preferences

8 Organise the class into pairs to practise asking and answering the questions. Encourage them to ask follow-up questions to build the conversation.

- As students speak, monitor to prompt and help with vocabulary. In feedback, ask individuals what they found out about their partner.
- At the end, write up on the board sentences with any errors made by students as they spoke. Ask students to correct the errors in pairs.

Optional extra activity Ask the class to use the questions to interview you.

Possible conversation

A: Which do you prefer, walking, cycling or driving?
 B: Oh, I think I prefer cycling.
 A: OK. Do you prefer going fast or slow?
 B: Fast, I think. It's fun.
 A: And do you like cycling in a hot place or a cold place?
 B: Maybe a cold place. I don't like cycling in the sun.

 4

Narrator 1: We're in Utah.

We get up early, before the sun.

We have a coffee and talk about what we're going to do.

We're happy. Excited.

We push our bikes up the mountain. Three hundred metres.

Then we ride down. Fast. Again and again.

We fly!

The next day we wake up with the sun. We're going to the White Rim.

Narrator 2: Got a long day on the White Rim. We have 70 miles of biking ahead of us. Pretty amazing place to wake up.

Narrator 1: We get ready for the journey.

We cycle past rivers, rock and mountains.

We get to the White Rim.

We take photos. It's beautiful.

And it's hot.

But then suddenly – rain. Lots of rain.

There are new rivers!

And the sun comes out again.

We're going home.

REVIEW 4

Student's Book page 77

Aim

to consolidate vocabulary and grammar from Units 3 and 4

Answers

1

- 1 watching
- 2 are
- 3 isn't working
- 4 looks
- 5 these; ones
- 6 them
- 7 him
- 8 is working
- 9 Are you reading
- 10 is he studying

2

- 1 is
- 2 Is
- 3 those/these
- 4 driving
- 5 are
- 6 not
- 7 her
- 8 am

3

- 1 **Is** it raining outside?
- 2 My husband **doesn't** like doing exercise.
- 3 Where did you buy **them**?
- 4 What **are you** watching?
- 5 She's **meeting** a client in Athens today.
- 6 Can I try **these** ones, please?
- 7 This chicken **is** very nice.
- 8 I really like **him**.

4/5 See Audio script 141 below.

- 1 these; ones
- 2 What's; doing
- 3 'm watching; the moment
- 4 don't like going; love it
- 5 did; have them; left them

6

- 1 wear
- 2 travel
- 3 meet
- 4 leave
- 5 take
- 6 go
- 7 study
- 8 make

7

In the house: carpet, cupboard, fridge, kitchen, shelf
 Buying clothes: design, extra large, half price, jeans, jumper
 Art and music: concert, programme, series, story, writer

8

- 1 (lo)st
- 2 (so)fa
- 3 (de)signer
- 4 (po)litics
- 5 (te)am
- 6 (pl)ayer
- 7 (ha)rd
- 8 (fr)idge
- 9 (ex)tra
- 10 (tr)y

9

- 1 free
- 2 music
- 3 concerts
- 4 sing
- 5 programmes
- 6 read
- 7 draw
- 8 cook

141

- 1 I don't like the red tops. I prefer these blue ones.
- 2 What's your father doing in Peru?
- 3 I'm watching a great series at the moment.
- 4 My friends don't like going to the gym, but I love it.
- 5 When did you last have them? Maybe you left them at home.

9 HEALTHY AND HAPPY

WORDS FOR UNIT 9

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the Student's Book, point to the first photo and read out the words. Students should be able to guess the words from the visual context but you may need to check the meaning of some items.

2  142 Play the recording. Ask students to listen and repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again.

142

- 1 a road in the countryside
- 2 a sheep with two lambs
- 3 in the army
- 4 it hurts
- 5 study together
- 6 education
- 7 it broke its leg
- 8 the World Cup
- 9 a lot of snow
- 10 it's not safe
- 11 get some fresh air
- 12 a war museum
- 13 have an operation
- 14 at a conference

Background language and pronunciation notes

- *the World Cup* = FIFA's (Fédération Internationale de Football Association) football tournament that takes place every four years
- *fresh air* = air that is clean – in the country not the city
- Note the strong stresses on long words, shown in **bold**. Note the long vowel sound in *hurts* /ɜː/.

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 correctly 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.
- End this stage by asking your students to say if they know any other words in English related to 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.

I HURT MY BACK

Student's book pages 80–81

Communicative outcomes

In this two-page spread, students will practise describing past events, particularly bad health and accidents they had in the past.

SPEAKING

Aim

to practise hearing and talking about a past accident

1  143 Ask students to look at the photo, ideally by showing it on an interactive whiteboard (IW), with books closed. Pre-teach *break (broke) an arm* and *a broken arm*. Ask: *What happened?* Elicit some ideas from students.

- Play the recording. Ask students to listen and read.

143

A: What happened to your arm?
B: I broke it on holiday!
A: Oh no! When was that?
B: Three weeks ago.

2 Organise the class into pairs to practise the conversation. You could drill each line of the conversation with the class first for pronunciation practice. Once students have read the conversation two or three times, ask them to close the book and try to remember and improvise the conversation.

GRAMMAR Time phrases for the past

Aim

to check students' understanding of how to use time phrases for the past

3  144 Read through the examples in the box as a class. Point out the meanings of *ago* (used with a period of time) and *a few* (used with a countable noun to say 'not many').

- Play the recording. Students listen to the time phrases. You could drill them chorally.

144

last night	last week
a few days ago	a few weeks ago

Background language and pronunciation notes

The adverb *ago* refers to a period of time before now that is completed. *Ago* follows expressions of time: *millions of years ago*, *a long time ago*, *six weeks ago*, *a few hours ago*, *a minute ago*.

- Note how the 't' in *last* is not pronounced when the next word starts with a vowel sound: *last night*.
- Note the linking in natural, fast speech between *days* and *ago*: *days_ago*

4 Ask students to work in pairs to practise saying the time phrases in Exercise 3.

5 Ask students to complete the sentences with time phrases. Then organise the class into new pairs to share their sentences.

Possible answers

I broke my mobile phone *a few days ago*.
I went on holiday *last summer*.
I didn't go to my English class *on Tuesday*.

Optional extra activity Introduce the responses *Really? How?* and *Really? Where?* and *Really? Why?* Ask students to use the phrases to extend conversations about the sentences they prepared.

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 131.

Answers to Exercise 1, Grammar reference

- 1 this
- 2 ago
- 3 a
- 4 last
- 5 few
- 6 this
- 7 minutes
- 8 on

Answers to Exercise 2, Grammar reference

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

VOCABULARY Bad health and accidents

Aim

to introduce and practise phrases used to describe bad health and accidents

- 6** You could lead in by asking students to look at the pictures. Ask: *What's the problem? What happened?* For each picture. Elicit ideas and vocabulary to find out how much students already know, or can guess. You could use flashcards instead of the pictures on the page in order to make this stage a whole class activity in which students aren't looking at the book.
- Ask students to match the pictures with the sentences. Elicit the first match to get students started. Let students compare answers in pairs. In feedback, check any unknown words (e.g. use mime to show the difference between *cut*, *break* and *hit*).

Answers

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

- 7**  **145** Play the recording. Ask students to listen and repeat the sentences from Exercise 6.

145

- 1 I cut my hand.
- 2 I broke my leg.
- 3 I had a very bad cold.
- 4 I had a headache.
- 5 I felt sick.
- 6 I hit my head.
- 7 I hurt my back.
- 8 I had something in my eye.

Background pronunciation notes

Note the strong stress shown in bold in the words in this exercise. Note the pronunciation of *ache* /eɪk/ and *hurt* /hɜ:t/.

- 8** Ask students to use the words from Exercise 6 to make the two lists. Elicit the first present form and the first name of a part of the body to get students started. Let students compare answers in pairs before checking as a class. You could ask students to use dictionaries if they have difficulty thinking of words.

Answers

- 1 cut, break, have, feel, hit, hurt
Other verbs: get/got or catch/caught a cold; twist/twisted (an ankle) or pull/pulled (a muscle)
- 2 hand, leg, head, back, eye
Other possible body words: ear, nose, mouth, stomach, arm, foot

- 9** Organise the class into pairs to test each other. You could model the activity first with a reliable student. In feedback, revise words students couldn't remember or pronounced poorly.

SPEAKING

Aim

to practise talking about a past accident

- 10** Read through the information in the box with your class. Point out that *What's wrong with ...?* (= *What's the problem with ...?*) In this context, it is similar to saying *What happened to ...?*

- Ask students to look back at the conversation in the Speaking activity in Exercise 1. Ask them to work in pairs and change the words in red and act out the conversation again.

Possible conversations

A: What happened to your hand?
 B: I cut it at work!
 A: Oh no! When was that?
 B: A few days ago.

A: What happened to your arm?
 B: I hit it at the sports centre.
 A: Oh, really? When?
 B: This morning.
 A: Oh, sorry. Are you OK?
 B: Yes, thanks.

11 Organise the class into groups of four or five to share stories. In feedback, ask a few students to say what they found out about classmates.

- At the end, write up any incorrect sentences you heard on the board and ask students to correct them in pairs.

Optional extra activity Support Exercise 11 by writing some simple questions on the board for students to use:
What happened?

When/Where did you break your arm/hurt your leg/cut your finger?

How did it happen?

LISTENING

Aim

to listen for general and specific understanding

12  **146** Play the recording. Students listen and tick the problems they hear in Exercise 6. Let students compare answers in pairs before checking as a class.

Answers

- cut my hand
- had a cold
- (my son) broke his leg
- had something in my eye

146**1**

A: Hi Luca.
 B: Hello.
 A: Oh no! What happened to your hand?
 B: I cut it.
 A: When was that?
 B: A few days ago.
 A: I'm sorry. Is it OK now?
 B: Yes. It's much better.

2

C: Where were you last week?
 D: I had a cold. I stayed at home.
 C: Oh, sorry. Are you feeling better?
 D: A bit better, thanks.

3

E: You missed the class on Thursday.
 F: Yes, I was in the hospital!
 E: Really? Why?
 F: My son broke his leg playing football!
 E: Oh no. Is he OK?
 F: Not really. It hurts a lot. He can't sleep.
 E: Oh, I'm sorry.

4

G: Where did you go after the meeting this morning?
 H: I had something in my eye. I went to the toilet.
 G: I waited but then I went.
 H: That's OK. Don't worry.
 G: So is your eye OK now?
 H: Yes, much better thanks.
 G: Good.

13  **146** Play the recording again. Students listen and note answers to the question. Let students compare answers in pairs before checking as a class.

Answers

- | | |
|------------------|----------------|
| 1 a few days ago | 3 on Thursday |
| 2 last week | 4 this morning |

Optional extra activity Ask students to look at Audio script 146 on Student's Book page 158 and practise reading the conversations in pairs.

DEVELOPING CONVERSATIONS

Are you feeling better?

Aim

to introduce and practise ways of asking if people are feeling better

14 Read through the information in the box with your class. Then ask students to work in pairs to practise conversations from the prompts. It is a good idea to model the first conversation to show students what to do.

Possible conversation

A: I had a really bad headache this morning.
 B: Are you feeling better?
 A: Yes, a bit better. Thanks.

Optional extra activity Ask fast finishers to improvise more conversations using their own ideas for situations.

CONVERSATION PRACTICE

Aim

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

15 Ask students to work in pairs to have conversations based on the four prompts in Exercise 14. You could ask students to improvise and be creative, or you could ask them to prepare and write the conversation first. Decide according to the confidence and ability of your class.

- As students speak, monitor closely. Listen for errors, new language or interesting conversations to comment on in feedback.
- In feedback at the end, look at good pieces of language that students used, and/or pieces of language students didn't quite use correctly during the activity. Model improved ways of saying what they were trying to express.
- Note that the recording in Audio script 147 features two example dialogues designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



147

1

- A: Where were you this morning.
 B: I had a headache. I stayed in bed.
 A: Oh no. Are you feeling better?
 B: Much better.

2

- C: What happened to your head?
 D: I hit it on the door and cut it.
 C: When was that?
 D: A few days ago.
 C: Is it OK now?
 D: A bit better, but it hurts.

IT'S A BEAUTIFUL ENVIRONMENT

Student's Book pages 82–83

Communicative outcomes

In this two-page spread, students talk and write about good places to live; it introduces and practises expressions of quantity and *better/worse*.

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

- 1 Organise the class into pairs to choose and do one of the activities. Set a five-minute time limit and monitor unobtrusively, gauging how well students have learnt language from the previous lesson.

Possible answers

- 1
 A: I went on holiday two months ago.
 B: Where did you go?
 A: I went to Argentina a few years ago.
 B: What did you do there?
 A: I went to see some friends.
- 2
 A: I broke my arm when I was young.
 B: Did it hurt?
 A: Yes! But it's OK now.

VOCABULARY Country and society

Aim

to introduce and practise words connected with culture and society

- 2 Ask students to match sentences 1–5 with the groups of words a–e. Let them compare answers with a partner. Encourage them to use dictionaries if necessary.

Answers

1 b 2 e 3 d 4 a 5 c

Teacher development: categorising vocabulary

In Exercise 2 above, students are encouraged to work out meaning by matching a group of hyponyms (e.g. *rain*, *sun* and *snow*) to a hypernym (*weather*). A hyponym is a word with a more specific meaning than another more general word (a hypernym) that it is an example of. By learning, recording and revising words in topic categories, students are able to put together lexical sets that can be used together to talk about a topic. Here are some suggestions:

- 1 Teach words in hypernym/hyponym sets whenever possible. This helps to define meaning and relationships between words.

- 2 Ask students to think of other words to add to categories.
- 3 Where possible, ask students to rank or sort words in a category (e.g. by size, from positive to negative, important to less important, etc.).
- 4 Set speaking tasks that require students to recall and use a set of words in the same category.

3  **148** Play the recording. Students listen and repeat the words in the box.

148

countryside
education
environment
health system
hospital
operation
university
weather

Background pronunciation notes

Note the strong stress shown in bold on these words.

- Note the way that unstressed sounds in longer words are often reduced to /ə/ sounds (e.g. the last syllable in *hospital* /'hɒspɪtəl/).

4 Ask students to tick the words which were new to them in Exercise 2. Some of these words are more abstract in nature so are not easy to teach with pictures or mime. In a monolingual class, you could ask students to translate them to confirm meaning. Alternatively, encourage students to use dictionaries.

Answers

Students' own answers

5 Ask students to work individually to order the words in red according to how important the factors are to them personally. You could model the activity by showing your own ordered list on the board. Let students compare their lists with a partner.

Answers

Students' own ideas

6 Organise the class into groups of four or five. Ask students to compare and explain their lists. Encourage them to add more things to their lists. Monitor and offer support with vocabulary. In feedback, find out what other things people thought were important.

Possible answers

transport, jobs, shops, history, entertainment (cafés, restaurants, cinemas)

7 Organise the class into new groups of four or five. Ask students to prepare and say sentences. Encourage groups to extend the activity into a simple discussion.

Possible answers

- A: The weather in this country is good.
B: Yes, there's always sun and there isn't often rain.
- A: I think the environment here is OK.
B: Yes. There aren't a lot of cars and the air is good.
C: Here it is OK, but in the big towns it's not very good.

Optional extra activity In a multilingual class, ask students to interview people from other groups, and find out about their countries.

GRAMMAR Quantity

Aim

to check students' understanding of how to express quantity

8 Read through the information and examples in the box as a class. Point out how the words are used with countable plural nouns and uncountable nouns (see notes below).

- Ask students to complete the sentences in Exercise 8 with the correct verb. Let students compare answers in pairs before checking as a class.

Answers

- 1 are
- 2 is
- 3 have
- 4 are
- 5 is
- 6 are
- 7 have
- 8 have

Background language notes

We use *some*, *no* and *a lot of* with countable plural nouns and uncountable nouns. We use *is* with uncountable nouns and *are* with plural nouns. Some plural nouns are irregular: *women*, *men*, *police*, *children*, *people*, etc.

9 Ask students to add quantity words to the sentences in Exercise 8 to make them true for themselves or their country. Elicit the first answer to get students started. Let students compare answers in pairs before checking as a class.

Possible answers

- We have almost no snow in Greece.
There are a lot of police on the streets of big towns in my country.
There is some beautiful countryside in my country.

Optional extra activity You could put students in groups to discuss and expand on their sentences at the end.

G For further practice, see Exercises 1–3 in the Grammar reference on page 131.

Answers to Exercise 1, Grammar reference

- 1 There are lots of ...
- 2 There's quite a lot of ...
- 3 There are no ...
- 4 There's some ...
- 5 There are lots of ...
- 6 There's almost no ...
- 7 There's some ...
- 8 There are almost no ...

Answers to Exercise 2, Grammar reference

- 1 are
- 2 teachers
- 3 are; women
- 4 water
- 5 aren't
- 6 meat
- 7 time
- 8 education

Answers to Exercise 3, Grammar reference

- 1 Do you have a lot of universities?
- 2 There isn't a lot of rain most of the time.
- 3 Are there a lot of police on the streets?
- 4 We don't have a lot of football teams in my city.
- 5 Is there a lot of crime?
- 6 There aren't a lot of guns here.

READING

Aim

to read for general and specific understanding, and to work out the meaning of words from context

10 Ask students to discuss the questions. You could do this open class or in small groups. If you have a multinational class, ensure that you mix up the nationalities in the groups.

Answers

Students' own ideas

11  **149** Lead in by asking students to say what they know about Iceland. See the notes below for ideas.

- Ask students to read the text and match each title to a paragraph (1–7). Let students compare answers in pairs before checking as a class.
- The reading text is recorded (including the titles for each section) so you could play the recording for students to check their answers.

Answers

- 1 A safe country
- 2 A great environment
- 3 The health system
- 4 Education
- 5 Sport
- 6 The weather
- 7 Food

Teacher development: activating schemata

When reading a text about a particular topic, it is a good idea to find out what students already know. Activating background schemata, or making use of students' existing cultural and factual knowledge, can be a powerful way to engage students and make new language more relevant and memorable. Here are some suggestions:

- 1 Brainstorm ideas to the board. You could ask students to give you information under the headings of Facts and Opinions on a particular topic (here, Iceland). Or you could ask students to give you words that are connected with the topic (e.g. *cold, snow, volcano, beautiful*, etc.).
- 2 Ask students to test each other. For example, ask pairs to think of facts about Iceland that their partner doesn't know, or ask pairs to work together to think of five things they know about Iceland.
- 3 Bring in pictures or realia about the topic. Use these prompts to elicit what students know about Iceland.
- 4 Use the internet. Ask students to find out information about Iceland online before they read. You could set questions and ask them to find answers online, e.g.: *What's the capital? How many people live there? What do people eat in Iceland?*

12 Ask students to read the numbers in the box. Put them in pairs or small groups to say what the numbers mean.

- Ask students to read the text again and check the answers.

Answers

97%: the number of people in Iceland who say the water is very good
 22: number 22 in the world in sports / number of hours in a day in summer in Iceland
 83: On average, people live until they are 83 years old in Iceland.
 17 minutes: amount of time Icelanders see the sun on a day in December
 60%: number of people who go to university in Iceland
 three or four: On average, it rains or snows three or four times a week in Iceland.

13 Ask students to look at the words in red and guess their meaning. Let them compare answers in pairs and check their understanding in dictionaries. In feedback, point out the explanation of *better* and *worse* in the box, and use mime or examples to check other words.

Answers

almost = nearly but not completely

guns = things that you use to shoot bullets (Bang! Bang!)

(*on*) *average* = the amount that is typical of a group of people; in the middle

worse = the comparative adjective of *bad*

continue = go on; keep doing something without stopping

summer = the hot months of the year

14 Read the examples with *better* and *worse* in the language box with the class. At this stage, it is best to encourage students to think of these words as items of vocabulary, rather than getting involved in complex explanations of how comparative adjectives are formed (see notes below). Ask students to make sentences using *better* or *worse*. Elicit one or two examples to get students started. In feedback, elicit some example sentences from individual students.

Possible answers

The weather in my country is better.

I think education is worse in my country.

I think the environment is better there.

Background language notes

Worse is the irregular comparative adjective of *bad* and *better* is the irregular comparative adjective of *good*. It is not possible to say ~~more good~~ or ~~more bad~~. Point out that we can use *much* in front of *better* or *worse* to intensify the comparison. At this stage, there is no need to explore how other comparative adjectives are formed. Encourage students to keep sentences simple.

If your class is confident, you may wish to teach the structure *be* + (*much*) *better/worse* + *than* + noun/phrase, e.g. *The weather in Iceland is (much) worse than the weather in my country.*

15 Ask students to look at the example question and then prepare four similar questions. Let them work in pairs to check and correct each other's ideas.

Possible answers

What do you think of the weather here?

Is the health system good in your country?

What do you think of the environment in Mexico?

Do you think France is safe?

16 Organise the class into groups of four or five to ask the questions they have prepared. As students speak, monitor carefully and note errors they make which you could encourage them to correct at the feedback stage.

Optional extra activity Describe your own country and society. This provides an interesting live listening for your class. You could set them a gist question, e.g. *What things do I think are better/worse in my country?*

WRITING

Aim

to practise writing about your country

17 Organise the class into pairs. Ask students to work together to find sentences in the reading text that they could use, or adapt, to describe their country. Once students have some good sentences to use, ask them to copy them out and change them in order to write about their country. Set a limit – five sentences, for example.

- Ask students to read out their sentences to a partner, or pass them to a partner to read. Ask students to say what is different about their countries.

Optional extra activity For homework, ask students to write a more detailed analysis of their country. Ask students to choose five headings, e.g. crime, sport, education, weather, the environment. Students should write one or two sentences about each topic. Tell them to research information online to make their writing accurate and interesting. If they wish, they could choose a different country to research.

LIVING ABROAD

Student's Book pages 84–85

Communicative outcomes

In this two-page spread, students ask people where they have been and when.

SPEAKING

Aim

to lead in to the topic by asking personalised questions

1 Organise the class into pairs or small groups. Ask students to take turns to ask and discuss the questions. In feedback, ask different pairs or groups to share their opinions and experiences with the class.

Possible answers

Difficulties in living abroad: new language, different customs, missing family and friends, problems with visas and passports, different food, getting access to a health system

LISTENING

Aim

to practise listening for general comprehension

2  **150** Lead in by asking about the picture on the page. Ask: *Who are they? Where are they? What are they doing and saying? How do they feel?* Elicit ideas from students.

- Play the recording. Ask students to listen and circle the correct answer. Let students compare answers in pairs before checking with the class.

Answers

- friend
- go to the same school
- mothers
- British
- Vietnam

 150

L = Lena; K = Kasper; A = An

Part 1

L: Kasper!
 K: Lena! Great to see you!
 L: How are you?
 K: Good, good. Long time!
 L: Yeah.
 A: Hi.
 L: Oh, sorry. Kasper. This is my friend An.
 K: Hi. Nice to meet you. How do you know Lena?
 A: We go to the same English class. And you?
 K: My mum and her mum are friends.
 A: Oh. OK – are you from Poland?
 K: My mum is. I'm British. Where are you from?
 A: Vietnam.

Optional extra activity Ask students to look at Audio script 150 on Student's Book pages 158–159 and practise the conversation in pairs.

VOCABULARY Meeting and moving

Aim

to introduce phrases used to say how you met and why you moved

3 Ask students to read the two questions and the sentences a–j carefully. Ask them to look up any words they don't know in a dictionary (see notes below).

- Tell students to find six answers to question 1 and four answers to question 2 from the sentences a–j. Let students check answers with a partner.

Answers

- a, c, d, g, h, i
- b, e, f, j

Background language notes

- conference* = in business, when a lot of people meet and listen to presentations
- Master's* = (short for *Master's Degree*) a university degree that students get if they study for one or two years more after their first degree
- army* = a big group of people who are organised and trained to fight on land

4 Ask students to cover the sentences in Exercise 3 and to complete the sentences in Exercise 4 with the missing prepositions. Point out that these combinations are strong collocations in English – these prepositions are often used with these nouns (see notes below). Elicit the first answer to get students started. Let students check answers by looking at Exercise 3.

Answers

- | | |
|-----------------|-------------|
| at a conference | for love |
| at university | for work |
| on holiday | on business |
| in the army | to study |

Background language notes

The difference between *in*, *at* and *on* here is often subtle. For example, we say, *in a meeting* but *at a conference*, *at school* but *in hospital*. Teach these uses as fixed collocations and extend them into other similar examples: *at work*, *at school*, *at home*, *in the navy*, *on a cruise*. Encourage students to record these collocations together in groups.

For is followed by a noun when giving a reason or purpose: *for love*, *for money*, *for work*.

To is followed by a verb to give an infinitive of purpose: *to study*, *to help*, *to get a new job*.

5 Organise the class into pairs. Students take turns to talk about people they know. As students speak, listen carefully for errors of form and pronunciation.

Possible answers

My friends Sue and Paulo moved to a new place. They are in Spain because they like hot weather. Scotland was very cold!
My brother moved to Los Angeles for work. He works with computers and there's a lot of work there.

6 Model the activity by writing the names of two or three people you know on the board, and briefly saying how you met (see Possible answers in Exercise 7). Ask students to write down four names on a piece of paper.

7 Organise the class into new pairs. Students take turns to ask and answer about people they know. As students speak, listen carefully for errors of form and pronunciation.

Possible answers

A: Who is Pietro? How do you know him?
B: He's my friend from work. We started work on the same day in the same office. How do you know Mina?
A: She lives in the house next to me. She moved to the house four years ago. We're friends now.

Optional extra activity An alternative and extension to the exercise above is to give students a piece of A4 paper and ask them to draw a relationship diagram. Tell them to write their name in the middle of the piece of paper and draw a circle round it. Then ask them to write the names of other people they know on the piece of paper joined to the circle by a line. The shorter the line, the closer the person is to them. So, a brother or best friend will have a short line, and a work colleague or person they met on holiday will have a long line. Ask students to present their relationship diagram to other students in a group.

LISTENING

Aim

to practise listening for specific words and phrases in a text

8 Ask students to read the dialogue carefully. Set a focus task: *What does Kasper talk about?* (the health system in the UK).

- Ask students to read again and work in pairs to complete the text with the phrases in the box.

9  **151** Play the recording. Ask students to listen and check their answers. Finally, you could ask students to check answers in Audio script 151 on Student's Book page 159.

Answers

- 1 years ago
- 2 came to
- 3 staying with
- 4 's not working
- 5 think of
- 6 lot of
- 7 long time
- 8 my hand
- 9 better
- 10 quite a

151

Part 2

K: So, An. Have you been here before?
A: Yes. A few years ago.
K: OK. To study English?
A: No. I came to see my sister.
K: Does she live here?
A: Yes. I'm staying with her now.
K: OK. What does she do?
A: She's not working at the moment. She had a baby last year.
K: Oh, great. What did she think of the British health service?
A: I'm not sure. Good, I think. Her baby's very well.
K: That's good. There are a lot of problems with the health system at the moment.
A: Really?
K: Yes. It's difficult. You sometimes wait a long time to see a doctor.
A: Oh.
L: Kasper, tell her what happened to you.
K: I broke my hand last month and I waited in the hospital for four hours!
L: Oh four hours. It's a lot. Are hospitals better in Poland?
A: I don't know.
K: I've never been to a hospital there!
A: How often do you go to Poland?
K: Quite a lot. My mum lives there now.
A: OK.
L: She went back two years ago. Have you been to Poland?
A: No. Maybe next year with Lena!

10  **151** Play the recording again. Ask students to listen and read the second part of the conversation again. Tell them to tick the sentences that are right and correct the sentences that are wrong. Let students compare answers in pairs before checking as a class.

Answers

- 1 An's sister had a baby last year.
- 2 Lena thinks the British health system is bad.
- 3 ✓ (He broke it.)
- 4 ✓

Optional extra activity Ask students to look at Audio script 151 on Student's Book page 159 and practise the conversation in pairs.

DEVELOPING CONVERSATIONS

Have you been ...?

Aim

to introduce and practise ways of asking if people have been to places

11 Read through the information in the box with your class (see notes below). Then ask students to write questions.

Possible questions

Have you been to India/China/the USA?

Have you been to Paris/Sydney/Bangkok/Moscow?

Background language notes

Students are asked to form and use the present perfect to ask about experiences in the exercise above. However, the aim here is to memorise and learn the form as a lexical chunk. There is no need to check or explain its grammatical form. They just need to recognise that we say *Have you been to ...?* when asking about life experiences.

Incidentally, however, the structure here is: *Have* (auxiliary verb) + *you* (subject pronoun) + *been to* (past participle) ...?

12 Organise the class into new pairs to ask and answer the questions they wrote in Exercise 11. First, you could drill sample questions to practise the pronunciation. Then model the activity with a reliable student. Make sure you show a variety of possible responses, e.g. *Yes. A year ago.* / *Yes. Last summer.* / *Yes. When I was at school,* etc.

- As students speak, listen and correct. Make sure students are forming and pronouncing the structure correctly.
- In feedback, find out which students said *yes* most. Find out which places your students have been to and when.

Background pronunciation notes

When modelling the question form, focus the weak pronunciation of *you*, *been* and *to*, and the strong stress on the city or country, e.g.:

/jə/ /bɪn/ /tə/
Have you been to Brazil?

Note also that the intonation in these questions rises at the end.

SPEAKING

Aim

to listen for specific information and practise asking and answering questions about where people have been

13  **152** Tell students they are going to hear the third and final part of the conversation between An and Kasper. Play the recording. Ask students to listen and write the answers. Play and pause if necessary. Let students compare answers in pairs.

Answers

For work.

Four or five years ago.

Hanoi

It was very hot and busy!

Only two days.

152

Part 3

A: Have you ever been to Vietnam?

K: Yes!

A: Really? Why did you go?

K: For work.

A: When was that?

K: Four or five years ago.

A: Where did you go?

K: Hanoi.

A: What did you think of it?

K: It was very hot and busy!

A: Yes. There's a lot of traffic. How long were you there?

K: Only two days.

A: Oh. A very short time.

K: Yes – and we were mostly in the office or hotel.

A: Oh no. Maybe next time you can see more.

14 Organise the class into new pairs. Ask students to take turns to have similar conversations to the one they heard in Exercise 13. You could model this first by asking questions with a reliable student.

- As students speak, monitor and note down errors you hear. In feedback, at the end, write four or five sentences on the board containing errors, and ask students to correct them in pairs.

Optional extra activity Ask your class to interview you, using the questions in Exercise 13. You could then ask students to write a short text about you for homework.

PRONUNCIATION AND REVIEW

Aim

to review words from the unit and practise hearing and saying key sounds

15  **153** Focus your students on the phonemic script. If phonemic script is new to your students, say each sound and ask students to point to that sound in their books, or written up on the board.

- Play the recording. Ask students to listen carefully and say which word has a different sound in each group of four words. Play and pause if necessary. Let students compare answers in pairs.

Answers

(The different sound is shown in phonemic script following each word.)

1 arm /ɑː/

5 great /eɪ/

2 course /ɔː/

6 air /eə/

3 move /uː/

7 friend /e/

4 women /ɪ/

8 war /ɔː/

153

1 /æ/	hand	arm	accident	back
2 /ɜ:/	hurt	worse	first	course
3 /ɒ/	move	boss	job	problem
4 /əʊ/	cold	broke	women	snow
5 /e/	leg	health	head	great
6 /ɪ/	air	hit	system	business
7 /aɪ/	eye	quite	friend	crime
8 /eɪ/	safe	war	wait	education

Teacher development: phonemes

It is extremely useful to familiarise yourself with English phonemes, and get students to recognise and use them. Here is some helpful information:

- There are twelve vowel sounds. Seven are short: /ɪ/, /ʊ/, /e/, /æ/, /ʌ/, /ɒ/, and the weak schwa sound /ə/. Five are long. The long element of the sound is shown by the colon: /u:/, /ɜ:/, /ɔ:/, /i:/ and /ɑ:/.
- There are eight diphthongs. A diphthong is two vowel sounds that run together: /eɪ/, /ɔɪ/, /aɪ/, /əʊ/ and /aʊ/.
- English spelling is not phonetic. So, for example, *war*, *course* and *horse* all have the same vowel sound: /ɔ:/, but different spellings. As a result, it is useful to use phonemes to show and record how a word should be pronounced.

Here are some useful activities:

- 1 Play games such as 'phoneme noughts and crosses' or 'phoneme battleships' with your students. Instructions are easy to find online.
- 2 Ask students to write words or sentences in phonemes in their vocabulary notebooks. Alternatively, write words and sentences in phonemes on the board and ask students to work out what they say.

16 Ask students to work in pairs to practise saying the three words in each group with the same sound. Make it clear that you do not want them to practise the word with a different sound as this could potentially confuse students and lead to incorrect pronunciation.

17 Organise the class into new pairs. Ask students to choose one word from each group of words in Exercise 15. Tell them to make sentences using these words. Remind them to focus on the correct pronunciation of that word in each sentence. In feedback, elicit sentences from the class. Insist on the correct pronunciation of the target words.

Possible answers

Education is worse today.
We have a problem with our health system.
Business is very good.
There isn't a war in my country.



For further revision and pronunciation practice, see Exercises 1–5 in the Grammar reference on pages 131–132.

Answers to Exercise 1, Grammar reference

- 1 They went
- 2 She's going to take
- 3 I went
- 4 We're going to visit
- 5 He plays
- 6 I'm watching
- 7 She goes
- 8 He cooked

Answers to Exercise 2, Grammar reference

- 1 ✓
- 2 I cut my hand **on** Monday.
- 3 There **are** lots of beautiful mountains near here.
- 4 There are **lots of** / There are **a lot of** / There are **quite a lot of** problems here at the moment.
- 5 ✓
- 6 She broke her arm three weeks **ago**.
- 7 ✓
- 8 We have almost **no** snow.

Answers to Exercises 3 and 4, Grammar reference

- 1 last month
- 2 three years ago
- 3 on Thursday
- 4 forty years ago
- 5 a few days ago
- 6 this morning
- 7 this afternoon
- 8 last night
- 9 nine or ten years ago
- 10 four or five years ago

Answers to Exercise 5, Grammar reference

- 1 's almost no
- 2 have no
- 3 There are some
- 4 's a lot of
- 5 are quite a lot of
- 6 There are lots of
- 7 There's almost no
- 8 There's no

Communicative activity worksheet The photocopiable worksheet on page 209 can be used here for further practice.

10 NEWS

WORDS FOR UNIT 10

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the Student's Book and point to the first picture and read out the words. Students should be able to guess the words from the visual context but you may need to check the meaning of some items (e.g. mime *stay warm by the fire* and *turn on the air-conditioning*, or use opposites to check *dry* (wet) and *winter* (summer).

- Make sure students are clear that *heart* refers to the shape in photo 5, not the small items that together make the shape. You may wish to teach the word *tablet* or *pill* to help clarify what is in the photo.

2  **154** Play the recording. Ask students to listen and repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again.

154

- 1 an election
- 2 stay warm by the fire
- 3 turn off the heating
- 4 a heart
- 5 the countryside's very dry
- 6 it's very windy
- 7 turn on the air conditioning
- 8 have fun (at the fair)
- 9 he won the match
- 10 winter in the city
- 11 someone died
- 12 build a stadium
- 13 an accident
- 14 What's the score?

- End this stage by asking your students to say if they know any other words in English related to the photos (e.g. *flags, hat, jacket, umbrella, tablet, tree, flowers, cars*). 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.

Background language notes

We use *match* to describe a competition between two teams (e.g. in football or rugby) or two players (e.g. in tennis). The *score* is the number of goals or points in a match (e.g. 2–0 in football, or 6–3, 6–4 in tennis). *Score* is also a verb (e.g. score a goal/point).

3 Ask students to work in pairs and 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 correctly and help if necessary.

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

IT'S GOING TO STAY LIKE THIS

Student's Book pages 88–89

Communicative outcomes

In this two-page spread, students will practise making plans and predictions, and talking about the weather; it introduces *like* for talking about similarities.

SPEAKING

Aim

to practise talking about plans and predictions in a conversation

- 1  155 Ask students to look at the photo. Pre-teach *camping* and *tent*. Ask: *Where are they? What can you see? What's happening?* Elicit some ideas from students.
- Play the recording. Ask students to listen and read.

155

A: Is it raining now?
 B: Yes. It's horrible!
 A: Is it going to stay like this?
 B: I think so. They say it's going to rain for the next three days.
 A: Oh no!
 B: What's the problem? Do you have plans?
 A: No, but my friends are going camping! They're going to the mountains.
 B: Oh! They're going to get very wet!
 A: I know!

- 2 Read through the information in the box with your class. Ask students to make other sentences using a verb + *like* (e.g. *I'm like my mum, I feel like a superstar, My brother looks like Brad Pitt*).
- Organise the class into pairs to practise the conversation. Once students have read the conversation two or three times, ask them to close the book and try to remember and say the conversation.

Background language notes

- In this use, *like* is a preposition and means *similar to*. It follows a verb. The use is probably best taught in fixed expressions, e.g. *It's going to stay like this/that* (= It's not going to change). It's hard to use *stay like* with any other following words.
- We often use *I'm like* and *I look like* to compare people. So, *I'm like Bob / my dad*, etc. (= I have a similar personality) and *I look like Bob / my dad*, etc. (= I have a similar appearance).

Optional extra activity You could display a selection of sentences using the two different meanings of *like* on the board, or read them out at random. Ask students to identify if the meaning is 'I think it's good' (e.g. *I like my best friend, My sister likes me, He likes pizza, My friends like going to the cinema*) or 'it's similar to' (e.g. *This pasta looks like spaghetti, France is like my country, He looks like my brother, I'm like my best friend*).

VOCABULARY Summer and winter

Aim

to introduce and practise phrases used to describe summer and winter

- 3 You could lead in by writing *summer* and *winter* on the board and brainstorming words students know that go with each (e.g. summer: *hot, warm, sunny, holidays, beach, ice cream*; winter: *cold, snow, skiing, coat, January*).
- Read through the information in the box with your class. Elicit other phrases using the structure *It + be + adjective* or *It + verb* (e.g. *It's warm, It's snowing, It's windy*).
 - Ask students to choose the correct word to complete the sentences in Exercise 3. Elicit the first answer to get students started. Let students compare answers in pairs. In feedback, check any words students are unsure of (e.g. draw a thermometer to show *degrees* and *minus*).

Answers

- summer
- minus 30
- 38 degrees
- change
- dry
- heating
- a fire
- windy

- 4 Ask students to work individually to make two lists of words or phrases under the headings *Summer* and *Winter*. Elicit one or two possibilities to get students started.

Possible answers

Note that there is no fixed answer – answers will depend on your students and the places they come from.

Summer

air-con(ditioning)
 hot
 38 degrees (38 °C)
 sunny
 dry
 warm

Winter

heating
 cold
 minus 30 (–30 °C)
 rain
 wet
 windy
 fire

Background pronunciation notes

Note that we write 38 °C but say *38 degrees celsius* or *centigrade* or (more commonly) *38 degrees* or *38 degrees C*.

- 5 Ask students to compare lists with a partner and add other words. Elicit other words in feedback and write interesting suggestions on the board. You could ask students to use dictionaries if they can't think of any words, or if you asked them to brainstorm summer and winter words as a lead-in to the Vocabulary section.

Possible answers

Summer: sun, sunglasses, sun cream, holiday
 Winter: ice, snow, ski, coat, snowboarding, fog, cool

6 Ask students to complete the sentences with words from the box. Organise the class into pairs to compare answers. In feedback, point out how *is* usually contracts to *'s*.

Answers

- 1 rained
- 2 is
- 3 raining
- 4 was
- 5 is, rains

V For more information about months of the year, refer students to page 139 of the Student's Book.

Optional extra activity Ask students to underline the words that helped them to decide what tense the verb should be in for each sentence: 1 *yesterday* (past), 2 *today* (present), 3 *now* (present), 4 *last week* (past), 5 *usually; normally* (present).

7 Organise the class into pairs to take turns to ask and answer questions. Model the activity first with a reliable student. Alternatively, ask students to interview you first in open class. This provides a clear model as well as an opportunity to ask the teacher about his or her home city or country.

Optional extra activity Write the names of cities on the board (e.g. London, Moscow, Madrid, Bangkok, Rio, Delhi, Paris). Tell students to choose a city. Students interview each other and guess which city they are in. Students can change cities and keep talking.

GRAMMAR Future: *am/are/is going*

Aim

to introduce and practise using *going (to)* for future plans and predictions

8 Read through the information and examples in the box as a class. Point out the three forms (see notes in the next column).

- Ask students to complete the sentences in Exercise 8 with the correct form of the verb *be*. Let students compare answers in pairs before checking as a class.

Answers

- 1 'm (am); 're (are)
- 2 's (is); 're (are)
- 3 's (is); 's (is); 's (is); are
- 4 're (are); 's (is)

Background language notes

Note the forms used here:

be + going + -ing = an activity

be + going + (to) noun = a place/destination

be + going to + infinitive = an action

- Grammatically, there are two forms used: The present continuous (*I'm going shopping; I'm going home*) and *going to* (*It's going to stay like this*). However, there is no need to examine tenses with students at this level; it is easier for students to simply learn the forms that follow *going* for these uses.
- We use *going* to talk about future plans when there is intention. The speaker makes the plan before speaking.
- We use *going to* to talk about predictions when there is evidence. So, we say: *He's going to win* or *It's going to rain* when we see evidence now for this happening soon (e.g. he's playing well now or there are black clouds in the sky now).

9 Ask students to work individually to write their own, personalised sentences. Elicit one or two examples to get students started. Let students compare answers in pairs or small groups, and encourage them to correct each other's work.

Possible answers

It's going to be sunny tomorrow.

It's going to be 20 degrees next weekend, but it's going to rain next week.

I'm going shopping tomorrow.

Next week I'm going walking in the mountains.

We're going to stay at home in the summer.

My sister's going to university next year.

10 Ask students to work in pairs or small groups. Tell them to share their sentences from Exercise 9 and respond to each sentence with a comment or question. As students speak, monitor closely, and note down any errors of form with the use of *going*. In feedback, write errors you hear on the board, and ask students to work in pairs to correct them (see Teacher development below).

Teacher development: peer correction and support

As students become increasingly confident and proficient in English on your course, encourage them to take responsibility for helping each other to use new language accurately and creatively. Here are some suggestions:

- 1 When students do accuracy work in class, such as a controlled speaking activity (as in Exercise 10) or written accuracy practice, ask them to reflect on the activity at the end. With speaking, students can comment on how well their partner used the target language (in L1 if necessary) and suggest improvements. With writing, students can compare answers and correct each other's work.
- 2 When students prepare language for a roleplay or information exchange activity, ask them to compare what they have prepared with a partner before starting the activity. Students can give feedback on each other's ideas and suggest improvements.

- 3 Note down errors you hear while students are speaking. After the activity, write the samples of language on the board and ask students to work in pairs to improve and correct them.

G For further practice, see Exercises 1–4 in the Grammar reference on page 132.

Answers to Exercise 1, Grammar reference

- 1 Are
- 2 's/is
- 3 're/are
- 4 'm/am
- 5 're/are
- 6 Is
- 7 are
- 8 'm/am

Answers to Exercise 2, Grammar reference

- 1 You're not / You are not / You aren't going to lose your job.
- 2 I'm / I am not going to travel a lot this summer.
- 3 Are you going to Japan?
- 4 They're not / They are not / They aren't going to drive there.
- 5 Are they going to university next year?
- 6 Are we going to meet Anya tonight?

Answers to Exercise 3, Grammar reference

- 1 *I'm going (to go) to bed early tonight.*
- 2 I'm not going to have (any) time this weekend.
- 3 What are you going to wear to the party tonight?
- 4 They're going to get married in June.
- 5 We're going to travel there by train.
- 6 Where are you going to eat tonight?

Answers to Exercise 4, Grammar reference

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

LISTENING

Aim

to listen for general and specific understanding

- 11** **156** Tell students they are going to listen to four different conversations in which people are talking about the weather. Play the recording. Students listen and answer the question. Let students compare answers in pairs before checking as a class.

Answers

- | | |
|------------------------------|-------|
| 1 no | 3 yes |
| 2 no (still cold, but worse) | 4 yes |

156

1

- A: It's so hot!
 B: I know! Is it going to stay like this?
 A: Yes. It's going to be 35 degrees tomorrow.
 B: Really? I don't like it.
 A: I do. We're going to the island tomorrow. Do you have any plans?
 B: I'm going to stay inside – and turn on the air conditioning!

2

- C: It's so cold!
 D: I know. Is it going to stay like this?
 C: It's going to be worse! It's going to be minus 10 tomorrow.
 D: Really? Is it going to snow?
 C: I don't think so. Why? What are you doing tomorrow?
 D: Nothing special.

3

- E: It's horrible! It's so wet!
 F: I know, but they said it's going to be better tomorrow.
 E: Really?
 F: Yes. It's going to be sunny and 25 degrees!
 E: Oh good. We're going to have a barbecue tomorrow maybe.
 F: That's nice.

4

- G: It's lovely!
 H: I know. It's really nice in the sun.
 G: Is it going to stay like this?
 H: I don't think so. I think it's going to get cold and windy.
 G: Really? Is it going to rain?
 H: I think so. Do you have any plans for tomorrow?
 G: I'm going shopping in the morning. I also need to clean the house and do some other jobs.

- 12** **156** Give students a moment to study the table. Play the recording again. Students listen and complete the table. Let students compare answers in pairs before checking as a class.

Answers

- 1 hot (35 degrees)
- 2 cold (minus 10); nothing special
- 3 wet (horrible); sunny (25 degrees)
- 4 lovely (sunny/warm); windy; clean the house

- 13** Organise the class into groups of four or five to talk about places. You could model this activity first by talking about places you have been to which were wet, cold, windy or hot.

Optional extra activity Ask students to work in pairs to practise reading one or two of the conversations in Audio script 156 on Student's Book page 159.

Communicative activity worksheet The photocopiable worksheet on page 210 can be used at this point or at the end of the unit for further practice.

DEVELOPING CONVERSATIONS

I think so / I don't think so

Aim

to introduce and practise ways of expressing opinions with *I think so* and *I don't think so*

14 Read through the information and examples in the box with your class. Then ask students to look at the questions in Exercise 14 and prepare their own questions by changing the words in red. Elicit one or two example questions to get students started, and offer help with ideas as students prepare.

Possible questions

- 1 Is it going to be nice at the weekend?
- 2 Is it going to be hot later?
- 3 Are you going to the café this evening?
- 4 Is your teacher married?
- 5 Does Maria have any brothers or sisters?
- 6 Does your teacher live near here?

15 Ask students to work in pairs. Tell them to practise conversations using the questions they prepared in Exercise 14 and *I think so* and *I don't think so*. It is a good idea to model the first conversation to show students what to do.

Possible answers

A: Is it going to be nice at the weekend?
B: Yes, I think so.

A: Are you going to the café this evening?
B: No, I don't think so. Are you going?
A: I think so.

CONVERSATION PRACTICE

Aim

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

16 Organise the class into new pairs. Ask students to work together to have conversations based on the flow diagram. You could ask students to improvise and be creative, or get them to prepare and write the conversation first. Decide according to the confidence and ability of your class. As students speak, monitor and note any errors and/or new language they use well to comment on later.

- In feedback at the end, comment on good pieces of language that students used, and/or pieces of language students didn't use correctly during the activity. Model improved ways of saying what they were trying to express.

17 Ask students to work with a new partner to improvise a further conversation. As students speak, monitor closely. Listen for errors, new language or interesting conversations to use in feedback.

- Note that the recording in Audio script 157 is an example dialogue designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



157 Students listen to another example.

157

A: It's so nice.
B: I know. Is it going to stay like this?
A: I think so. It's going to be warm and sunny for a few days.
B: Oh, good.
A: Why? Do you have any plans?
B: Yes. I'm going walking at the weekend.
A: Oh, really? Where are you going?
B: To the countryside near here.
A: Nice.
B: And you? Do you have any plans?
A: No.

A FESTIVAL

Student's Book pages 90–91

Communicative outcomes

In this two-page spread, students read, talk and write about festivals, and make and respond to suggestions.

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

1 Organise the class into pairs or small groups to talk about the weather where your students live. As students speak, monitor unobtrusively, gauging how well they have learnt language from the previous lesson.

Possible answers

- A: Last week it was sunny. I went to the beach.
 B: Yes, it was really hot all week. It was great. Is it going to be hot next week too?
 A: I don't know, maybe.
 C: Yes, I think so. It's always like this in the summer. I don't like it hot!
 A: Well, I like it because it doesn't usually rain.
 B: And it's not very windy.

Optional extra activity You could write a selection of vocabulary items from the previous lesson on the board and challenge the class to use as many of the words as possible while they are speaking. This will also encourage them to use negative forms and words such as *maybe*.

2 If students worked in pairs rather than groups for Exercise 1, you could ask them to work with a new partner for this activity. Point out that students can use their imagination and invent plans if they haven't yet made any. Set a three-minute time limit and monitor unobtrusively, gauging how well students have learnt language from the previous lesson.

Possible answers

- A: I'm going to Spain in the summer. We're going to stay at a hotel near the beach. Are you going on holiday?
 B: Yes, I am. I'm visiting my family next week and then in August I'm going to the USA. It's going to be great!
 A: Nice!

VOCABULARY Entertainment

Aim

to introduce and practise words connected with entertainment

3 Ask students to describe the photos in open class. Ask: *What can you see?* Elicit ideas. Students may find it difficult to describe the photos as they will lack much of the specific vocabulary. However, this will generate an interest and a need to read the sentences 1–10.

- Organise the class into pairs and ask students to read the ten sentences. Encourage them to use the context of the sentence, and to share their knowledge, to help them guess the meaning of any new words (likely to be the target vocabulary items in red). Tell them to use some of the words in red to describe the six photos. In feedback, elicit which six sentences go with the photos, and check students' understanding of the words in red.

Answers

- a 3 (a circus)
 b 1 (a play)
 c 7 (a classical concert)
 d 5 (a fair)
 e 8 (a comedy show)
 f 6 (an exhibition [of photos])

Background language notes

A *festival* is an organised series of concerts, plays, or films, and it is typically held annually in the same place. So, for example, the Glastonbury Festival is an annual rock music festival in the UK, and the Sundance Festival is an annual independent film festival in the USA.

An *exhibition* is a public display of works of art or items of interest, often held in an art gallery or museum or at a trade fair or festival.

A *fair* (or *funfair*) is an event where people ride on special machines and play games to win prizes.

Note that these words may well be false friends for your students, so make sure you check them carefully by matching them to photos and providing examples.

4  **158** Play the recording. Ask students to listen and repeat the words. Note the word stress shown in bold on the words in the Student's Book (see Teacher development below).

158

circus	comedy	exhibition
classical	concert	festival

Teacher development: recognising and practising word stress

When introducing new words of more than one syllable it is important to point out the word stress and get students to practise it, especially for words that appear similar to words in a student's L1, but stress a different syllable (e.g. *television* in English compared to *televisión* in Spanish). Here are some suggestions:

- Say the new word and ask students to identify and mark the strongly-stressed syllable. Make sure students write new words into their notebooks with the stress shown – tell them to underline the main stress or put a dot above it.
- Use your fingers to show where the main stress falls. When drilling *comedy*, for example, hold up three fingers and tap the first finger to show that the syllable is stressed as you say 'co-'. This is

a particularly useful technique when correcting students' mistakes with word stress – hold up your fingers and tap the finger representing the stressed syllable in order to prompt students to self-correct.

- 3 Ask students to match words to stress patterns. Write on the board, for example: Oo, Ooo and ooOo, where 'o' represents an unstressed syllable, and 'O' a stressed one. Then get students to put words in a set under the correct diagram:

Oo *circus, concert*
 Ooo *comedy, festival, classical*
 ooOo *exhibition*

- 5 Organise the class into groups of three or four to discuss the questions. Check the meaning of *boring* – you could mime it by looking into space, yawning and looking at your watch. In feedback, elicit ideas and experiences from students.

Optional extra activity Bring in some leaflets of festivals, concerts and exhibitions that are current in your local area. Ask students in groups to look at the leaflets, say what's on, where and when, and say which they would like to go to and why.

READING

Aim

to read for general and specific understanding, and to work out the meaning of words from context

- 6 Ask students to discuss the questions in pairs. You could follow up by putting each pair with another pair to share and discuss their ideas. Ask a few pairs to share the festivals they discussed and some of the details.

- 7  **159** Lead in by asking students to describe what they can see in the photo of the Pohoda festival on Student's Book page 91.

- Ask students to read the text and note answers to the questions in Exercise 6. The reading is recorded so you could play the recording while students listen and read. Let students compare answers in pairs before checking as a class.

Answers

- Trenčín, Slovakia (next to the river Vah and near the Carpathian mountains)
- the second weekend of July
- two days
- all kinds of music from all over the world
- no (There are plays, art exhibitions, films, talks, discussions, children's lessons, etc.)
- around \$100 per ticket (free for children under 12 with an adult)

Culture notes

Trenčín is a city in western Slovakia near the Czech border. It has a population of more than 56,000 and a medieval castle.

- 8 Ask students to read through the sentences carefully and decide if they are true or false according to the text. Ask students to read the text again and check answers. Let students compare answers in pairs before checking as a class.

Answers

- T (*In the first year, it was in Trenčín's football stadium.*)
- F (*all kinds of music from all over the world*)
- F (*Almost 30,000 people visit the festival each day.*)
- F (*The weather is normally hot and sunny...*)
- T (*Children can learn circus skills or they can do dancing or play games. / There is a special area for families. / ...it's free for children...*)

- 9 Ask students to look at the words in red and guess their meaning. Let them compare ideas in pairs and then check their understanding in dictionaries. In feedback, point out the explanation of *over* and *under* in the box, and use examples to check any other words students are unsure of.

Answers

lasted = continued for a period of time (e.g. a football match lasts 90 minutes)
discussions = serious talks, often in groups
skills = special abilities
so = consequently / as a result
adult = person over 18

- 10 Organise the class into pairs or groups of three or four to discuss the questions. In feedback, elicit ideas and experiences from students.

Answers

Students' own ideas

WRITING

Aim

to practise writing about an event

- 11 Organise the class into pairs. Ask students to work together to decide on a festival to describe. Tell them to make notes using the questions in Exercise 6. Once students have completed their notes, ask them to work individually to write full sentences. Let students work in pairs again to check and evaluate their sentences.
- Ask students to change pairs and read out their sentences to a new partner, or ask them to pass their sentences to a new partner to read. Ask students to say what is different about their descriptions.

Optional extra activity For homework, ask students to write a more detailed analysis of a festival. Tell them to research information online to make their writing accurate and interesting.

DEVELOPING CONVERSATIONS

Deciding what to do

Aim

to practise suggesting ideas and deciding when and where to meet

12  **160** Tell students they are going to listen to a conversation between two people at the Pohoda festival. Give them a moment to look at the items in the list. Ask students to listen and tick the things the speakers talk about.

- Play the recording. Let students compare answers in pairs before checking as a class. In feedback, write answers on the board.

Answers

a concert (Jessie Ware), a class (yoga), a discussion (politics), a play; a film (*Jaws*)

160

A: What do you want to see today?
 B: How about Jessie Ware? She's playing tonight.
 A: Yeah, great. I like her music.
 B: What else?
 A: How about a play? There's one in the theatre tent this afternoon.
 B: I don't really like plays. I'd prefer a film. They're showing *Jaws*.
 A: OK. What do you want to do now?
 B: How about a yoga class? There's one in fifteen minutes.
 A: No. I'd prefer the politics discussion.
 B: Really? I don't really like politics.
 A: Well, you go to the yoga and I'll meet you after that. We can get something to eat.
 B: OK. Where?
 A: I'll meet you here at twelve.
 B: OK.

13 Read through the information in the box with your class. Point out that the tick represents acceptance of a suggestion, and a cross represents the rejection of a suggestion. Organise the class into pairs. Ask students to complete the conversation with the phrases from the box. Elicit the first answer to get students started. Note that students will check their answers in Exercise 14.

14  **160** Play the recording. Ask students to listen again and check their answers. In feedback, show answers on the board.

Answers

- 1 How about
- 2 Yeah, great. (also possible: OK)
- 3 OK. (also possible: Yeah, great)
- 4 How about
- 5 I'd prefer
- 6 I don't really like
- 7 I'll meet you

15 Organise the class into pairs. Ask students to practise reading the conversation. Provide extended practice by getting students to swap roles, swap partner, or close their books and try to remember the dialogue.

Optional extra activity Write key phrases on the board: *How about, What else?, I'd prefer, I'll meet you*. Ask students to write their own conversation in pairs using the phrases. Invite pairs to act out their dialogue in front of the class.

SPEAKING

Aim

to practise suggesting ideas and deciding when and where to meet

16 Organise the class into new pairs. Ask students to work together to prepare a list of three fun things that are happening this coming weekend. You could encourage them to use the internet, or simply use their imagination. Monitor and help with vocabulary.

17 Organise the class into new pairs, and ask students to improvise a conversation using their ideas from Exercise 16 and the language from the box. You could write up four or five key words on the board to guide students. As students speak, monitor closely. Listen for errors, or good uses of language to focus on in feedback.

DID YOU SEE THE NEWS?

Student's Book pages 92–93

Communicative outcomes

In this two-page spread, students talk about the news and practise using past forms.

SPEAKING

Aim

to lead in to the topic by asking for personal views

1 Organise the class into pairs or small groups. Ask students to take turns to express their views by saying which sentences are true for them. In feedback, ask different pairs or groups to share their opinions with the class.

Answers

Students' own ideas

VOCABULARY National and international news

Aim

to introduce phrases used in news stories

2 Tell students to read the short dialogues carefully. Ask them to look up any words they are not sure of in a dictionary (see notes below).

- Ask students to choose the best question to ask in each dialogue. Let students compare answers with a partner. Note that students will check their answers in Exercise 3.

Background language notes

princess = a female member of a royal family, especially one whose parent or grandparent is the king or queen

heart attack = when a person has a lot of pain in their chest and his or her heart stops working

win an election = in politics, a political party wins an election when more people vote for it than other parties

motorway = a major road with three or more lanes

3  **161** Play the recording. Ask students to listen to the mini-dialogues in Exercise 2 and check their answers.

Answers

- 1 When?
- 2 How old was he?
- 3 Is it a boy or a girl?
- 4 How did it start?
- 5 Who won?
- 6 Did anyone die?
- 7 Why?
- 8 Who scored?
- 9 How much?
- 10 How many people work there?

161

- 1 A: Princess Sophia is going to get married.
B: When?
- 2 A: President Smith died yesterday. He had a heart attack.
B: How old was he?
- 3 A: Barbara Francisco had her baby.
B: Is it a boy or a girl?
- 4 A: There was a really big fire in a shopping centre near here.
B: How did it start?
- 5 A: There was an election in Germany yesterday.
B: Who won?
- 6 A: There was a big accident on the motorway. About ten cars!
B: Did anyone die?
- 7 A: They're going to build a new airport.
B: Why?
- 8 A: Arsenal lost 3–0 to Zenit, St Petersburg.
B: Who scored?
- 9 A: The government is going to spend more money on education.
B: How much?
- 10 A: Toyota is going to close its car factory here.
B: How many people work there?

4 Discuss the question in open class. Ask students to decide which of the stories are about the future, and what tells them that.

Answers

1, 7, 9 and 10 are about the future. The use of *going to* indicates this.

5 Model the activity by choosing a story and providing a model answer to the question. Then ask students to work individually to think of and write possible answers to the questions for five of the stories. Monitor and help with ideas and vocabulary.

Possible answers

- 1 next year / in the summer
- 2 only 60
- 3 a girl
- 4 somebody dropped a cigarette
- 5 the Green Party
- 6 I don't think so.
- 7 The old airport is too small.
- 8 Golovin
- 9 millions
- 10 two hundred

6 Organise the class into pairs to practise telling the stories from Exercise 2, and using the answers they wrote in Exercise 5. As students are speaking, monitor and note any errors that you could give feedback on at the end.

7 End the activity by asking the class to comment on the news stories in Exercise 2. Find out what type of news stories your students enjoy reading.

Optional extra activity Bring a few English language newspapers to class. Hand out one newspaper to each group of four or five students and ask them to find five interesting stories. Ask them to tell the class why they would like to read the stories they have chosen. You could then ask them to look up five words from their chosen article in the dictionary.

GRAMMAR Past forms review

Aim

to revise past forms

8 Read through the information and examples in the box as a class. You may also wish to elicit the irregular past form of *be* (*was, were*).

- Ask students to complete the table on Student's Book page 93. Let students compare answers in pairs.

Answers

Regular verbs:	Irregular verbs:
finish – finished	am/is/are – was/were
decide – decided	get – got
open – opened	win – won
happen – happened	take – took
stop – stopped	see – saw
play – played	meet – met
talk – talked	cut – cut
help – helped	cost – cost
try – tried	spend – spent
use – used	come – came

Teacher development: learning irregular past forms

The majority of the most common verbs in English are irregular, and Beginner-level students can find this daunting. Use different ways of introducing and practising past forms in order to make learning them memorable and fun. Here are some suggestions:

- Get students to categorise past forms. Although there are no rules for irregular forms, students can remember them by putting them into categories that make sense to the learner, e.g. past forms in which the main vowel sound changes to 'o' (*took, got, wrote, broke, shook, spoke*).
- Create a class table of infinitives and past forms to put on the classroom wall. Get students to design and write it. Tell them to leave space in the table to add more past forms as the course progresses.
- Play games. Make cards for your students or give them blank pieces of paper to write words on which they can then use to play games with. Card games such as 'snap' and pelmanism can be adapted and used to help students to match and remember past forms. The traditional game of 'noughts and crosses' (students win squares by changing infinitives to past forms) or 'battleships' (students hit targets by saying the past form of verbs) can also be effective and fun. Many other common games can be adapted in this way,

the advantage being that students are immediately familiar with the concept and basic rules.

9  **162** Tell students they are going to hear the regular past forms in the table in Exercise 8. Play the recording. Ask students to listen and repeat, focusing on pronouncing the *-ed* endings correctly.

162

finished
decided
opened
happened
stopped
played
talked
helped
tried
used

Background language and pronunciation notes

Note that sometimes the consonant doubles before adding *-ed* (e.g. *stop* → *stopped*). Words of one syllable ending in one vowel + one consonant, double the last letter before *-ed*. However, we don't double the final consonant when it's *w, x* or *y*.

- When a verb ends consonant + *y* the *y* changes to *i* (e.g. *try* → *tried*). When it ends vowel + *y* the *y* stays the same (e.g. *play* → *played*).
- Remind students that *-ed* endings are pronounced /t/ after an unvoiced sound and /d/ after a voiced sound. They are only pronounced /id/ after /t/ or /d/ sounds (e.g. *decided*).

10 Ask students to cover the table and complete the sentences with past forms. Let students compare answers with a partner before checking as a class.

Answers

- lost
- opened; cost
- died; had
- met; talked
- snowed; were
- won; came

11 Ask students to write their own sentences about the news at the moment. You could lead in to this exercise by asking *What's in the news?* and eliciting ideas, or by providing your own example of a current news story. Alternatively, you could show some images from current news items and see if students can tell the class anything about those news stories. Model one or two sentences to provide an example.

Answers

Students' own ideas

G For further practice, see Exercises 1–4 in the Grammar reference on page 133.

Answers to Exercise 1, Grammar reference

- 1 had
- 2 went
- 3 spent
- 4 stayed
- 5 was
- 6 helped
- 7 took
- 8 met
- 9 talked
- 10 tried
- 11 said
- 12 came

Answers to Exercise 2, Grammar reference

- 1 It cost a lot.
- 2 It took a long time.
- 3 You tried very hard.
- 4 We spent a lot of money.
- 5 We won.
- 6 I met her.
- 7 He came to class yesterday.
- 8 They were very happy about it.

Answers to Exercise 3, Grammar reference

- 1 opened
- 2 didn't sleep
- 3 won
- 4 did; start
- 5 Did; like
- 6 Did; see
- 7 died; had
- 8 was; didn't rain

Answers to Exercise 4, Grammar reference

- A: You **weren't** in class last week. What happened?
 B: Oh. Sorry. I had a cold and I **didn't** feel very well.
 I stayed in bed for three days.
 A: Oh no! I'm sorry.
 B: It's OK. I'm better now.
 A: We **weren't** very busy. It **wasn't** a very good class.
 We **didn't** do a lot of work.
 B: No?
 A: No. The teacher **wasn't** very well. She said she was tired.
 B: Maybe we had the same cold.
 A: Maybe.

READING AND SPEAKING

Aim

to practise reading for specific information and asking questions in the past form

12 Organise the class into groups of four. Ask each group to divide into two pairs and decide who is pair A, and who is pair B.

- Instruct pairs to read the two news headlines and prepare questions to ask about the stories. It is a good idea at this point to focus students on the tense used

in each headline, which will guide them in the tense(s) they need to use in their questions (the yellow headlines describe past events; the grey headlines describe future events). Elicit one or two examples to get students started (see possible answers below). As students work, monitor and make sure students prepare questions that can mostly be answered by the texts.

Possible questions

There was a big fire in a school.

- Where was the school?
- When/How/Why did the fire start?
- What happened?
- Did any people die or go to hospital?
- Was it an accident or an attack?

Lesser's is going to close a factory and several shops.

- What type of company is Lesser's?
- Is it a big company?
- How many people work for the company?
- Which factory is going to close?
- Where is the factory?
- Why is it closing?
- Where are the shops?
- Are people going to lose their jobs?

Bayern Munich won the German Cup.

- Who did they play against?
- What was the final score?
- Who scored?

The government is going to spend more money on health services.

- How much are they going to spend?
- What are they going to spend the money on?
- Why are they going to spend more money?
- Where will they find the money?

13 Ask students to exchange questions with the other pair in their group. Tell them to read the questions and then turn to Student's Book page 145 or 147 to read their story and find answers.

14 Reorganise the class so that a student who read text A is working with a student who read text B. Ask students to use the prompts in the flow diagram to ask and answer about their two news stories. You could briefly model the activity with a reliable student to show students what to do. If students have a question to which there is no answer in the text, encourage them to give as full an answer as possible, e.g. *I don't know how big the school was. But maybe it is big – it's in the big city of Madrid.*

- As students speak, monitor and note how well they use past and future forms. In feedback, point out and correct any errors you heard.

15 Organise the class into new groups. Ask students to take turns to read out the news stories they prepared in Exercise 11. Students take turns to ask questions about the news story. You could model this first by reading out a real or invented news headline you have prepared and asking students to question you about it.

- As students speak, monitor closely and note errors you hear. In feedback, at the end, write four or five sentences on the board containing errors, and ask students to correct them in pairs.

Optional extra activity Ask students to write one of their news stories as a short newspaper article. This could be done for homework.

PRONUNCIATION AND REVIEW

Aim

to review words from the unit and practise hearing and saying key sounds

- 16**  **163** Start by focusing your students on the phonemic symbols. If these particular symbols are new to students, say each sound and ask students to point to that sound in their books, or written up on the board.
- Play the recording. Ask students to listen and say which word has a different sound in each group of four words (also see notes below). Play and pause if necessary. Let students compare answers in pairs.

Answers

(The different sound is shown in phonemic script following each word.)

- 1 heart /a:/
- 2 use /ju:/
- 3 little /ɪ/
- 4 score /ɔ:/
- 5 about /ə/ (here 'a' is unstressed)
- 6 close /əʊ/
- 7 like /aɪ/

163

1 /e/	election	weather	heart	wet
2 /ʌ/	fun	use	won	summer
3 /aɪ/	little	dry	fire	die
4 /ɜ:/	turn	learn	circus	score
5 /æ/	about	accident	adult	angry
6 /ɒ/	comedy	close	politics	lost
7 /ɪ/	build	winter	like	skill

Background pronunciation notes

Note that of the words with a different sound in each group, two have alternative pronunciations depending on the part of speech: *use* can be a verb /juːz/ or a noun /juːs/; *close* can be a verb /kləʊz/ or an adjective or adverb /kləʊs/. We recommend that you model the pronunciation form of the verbs here.

- 17** Ask students to work in pairs to practise saying the three words in each group with the same sound. Make it clear that you do not want them to practise the word with a different sound as this could potentially confuse students and lead to incorrect pronunciation.

- 18** Organise the class into new pairs. Set a two-minute time limit for students to write as many words as possible. In feedback, find out which pair has the most words.

Possible answers

Weather: rain/raining, snow, windy, sunny, dry, wet, horrible, cold, warm, hot, summer, winter, degrees
 Entertainment: play, theatre, circus, festival, fair, exhibition, concert, jazz, comedy show, film, cinema, match, fun, boring, music
 News: heart attack, election, score, win/lose, build, accident, fire, sport, famous people, politics, die, good, terrible, interesting

G For further pronunciation practice, see Exercise 1 in the Grammar reference on page 133.

Answers to Exercise 1B, Grammar reference

1 a 2 b 3 a 4 a 5 a 6 b 7 a 8 b 9 a

VIDEO 5: A SPECIAL SKILL

Student's Book page 94

Aim

**to listen to the story of a talented artist with autism;
to improve students' ability to follow and understand
fast speech in a video extract; to practise asking and
answering personal questions**

1 Ask students to look at the photo. In open class, or in pairs, ask students to say what they can see and what the people are doing.

Possible answers

There's a big room in a large building, maybe a hotel or an exhibition centre. It has lots of very big windows. You can also see the street outside with cars and people in it.

There's an artist drawing a picture and people are watching and taking photos of him. Some people are sitting, some are standing and others are walking.

2  **5** Tell students they are going to watch a video about a man called Stephen Wiltshire. Ask them to read the questions carefully. Play the whole video. Ask students to watch, listen and note answers to the questions. Let students compare answers in pairs before checking as a class.

Answers

- 1 He is an artist.
- 2 Mexico City
- 3 He is very good at drawing and can remember lots of details about the cities he sees.

3 Organise the class into new pairs. Ask students to discuss the sentences and decide which ones are true according to the information in the video. Note that students will check their answers in Exercise 4.

4  **5** Play the video again. Ask students to watch, listen and check their answers to exercise 3. Let students compare answers in pairs before checking as a class.

Answers

- 2 (*In a few days, this four-metre piece of paper is going to be full of Stephen's art.*)
- 3 (*Stephen has autism.*)
- 4 (*He didn't learn to speak until he was nine.*)
- 6 (*He is going to draw all of Mexico City. From memory.*)
- 7 (*He now travels around the world and draws these amazing pictures of big cities.*)
- 8 (*Some museums have exhibitions of his work.*)
- 10 (*It took Stephen 28 hours over five days to finish his picture of Mexico City.*)

Culture notes

Stephen Wiltshire was born in London, England, in 1974 to Caribbean parents. In his career, he has drawn panoramas of many cities, including London, New York, Tokyo and Shanghai. He was awarded an MBE for services to the art world in 2006 (Member of the Most Excellent Order of the British Empire – an award given by the Queen of England for outstanding service to the community).

- Autism is a problem in the development of a child's brain that can cause serious difficulty in communicating and forming relationships with other people.

5 Organise the class into groups of four or five. Ask students to discuss the questions. In feedback, use the opportunity to invite individual students to share their ideas, and those of their group, with the class.

SPEAKING**Aim**

to practise describing personal skills

6 Ask students to prepare individually. Instead of using dictionaries, they could use you as a resource to find out how to express their abilities.

7 Organise the class into pairs to practise talking about skills. As students speak, monitor to prompt and help with vocabulary. In feedback, ask individuals what they found out about their partner.

- In feedback, write any errors made by students as they spoke on the board. Ask students to correct the errors in pairs.

Optional extra activity Tell the class about your personal abilities. You could do this as a live listening to reinforce the structures and vocabulary before students do the activity themselves.

 5

This is artist Stephen Wiltshire.

In a few days, this four-metre piece of paper is going to be full of Stephen's art.

He is going to draw all of Mexico City.

From memory.

Stephen has autism. He didn't learn to speak until he was nine, but he showed great skill at art. He drew animals, cars and buildings.

He now travels around the world and draws these amazing pictures of big cities.

Some museums have exhibitions of his work.

Before he started the picture of Mexico, Stephen visited places in the city.

And he took a helicopter ride that lasted about 40 minutes.

People with autism – like Stephen – often show great skill in one area. They may be good at music or maths or remembering details.

It took Stephen 28 hours over five days to finish his picture of Mexico City.

What do you think of it?

REVIEW 5**Student's Book page 95****Aim**

to consolidate vocabulary and grammar from Units 9 and 10

Answers**1**

- 1 ago
- 2 on
- 3 no
- 4 a lot of
- 5 your
- 6 it's not going to stay
- 7 We're not going
- 8 was

2

- 1 had
- 2 met
- 3 went
- 4 started
- 5 finished
- 6 took
- 7 cost
- 8 was
- 9 played
- 10 won

3

- 1 ago
- 2 few
- 3 this
- 4 last
- 5 to
- 6 going

4

- 1 It's going to snow
- 2 There are a lot of problems
- 3 I'm not going to be here
- 4 There are almost no bad schools
- 5 You're going to lose the match

5/6

See Audio script 164 below.

- 1 broke; few months ago
- 2 'm going; this weekend
- 3 go; last Thursday
- 4 are quite a lot of
- 5 's not going to rain

7

- 1 work
- 2 build
- 3 do
- 4 get
- 5 have
- 6 lose
- 7 turn on
- 8 break

8

Health and accidents: break, cut, headache, hurt, sick
 Society: air, crime, education, environment, university
 Entertainment: circus, classical music, comedy, exhibition, festival

9

- 1 (de)grees
- 2 (av)erage
- 3 (be)tter
- 4 (sc)ored
- 5 (la)sts
- 6 (mi)nus
- 7 (sa)fe
- 8 (at)tack
- 9 (co)ld

10

- 1 at
- 2 by
- 3 on
- 4 on
- 5 in
- 6 at
- 7 of
- 8 for

164

- 1 He broke his leg a few months ago.
- 2 I'm going to my friends' house this weekend.
- 3 I didn't go to my yoga class last Thursday.
- 4 There are quite a lot of problems in our hospitals.
- 5 It's not going to rain at the weekend.

11 LIFE AND HISTORY

WORDS FOR UNIT 11

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the open Student's Book and point to the first photo and read out the words. Students should be able to guess the words from the visual context but you may need to check the meaning of some items (e.g. use mime to check *fight* and examples to check *lucky* – What other things are lucky?).

2 🎧 **165** Play the recording. Ask students to listen and repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again.

🎧 165

- 1 fight each other
- 2 get a degree
- 3 celebrate the fourth of July
- 4 be born
- 5 the middle of the road
- 6 walk along the city wall
- 7 What's the date today?
- 8 a lucky cat
- 9 a child with his grandmother
- 10 grow vegetables
- 11 get angry because the printer's not working
- 12 the king and queen
- 13 birds on the rocks
- 14 move house

- End this stage by asking your students if they know any other words in English related to the photos (e.g. *animal, happy, university, flags, people, hat, sunny, baby, trees, castle, office, sea, box*). 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.

Culture notes

The 4th of July is Independence Day in the USA. On July 4th 1776, the Declaration of Independence was adopted by what became the US Congress – it declared independence from British colonial rule.

- In many Asian countries, (e.g. Japan and China), lucky cat ornaments such as the one in the photo are kept in house or shop doorways and window sills. They are thought to bring luck and prosperity.

3 Ask students to work in pairs and 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 correctly and help if necessary.

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

CELEBRATE

Student's book pages 98–99

Communicative outcomes

In this two-page spread, students will practise talking about dates and anniversaries, and making invitations

SPEAKING

Aim

to practise talking about birthdays and anniversaries

- 1** Ask students to first read the definitions for *birthday* and *anniversary* and then discuss the questions in pairs or small groups. You could start the discussion off by providing some examples of how you personally celebrate anniversaries.

Answers

Students' own answers

Key phrases: have a party, go out for a meal, cook a special meal, invite friends, buy/give a present, send a card, make a cake, sing a song

Background pronunciation notes

Note the strong stress on the following words: *birth*day, *anniv*ersary, *celebrate*, *celebration*.

VOCABULARY Months

Aim

to introduce and practise months

- 2** Ask students to work in pairs to complete the names of the months. Elicit the first answer as an example. Let students compare answers in pairs before checking as a class.
- 3**  **166** Play the recording. Students listen and repeat. You may wish to play the recording a second time and ask students to listen to and mark the strong stress for each word (see notes in the next column).

 166 and answers

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

Background pronunciation notes

Point out that the stress is on the second syllable (not the first as in other months) with these months: *July*, *September*, *October*, *November*, *December*.
Note the hard to say months *January* /'dʒænjuəri/ and *February* /'februəri/.

Culture notes

Months will be comfortably 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).

- 4** Ask students to match phrases 1–4 with phrases a–d that have a similar meaning. Elicit the first match as an example. Let students compare answers in pairs.

Answers

1 b 2 d 3 a 4 c

- 5**  **167** Play the recording. Students listen and repeat. Note the strongly-stressed words or syllables in each phrase.

 167 with stress marked

- 1 in May
during May
2 at the beginning of May
in the first week of May
3 in the middle of May
in the second or third week of May
4 at the end of May
in the last week of May

Background language and pronunciation notes

Revise the use of *in* and *at* with time. Here are some rules:
in (= during a period of time): years (2019), months (March), seasons (summer)
at (= at a particular point in time): at the start, at the end, at ten o'clock, at midnight
• Note the way that *of* is weakly stressed and reduced to /əv/ in these phrases.

- 6** Ask students to complete the phrases with their own ideas and using months and phrases from Exercises 2 and 4. Elicit two or three ideas as examples. Let students compare and correct their sentences in pairs.

Possible answers

- 1 My birthday is *in May / at the beginning of May*.
- 2 My grandparents' anniversary is *in the third week of September / during September*.
- 3 My sister's birthday is *at the end of October / in the summer*.
- 4 The next public holiday is *in August / during the summer*.
- 5 I'm going to the USA for work *at the end of this month / in the middle of June*.
- 6 I went to France skiing *in December / in the second week of January*.
- 7 I had a horrible time *at the beginning of November / during the winter*.
- 8 Last year was a good year. I *went on holiday in July / got a new job in August*.

7 Organise the class into new pairs. Ask students to say and compare their sentences from Exercise 6. As students speak, monitor closely and correct their use and pronunciation.

- Read through the information on dates in the box as a class (see Teacher development below).

Optional extra activity Practise dates by asking students to say when their birthday is, and when important anniversaries and public holidays are in their country.



For more information about dates, refer students to page 139 of the Student's Book.

Teacher development: practising months and dates

Here are some ideas to practise months and dates in the classroom:

- 1 Sit in order. Students have to stand up, circulate, and say the month they were each born in. Then they sit down in the class in order – with those born in January to the left and those born in December to the right. You can vary this activity by getting students to sit in the order of special public holidays in their country or of their favourite months.
- 2 Buzz. Students have to say ordinal numbers round the class. So, the first student says *1st*, the next says *2nd*. However, if they get to a number which is divisible by 3 or 5 they have to say 'Buzz'. So: *1st, 2nd, Buzz, 4th, Buzz, Buzz, 7th, 8th, Buzz, Buzz, 11th*, etc. If students get Buzz wrong they are out. Continue until only one student is left.
- 3 Date dictation. Put students in pairs. One faces the board, the other looks away. Write some dates in numbers on the board: 7/8/2013, 16/5/1998, 1/1/2001, 23/12/2017, 18/9/1989. One student dictates the dates in full (e.g. *the seventh of August 2013*) and their partner must write them down in number form. They then compare with what is written on the board.

LISTENING

Aim

to listen for general and specific understanding

8 **168** Tell students they are going to listen to four separate conversations. Play the recording. Students listen and answer the question. Let students compare answers in pairs before checking as a class.

Answer

3 (party for a six-year anniversary)

 168**1**

- A: What's the date today?
 B: It's the 18th.
 A: Really? Already?
 B: Yeah. It's my sister's birthday on Friday.
 A: Really? How old is she?
 B: She's going to be ... er 23. Yeah. 23.
 A: Is she doing anything to celebrate?
 B: I don't think so. She's doing exams at the moment.

2

- C: Who was that?
 D: Eric. He wants to have a meeting on the fifth of May.
 C: Really? Did you tell him it's a public holiday here?
 D: Yes, but he still wants to meet. Can you come?
 C: Sorry. It's my boyfriend's birthday on the second and we're going away for a long weekend.
 D: Lucky you.
 C: Can we meet on the sixth?
 D: No. Eric's going back to the States that day.
 C: Oh.
 D: Don't worry. It's not so important. So where are you going? ...

3

- E: We're having a party in a couple of weeks. Can you come?
 F: I'd love to. When is it?
 E: Not next Friday. It's the Friday after that. It's the twelfth.
 F: Oh no, I can't. I'm really sorry. I'm at a conference that weekend.
 E: Really? Are you sure you can't come?
 F: I need to check the train times. Maybe I can leave on Saturday morning.
 E: OK, great.
 F: So what's the party for?
 E: Our anniversary.
 F: Really? How many years?
 E: Six. It's not special, but we have a party every year.
 F: That's nice.

4

G: We're holding a conference in September to celebrate the tenth anniversary of our school.
 H: Really? That's great.
 G: Do you want to come?
 H: Sure. What date?
 G: The 23rd. It's a Saturday.
 H: I think that's OK. I need to check my diary.
 G: OK.
 H: Can I tell you tomorrow?
 G: Of course.

- 9  **168** Ask students to choose the correct information and compare answers with a partner. Play the recording again. Students listen and check. Let students compare answers in pairs again before checking as a class.

Answers

- 1 a 18th
b sister's
- 2 a 5th
b a public holiday
- 3 a Saturday
b 6
- 4 a 10th
b Saturday 23rd

Optional extra activity Ask students to look at Audio script 168 on Student's Book page 160. Tell them to work in pairs and choose and practise one of the conversations from the recording.

GRAMMAR Questions review

Aim**to practise forming questions**

- 10 Read through the information in the box as a class. Ask students to complete the questions from the conversations in Exercise 8. Let students compare answers in pairs before checking as a class.

Answers

- 1 is
- 2 are
- 3 Is
- 4 Do
- 5 Did
- 6 Can

- 11  **169** Play the recording. Students listen and check. You could play the recording again and ask students to listen and repeat.

169

- 1 How old is she?
- 2 Where are you going?
- 3 Is she doing anything to celebrate?
- 4 Do you want to come?
- 5 Did you tell him it's a public holiday?
- 6 Can we meet on the sixth?

Background language and pronunciation notes

Be, do/did and *can* are auxiliary verbs. They help form questions by inverting with the subject:

She is tall. → **Is she tall?**

She can swim. → **Can she swim?**

You live here. → **Do you live here?**

Make sure students notice this pattern in the question forming table.

- Auxiliary verbs are generally unstressed when forming questions. So *are* becomes /ə/, *do* becomes /də/, and *can* becomes /kən/.

- 12 Ask students to put the words in order and complete the questions. Elicit one or two examples to get students started. Let students compare answers in pairs or small groups, and encourage them to correct each other's work.

Answers

- 1 *How old are you going to be?*
- 2 *Are they doing anything?*
- 3 *What did you get him?*
- 4 *Did you go anywhere?*
- 5 *Can you help me with my bags?*
- 6 *Who are you going with?*
- 7 *Why was it terrible?*
- 8 *Can you come?*

- 13 Organise the class into pairs. Ask students to take turns to play the two roles in each conversation. Encourage them to extend and improvise the conversations. As students speak, monitor closely, and correct any errors in question forming that you hear.

- 14 Organise the class into small groups. Ask students to use the sentence ideas they prepared in Exercise 6 as conversation starters. As students speak, monitor closely, and note down any errors involving question forming. In feedback, write errors you heard on the board, and ask students to work in pairs to correct them.

Teacher development: hands-on question forming

Getting to grips with forming questions can be a challenge. Help your visual and kinaesthetic learners by making the activity hands on. Here are some suggestions:

- 1 Make cards with question words, auxiliary verbs, pronouns and main verbs on them. Hand out a set of cards to each group in your class and tell them to put cards together to make four or five questions. Tell students to interview each other with the questions.
- 2 Organise your class into groups, hand out blank cards, and ask them to write question words, auxiliary verbs, pronouns and main verbs on them. Students hand their cards to another group who then have to use them to make questions.

- 3 Give each group a set of different coloured cards. Tell them that each colour is a different part of speech (e.g. red = question word, yellow = auxiliary, green = main verb in the infinitive, blue = main verb in the present participle or *-ing* form). Tell students to put the coloured cards in the right order to make questions and then to use them as prompts to think of real questions to ask.

G For further practice, see Exercises 1–3 in the Grammar reference on page 134.

Answers to Exercise 1, Grammar reference

- 1 are; Do
- 2 Can; Is
- 3 Did; was
- 4 Can; is
- 5 Is; Does
- 6 Are; Are; Can

Answers to Exercise 2, Grammar reference

- 1 A: What **did** you do yesterday after the class.
- 2 A: **Do** you like playing computer games.
- 3 B: No. What **are** you going to see there?
- 4 A: **Can** I speak to you?
B: Sure. What **is** the problem?
- 5 B: What **does** she do?
- 6 B: **Was** it good? **Were** there many people there?

Answers to Exercise 3, Grammar reference

- 1 Did you **go** out last night?
- 2 Where **do you** live?
- 3 **Do** you like swimming?
- 4 Can you **to** turn on the light?
- 5 Where **does** your friend Paola work?
- 6 **Can** you move, please?

DEVELOPING CONVERSATIONS

Invitations

Aim

to introduce and practise ways of making and responding to invitations

- 15** Read through the information and examples in the box as a class. Then ask students to work individually to complete the conversations with one word in each space. Elicit the first missing word to get students started. Let students compare answers in pairs.

Answers

- a 1 Can
- 2 day (also possible: date/time)
- 3 check
- b 1 you
- 2 come
- 3 love
- 4 date (also possible: day)
- 5 can't
- 6 going

Optional extra activity Ask students to practise the conversation. Ask fast finishers to improvise more conversations using different phrases.

CONVERSATION PRACTICE

Aim

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

- 16** Ask students to prepare individually for the conversation. You could set a two-minute time limit and tell students to make brief notes under the headings Event, Date and Reason for each of the three events they choose.

- 17** Organise the class into new pairs. Ask students to work together to have conversations based on the ideas they prepared in Exercise 16. You could ask students to improvise and be creative, or you could ask them to prepare and write the conversation with a partner first. Decide according to the confidence and ability of your class. As students speak, monitor and note any errors and/or new language they use well to comment on later.
- Encourage students to talk to five or six different classmates. You could do this by changing pairs every minute, or by doing a class mingle.
 - In feedback at the end, comment on good pieces of language that students used, and/or pieces of language students didn't use correctly during the activity. Model improved ways of saying what they were trying to express.
 - Note that the recording in Audio script 170 features two example dialogues designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



170 Students listen to two more examples.

170

1

- A: I'm having a barbecue in a few weeks. Do you want to come?
B: I'd love to. What date?
A: The 27th. It's a Saturday.
B: OK. Great!

2

- B: We want to have a meeting next week. Can you come?
A: What day?
B: Wednesday.
A: Sorry, I can't come. I have another meeting.
B: How about Tuesday?
A: What time?
B: In the morning. Ten o'clock?
A: I think so. I need to check my diary.

PERSONAL HISTORY

Student's Book pages 100–101

Communicative outcomes

In this two-page spread, students talk and write about life events

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

- 1 Organise the class into pairs or small groups to choose and do two of the three activities. Set a five-minute time limit and monitor unobtrusively, gauging how well students have learnt language from the previous lesson.

Answers

Students' own ideas

VOCABULARY Life events

Aim

to introduce and practise words connected with life events

- 2 Ask students to complete each group of collocations with the verbs in the boxes. Use the completed example to point out how the same verb – *live* – collocates with all three phrases in the group. Let students compare answers in pairs before checking as a class. If students aren't sure of the meaning of any of the words in the phrases, do not explain them at this stage – note that students will look at these words in Exercise 3.

Answers

- 1 *live*
- 2 *was born*
- 3 *become*
- 4 *start*
- 5 *die*
- 6 *lose*
- 7 *have*
- 8 *go*
- 9 *finish*
- 10 *do*
- 11 *get*
- 12 *move*

Background language notes

Point out some of the strong collocations that function as fixed expressions (e.g. *do well*, *get married*, *move house*) and get students to think of how they translate into their L1. You could also look at how the verbs collocate with prepositions (e.g. *die in her sleep* compared to *die of a heart attack* – *in* means during and *of* means as a result of).

- 3 Ask students to choose up to eight words they don't know or don't remember well from Exercise 2. In a monolingual class, you could elicit the more challenging words as a class.

- 4 Organise the class into small groups to ask about and explain words to each other. Let students check words in dictionaries at the end to confirm their ideas. An alternative approach is to let half the group look up half the words while the rest of the group look up the other words. Students can then explain words to each other.

- 5 Ask students to work individually to prepare sentences using some of the collocations from Exercise 2. As students write, monitor and check that students have used the collocations correctly. You could then ask students to share their sentences with a partner or in a group.

Optional extra activity Ask students to write their life story, or that of a famous person, using the vocabulary from this section. This could be done for homework.

READING

Aim

to read closely for specific understanding, and to work out the meaning of words from context

- 6 Ask students to read through sentences a–d carefully. Check students' understanding of *homeless*. Ask students to predict what the text is about from the sentences (see Teacher development below).
 - Ask students to read the text and match the sentences to the gaps. Let students compare answers in pairs before checking as a class. Note that students will check their answers in Exercise 7.

- 7  171 Play the recording. Students listen and read to check their answers to Exercise 6.

Answers

1 c 2 d 3 a 4 b

Teacher development: matching sentences to gaps in a text

This type of matching task is challenging and requires students to read closely and to recognise connections at a syntax and vocabulary level. The following exercises can help:

- 1 Sentences a–d are topic sentences. Ask students to predict what each paragraph may be about from these topic sentences.
- 2 When referring to people in a text, we usually use their full name the first time, then a short form of their name, then a pronoun. Ask students to notice this in sentences a–d. It can be a clue as to the order of the sentences.
- 3 Focus students on the second sentence of paragraph 1. Ask: *Are there any words the same or similar to the words in sentences a–d? (The Big Issue).*

- 4 Focus students on the use of pronouns in the text. For each example, ask: *What do 'they', 'them' and 'he' refer to?*
- 5 Ask students to read each paragraph and say what it is about (e.g. 1 describes what The Big Issue is; 2 describes John's problems when he was young). Students can then match the paragraphs to the sentence that best summarises the topic.

8 Remind students of the verb + noun collocations in Exercise 2. Then ask them to find six of the collocations that are true of John Bird without reading the text again at this point. Elicit answers from the class. Note that students will check their answers by reading the text again in Exercise 9.

Answers

live on the streets
start a business
lose your home
have problems with the police
go to prison
have an online shop
Students may also suggest: go to / finish (art) school; do well at (art) school; become interested in art/politics

9 Ask students to read the text again carefully to check and confirm their answers.

10 Organise the class into pairs or groups of three or four to discuss the questions. In feedback, elicit ideas and experiences from students.

Optional extra activity Ask students to work in pairs to make and write down five questions about the content of the text, e.g.:
Where was John born?
What did he want to do after school?
What countries sell The Big Issue?
Tell pairs to exchange their questions with another pair. Students try to answer them without looking at the text.

Culture notes

The title of *The Big Issue* is a play on words. 'Big issue' can mean 'an unusually large edition of a magazine' or 'a major problem facing us today' – in this case, 'homelessness'. Professional journalists write the articles in the magazine, and only homeless or vulnerably housed people are allowed to sell it. Over 80,000 copies a week are sold in the UK.

could and *couldn't*

Aim

to introduce the use of *could* and *couldn't* as the past of *can*

Read through the information in the box as a class. Point out the form and briefly drill the phrases for pronunciation.

Optional extra activity Ask students to write four sentences about themselves using *could* or *couldn't* (e.g. *I couldn't read until I was seven.; I could speak two languages when I was five.*). Tell them that three sentences should be true and one false. Students read out their sentences in pairs and get their partner to guess which one is false.

Background language and pronunciation notes

Here, *could* is the past of *can* used to express a general ability in the past. It is a modal verb and followed by the base infinitive of the main verb (without *to*).

• Note that *could not* generally reduces to *couldn't*. Note the pronunciation: /'kʊd(ə)nt/.

11 Ask students to work individually to note answers to the questions. It is a good idea to tell students to cover the Grammar box in the next section when doing this exercise (as it provides the answers). Let students compare answers in pairs. Note that they will check their answers in Exercise 12.

12 Ask students to check their answers to Exercise 11 in the Grammar box.

Answers

- 1 when John was five
- 2 after school
- 3 after he left prison
- 4 in the 1980s
- 5 in 1991

GRAMMAR

Explaining when: time phrases

Aim

to practise using time phrases

13 Read through the information in the box as a class. Ask students to choose the best words to complete the sentences in Exercise 13. Let students compare answers in pairs before checking as a class.

Answers

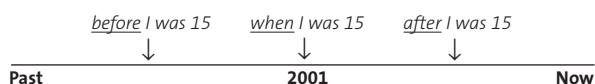
- 1 in
- 2 After
- 3 When
- 4 when
- 5 when
- 6 in
- 7 after
- 8 After

Background language notes

We use *in* with years and periods of time: *in 1996, in the 1990s, in the summer, in July*.

We use *after, before* and *when* with clauses or nouns / noun phrases (*when I was born; after the end of the war*). *After* is the opposite of *before*. You could draw a timeline to show the use of *before, after* and *when*:

I was 15 years old in the year 2001.



14 **172** Play the recording. Students listen and complete the phrases. You could play the recording again and ask students to listen and repeat.

172 and answers

- | | |
|----------------------|----------------------------|
| 1 when I was a child | 4 when I was on holiday |
| 2 when I was there | 5 when I was at university |
| 3 when I was ten | 6 when I was in the army |

Background pronunciation notes

Note how, in fast speech, the words *when* and *I* run together, and note how *I* and *was* reduce to weak, unstressed schwa sounds: /wen_ə_wəz/.

15 Ask students to complete six of the sentences so that the sentences are true for them, by using a time phrase and changing the words in red if necessary. Elicit one or two examples to get students started, or provide one or two examples from your own experience. Let students compare what they have written with a partner, who can suggest corrections or improvements.

Possible answers

- I finished school when I was 16.
- I finished university in 2015.
- I got my first job after university.
- I became a manager before I was 30.

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 134.

Answers to Exercise 1, Grammar reference

- 1 *in 1932*
- 2 *after/when* he left the army
- 3 *when* she was 20
- 4 *in the 2000s*
- 5 *when* we were both at school
- 6 *three years ago / after three years*
- 7 *after (the) class*
- 8 *when* we say goodbye

Answers to Exercise 2, Grammar reference

- | | |
|--|---------------------|
| 1 <i>in</i> | 5 <i>after</i> |
| 2 <i>After</i> | 6 <i>After/When</i> |
| 3 <i>In</i> | 7 <i>in</i> |
| 4 <i>When</i> (also possible: <i>While</i>) | |

SPEAKING

Aim

to practise describing life events and using time phrases

16 Organise the class into pairs. Read through the example dialogues or act them out with a student. Ask students to take turns to improvise dialogues using the sentences from Exercise 15 as conversation starters. As students speak, monitor closely. Listen for errors, or successful uses of language to comment on in feedback.

Optional extra activity You could ask students to write the mini-dialogues first before practising them, or giving them to another pair to act out.

Communicative activity worksheet The photocopiable worksheet on page 211 can be used at this point or at the end of the unit for further practice.

WRITING

Aim

to practise writing a short life history

17 Ask students to use the ideas and language from this lesson to write their own short life history. You could set this for homework. If you do it in class, encourage students to gather and prepare notes, and plan what information to include before writing. See Teacher development below for a suggested procedure.

Optional extra activity Students interview the teacher as a class, or work in pairs to interview each other. Tell them to take notes during the interview and to use the notes to write a short life history of their teacher or partner.

Teacher development: process writing

You could follow a process writing procedure to produce the life histories with your class:

- 1 Ask students to write down ten important life events and their dates. Tell them to show these ideas to a partner. Based on their partner's comments, they then improve their notes, and choose six key events to include in their history.
- 2 Revise time phrases and ask students to decide which ones to use in their life history.
- 3 Ask students to work individually to write six sentences about their life. Then tell them to compare sentences with a partner. Students should correct and revise each other's work.
- 4 Ask students to rewrite their six sentences as a neat copy on a clean piece of paper.
- 5 Display the completed work. You could pass stories round the class, pin them to classroom walls, or gather them in a booklet entitled *Our Life Stories*.

ANCIENT HISTORY

Student's Book pages 102–103

Communicative outcomes

In this two-page spread, students read and talk about historical events; they practise explaining why things happened

SPEAKING

Aim

to lead in to the topic by asking for personal views

1 Start by asking students to describe the photos on the page. Use the opportunity to teach key words: *wall, temple, tomb, pyramid*.

- Organise the class into pairs or small groups. Ask students to take turns to express their view. In feedback, ask different pairs or groups to share their opinions with the class.

Answers

Students' own answers

VOCABULARY History

Aim

to introduce phrases connected with historical events

2 Ask students to work individually to read the facts about history and places round the world. Ask them to guess what the words in red mean. Encourage them to use the context to help them.

3 Ask students to work in pairs to explain the meaning of the words in red in Exercise 2. Remind students of how they asked about and explained words in Exercise 4 on page 100 of the Student's Book. You could model the activity by miming or drawing a king, or giving an example of a well-known king.

- Encourage students to join with another pair to check or refine their understanding of each word. Finally, allow them to use a dictionary to look up any words they are still unsure of.

Background language and pronunciation notes

The meaning of the words in red can be explained or checked in different ways, e.g., a mime for *killed*, an example for *capital*, a definition for *centuries* (= 100s of years).

- Damage* can be a noun or verb, and *damaged* is the adjective. A building is *damaged* when part of it has fallen down or is in bad condition.

- Repair* means to fix something that is broken or damaged.

The strong stress is on the second syllable with the verbs *protect* and *repair*.

4 Discuss the question in open class.

Answers

Students' own answers

Culture notes

- The Great Pyramids of Egypt were constructed in around 2500 BC.
- The Eiffel Tower was constructed in Paris between 1887 and 1889.
- Swaziland is a land-locked country surrounded by South Africa and Mozambique. It is one of the smallest countries in Africa.
- Louis the sixteenth died on the guillotine in 1793 following the French Revolution. His brother became King Louis VIII in 1814 after the monarchy was restored. Since 1848, France has been an Empire or Republic and has had no king.
- The Hundred Years' War was a series of battles from 1337 to 1453 by the House of Plantagenet, rulers of the Kingdom of England, against the House of Valois. They fought over the right to rule the Kingdom of France.
- The Great Wall has been rebuilt, maintained, and improved over the centuries; the majority of the existing wall is from the Chinese Ming Dynasty (1368–1644).
- The Coliseum in Rome was completed in around the year AD 80. It is thought to have held up to 80,000 spectators.
- Windsor Castle was first built in the eleventh century, but has been extended and changed many times since. It is located in Berkshire, around 25 miles from London.

READING

Aim

to practise reading for specific information

5 Ask students if they have heard of Suwon Hwaseong, and, if so, ask them to say what they know. You could find and show a photo of the site.

- Tell students to read the questions carefully. Check *fortress* (= a strong building like a castle). Ask students to read the text and note answers. Let them compare answers in pairs before checking as a class.

Answers

- King Jeongjo
- in the 1790s
- because his father was killed there
- King Jeongjo wanted to make Suwon Hwaseong the new capital city.
- Some parts of the fortress were damaged in the war in the 1950s.

Optional extra activity Ask fast finishers to think of two more questions to ask about the content of the text, e.g. *How far is Suwon Hwaseong from Seoul?* (thirty kilometres) *When did Suwon Hwaseong become a UNESCO World Heritage Site?* (after the government repaired the walls and buildings).

GRAMMAR

Explaining why: *because* and *so*

Aim

to practise *because* and *so*

6 Read through the information and examples in the box as a class.

- Ask students to complete the sentences with the correct word. Let students compare answers in pairs.

Answers

- 1 a , so
b because
- 2 a because
b , so
- 3 a , so
b because
- 4 a because
b , so

7 Ask students to write their own sentences in answer to the questions. You could lead in to this exercise by asking one or two of the questions in open class and eliciting answers.

- Ask students to share sentences, and to encourage them to peer correct if necessary. In feedback, ask a few students what they found out about their partner.

Possible answers

I'm studying English because I have an exam soon / I want a good job.
I chose this school because the website was good / it's in an interesting place.
I like where I live because the people are friendly / there are good cafés.
I like my job because the pay is good. I chose it because I could live in my home city.

G For further practice, see Exercises 1 and 2 in the Grammar reference on pages 134–135.

Answers to Exercise 1, Grammar reference

- | | |
|-----------|-----------|
| 1 , so | 5 , so |
| 2 , so | 6 , so |
| 3 because | 7 because |
| 4 because | 8 because |

Answers to Exercise 2, Grammar reference

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

LISTENING

Aim

to practise listening for specific information

8  **173** Ask students to read the questions carefully. Check that students are aware how to say 5.7 (*five point seven*) and 1997 (*nineteen ninety-seven*). You could ask students to work in pairs to guess which numbers are

the answers to which questions and why. Point out that there are only enough numbers to answer eight of the questions.

- Play the recording. Ask students to use the numbers in the box to answer eight of the questions. When the recording is complete, ask students to work in pairs to compare answers. Elicit answers in feedback.

Answers

- 1 –
- 2 47 (years old)
- 3 –
- 4 2 (years)
- 5 5.7 (kilometres)
- 6 6 or 4 (metres)
- 7 800 (million dollars)
- 8 130 (hectares) (= 10,000 square metres)
- 9 1
- 10 1997

173

- A: So, this is the end of the tour, but does anyone have any questions?
B: Yes. Why didn't Suwon become the capital?
A: I think because the king died quite young.
B: How old was he when he died?
A: 47.
B: How did he die?
A: They don't know. People have a lot of different ideas.
B: Like they killed him?
A: Maybe. The politics were difficult then.
B: Politics are always difficult!
A: Yes!
C: How long did it take to build?
A: Two years.
C: How long are the walls?
A: Five point seven kilometres.
B: And how high are they?
A: Well, here they are six metres, but in other parts they are only four metres.
C: You said the government spent money to repair the walls. How much did they spend?
A: In the last twenty years I think it's three trillion won – that's about 800 million dollars.
C: Wow. A lot. How big is the area inside the fort?
A: About 130 hectares.
B: How many people live here now?
A: In the fortress?
B: Yes. There are lots of houses, I think.
A: Good question. I don't know. But there are over one million people in Suwon now.
C: Last question. When did it become a UNESCO site?
A: 1997.

9 Find out whether any students heard the answers to questions that still required answers: 1 and 3.

Answers

- 1 because the king died quite young
- 3 nobody knows – politics!

Culture notes

Suwon Hwaseong was built during the period 1794 to 1796. King Jeongjo wanted it to house and honour the remains of his father, Prince Sado, who had been executed by being locked alive inside a rice chest by his own father King Yeongjo.
won = the currency of Korea

READING AND SPEAKING

Aim

to practise reading for specific information and asking questions

10 Organise the class into groups of four. Ask each group to decide which two students are pair A, and which two are pair B. Tell students to prepare questions to ask about the historical places in the photos on Student's Book page 102. Elicit one or two examples to get students started. Monitor and gently guide students to ensure they mostly write questions that can be answered by the texts they are later going to read on Student's Book pages 146 and 147.

11 Ask students to exchange their questions with the other pair in their group. Tell them to read the questions they now have carefully. Then ask them to turn to the relevant Student's Book page to read the text about Petra or Tikal and find answers to the five questions.

- When pairs have found answers to the other pair's questions, tell them to write one more interesting fact about the place they have read about.

12 Ask pairs to return to their original groups. Tell students to ask their questions again, and to try to remember answers and then share the extra fact they learnt.

- As students speak, monitor and note how well students form questions. In feedback, point out and correct any errors you heard.

13 Ask students to discuss the questions in their groups. End with a whole class feedback session, and elicit any interesting stories.

- As students speak, monitor closely and note down errors you hear. In feedback, at the end, write four or five sentences on the board containing errors, and ask students to correct them in pairs.

Optional extra activity Ask students to write one of their news stories as a short newspaper article. This could be done in pairs, or for homework.

PRONUNCIATION AND REVIEW

Aim

to review words from the unit and practise hearing and saying key sounds

14  **174** Start by focusing your students on the phonemic symbols. If these particular symbols are new to students, say each sound and ask students to point to

that sound in their books, or written up on the board.

- Play the recording. Ask students to listen and say which word has a different sound in each group of four words. Play and pause if necessary. Let students compare answers in pairs.

Answers

(The different sound is shown in phonemic script following each word.)

- 1 queen /i:/
- 2 put /u/
- 3 sure /ɜ:/
- 4 history /ə/ (here 'o' is unstressed)
- 5 rock /ɒ/
- 6 May /eɪ/
- 7 born /ɔ:/
- 8 July /aɪ/

174 and answers

1 /ɪ/	queen	king	built	business
2 /u:/	June	move	put	choose
3 /ʌ/	luck	become	sure	public
4 /ɜ:/	world	bird	history	university
5 /ɔ:/	August	poor	fought	rock
6 /aɪ/	high	May	die	inside
7 /əʊ/	born	October	grow	November
8 /i/	angry	July	century	army

15 Ask students to work in pairs to practise saying the three words in each group with the same sound. Make it clear that you do not want them to practise the word with a different sound as this could potentially confuse students and lead to incorrect pronunciation.

16 Organise the class into new pairs. Set a two-minute time limit for students to write as many words as possible. In feedback, find out which pair has the most words.

Possible answers

See the full list of months on Student's Book page 98.
 See the extensive list of collocations about life events on Student's Book page 100.



For further revision and pronunciation practice, see Exercises 1–2 in the Grammar reference on page 135.

Answers to Exercise 1, Grammar reference

- | | |
|-----------------------|---------------------|
| 1 <i>did; so</i> | 5 <i>Is; when</i> |
| 2 <i>did; in</i> | 6 <i>are; so</i> |
| 3 <i>did; Because</i> | 7 <i>Can; after</i> |
| 4 <i>are; After</i> | 8 <i>when; did</i> |

Answers to Exercise 3, Grammar reference

- 1 Can you *help me* in a minute?
- 2 It was lovely *weather* when I was there.
- 3 It *happened* after I left her.
- 4 I can have *the car* when I need it.
- 5 I'm going *there* in a few weeks.
- 6 I get *angry* when I'm tired.

12 THANK YOU AND GOODBYE

WORDS FOR UNIT 12

Aim

to introduce a set of key, useful vocabulary using photos

1 Ask students to look at the words and photos. It is a good idea to hold up the Student's Book and point to the first photo and read out the words. Students should be able to guess the words from the visual context but you may need to check the meaning of some items (e.g. use check questions to check *hurry* – if you hurry, do you go fast or slow? – and *lend* – if I lend you a book, do I want you to give it back later?).

2  **175** Play the recording. Ask students to listen and repeat the words. If students have any problems saying any of the words, model the words yourself, and encourage students to try again.

175

- 1 a lot of empty seats
- 2 the theatre's full
- 3 carry heavy bags of shopping
- 4 I hope it's OK
- 5 help her to stand
- 6 throw it in the bin
- 7 the sun's very strong
- 8 hurry to the shops
- 9 miss the train
- 10 the seat's broken
- 11 they lend books
- 12 put a painting on the wall
- 13 some lovely flowers
- 14 the water's low

- End this stage by asking your students to say if they know any other words in English related to the photos (e.g. *bread, vegetables, tomato, window, shirt, chair, sun cream, beach, sea, platform, suitcase, library, gallery, countryside, river*). There is no need to check or teach any new words, but you could select five or six of the more useful words they say to write up on the board.

Optional extra activity This is a good time to revise the words that have been pre-taught on the opening photo page of previous units. Ask students in pairs to choose two or three units at random, look at the photos, and see how many words they can remember.

Background language notes

One way of checking these words is to ask students to tell you what the opposites of the key words are. Alternatively, you could write up opposites randomly on the board and ask students to match them. Here is a list of possible opposites: *empty/full; heavy/light; stand/sit; strong/weak; miss/catch; lend/borrow; low/high*.

3 Ask students to work in pairs and 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 correctly and help if necessary.

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

I'LL DO IT FOR YOU

Student's book pages 106–107

Communicative outcomes

In this two-page spread, students will practise offering solutions to problems, and checking and thanking in response.

SPEAKING

Aim

to practise talking about helping people

1 Ask students to discuss the questions in pairs or small groups. Allow students time to check any words they are unsure of in a dictionary. You could start students off by providing some examples of how you help or have helped family and friends.

Possible answers

I help my family a lot. I always help my dad to make breakfast and I sometimes help in the garden.
Last week I helped my friend with his English homework. I sometimes help tourists in my city.
I give them directions to places.

Background language notes

• You may want to check the structure used with the verb form:

help + somebody + to do or do something

I helped my dad to build a wall.

I helped my dad build a wall.

Both forms are correct.

LISTENING

Aim

to listen for general and specific understanding

2 You could do this in open class or you could put students in pairs to discuss the questions. Use the opportunity to elicit and teach key words: *seat, lost, shower*

Possible answers

Picture a:

They are in a bar or café.

Students may suggest problems with service, or the quality of coffee, or that there is only one seat.

The waiter or waitress may fix the problem.

Picture b:

They are in the street or in a town/city.

Students may suggest problems with the car, or the fact that the man can't walk well.

The woman may help the man get into the car.

Picture c:

They are in a hotel, near the reception desk.

There seems to be a problem with the shower.

Perhaps the receptionist can get somebody to fix it.

3  **176** Play the recording. Students listen and match the conversations (1–3) with the pictures (a–c). Let students compare answers in pairs before checking as a class.

Answers

1 b 2 c 3 a

 176**1**

A: Excuse me.

B: Hi.

A: Sorry, I'm a bit lost. Is this the way to the hospital?

B: Yes. But it's a 20-minute walk.

A: Oh, OK.

B: I'll take you, if you like.

A: Really? Are you sure?

B: Yes. I'm going that way.

A: Oh. That's great. Thanks.

B: No problem.

2

C: Hi.

D: Hello, Madam. How can I help you?

C: Yes. Er, yes. There's, er, something wrong with the shower in my room.

D: Oh I'm very sorry about that. What's the problem?

C: The water's cold and it's coming out very slowly.

D: Oh right. Well, I'll send someone to look at it, now.

C: OK. Thanks.

D: And sorry again for the problem.

C: That's OK.

3

E: It's very full in here.

F: I know. It's a popular place.

E: Look. There's a seat there.

F: But there's only one.

E: That's OK. I'll stand.

F: Are you sure?

E: Yeah. It's fine.

F: I'll look for another seat, if you like.

E: I'm happy to stand. I'll go and order some drinks. What do you want?

F: A cappuccino.

E: OK.

4 Ask students to match the problems (1–3) with the solutions (a–c). Let students compare answers in pairs. Note that students will check their answers in Exercise 5.

5  **176** Play the recording again. Students listen and check. Check answers as a class.

Answers

1 c 2 a 3 b

Optional extra activity Ask students to work in pairs. Tell them to choose one of the three pictures and improvise a short conversation. They could try to remember what people said on the recording or make up their own dialogue.

GRAMMAR I'll

Aim

to practise offering solutions to problems using *I'll* (*I will*) + verb

6 Read through the information in the box as a class. Ask students to read the mini-dialogues and complete each one with an offer by using *I'll* and one of the given verbs. Let students compare answers in pairs before checking as a class.

Answers

- | | |
|-------------|--------------|
| 1 I'll go | 3 I'll wait |
| 2 I'll take | 4 I'll check |

Background language and pronunciation notes

Will is a modal verb and is followed by the infinitive without *to*. Ensure students use the contracted form *I'll* rather than the full form *I will* when making offers. The full form *I will* is never used to make offers.

- I'll* is pronounced /aɪl/. The main verb, and not *I'll*, is usually stressed.

7  **177** Play the recording. Students listen and repeat the offers from Exercise 6. Make sure students are attempting the correct pronunciation of *I'll* /aɪl/ here. It is a good idea to drill the sentences yourself and show how to make the sound – start with your mouth wide open, and close it slightly while touching your palate with the tip of your tongue to produce the /l/ sound.

177

- I'll go and get something.
- I'll take you in the car.
- I'll wait for the next one.
- I'll check on the internet.

8 Ask students to work in pairs to prepare ideas. Elicit one or two examples to get students started.

Possible answers

- I'll cook/buy lunch.
- I'll call your boss.
- I'll go up the stairs.
- I'll look at the timetable / ask my mum.

9 Organise the class into new pairs. It is a good idea to get students to prepare ideas with one partner, then work with a new partner to practise the conversations. Ask students to take turns to say a problem and offer a solution. As students speak, monitor closely and gently correct any errors you hear with the use of the form *I'll* + infinitive without *to*.

Optional extra activity Ask less confident students to write the conversation first. Ask fast finishers to think of different situations and to improvise simple conversations where they state problems and offer solutions.

VOCABULARY Offering solutions

Aim

to introduce phrases connected with problems and solutions

10 Ask students to read sentences 1–8 carefully and complete the problems with the words in the box. Tell them to use the context of the sentence(s) to help them. Let students compare answers in pairs.

Answers

- wrong
- lost
- strong
- full
- broken
- low
- working
- heavy

Background language notes

Point out key collocations used in these phrases (e.g. *strong coffee*, *low battery*, *full restaurant*, *heavy shopping*). Ask students if they would use the equivalent adjectives in their L1.

11 Ask students to read sentences a–h carefully, and to discuss with their partner what the words in red mean. Encourage students to guess from context, or from the look or sound of the word. Finally, allow them to check in dictionaries to confirm their guesses.

- Ask students to match the solutions (a–h) with the problems (1–8) from Exercise 10. Let students compare answers in pairs.

Answers

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

G For further practice, see Exercises 1 and 2 in the Grammar reference on page 135.

Answers to Exercise 1, Grammar reference

- I'll stand.
- I'll take
- I'll pay.
- I'll stay
- I'll lend
- I'll go and look for
- I'll make
- I'll wash

Answers to Exercise 2, Grammar reference

- B: It's OK. **I'll** walk. It's only fifteen minutes.
- A: **I'll** meet you at the restaurant at nine.
- A: It's OK. **I'll** clean everything.
- A: Yeah. **I'll** bring you some, if you like.
- B: It's OK. **I'll** buy it.
- B: **I'll** go and get some now.

12  **178** Play the recording. Students listen to the pairs of words and decide whether they have the same vowel sound or a different vowel sound.

Answers

(The vowel sound is shown in phonemic script following each answer.)

- 1 same /əʊ/
- 2 different /e/ and /i:/
- 3 same /ɒ/
- 4 different /æ/ and /ɑ:/
- 5 different /e/ and /eə/
- 6 different /ʊ/ and /u:/

178

- | | |
|----------|----------|
| 1 broken | low |
| 2 heavy | seat |
| 3 strong | lost |
| 4 carry | charger |
| 5 lend | repair |
| 6 full | computer |

13  **178** Play the recording again. Students listen and repeat the pairs of words.

DEVELOPING CONVERSATIONS

Checking and thanking

Aim

to introduce and practise ways of responding to offers by checking and thanking

14 Read through the information and examples in the box with your class. Then ask students to order the conversation. Elicit the first line to get students started. Let students compare answers in pairs.

Answers

d, c, a, e, b

15 Ask students to practise the conversation from Exercise 14 in pairs. You could drill each sentence of the conversation chorally first so that students can focus on replicating the correct stress and pronunciation.

Optional extra activity You could copy the separate lines of the conversation onto pieces of paper and ask students to physically put them in the correct order. This then means that the full conversation is in the correct order to refer to when speaking. After students have read it out once or twice, you could then ask them to memorise the conversation and to practise it without the text in front of them.

CONVERSATION PRACTICE

Aim

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

16 Ask students to look again at the problems in Exercise 10. Set a two-minute time limit for students to work individually to memorise the phrases used.

17 Ask students to work in pairs to have conversations based on the prompts. You could ask students to improvise and be creative, or you could ask students to prepare and write the conversation with a partner first. Decide according to the confidence and ability of your class.

- Encourage students to talk to five or six different classmates. You could do this by changing pairs every minute, or by doing a class mingle. As students speak, monitor closely. Listen for errors, new language or interesting conversations to comment on in feedback.
- In feedback, focus on good pieces of language that students used and/or errors that you noted during the activity. Show students ways of improving things that they didn't express clearly.

18 Ask students to work individually or in pairs to think of another problem and write their own short conversations. Monitor and offer help with ideas and structures.

- Note that the recording in Audio script 179 features two example dialogues designed to give further listening practice. It also gives a model of what students might say in this practice speaking task.



179 Students listen to two more examples.

179

1

A: There's something wrong with this computer.

B: Do you want to use this one?

A: Are you sure?

B: Yeah. It's fine. I'm not using it now.

A: OK. Thanks.

2

C: I'm a bit lost. How do I get out of here?

D: I'll show you.

C: Oh, thanks.

D: It's this way.

WHAT A LOVELY GIFT!

Student's Book pages 108–109

Communicative outcomes

In this two-page spread, students talk and write about buying and giving gifts.

REVIEW AND SPEAKING

Aim

to revise language from the previous lesson

1 Organise the class into pairs or small groups to choose and do two of the activities. Set a five-minute time limit and monitor unobtrusively, gauging how well students have learnt language from the previous lesson.

Possible answers

Problems: hungry, late for a meeting, no space in the lift, don't know bus times, something wrong with computer, a bit lost, coffee's not hot, the café's very full, glasses are broken, battery's low, card's not working, the shopping's heavy

Example conversation:

A: *My shopping's very heavy.*

B: *I'll carry it for you.*

A: *Are you sure?*

B: *Yes. It's fine. I'm walking past your house.*

READING

Aim

to read closely for specific understanding, and to work out the meaning of words from context

2 Ask students to discuss the questions in small groups. Check *gift* (= something you give somebody on a birthday or at Christmas – *present* is a synonym). In feedback, elicit any interesting or unusual stories from students.

Optional extra activity Create a live listening. Write: *What? When? Who to? Why?* on the board. Describe a time when you last gave a gift. Ask students to answer the questions on the board.

3  **180** Start by focusing students' attention on the picture. Ask: *What can you see? Where are they? What is the gift? How does the boy feel? Why?*. You may also wish to ask students to read the title of the text and predict what the text might say.

- Ask students to read sentences 1–4 carefully. Then tell them to read the text and decide if the sentences are true (T) or false (F) according to the text. The reading text is recorded so you could play the recording while students listen and read. Let students compare answers in pairs before checking as a class. Ask students to say why the false sentences are incorrect by referring to the text.

Answers

1 T

2 F (*I'm sure some boys would love a present like that, but I was not one of those boys!*)

3 T

4 F (*A lot of people are happy with just a thank you or some other nice words.*)

4 Ask students to work in pairs to complete the sentences with the words in red from the text. Encourage them to work out or guess the meaning of any words they don't know by using the context of the text and by sharing their knowledge.

- You may wish to allow pairs to compare answers with another pair before checking with the class.

Answers

1 just

2 should

3 useful

4 couple

5 stuff

Background language notes

just = only

should = used to say that there is an obligation to do something

useful = you can use it to do something positive

couple = two, often used to refer to two people in a romantic relationship

stuff = a variety of objects or things; the uncountable form of things

5 Organise the class into small groups to discuss the questions. Elicit ideas from the class in feedback.

Answers

Students' own ideas

Optional extra activity Ask students other questions: *What do you give instead of presents? How much do you spend on presents for people in your family or friends? How do you feel if you don't get presents from certain people?*

GRAMMAR Explaining purpose: *for* or *to*

Aim

to explain and practise the use of *for* and *to* for explaining purpose

6 Read through the information in the box as a class. Elicit the words to complete the rule in the last sentence in the box.

- Ask students to make other sentences with *for* or *to* (e.g. *I bought some flowers for the office / to give to my grandmother.*).

Answers

We explain the purpose of something using **for** + noun or **to** + verb.

7 Ask students to work individually to complete the questions with *for* or *to*. Let students compare answers in pairs before checking as a class.

Answers

- | | |
|-------|-----------|
| 1 to | 5 to |
| 2 for | 6 for |
| 3 for | 7 to; for |
| 4 to | |

8 Ask students to work individually to prepare their own answers to the completed questions in Exercise 7. You could provide one or two model answers to get them started (e.g. 1 *Yes, but only for my girlfriend.*; 2 *Yes. I'd like a new phone.*).

9 Organise the class into new pairs. Ask students to take turns to ask and answer the questions in Exercise 7. As students speak, monitor and make sure students are using *to* and *for* correctly.

G For further practice, see Exercises 1–3 in the Grammar reference on page 136.

Answers to Exercise 1, Grammar reference

- | I'm here for ... | I'm here to ... |
|-------------------------|--------------------|
| an appointment | check out |
| Sylvia's birthday party | collect a computer |
| the conference | help you |
| work and pleasure | meet Mr Hassan |

Answers to Exercise 2, Grammar reference

- to get some money.
- for dinner.
- for our anniversary.
- to say thanks.
- to buy desks.
- for schools.

Answers to Exercise 3, Grammar reference

- Do we need anything to make dinner?
- Do you have anything for headaches?
- Do you need anyone to help you?
- Do you know anywhere nice for a picnic?
- Are there any nice places for children?
- Who's the best person to ask?
- What are you getting her for her birthday?

Optional extra activity To conclude this activity you could ask each group to make a presentation explaining which gifts they think are appropriate for certain people or situations. You could encourage them to present it in the form of a TV advert for the item.

WRITING**Aim**

to practise writing about things you want and things people gave you

11 Ask students to prepare their own sentences by using the examples as a model and changing the words in red. Model the activity first by writing a sentence which is true for you. As students work, monitor and help with ideas and vocabulary.

Possible answers

- I want to get a big cake for my mother's birthday party.
- I need to get a new bike to ride to work. My bike is broken!
- My friend bought me a card for my birthday.
- My dad bought me a suitcase to put my things in when I go to university.

12 You could organise this activity as groupwork – students sit in a circle in their groups and read out sentences. Alternatively you could do this as a mingle – students walk round the class and share sentences with different students. In feedback, find out who had the best or most unusual presents.

SPEAKING**Aim**

to practise discussing gifts and saying who or what they are for

10 Organise the class into small groups. Read through the list of things and check any unknown words. Ask students to discuss the list. As students speak, monitor closely. Listen for errors or good uses of language to comment on in feedback.

SAYING GOODBYE IS HARD TO DO

Student's Book pages 110–111

Communicative outcomes

In this two-page spread, students use imperatives to tell people to do things; they practise ways of saying goodbye.

SPEAKING

Aim

to lead in to the topic by asking for personal views

1 Start by asking students to describe the photo on the page. Ask: *What can you see? When is this? Who are the people? Where are they going? What are people shouting?*

- Organise the class into small groups. Ask students to discuss the six situations and how people usually say goodbye in each case. In feedback, ask different students or groups to share their opinions with the class. The idea here is to explore what students may know in English already. There is no need to pre-teach expressions as students will explore and learn these in Exercise 2.

Possible answers

When you leave home in the morning: wave or give a kiss or hug and say: *Bye! See you later!*

At the end of a class or meeting: *Goodbye. See you tomorrow. Have a nice evening.*

At the end of an evening out with friends: wave, give a kiss or a hug and say: *Bye! See you. Let's get together again soon.*

After staying at someone's home: shake hands, give a kiss or a hug and say: *Thanks for having me.*

After meeting someone for the first time: shake hands, or possibly give a kiss and say: *It was nice to meet you. Hope to see you again.*

When a friend or one of your family is going away for a long time: give them a hug and/or a kiss and say: *Goodbye. Stay in touch/contact. Please call/write.*

VOCABULARY

Leaving and saying goodbye

Aim

to practise different ways of leaving and saying goodbye

2 Ask students to look carefully at the words in the box. You may wish to drill them chorally to check pronunciation. Note that *enjoyed* and *forgot* have the stress on the second syllable. Tell students to work individually to complete the conversations with the words. Elicit the first answer to get students started. Note that students will compare and check their answers in Exercise 3.

3 Let students check answers in pairs and guess from the context what the words in red mean before checking as a class.

Answers to Exercise 2

- 1 enjoyed
- 2 order
- 3 a call
- 4 lovely; hope
- 5 journey; kind
- 6 forgot; everything
- 7 miss; hurry

Background language and pronunciation notes

Thanks for having me. = Thank you for your hospitality. (after you have stayed in somebody's house)

Stay in contact. = Write to me or call me so I know what you are doing.

That was quick! = You did that in a very short time. (often said with surprise)

Take care. = a phrase we use when saying goodbye to somebody who is travelling away – it literally means 'be careful'

hurry = to go fast because you are late

4 Discuss the questions in open class or organise the class into small groups to take turns to answer the questions. Point out or elicit that students will need to use the past simple to answer the first question, whereas the other questions require the present simple and possibly the use of adverbs of frequency.

Possible answers

I missed a train in France last year. I was very unhappy. I waited three hours for the next one.

I hurry all the time. I'm sometimes late to work and I have a lot of things to do.

I don't often forget things. I write everything down in a list or in my diary. I sometimes forget my cousins' birthdays.

I stay in contact with friends on Whatsapp. I stay in contact with my family by phone or by visiting.

GRAMMAR

Telling people to do things: imperatives

Aim

to practise imperatives

5  **181** Remind students of Wilton and Janet, who they first came across in Unit 3. You could ask them to look back at Student's Book page 30, or read Audio script 63 on Student's Book page 151, to refresh their memories. Ask students to read through the conversation before you play the recording.

- Play the recording. Ask students to choose the words they hear by circling or underlining them. When the recording is complete, let students compare answers in pairs.

Answers

- 1 everything
- 2 having
- 3 a call
- 4 contact
- 5 back
- 6 hope
- 7 journey
- 8 forget
- 9 say

181**J = Janet; W = Wilton**

J: The taxi's here. Do you have everything?

W: I think so.

J: Well, it's been great.

W: Yes. Thanks for having me. I really enjoyed it.

J: Us too. Give us a call when you're home.

W: I will.

J: OK. See you. Stay in contact.

W: I will. I hope to come back one day.

J: I hope so too.

W: And you could come and visit me!

J: We'd love to. OK. Have a good journey.

W: Thanks.

J: Be safe – and don't forget to call us.

W: I won't. Thanks again for everything. And say goodbye to your sons.

J: I will. Bye!

W: Bye.

J: Bye.

6 Organise the class into pairs to practise reading the conversation.

7 Read through the information in the Grammar box and elicit two further examples of imperatives in Exercise 5 from your class.

Answers

- Stay in contact.
Say goodbye to your sons.

Background language and pronunciation notes

The imperative form in English is identical to the infinitive form, which makes it refreshingly easy for students to learn. Be aware that in some other languages this isn't the case – the imperative is generally different to the infinitive and may have more than one form depending on gender, degree of politeness, or whether you are talking to one or more people.

- Encourage students to stress the word *Don't* when making the negative form of the imperative.

8 Ask students to work individually to choose the correct form in each sentence. Elicit the first answer to get them started. Let students compare answers in pairs before checking as a class.

Answers

- 1 Have
- 2 Don't be
- 3 Be
- 4 Say
- 5 Don't ask
- 6 Hurry
- 7 Send
- 8 Go; be
- 9 Don't work; Get
- 10 Don't worry; forget

9 **182** Play the recording. Ask students to listen and repeat the five negative imperatives. Make sure they stress the word *Don't* in each case.

182

- 1 Don't forget to call.
- 2 Don't be late.
- 3 Don't ask him now.
- 4 Don't work too hard.
- 5 Don't worry.

10 Ask students to work in pairs to practise saying a sentence from Exercise 8 and responding with *I will*, *I won't* or *OK*. As they speak, monitor closely, and correct errors of form or pronunciation.



For further practice, see Exercises 1 and 2 in the Grammar reference on page 136.

Answers to Exercise 1, Grammar reference

- | | |
|-------------------|---------------|
| 1 <i>Don't be</i> | 6 Have |
| 2 Tell | 7 Be |
| 3 Don't forget | 8 Don't hurry |
| 4 Have | 9 Wait |
| 5 Send | 10 Don't say |

Answers to Exercise 2, Grammar reference

- 1 won't
- 2 will
- 3 will
- 4 won't
- 5 will

LISTENING AND SPEAKING

Aim

to practise listening for specific information; to practise saying goodbye

11 **183** Tell students they are going to listen to two separate conversations where people are saying goodbye. Ask them to read the options for both conversations.

- Play the recording. Ask students to choose the correct answer for each conversation. Then ask students to work in pairs to compare answers. Elicit answers in feedback.

Answers

- 1 a 2 b

183

1

- A: What time is it?
 B: 11.45.
 A: Really?
 B: Yeah. It's getting late.
 A: I should go.
 B: Yeah.
 A: I need to get up early tomorrow.
 B: Yeah. I'm quite tired too.
 A: How are you getting home?
 B: Taxi. You?
 A: I can walk. It's not far.
 B: OK. Are you sure? I'm ordering the taxi now.
 A: Yeah, it's fine. I prefer to walk.
 B: OK. Well, it's been a lovely evening.
 A: Yes. I really enjoyed it.
 B: We should do it again soon.
 A: Yeah. I'm going to see a band the week after next.
 Do you want to come?
 B: Maybe. What date is it?
 A: The 19th, I think. I need to check. They're a good band.
 B: OK. Well I'll give you a call next week.
 A: Yeah. Great.
 B: Oh, the taxi's here.
 A: That was quick!
 B: Yeah. Well, listen. I'll see you soon. Don't work too hard!
 A: I won't.
 B: See you.
 A: Yeah, bye. And say hi to your brother.
 B: I will. Bye now.
 A: Bye.

2

- C: Hey – look at the time. It's almost four!
 D: Oh right. Do I need to go?
 C: Your flight's at seven, right?
 D: Yeah.
 C: Yeah. You should go now. The traffic can be bad later.
 D: Sure.
 C: There's a taxi place outside. You don't need to order one.
 D: OK. Great. So, thanks.
 C: No problem.
 D: It's been lovely meeting you and I hope to see you again soon.
 C: Yes. Well, we're going to have another meeting next month.
 D: Yes, but I'm not sure I can come.
 C: Oh yes. You said.
 D: Anyway, it's been good. I'm happy.
 C: Yes. I think the project's going well.
 D: Good. So, say bye and thanks to everyone.
 C: I will.
 D: And thanks again to you.
 C: OK. Have a good journey back.
 D: Thanks.
 C: There's a taxi over there. It's 25 euros to the airport.
 D: OK – great.
 C: Oh and don't forget to send me those documents.
 D: I won't. Bye now.
 C: See you.

12 183 Ask students to read sentences 1–9 and make a note of which conversation from Exercise 11 they think each sentence relates to.

- Play the recording again. Ask students to listen and check. When the recording is complete, ask students to work in pairs to compare answers. Elicit answers in feedback.

Answers

Conversation 1: 2, 3, 5, 8

Conversation 2: 1, 4, 6, 7, 9

13 Ask students to work in pairs. Tell them to first choose three situations from Exercise 1. Then ask them to plan a conversation to say goodbye for each situation. Monitor and help with ideas and phrases.

14 Ask students to practise two of the conversations they prepared, either with the partner they prepared with, or a new partner. As students speak, monitor closely. Listen for errors or good uses of language to comment on in feedback.

Optional extra activity Set up a dynamic mingling activity. Tell students to stand up and walk round while music is playing. When you stop the music, students must pair up with the person nearest to them. Then announce a situation: *It is midnight and you are leaving the party!* Students must quickly improvise a conversation with their partner. After half a minute start the music again. Students walk round. When you stop, announce a new situation. Here are some situations to use:

- *It is midnight and you are leaving the party!*
- *It is the end of term and you are leaving class.*
- *Your only child is going to live in Australia.*
- *It's break-time and you're going to the shop before the next lesson.*
- *You are going on holiday.*
- *You have just spent the weekend at your friend's house.*
- *Your boyfriend/girlfriend is leaving forever.*

PRONUNCIATION AND REVIEW

Aim

to review words from the unit and practise hearing and saying key sounds

15 Ask students to work in pairs to decide which words in the box share the same vowel sound (shown in red). Elicit ideas from the class. Note that students will listen and check in Exercise 16.

16 184 Play the recording. Ask students to listen and check their ideas from Exercise 15. Play and pause if necessary.

184 and answers

carry	stand	/æ/
lend	send	/e/
miss	give	/ɪ/
order	walk	/ɔ:/

Background pronunciation notes

/æ/ carry, stand
 /e/ lend, send
 /ɪ/ miss, give
 /ɔ:/ order, walk

17  **185** Tell students that they are now going to hear the verbs from Exercise 15 in short phrases. Play the recording. Ask students to listen and write the full phrase. Let students compare what they have written in pairs before checking as a class.

- You may wish to play the recording again and ask students to listen and repeat the phrases.

185 and answers

carry a bag
 stand by the bar
 lend me some money
 send them an email
 miss the bus
 give them a gift
 order a taxi
 walk home

18 Organise the class into new pairs. Ask students to work together to write two more phrases for each verb. Encourage them to use dictionaries and monitor to offer support. In feedback, elicit ideas from the class.

Possible answers

carry a backpack/suitcase
 stand up / in the corner
 lend me a book / your car keys
 send them a letter / a text
 miss the train / the party
 give them a card / a kiss
 order a meal / a takeaway
 walk to work / to school

G For further revision and pronunciation practice, see Exercises 1–3 in the Grammar reference on pages 136–137.

Answers to Exercise 1, Grammar reference

1 for	7 Don't
2 to	8 won't
3 I'll	9 Have
4 be	10 I'll
5 Don't	11 Say
6 for	12 will

Answers to Exercise 3, Grammar reference

1 Don't forget to
 2 I'll go and get something
 3 I'll send someone to
 4 I can't go now, but
 5 Do you know a good place
 6 I don't want to have fish

Communicative activity worksheet The photocopiable worksheet on page 212 can be used at this point or after the Video lesson for further practice.

VIDEO 6: DIWALI**Student's Book page 112****Aim**

to listen to a description of the Hindu festival Diwali; to improve students' ability to follow and understand fast speech in a video extract; to practise asking and answering questions about festivals

- 1** Ask students to look at the photo. Open class, or in pairs, ask students to say what they can see. Use the opportunity to pre-teach key words such as *light*, *sparklers*, *fireworks* and *flowers*.
- Organize the class into pairs or small groups to discuss the sentences and say which they think are true and which false. Note that students will check their answers in Exercise 2.

Answers

Students' own ideas

- 2**  **6** Tell students they are going to watch a video about Diwali. Play the whole video. Ask students to watch, listen and check their ideas from Exercise 1. Let students compare answers in pairs before checking as a class.

Answers

- 1 F (*It happens in October or November...*)
- 2 T (*It celebrates light, hope and good things in the world.*)
- 3 T (*People also draw flowers on the floor outside their homes. They use sand in different colours.*)
- 4 F (*They take them food. People make special sweets and cakes.*)
- 5 T (*On the fifth night there are fireworks... People also have fireworks at their private parties.*)

Culture notes

Diwali is a Hindu festival of lights celebrated every year in autumn in the northern hemisphere. The date changes every year but usually falls in October or November. It originated from the Indian subcontinent, but it is also celebrated in many other countries with a large Hindu population. Cleaning the house, dressing in new clothes, and lighting candles and fireworks are major parts of the celebration.

- 3** Mix the pairs so that students are working with someone new. Ask students to read the sentences and choose the correct endings. Note that students will check their answers in Exercise 4.

- 4**  **6** Play the video again. Ask students to watch, listen and check their answers to Exercise 3. Let students compare answers in pairs before checking as a class.

Answers

1 b 2 b 3 a 4 b 5 b

5 Ask students to work individually to complete the sentences. Point out that the sentences are about other festivals, not Diwali. Let students compare answers in pairs or small groups before working together with dictionaries to check the words.

Answers

- 1 happens
- 2 lasts
- 3 celebrates
- 4 put
- 5 make
- 6 visit; take
- 7 enjoy

On the fifth night there are fireworks.
Many cities have a firework show like this one in Delhi.
People also have fireworks at their private parties.
They end the party with a bang.

SPEAKING

Aim

to practise talking about festivals and expressing likes and dislikes

6 Organise the class into groups of four or five. Ask students to discuss the questions. In feedback, invite individual students to share some of their group's ideas with the class.

Optional extra activity Ask students to research a famous festival online and to make a presentation about it to the class. Alternatively, students could prepare a written description for homework.

6

Diwali is the festival of light.
It celebrates light, hope and good things in the world.
It happens in October or November and lasts five days.
People often get up very early and go to the market to buy flowers.
The shops sell special flowers and people put them in their homes or take them to the temples.
People also draw flowers on the floor outside their homes.
They use sand in different colours.
The flower shows that you're happy to see visitors.
People usually visit their neighbours during the five days of Diwali.
They take them food.
People make special sweets and cakes.
It's also a tradition to go the temple.
Families usually go together in the new clothes they buy at Diwali.
'So this is an occasion for all of us to rejoice and be with the family and enjoy all the good things in life so we buy good clothes and make good food.'

REVIEW 6**Student's Book page 113****Aim**

to consolidate vocabulary and grammar from Units 11 and 12

Answers**1**

- 1 I'll
- 2 so
- 3 for
- 4 us
- 5 because
- 6 to come
- 7 to
- 8 don't

2

- 1 are
- 2 Can
- 3 Do
- 4 was
- 5 does
- 6 is
- 7 were
- 8 did

3

- 1 How old are you
- 2 Do you want to come
- 3 How old are you going to be
- 4 When did you become a doctor
- 5 Do you like your job

4/5

See Audio script 186 below.

- 1 so I can get
- 2 are you; why are you going
- 3 because I need; for
- 4 Get; don't forget to
- 5 Wait; I'll check

6

- 1 go
- 2 become
- 3 do
- 4 celebrate
- 5 have
- 6 start
- 7 live
- 8 move

7

Life events: become a doctor, born in the 1980s, die in his sleep, finish school, start a business

History: king and queen, protect the country, repair the castle, the fifteenth century

Leaving and saying goodbye: call a taxi, forget my bag, lovely to meet you, miss my train, a sandwich for the journey

8

- 1 the first
- 2 the fourth
- 3 the fifteenth
- 4 the twenty-second
- 5 February
- 6 August
- 7 September
- 8 November

9

- 1 heavy
- 2 low
- 3 broken
- 4 wrong
- 5 full
- 6 lost
- 7 strong
- 8 empty

186

- 1 I'm studying English, so I can get a good job.
- 2 Where are you going and why are you going there?
- 3 I'm studying English because I need it for my job.
- 4 Get some sleep – and don't forget to call me tomorrow.
- 5 Wait a minute. I'll check on the internet.

GRAMMAR REFERENCE ANSWER KEY

1 BE

Student's Book pages 114–116

'm, 's, 're

Exercise 2

- | | |
|--------|-------------|
| 1 I | 5 He |
| 2 This | 6 they |
| 3 She | 7 your name |
| 4 We | 7 My |

Exercise 3

- | | |
|---------------------|------------------------|
| 1 I'm from Berlin. | 5 They're in my class. |
| 2 He's from London. | 6 You're in class 6. |
| 3 My name's Cathy. | 7 She's my teacher. |
| 4 We're friends. | 8 That's right. |

Exercise 4

Students' own answers

Questions with *be*

Exercise 1

- | | | |
|-------|------|--------------|
| 1 's | 3 's | 5 is; Is |
| 2 are | 4 is | 6 's; Is; 's |

Exercise 2

- | | |
|------------------------------|-------------------------|
| 1 <i>Where are you from?</i> | 5 What are their names? |
| 2 How much are they? | 6 How are you? |
| 3 Who is he? | 7 What time is the bus? |
| 4 How old are you? | |

Exercise 3

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

Exercise 4

- | | |
|------------------------|------------------|
| 1 <i>Yes, I am.</i> | 6 Yes, he is. |
| 2 <i>No, it's not.</i> | 7 No, she's not. |
| 3 Yes, you are. | 8 No, it's not. |
| 4 Yes, we are. | 9 Yes, they are. |
| 5 No, I'm not. | 10 Yes, it is. |

his, her, our, their

Exercise 1

- | | |
|-----------|---------------------|
| 1 His | 6 his |
| 2 Karen's | 7 your cat's |
| 3 My | 8 Liam's |
| 4 Our | 9 your |
| 5 their | 10 Tomas and Pepa's |

Exercise 2

- | | | |
|--------|---------|-------------|
| 1 I | 5 he | 9 my; It's |
| 2 My | 6 their | 10 My; He's |
| 3 you | 7 our | 11 She; our |
| 4 your | 8 they | 12 Her; my |

not

Exercise 1

- 1 a 2 b 3 b 4 b 5 a 6 b 7 b 8 b

Pronunciation

Exercise 1

- | | |
|-----------------------|----------------------|
| 1 Who's he? | 8 What time is it? |
| 2 Where is it? | 9 How much are they? |
| 3 Where are you from? | 10 How are you? |
| 4 How much is it? | 11 How old are you? |
| 5 What day is it? | 12 Where is he? |
| 6 What's your name? | 13 Who's she? |
| 7 How old is she? | 14 How long is it? |

2 LIVE, WORK, EAT

Student's Book pages 116–118

Present simple

Exercise 1

- | | | |
|--------|---------------|---------------|
| 1 live | 4 know; lives | 7 likes; like |
| 2 live | 5 know; works | 8 lives; know |
| 3 has | 6 walk; takes | |

Present simple questions: *do you*

Exercise 1

- 1 A: Where **do you** live?
B: In Beppu. **Do you** know it?
- 2 A: No. Where is it?
B: It's a small city in the South of Japan.
A: **Do you** like it?
- 3 B: Yes. It's a nice place. Where **do you** live?
A: Birmingham. **Do you** know it?
B: Yes. My friend lives there!
- 4 A: What's his name?
B: Bryan.
A: **Do you** know his family name?
5 B: No. Sorry. **Do you** like Birmingham?
A: Yes, it's OK.

Exercise 2

- | | | | | |
|-------|-------|------|-------|------|
| 1 are | 3 are | 5 do | 7 Are | 9 do |
| 2 do | 4 are | 6 Do | 8 Do | |

Exercise 3

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

Exercise 4

- 1 a 2 b 3 b 4 a 5 b 6 b

Present simple negative: *don't* (*do not*)

Exercise 1

- | | | |
|--------------|--------------|--------------|
| 1 like | 4 don't work | 7 have |
| 2 don't like | 5 work | 8 don't have |
| 3 don't work | 6 don't have | |

Exercise 2

- No, we don't.*
- No, I don't.*
- Yes, I do.*
- Yes, they do.*
- No, I don't.*
- Yes, we do. (Also possible: Yes, you do.)*
- No, they don't.*

Plural / no plural

Exercise 1

- | | |
|-------------|------------|
| 1 a job | b jobs |
| 2 a sons | b son |
| 3 a teacher | b teachers |
| 4 a people | b person |
| 5 a flats | b flat |
| 6 a women | b woman |

Exercise 2

- 1 a 2 b 3 a 4 b 5 b 6 b 7 a

Exercise 3

- | | |
|---------------------|------------|
| 1 villages | 7 kebabs |
| 2 blocks | 8 jobs |
| 3 salads | 9 rooms |
| 4 brothers; sisters | 10 wine |
| 5 fruit | 11 curries |
| 6 shops | |

like / don't like

Exercise 1

- | | |
|-----------------------------|---------------------------|
| 1 <i>I love them.</i> | 6 <i>I like it.</i> |
| 2 <i>I don't like it.</i> | 7 <i>I love them.</i> |
| 3 <i>I don't like it.</i> | 8 <i>I don't like it.</i> |
| 4 <i>I don't like them.</i> | 9 <i>I like it.</i> |
| 5 <i>I like them.</i> | 10 <i>I love them.</i> |

Pronunciation

Exercise 1B

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 a | 3 a | 5 b | 7 b | 9 b | 11 b |
| 2 b | 4 a | 6 a | 8 a | 10 a | 12 a |

Exercise 2

- Where are you from?
- Do you live here?
- Are you OK?
- What do you do?
- Do you know it?

3 LOVE, WANT, NEED

Student's Book pages 118–120

Negative with *be*

Exercise 1

- 1 a 2 b 3 b 4 b 5 a 6 a

Exercise 2

- | | |
|------------------------------|---------------------------|
| 1 's not (is not / isn't) | 6 's not (is not / isn't) |
| 2 're not (are not / aren't) | 7 's not (is not / isn't) |
| 3 're not (are not / aren't) | 8 's not (is not / isn't) |
| 4 're not (are not / aren't) | 9 's not (is not / isn't) |
| 5 'm not (am not) | 10 'm not (am not) |

Present simple: *doesn't*

Exercise 1

- I don't like fish.*
- My son doesn't like meat.*
- It doesn't take a long time.*
- My mum and dad don't have a big house.*
- My friend Mikel doesn't have a very good job.*
- She doesn't live near here.*
- We don't like this city.*
- I don't have (any) money.*

Present simple questions: *does*

Exercise 1

- A: I'm sorry, I **don't** know your name.
B: Andrea.
- A: **Do** you know this area?
B: No. I **don't** live here.
- A: What **does** your mother do?
B: She **doesn't** work now. She's retired.
- A: Where **does** Maria live?
B: I **don't** know. Ask Simon. He knows her well.
- A: Where **does** your girlfriend work?
B: Sorrento.
A: How long **does** it take to get there?
B: Twenty or thirty minutes.

Exercise 2

- | | | |
|--------|-----------|--------|
| 1 does | 5 are | 9 do |
| 2 is | 6 doesn't | 10 Are |
| 3 does | 7 Does | |
| 4 Is | 8 works | |

a/any

Exercise 1

- | | | |
|-------|--------|--------|
| 1 a | 5 any | 9 a |
| 2 any | 6 a; a | 10 any |
| 3 any | 7 any | |
| 4 a | 8 a; a | |

Pronunciation

Exercise 1B

1 a 2 b 3 b 4 b 5 a 6 b 7 a 8 b

Exercise 2

1 + 3 - 5 + 7 - 9 + 11 +
2 - 4 - 6 - 8 + 10 + 12 -

4 WHERE AND WHEN?

Student's Book pages 120–122

Is there ...? There's ...

Exercise 1

1 Is there; There's 4 Is there; there's
2 Is there 5 Is there; there's
3 There's 6 Is there; There's

Prepositions and directions

Exercise 1

- 1 *There's a small shop **on** the corner of this road.*
- 2 There's a restaurant **in** the hotel.
- 3 The hotel is **near** the centre.
- 4 The school is **in** the main square.
- 5 There's a nice café **next to** the school.
- 6 It's **on** the next road.
- 7 There's a swimming pool **in** the park.
- 8 There's a shop **on** the next corner.
- 9 There's a small park **at** the end of our street.
- 10 Is there a toilet **on** the second floor?
- 11 It's **down** this road. Then take the second **on** the right.

Exercise 2

- 1 *Is there a supermarket **near** here?*
- 2 There's a hotel **on** this road.
- 3 There's a shop **near** the train station.
- 4 Is there a cash machine **near** here?
- 5 There's one **on** the corner.
- 6 Is there a swimming pool **near** here?
- 7 There's one **at** the end of this road.

Adverbs of frequency

Exercise 1

- 1 *I **usually** go out on Saturday night.*
- 2 They're **always** late.
- 3 I **sometimes** work on Saturday.
- 4 I **always** go to mosque on Friday.
- 5 I'm **normally** free on Wednesday afternoon.
- 6 I **never** go swimming.
- 7 We don't **usually** go out at night in the week.
- 8 I'm **never** busy at the weekend.
- 9 He's not **usually** here in the afternoon.
- 10 They **sometimes** go to the beach on Sunday morning.
- 11 I don't **often** go to the cinema.

Exercise 2

1 never 4 normally 7 usually
2 always 5 sometimes 8 sometimes
3 usually 6 often

Can ...?

Exercise 1

1 say 3 write 5 go 7 get
2 help 4 wait 6 sit 8 change

Exercise 2

1 Can; can't 3 Can; can
2 Can; can 4 can't; Can; can't; can

Exercise 3

- 1 *Can you help me?*
- 2 I can't hear you.
- 3 My mum can cook lots of different things.
- 4 They can't speak English.
- 5 We can leave early.
- 6 Can you write it on the board?
- 7 She can come in now.
- 8 Can I help you?
- 9 Can you three share a book?

Pronunciation

Exercise 1B

1 b 3 a 5 a 7 b 9 b 11 b
2 a 4 b 6 a 8 a 10 a 12 a

5 GOING PLACES

Student's Book pages 122–124

Are there ...? / There are ...

Exercise 1

- 1 *There are some men outside.*
- 2 *There are no toilets.*
- 3 There are no bars near here.
- 4 There are some / a lot of / three shops on this road.
- 5 There are some / a lot of / two restaurants in the square.
- 6 There are no cinemas in the area.
- 7 There aren't any hospitals in the town.
- 8 There are some / a lot of / six people in the café.
- 9 There are some / a lot of / six men in our class.

Exercise 2

1 Are 4 a 7 are
2 's / is 5 any 8 Is
3 are 6 a 9 's / is

Exercise 3

- 1 there aren't
- 2 there is
- 3 there isn't

Talking about plans: *I'm/We're going*

Exercise 1

- | | | |
|-----------|---------------|---------------|
| 1 'm | 3 Do; 'm | 5 Do; 're; Do |
| 2 're; Do | 4 'm; Are; 'm | |

Exercise 2

- I'm going home at seven.*
- We're going to the beach on Saturday.*
- I am going to the cinema tonight.*
- We're **going** to have a coffee.
- I'm going **to** the park after the class.
- We're going to see the Old Town tomorrow.
- We're going **to** meet some friends later.
- We're going to finish **at** six.

Exercise 3

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 a | 2 b | 3 b | 4 a | 5 a |
|-----|-----|-----|-----|-----|

Exercise 4

- | | | |
|------------|------------|----------|
| 1 walk | 3 coffee | 5 dinner |
| 2 swimming | 4 shopping | 6 run |

Asking about plans: *going and doing*

Exercise 1

- | | | |
|---------|--------------|-----------------|
| 1 doing | 3 are | 5 are you going |
| 2 Do | 4 do you do? | 6 What time |

Exercise 2

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

Pronunciation

Exercise 1B

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 a | 3 b | 5 b | 7 a | 9 b | 11 a |
| 2 a | 4 b | 6 a | 8 b | 10 a | 12 b |

6 AWAY FROM HOME

Student's Book pages 124–126

Past simple: common irregular verbs

Exercise 1

- | | | |
|-------------|-----------|--------------|
| 1 went | 5 are | 9 am; was |
| 2 have | 6 was | 10 did; went |
| 3 had; went | 7 was; am | |
| 4 go | 8 are | |

Exercise 2

- | | |
|----------|--------|
| 1 a were | b are |
| 2 a go | b went |
| 3 a did | b do |
| 4 a had | b has |
| 5 a is | b was |

Regular past simple endings

Exercise 1

- | | |
|----------------------|-----------------------------|
| 1 They talked a lot. | 4 It rained a lot in April. |
| 2 I needed a coffee. | 5 She loved him. |
| 3 We shared a flat. | 6 I wanted to go. |

Exercise 2

- | | | |
|----------|----------|----------|
| 1 went | 4 had | 7 rained |
| 2 wanted | 5 was | 8 was |
| 3 stayed | 6 walked | 9 loved |

Past simple negatives

Exercise 1

- | | | |
|----------|---------------|----------|
| 1 wasn't | 3 didn't have | 5 didn't |
| 2 rained | 4 stayed | 6 don't |

Exercise 2

- | | |
|------------------------|---------------|
| 1 <i>didn't go out</i> | 4 don't; have |
| 2 didn't work | 5 didn't know |
| 3 don't feel | 6 doesn't eat |

Past simple questions

Exercise 1

- What do you do?
- What did you do last night?
- Where did you go after the class?
- Did you have a nice time on holiday?
- Where do your parents live?
- What time did you get up this morning?

Exercise 2

- | | | |
|--------|--------|--------|
| 1 were | 3 Were | 5 were |
| 2 was | 4 were | 6 Was |

Exercise 3

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

Exercise 4

- What did you do in St Petersburg?
- What did you see?
- Was it good?
- Where was it?
- How long was the opera?
- Did you sleep?

Revision

Exercise 1

- Did you go to the museum?*
- ✓
- The hotel didn't **have** a nice restaurant.
- There **was** a big problem at work last week.
- ✓
- We **went** to the beach yesterday afternoon.
- What **did** you do yesterday evening?
- ✓
- I **didn't** see you yesterday. Where were you?
- ✓

Pronunciation

Exercise 4B

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 a | 3 b | 5 b | 7 a | 9 b | 11 b |
| 2 b | 4 a | 6 a | 8 b | 10 a | 12 b |

7 GOING OUT AND STAYING IN

Student's Book pages 127–129

Like + -ing

Exercise 1

- | | | |
|-------------|--------------|-----------|
| 1 cooking | 5 going | 9 living |
| 2 listening | 6 travelling | 10 having |
| 3 driving | 7 watching | |
| 4 playing | 8 eating | |

Exercise 2

Short answers may vary.

- A: *Do you like cooking?*
B: *Yes. I love it.*
- A: *Does your husband like cooking?*
B: *Not really.*
- A: *Do you like swimming?*
B: *Not really.*
- A: *Do you like watching TV?*
B: *Yes, it's OK.*
- A: *Does your son like playing football?*
B: *No, he doesn't.*
- A: *Do you like reading?*
B: *Yes (I do). I love it. / It's great.*
- A: *Do you like driving?*
B: *No (I don't).*
- A: *Does your sister like travelling?*
B: *Yeah (a bit).*

Exercise 3

- | | | |
|---------|-----------|--------|
| 1 Do | 4 didn't | 7 They |
| 2 Did | 5 playing | |
| 3 going | 6 do; it | |

Present continuous (*I'm* and *are you ...?*)

Exercise 1

- | | |
|-----------|-------------------------|
| 1 are; 'm | 4 'm; are |
| 2 Are | 5 are; 're; are; am; 'm |
| 3 'm | |

Exercise 2A

- Are you working now?*
- What are you looking at?*
- What are you listening to?*
- What are they doing?*
- Are you doing anything now?*
- Are you coming with us?*

Exercise 2B

Students' own answers

Exercise 3

- | | |
|-----------------------|------------------|
| 1 a listens | b are; listening |
| 2 a am/'m not reading | b don't read |
| 3 a am/'m working | b works |

- | | |
|-----------------|---------------|
| 4 a go out | b Are; going |
| 5 a do | b am/'m doing |
| 6 a are; eating | b do; eat |

this/these, one/ones

Exercise 1

- a These shoes are very comfortable.
- b What do you think of this/my jacket?
- b The brown coats are OK but I don't like these ones.
- a This skirt looks good.
- b I like the design on this bag / these bags.
- b This dress is nice, but I prefer the red one.

Revision

Exercise 1

- | | | | |
|-------|--------|-------|---------|
| 1 do | 3 This | 5 Are | 7 like |
| 2 one | 4 it | 6 'm | 8 going |

Pronunciation

Exercise 2

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 a | 3 b | 5 a | 7 b | 9 a | 11 a |
| 2 a | 4 a | 6 a | 8 b | 10 a | 12 b |

Exercise 3

- I like travelling a lot.
- I don't like listening to music.
- I'm reading a good book at the moment.
- Are you watching anything good at the moment?
- What do you think of these shoes?
- I prefer the black ones.

8 HERE AND THERE

Student's Book pages 129–130

Present continuous: all forms

Exercise 1

- | | |
|---------------|--------------------|
| 1 isn't | 5 Sue's not |
| 2 Is it | 6 is he doing |
| 3 is teaching | 7 He's not working |
| 4 is taking | 8 is she driving |

Exercise 2

- | | |
|-------------------|----------------------|
| 1 a rains | b is/'s raining |
| 2 a is/'s working | b works |
| 3 a is/'s doing | b does |
| 4 a meet | b am/'m meeting |
| 5 a travels | b are/'re travelling |
| 6 a is/'s staying | b stays |

Exercise 3

- | | |
|---|---|
| 1 Yes, it is. | 6 Yes, it is. |
| 2 No, he's not. | 7 No, I'm not (am not). |
| 3 Yes, she is. | 8 Yes, it is. |
| 4 Yes, he is. | 9 Yes, I am. |
| 5 No, she's not (she is not / she isn't). | 10 No, it's not (it is not / it isn't). |

Personal pronouns

Exercise 1

1 a 2 a 3 b 4 b 5 a 6 b 7 b 8 b

Exercise 2

1 It 5 They 9 him; her
2 He 6 us 10 We; She
3 me 7 We
4 it 8 them

Revision

Exercise 1

- 1 *Is your sister working now?*
- 2 ✓
- 3 What **is** she doing in Russia?
- 4 ✓
- 5 How much did **they** cost?
- 6 She's **staying** in the Hilton Hotel.
- 7 Who's Anna talking to?
- 8 ✓
- 9 He's **not** / He **isn't** / He **is not** working at the moment.
- 10 ✓

Pronunciation

Exercise 2

- 1 *She's cooking something*
- 2 He's studying
- 3 Are you feeling
- 4 He's playing
- 5 with them; take you
- 6 's watching
- 7 's she doing, Is she
- 8 to her, listen to me

9 HEALTHY AND HAPPY

Student's Book pages 131–132

Time phrases for the past

Exercise 1

1 this 3 a 5 few 7 minutes
2 ago 4 last 6 this 8 on

Exercise 2

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

Quantity

Exercise 1

- 1 There are lots of ... 5 There are lots of ...
- 2 There's quite a lot of ... 6 There's almost no ...
- 3 There are no ... 7 There's some ...
- 4 There's some ... 8 There are almost no ...

Exercise 2

- 1 are 5 aren't
- 2 teachers 6 meat
- 3 are; women 7 time
- 4 water 8 education

Exercise 3

- 1 Do you have a lot of universities?
- 2 There isn't a lot of rain most of the time.
- 3 Are there a lot of police on the streets?
- 4 We don't have a lot of football teams in my city.
- 5 Is there a lot of crime?
- 6 There aren't a lot of guns here.

Revision

Exercise 1

- 1 They went 5 He plays
- 2 She's going to take 6 I'm watching
- 3 I went 7 She goes
- 4 We're going to visit 8 He cooked

Exercise 2

- 1 ✓
- 2 I cut my hand **on** Monday.
- 3 There **are** lots of beautiful mountains near here.
- 4 There are **lots of** / There are **a lot of** / There are **quite a lot of** problems here at the moment.
- 5 ✓
- 6 She broke her arm three weeks **ago**.
- 7 ✓
- 8 We have almost **no** snow.

Pronunciation

Exercise 3

- 1 last month 6 this morning
- 2 three years ago 7 this afternoon
- 3 on Thursday 8 last night
- 4 forty years ago 9 nine or ten years ago
- 5 a few days ago 10 four or five years ago

Exercise 5

- 1 's almost no 5 are quite a lot of
- 2 have no 6 There are lots of
- 3 There are some 7 There's almost no
- 4 's a lot of 8 There's no

10 NEWS

Student's Book pages 132–133

Future: *am/are/is going*

Exercise 1

- 1 Are 4 'm/am 7 are
- 2 's/is 5 're/are 8 'm/am
- 3 're/are 6 Is

Exercise 2

- 1 You're not / You are not / You aren't going to lose your job.
- 2 I'm / I am not going to travel a lot this summer.
- 3 Are you going to Japan?
- 4 They're not / They are not / They aren't going to drive there.
- 5 Are they going to university next year?
- 6 Are we going to meet Anya tonight?

Exercise 3

- 1 I'm going (to go) to bed early tonight.
- 2 I'm not going to have (any) time this weekend.
- 3 What are you going to wear to the party tonight?
- 4 They're going to get married in June.
- 5 We're going to travel there by train.
- 6 Where are you going to eat tonight?

Exercise 4

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

Past forms review**Exercise 1**

- | | | |
|----------|----------|----------|
| 1 had | 5 was | 9 talked |
| 2 went | 6 helped | 10 tried |
| 3 spent | 7 took | 11 said |
| 4 stayed | 8 met | 12 came |

Exercise 2

- 1 It cost a lot.
- 2 It took a long time.
- 3 You tried very hard.
- 4 We spent a lot of money.
- 5 We won.
- 6 I met her.
- 7 He came to class yesterday.
- 8 They were very happy about it.

Exercise 3

- | | |
|----------------|--------------------|
| 1 opened | 5 Did; like |
| 2 didn't sleep | 6 Did; see |
| 3 won | 7 died; had |
| 4 did; start | 8 was; didn't rain |

Exercise 4

- A: You **weren't** in class last week. What happened?
 B: Oh. Sorry. I had a cold and I **didn't** feel very well.
 I stayed in bed for three days.
 A: Oh no! I'm sorry.
 B: It's OK. I'm better now.
 A: We **weren't** very busy. It **wasn't** a very good class. We **didn't** do a lot of work.
 B: No?
 A: No. The teacher **wasn't** very well. She said she was tired.
 B: Maybe we had the same cold.
 A: Maybe.

Pronunciation**Exercise 1**

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 a | 3 a | 5 a | 7 a | 9 a |
| 2 b | 4 a | 6 b | 8 b | |

11 LIFE AND HISTORY**Student's Book pages 133–135****Questions review****Exercise 1**

- | | | |
|-----------|------------|-----------------|
| 1 are; Do | 3 Did; was | 5 Is; Does |
| 2 Can; Is | 4 Can; is | 6 Are; Are; Can |

Exercise 2

- 1 A: What **did** you do yesterday after the class.
- 2 A: **Do** you like playing computer games.
- 3 B: No. What **are** you going to see there?
- 4 A: **Can** I speak to you?
 B: Sure. What **is** the problem?
- 5 B: What **does** she do?
- 6 B: **Was** it good? **Were** there many people there?

Exercise 3

- 1 Did you **go** out last night?
- 2 Where **do you** live?
- 3 **Do** you like swimming?
- 4 Can you **to** turn on the light?
- 5 Where **does** your friend Paola work?
- 6 **Can** you move, please?

Explaining when: time phrases**Exercise 1**

- 1 in 1932
- 2 after/when he left the army
- 3 when she was 20
- 4 in the 2000s
- 5 when we were both at school
- 6 three years ago / after three years
- 7 after (the) class
- 8 when we say goodbye

Exercise 2

- 1 in
- 2 After
- 3 In
- 4 When (also possible: While)
- 5 after
- 6 After/When
- 7 in

Explaining why: because and so**Exercise 1**

- | | | |
|-----------|-----------|-----------|
| 1 , so | 4 because | 7 because |
| 2 , so | 5 , so | 8 because |
| 3 because | 6 , so | |

Exercise 2

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

Revision

Exercise 1

- | | |
|-----------------------|---------------------|
| 1 <i>did; so</i> | 5 Is; when |
| 2 <i>did; in</i> | 6 <i>are; so</i> |
| 3 <i>did; Because</i> | 7 <i>Can; after</i> |
| 4 <i>are; After</i> | 8 <i>when; did</i> |

Pronunciation

Exercise 3

- Can you *help me* in a minute?
- It was lovely *weather* when I was there.
- It *happened* after I left her.
- I can have *the car* when I need it.
- I'm going *there* in a few weeks.
- I get *angry* when I'm tired.

12 THANK YOU AND GOODBYE

Student's Book pages 135–137

I'll

Exercise 1

- | | |
|---------------|------------------------|
| 1 I'll stand. | 5 I'll lend |
| 2 I'll take | 6 I'll go and look for |
| 3 I'll pay. | 7 I'll make |
| 4 I'll stay | 8 I'll wash |

Exercise 2

- B: It's OK. **I'll** walk. It's only fifteen minutes.
- A: **I'll** meet you at the restaurant at nine.
- A: It's OK. **I'll** clean everything.
- A: Yeah. **I'll** bring you some, if you like.
- B: It's OK. **I'll** buy it.
- B: **I'll** go and get some now.

Explaining purpose: *for* or *to*

Exercise 1

I'm here for ...	I'm here to ...
an appointment	check out
Sylvia's birthday party	collect a computer
the conference	help you
work and pleasure	meet Mr Hassan

Exercise 2

- | | |
|-------------------------------|-------------------------|
| 1 <i>to get some money.</i> | 4 <i>to say thanks.</i> |
| 2 <i>for dinner.</i> | 5 <i>to buy desks.</i> |
| 3 <i>for our anniversary.</i> | 6 <i>for schools.</i> |

Exercise 3

- Do we need anything to make dinner?*
- Do you have anything for headaches?
- Do you need anyone to help you?
- Do you know anywhere nice for a picnic?
- Are there any nice places for children?
- Who's the best person to ask?
- What are you getting her for her birthday?

Telling people to do things: imperatives

Exercise 1

- | | | |
|-------------------|---------------|--------------|
| 1 <i>Don't be</i> | 5 Send | 9 Wait |
| 2 Tell | 6 Have | 10 Don't say |
| 3 Don't forget | 7 Be | |
| 4 Have | 8 Don't hurry | |

Exercise 2

- | | | |
|---------|---------|--------|
| 1 won't | 3 will | 5 will |
| 2 will | 4 won't | |

Revision

Exercise 1

- | | | | |
|--------|---------|---------|---------|
| 1 for | 4 be | 7 Don't | 10 I'll |
| 2 to | 5 Don't | 8 won't | 11 Say |
| 3 I'll | 6 for | 9 Have | 12 will |

Pronunciation

Exercise 3

- Don't forget to
- I'll go and get something
- I'll send someone to
- I can't go now, but
- Do you know a good place
- I don't want to have fish

TESTS

UNIT 1 TEST

GRAMMAR

1 Complete the sentences with 'm, 're or 's.

- 1 Tom _____ a doctor.
- 2 He _____ from France.
- 3 I _____ Patrick.
- 4 We _____ good friends.
- 5 She _____ my sister.
- 6 They _____ in the classroom.
- 7 Her name _____ Jill.
- 8 You _____ 18 years old.

/ 8

2 Correct the questions.

- 1 Who she is?

- 2 How much are it?

- 3 You are OK?

- 4 He is from Spain?

- 5 How they are?

- 6 How old is your two daughters?

- 7 He is in class?

- 8 Where you are from?

/ 8

3 Complete the sentences with the words in the box.

Anna's her his our their

- 1 Simon's my brother. _____ flat is very small.
- 2 This is my wife. _____ name is Claire.
- 3 We love English! It's _____ favourite subject!
- 4 Sue and Mary are teachers, but _____ husbands are doctors.
- 5 My best friends' family names are the same. Sara's family name is Carter, and _____ family name is Carter, too. But they aren't sisters!

/ 5

4 Put the words in order to make sentences.

- 1 not / from / Ivan / Italy / is

- 2 meet / Nice / you / to

- 3 numbers / their / are / telephone / What / ?

- 4 cappuccino / not / a / It / is

- 5 friend / This / my / is

/ 5

VOCABULARY

5 Write the missing numbers.

- 1 one two _____ four
- 2 seven _____ nine ten
- 3 four five _____ seven
- 4 nine ten _____ twelve

/ 4

6 Write the missing numbers.

- 1 seven + eight = _____
- 2 three × six = _____
- 3 four + seventeen = _____
- 4 twelve + twenty = _____
- 5 twenty-two + twenty-eight = _____

/ 5

7 Choose the correct word.

- 1 William is my *son* / *daughter*. He's a university student.
- 2 Paul's my husband, and I'm his *sister* / *wife*.
- 3 I've got two *brothers* / *fathers*. They are twelve and seven.
- 4 Jo is a *teacher* / *doctor* in a school. Her classroom is 4B.
- 5 Sally's my *mother* / *husband*. She's also a very good friend.

/ 5

8 Complete the questions with the words in the box.

How long	How much	How old
What time	Where	Who

- 1 _____ is it? It's seven o'clock.
- 2 _____ is David? He's in Paris on holiday.
- 3 _____ is this lesson? 50 minutes.
- 4 _____ is Melanie? She's my sister.
- 5 _____ are Jack and Joe? They're 17.
- 6 _____ is it? 12 euros.

/ 6

9 Put the letters in the correct order to make words.

Then add the words to the lists.

ckea groane iucje adwnicsh eta

Drinks: cappuccino, water, 1 _____, 2 _____
Food: 3 _____, 4 _____

/ 4

/ 50

UNIT 2 TEST

GRAMMAR

1 Complete the sentences with the present simple form of the verb in brackets.

- Annie _____ (like) her job.
- We _____ (walk) home from school every day.
- I _____ (know) Patricia. She's very nice.
- Karen _____ (have) a big house.
- She _____ (live) in the centre.
- Thomas and Clara _____ (like) the city.
- It _____ (take) ten minutes to walk to the shops.
- You _____ (have) nice friends.

/ 8

2 Complete the dialogue with the correct form of do or be.

- A: What ¹ _____ your name?
 B: Peter.
 A: And where ² _____ you live, Peter?
 B: In the centre.
 A: ³ _____ you like the area?
 B: Yes, I do. It's interesting.
 A: OK. Who ⁴ _____ you live with?
 B: My friends.
 A: What ⁵ _____ their names?
 B: Dan and Ben.
 A: Where ⁶ _____ you work?
 B: We don't work! We're students!

/ 6

3 Write negative sentences.

- Agnes and I / not work / in an office

- We / not have / children

- I / not like / my flat

- Sue and Mary / not live / in this area

- You / not know / my brother

- They / not like / their university

/ 6

4 Write the correct form (plural / no plural) of the word in brackets.

- I have two _____ (daughter).
- The _____ (student) are at school.
- There are five coffee _____ (shop) in the High Street.
- I don't have a lot of _____ (work).
- We have three _____ (child).
- There are eighteen _____ (person) in my class.

/ 6

VOCABULARY

5 Complete the sentences with the words in the box.

area house road south the centre village

- Do you live in a big city or a small _____?
- My address is 7 Pentonville _____.
- Do you live in a _____ or a flat?
- I live in an interesting _____ of the city.
- Do you live in the north or the _____ of the country?
- I live in _____ of London.

/ 6

6 Choose the correct word.

- William is a *waiter* / *teacher* in a café.
- Polly is 73. She doesn't work. She's *retired* / *office*.
- I'm a bus *student* / *driver*. I work for the bus company.
- Jo is a *nurse* / *work* in the hospital.
- I don't work. I'm a *teacher* / *student* at the university.
- 'What do you *do* / *work*?' 'I'm a nurse.'

/ 6

7 Match 1–6 to a–f to make word pairs.

- | | |
|-----------|----------|
| 1 near | a small |
| 2 nurse | b house |
| 3 south | c far |
| 4 big | d city |
| 5 village | e north |
| 6 flat | f doctor |

/ 6

8 Put the words in the box in the correct places.

chicken coffee fish fruit juice ice cream rice

- Drinks: water, 1 _____, 2 _____
 Meat: 3 _____
 4 _____ : cod
 Vegetarian dishes: vegetable curry with 5 _____
 Desserts: cake, 6 _____

/ 6

/ 50

UNIT 3 TEST

GRAMMAR

1 Complete the sentences. Use 'm not, 're not or 's not.

- I _____ at work. It's Sunday today.
- We _____ from France. We're Spanish.
- Simon _____ married.
- They _____ in the office this week.
- She _____ in the city centre.
- It _____ late. It's only nine.
- Petra _____ in my class.
- You _____ hungry.

/ 8

2 Complete the sentences with the negative form of the verbs in brackets.

- Penny _____ (not want) to go home.
- It _____ (not take) long to go there.
- Jack _____ (not have) money for the train.
- She _____ (not live) with me.
- Ahmed _____ (not need) a coffee.
- He _____ (not like) his new flat.

/ 6

3 Put the words in order to make questions.

- work / do / Where / you / ?

- does / What / do / she / ?

- long / take / How / it / does / ?

- Susie / eat / meat / Does / ?

- have / Does / any brothers / Graham / ?

- Does / like / new school / his / he / ?

/ 6

4 Complete the sentences with a or any.

- I have _____ new mobile phone.
- Do you have _____ new clothes?
- We don't need _____ money.
- I don't have _____ pen.
- We don't need _____ shoes.
- Do you need _____ thing else?

/ 6

VOCABULARY

5 Match the adjectives (1–5) to their opposites (a–e).

- | | |
|---------|-----------------|
| 1 bad | a hot |
| 2 cold | b not very nice |
| 3 new | c old |
| 4 big | d good |
| 5 great | e small |

/ 5

6 Choose the correct word.

- This test is *difficult* / *expensive*. I don't know the answers.
- Pamela isn't *well* / *good* today. She isn't in the office.
- I'm *bad* / *hungry*. I want a sandwich.
- Jo is *nice* / *tired*. It's very late, and she wants to go to bed.
- I'm not *married* / *difficult*. I don't have a wife.

/ 5

7 Complete the sentences with go, take or want.

- I _____ the train to work every day.
- When do you _____ on holiday?
- My clothes are old! I _____ to buy new clothes.
- We _____ shopping at the weekend.
- They _____ a shower every morning.
- We _____ a lot of photos on holiday.

/ 6

8 Complete the sentences with words from the box.

cash	charger	coat	dictionary	map	pen
soap	towel				

- When I go swimming on holiday, I take a _____.
- 'Do you have something to write with?' 'Yes. A _____.'
- Take your _____. You need it for your mobile phone.
- 'Do you have money?' 'Yes, I have _____.'
- I have some _____ for the shower.
- It's cold. I have my big _____ today.
- I don't know this word. Do you have a _____?
- 'Where are we?' 'I don't know. Look at the _____.'

/ 8

/ 50

UNIT 4 TEST

GRAMMAR

1 Complete the sentences with the correct form of *is there?* or *there's*.

- _____ a market in the centre. It's open at the weekend.
- A: Is there a bank in the village?
B: No, _____.
- _____ a nice café on Free Street. It's called Coco's.
- _____ a bookshop near here?
- A: Is there a doctor here today?
B: Yes, _____!
- _____ a hospital in the village. We go to the city.
- _____ a good cinema in your city?
- A: Is there a teacher in the classroom?
B: No, _____.

/ 8

2 Rewrite the sentences with the frequency adverbs in the correct place.

- We go to work by bus. (normally)

- John is late for work. (sometimes)

- Are you tired after work? (always)

- We don't go home on the train. (usually)

- Petra plays tennis with Jo on Sunday. (always)

- We get up early. (never)

/ 6

3 Complete the sentences with the adverbs of frequency in the box.

always never sometimes usually

- I go swimming on Mondays or Wednesdays – but not every week.

I _____ go swimming on Wednesdays.

- Irene gets up at six every day.

Irene _____ gets up at six.

- Tom works at home on weekdays but not at the weekend.

Tom _____ works at home at the weekend.

- We play tennis every Saturday – but not when it rains. We _____ play tennis on Saturdays.

/ 4

4 Put the words in order to make sentences and questions.

- help / I / Can / you / ?

- home / Can / go / we / ?

- use / class / Can / phones / we / in / ?

- Sorry, / can't / use / you / phone / your / .

- open / you / the / Can / door / ?

- break / Can / a / we / have / ?

- We / leave / early / can't / .

- minute / you / Can / wait / a / ?

/ 8

VOCABULARY

5 Match the words 1–5 to a–e to make compound nouns.

- | | |
|------------|-----------|
| 1 car | a shop |
| 2 clothes | b pool |
| 3 swimming | c station |
| 4 cash | d park |
| 5 train | e machine |

/ 5

6 Complete the sentences with the places in the box.

cinema	hospital	hotel	park
restaurant	supermarket		

- I like going for a walk in the _____. It's very green.

- The _____ is called Royal George, and we're in Room 456.

- It's an Italian _____ and the food is great.

- Penny's in _____ because she's not very well.

- We go shopping for food in the _____ every Saturday.

- Can we go to the _____? There's a good film on.

/ 6

7 Write the missing day or time of day.

- Monday Tuesday _____

- Thursday _____ Saturday

- Saturday _____ Monday

- yesterday _____ tomorrow

- morning afternoon _____ night

/ 5

8 Match verbs (1–8) to the phrases (a–h) to make sentences.

- | | |
|---------|--|
| 1 Turn | a your book with your partner. |
| 2 Play | b it down in your exercise book. |
| 3 Write | c on the light, please. |
| 4 Come | d at the front of the class. |
| 5 Sit | e in and sit down. |
| 6 Share | f the recording again – I can't hear it. |
| 7 Use | g the classroom after the class. |
| 8 Leave | h your tablet. |

/ 8

/ 50

UNIT 5 TEST

GRAMMAR

1 Complete the sentences with *Is there*, *Are there*, *There is*, *There isn't*, *There are* or *There aren't*.

- _____ a shoe shop in the centre. It's in Hope Street.
- _____ any new shops in the shopping centre?
- _____ a good restaurant near here?
- _____ no people in class.
- _____ any clothes shops near the train station.
- _____ any time to go shopping.
- _____ three people over there. Do you know them?
- _____ no money in the shop.

/ 8

2 Complete the plans with the correct form of the verbs in brackets.

- I _____ (go) home after the film.
- My friends are going _____ (meet) at the café later.
- She _____ (go) to a good restaurant at eight tonight.
- Are you going _____ (see) your new house?
- Tom isn't going _____ (play) football today.
- We _____ (go) swimming later.
- Is she going _____ (say) hello?
- Dan _____ (go) to the beach tomorrow.

/ 8

3 Write questions from the prompts (2 marks per question).

- A: _____
you / go out / later / ?
B: Yes, I am – to the cinema.
- A: _____
What / you / see / ?
B: The new Star Wars film.
- A: _____
Jo / go / with you / ?
B: No, she isn't. But Mark and Stacey are coming.
- A: _____
What / you / do / after the film / ?
B: I don't know.
- A: _____
How / you / get home / ?
B: We'll take a taxi.

/ 10

VOCABULARY

4 Choose the correct verb to complete the sentences.

- It's late. I want to *go* / *take* home.
- I usually *wait* / *get* for the bus at the bus stop near the cinema.
- We can *change* / *get* a taxi home from here.
- Do you *walk* / *take* to work, or do you go by car?
- Please *go* / *change* trains at Liverpool. This train doesn't go to London.
- Where do I *go* / *get* off the bus?
- Can I *go* / *take* the blue line?
- I often *take* / *make* the metro.

/ 8

5 Complete the dialogue with the missing verbs.

- A: I ¹ _____ to go swimming. Where's the pool?
B: It's in Stanhope.
A: OK. How do I ² _____ there?
B: Well, you can ³ _____ the bus. It's not far.
A: How long does it ⁴ _____ by bus?
B: Ten minutes.

/ 4

6 Match 1–4 to the words they go with (a–d).

- | | |
|----------|----------|
| 1 first | a train |
| 2 single | b class |
| 3 next | c cash |
| 4 pay | d ticket |

/ 4

7 Complete the sentences with the words in the box.

card	change	enter	machine	receipt
return	second	ticket		

- Please _____ your number in the _____.
- Here's your ticket. Would you like a _____?
- Do you want a single or _____?
- Would you like a first or _____ class _____?
- Can I pay by _____?
- Do we _____ trains at Doncaster?

/ 8

/ 50

UNIT 6 TEST

GRAMMAR

1 Write the past simple form of the verb in brackets to complete the sentences.

- How _____ (be) your day?
- We _____ (go) to the cinema yesterday.
- I _____ (have) breakfast at six this morning.
- Karen _____ (do) a lot of work last weekend.
- She _____ (go) home early.
- Thomas and Clara _____ (be) in the city centre yesterday afternoon.
- I _____ (have) a party for my birthday.
- They _____ (go) on holiday.

/ 8

2 Write sentences from the prompts. Use the regular past simple form of the verbs.

- Tom / stay / at an old hotel

- It / rain / all day

- We / love / the film

- Simon / talk / to his grandparents

- They / share / a hotel room

- I / walk / to the beach

/ 6

3 Write the negative past simple form of the verb in brackets to complete the sentences.

- Howard _____ (not have) lunch.
- She _____ (not see) Mary.
- I _____ (not eat) breakfast at six this morning.
- Katie _____ (not be) in the classroom.
- She _____ (not take) a taxi.
- They _____ (not be) at home.
- I _____ (not stay) at the hotel.
- They _____ (not like) the café.

/ 8

4 Put the words in order to make past simple questions.

- you / What / study / did / ?

- tennis / did / Where / they / play / ?

- your friends / you / Did / meet / ?

- Why / she / did / go / ?

- bed / to / time / What / go / you / did / ?

- go / night / last / out / you / Did / ?

/ 6

VOCABULARY

5 Match the verbs (1–6) to the words they go with (a–f).

- | | |
|---------|----------------|
| 1 make | a with bags |
| 2 take | b exercise |
| 3 help | c the bathroom |
| 4 clean | d in a hostel |
| 5 do | e the lift |
| 6 stay | f dinner |

/ 6

6 Complete the holiday problems with the words in the box.

late	lift	noise	no-one	nowhere
rain	tired	wrong		

- The flight is _____.
- There's _____ to stay.
- It's late and the children are _____.
- We went the _____ way! Where's the hotel?
- _____ can help at the airport.
- There's a lot of _____ outside – we're next to the disco!
- The weather was bad. There was _____ every day!
- Where's the _____? I don't want to go up the stairs with my big bags.

/ 8

7 Complete the hotel reception phrases with the words in the box.

address	bag	booking	breakfast
check	passport	password	room

- Write your name and _____ here, please.
- What's the _____ for the WiFi?
- What's your nationality? Can I see your _____?
- What's my _____ number? Is it 254?
- You're on the fourth floor. Do you need help with your _____?
- I'd like to _____ out now. I enjoyed my stay, thank you.
- I'll take your _____. Can I have your name, please?
- _____ is in the dining room from seven to ten o'clock.

/ 8

/ 50

UNIT 7 TEST

GRAMMAR

1 Complete the sentences with the correct form of the verb in brackets.

- I _____ (not like) football. I prefer tennis.
- We like _____ (go) to the gym every day.
- Sophie loves eating out, but she _____ (not like) cooking.
- Harry likes _____ (have) a new car.
- They _____ (not like) living in the city centre.
- Gemma and Bruno love _____ (live) here.
- Sabrina _____ (like) playing tennis.
- Yousef _____ (not like) driving.
- I prefer _____ (watch) sport.
- Do you like _____ (swim)?

/ 10

2 Write present continuous sentences or questions from the prompts.

- I / watch TV / at the moment

- What / you / do / now / ?

- you / cook / lunch / ?

- I / not listen to / the radio

- Why / you / write / an email / ?

- Where / you / work / this week / ?

- you / go out / ?

- I / eat / my / dinner / now

/ 8

3 Complete the sentences with *this, these, one* or *ones*.

- Can I try _____ jumper on?
- _____ red shoes are comfortable.
- I prefer the white T-shirt to the blue _____.
- The large _____ are better than these small things.
- _____ book is interesting.
- My old phone is OK but I want a new _____.
- Are _____ people waiting for a bus?
- The _____ on the left are blue, but these are green.

/ 8

VOCABULARY

4 Match the verbs (1–6) to the phrases they go with (a–f).

- | | |
|----------|------------------------------|
| 1 cook | a to music on the radio |
| 2 go | b something in the newspaper |
| 3 do | c football on TV |
| 4 listen | d something for dinner |
| 5 watch | e some exercise |
| 6 read | f on the internet |

/ 6

5 Complete the sentences with the words in the box.

design dish series singer team writer

- He's a _____ of short stories.
- She's a _____ in a band.
- He's the best player on our _____.
- I love Mexican food – my favourite _____ is *pozole*.
- I'm watching a new TV _____ about life in South Africa.
- My sister makes dresses – she's interested in clothes _____.

/ 6

6 Write the country adjectives.

- Japan I'm _____.
- Britain Sue and Tim are _____.
- France Are you _____?
- Egypt Omar is _____.
- China This dish is _____.
- Spain These oranges are _____.

/ 6

7 Circle the odd word out.

- green brown shirt white
- large price small medium
- jumper T-shirt design trousers
- half price looks good 50% off price
- looks good comfortable cheap percent
- blue extra large big long

/ 6

/ 50

UNIT 8 TEST

GRAMMAR

1 Complete the sentences with the present continuous form of the verb in brackets.

- Anja _____ (study) History at college.
- It _____ (rain) outside.
- I _____ (not feel) well.
- Karen and Jo _____ (take) the bus to Mike's house.
- What _____ (she / talk) about?
- Thomas _____ (not come) to the party.
- He _____ (travel) across the United States.
- She _____ (not meet) friends after work.
- Joe _____ (do) his homework.
- Where _____ (Paula / work)?

/ 10

2 Write present continuous questions and short answers from the prompts.

- A: _____
she / work / in the office / ?
B: Yes, _____.
- A: _____
he / play football / at the moment / ?
B: No, _____.
- A: _____
they / live / in Moscow / now / ?
B: Yes, _____.
- A: _____
it / rain / ?
B: No, _____.

/ 8

3 Choose the correct pronoun to complete each sentence.

- Can you help _____?
a we b me c I
- I don't know where _____ is.
a she b they c her
- I saw _____ yesterday.
a he b him c they
- Are _____ tired?
a she b her c you
- I haven't got _____.
a they b we c them
- Please wait for _____.
a I b us c we
- _____ are on time.
a You b Them c It
- Did you meet _____?
a he b her c they

/ 8

VOCABULARY

4 Complete the sentences with the verbs in the box. Use each verb once.

draw	get	look	make	meet	study
take	travel	wear	work		

- Remember to _____ your coat with you.
- I want to _____ Chemistry at university.
- In my job, I _____ a lot of different clients every day.
- Do you want to _____ something to eat? I'm hungry.
- First, _____ a list of what you want. Then we'll go shopping and buy everything.
- You go to the airport a lot! Do you _____ a lot for work?
- I _____ for a small company in the city. I love my job.
- I _____ glasses because I can't see without them!
- My brothers _____ similar, but I have brown eyes and black hair.
- Can you _____ a picture of a cat? Here's a pencil.

/ 10

5 Match the things (1–4) to the rooms they are usually in (a–d).

- | | |
|----------|---------------|
| 1 shower | a bedroom |
| 2 fridge | b living room |
| 3 sofa | c bathroom |
| 4 bed | d kitchen |

/ 4

6 Choose the correct word.

- Please put the clean things in the *cupboard* / *carpet*.
- Sit at the *table* / *shelf* and eat your lunch.
- Leave the dirty lunch things in the *sink* / *shower*. I'll wash them later.
- It's cold because it was in the *chair* / *fridge*.

/ 4

7 Look at the verbs. Write the job.

- clean _____
- manage _____
- drive _____
- run _____
- play _____
- design _____

/ 6 / 50

UNIT 9 TEST

GRAMMAR

- 1 Complete the sentences with the past form of the verbs in brackets and the words in the box. You can use the words more than once.**

ago few last on this weeks

- They _____ (go) on holiday a week _____.
- I _____ (break) my leg a _____ months ago.
- _____ morning, she _____ (have) breakfast at seven.
- I _____ (hurt) my back _____ Sunday.
- _____ year, Sue _____ (move) to Australia.
- Amy _____ (get) home a few minutes _____.

/ 12

- 2 Put the quantity phrases in the box in order in the table.**

a few almost no lots of quite a lot of some

0	<i>no</i>
1	
2	
3	
4	
5	
6	<i>a lot of</i>

/ 5

- 3 Complete the sentences with the correct past form of *have* or *be*.**

- There _____ no clean water.
- We _____ two new schools in the area.
- There _____ a lot of crime.
- There _____ some good people in the health system.
- We _____ a lot of free time.
- There _____ problems with the system.
- There _____ a lot of snow outside.
- We _____ a very good army years ago.
- There _____ almost no students here.

/ 9

VOCABULARY

- 4 Choose the correct word.**

- I *hit* / *broke* my leg playing football. I was in hospital for weeks.
- Susanna has a bad *headache* / *hurt*.
- I feel *sick* / *cut*. Maybe the meat was bad.
- I *hurt* / *broke* my back carrying bags this morning. I feel OK now.
- Be careful when you stand up. Don't *hit* / *feel* your head.
- I *hit* / *cut* my hand on a knife.
- What's *wrong* / *hurt* with your leg?
- Tom has a bad *sick* / *cold*.
- Are you *feeling* / *being* better?
- I'm a *few* / *bit* better today, thanks.

/ 10

- 5 Complete the sentences with the words in the box.**

crime education health operations
safe schools snow weather

- Teachers in _____ and universities work in the _____ system.
- Police say that _____ is high in the area, and people are not _____ at night.
- The _____ is very bad today. It rained this morning and now it's colder, and starting to _____.
- The _____ system here is great. There are a lot of doctors and they do hundreds of _____ every day.

/ 8

- 6 Complete the sentences with *at*, *on*, *to* or *for*.**

- We were _____ a conference last month.
- Joe and Amena are _____ holiday in Portugal.
- I met a girl and moved to France _____ love!
- Simon's studying Spanish _____ university.
- I often travel _____ business.
- I'm here _____ study. It's not a holiday.

/ 6

/ 50

UNIT 10 TEST

GRAMMAR

1 Complete the sentences with the correct form of the verb *be*.

- 1 Agnetha _____ going home later.
- 2 We _____ going to walk home, not drive.
- 3 I _____ going to talk to Judith about the problem.
- 4 Karen _____ going out this evening.
- 5 She _____ going to live in Japan.
- 6 John and Petra _____ going to the party.
- 7 It _____ going to take twenty minutes to get there.
- 8 You _____ going to Milan tomorrow.

/ 8

2 Complete the sentences with the correct form of the verb in brackets.

- 1 I'm going _____ (see) a film.
- 2 They're going _____ (swim).
- 3 I'm going _____ (help) my mum.
- 4 She's going _____ (shop).
- 5 She's going _____ (move) house.
- 6 Jack's going _____ (play) tennis later.

/ 6

3 Complete the sentences with the past simple form of the verb in brackets.

- 1 Last week, we _____ (decide) to buy a new car.
- 2 We _____ (stop) work at six this evening.
- 3 I _____ (try) to help Mark with his homework.
- 4 Paul _____ (be) tired after the match.
- 5 She _____ (get) home at nine tonight.
- 6 We _____ (win) the match!
- 7 I _____ (take) a lot of photos on holiday.
- 8 Sam _____ (see) the film with me yesterday.
- 9 We _____ (meet) our friends at the café.
- 10 I _____ (cut) my finger.
- 11 The book _____ (cost) \$20. It was expensive.
- 12 Sandy _____ (come) home late from work.

/ 12

VOCABULARY

4 Write W (for winter) or S (for summer) next to each phrase.

- 1 It's snowing a lot. ____
- 2 Turn on the air con – it's really hot. ____
- 3 It's minus 10. ____
- 4 Can you light the fire in the living room? ____
- 5 It's quite hot and sunny. ____
- 6 Turn on the heating, please. ____
- 7 It's wet, windy and cold. ____
- 8 It's lovely and warm today. ____

/ 8

5 Choose the correct word from the box to complete the sentences.

bands	cinema	concert	exhibition
film	gallery	match	play

- 1 You can see some interesting art at the new _____ in the city centre art _____.
- 2 We watched a _____ in the theatre.
- 3 We went to a rock _____ for the day – there were lots of live _____ and singers.
- 4 We saw a great _____ at the football stadium. Our team won!
- 5 We saw a new Hollywood _____ starring Brad Pitt at the big _____.

/ 8

6 Match the verbs (1–8) to the words they go with (a–h).

A

- | | |
|----------|------------------|
| 1 score | a a match 3–0 |
| 2 die of | b a factory |
| 3 lose | c a goal |
| 4 close | d a heart attack |

/ 4

B

- | | |
|---------|-----------------|
| 5 meet | e a new stadium |
| 6 build | f an election |
| 7 spend | g more money |
| 8 win | h the president |

/ 4

/ 50

UNIT 11 TEST

GRAMMAR

1 Complete the questions with one word in each space.

- 1 What _____ you doing now?
- 2 _____ Ivan cook every day?
- 3 What time _____ they going to get here?
- 4 How old _____ Tom?
- 5 _____ Julia go the cinema yesterday?
- 6 _____ you been to Japan?
- 7 _____ you tell Joe that I called, please?
- 8 When _____ she going?
- 9 Where _____ Karen and Tony live these days?
- 10 Who _____ they meet on holiday last summer?

/ 10

2 Complete the dialogue with *when*, *in* or *after*.

- A: I finished university ¹ _____ I was 23.
 B: What did you do ² _____ that?
 A: Well, ³ _____ 2002, I got a job in a bank.
 B: Really? I worked in banking ⁴ _____ I was in my twenties.
 A: Did you? Was that ⁵ _____ the 1990s?
 B: That's right. I left ⁶ _____ I got a place in business college.
 A: OK. Didn't you move abroad ⁷ _____ the year 2000?
 B: Yes. ⁸ _____ college, I moved to Hong Kong.

/ 8

3 Complete the sentences with *so* or *because*. Add a comma before *so*.

- 1 I'm tired _____ I worked hard this morning.
- 2 Jo's very late and I'm worried _____ I'm going to call the police.
- 3 I'm moving to Spain _____ I prefer the weather there.
- 4 I don't want this sandwich _____ I'm not hungry.
- 5 Jason has a lot of work _____ he isn't coming to the party.
- 6 It's Sally's birthday _____ we're going to buy her a present.
- 7 I'm studying a lot _____ I want to be a doctor.
- 8 Harry goes to Portugal every year _____ his parents live there.

/ 8

VOCABULARY

4 Write the next word in each list.

- 1 first second _____
- 2 January February _____
- 3 tenth eleventh _____
- 4 June July _____
- 5 twenty-fourth twenty-fifth _____
- 6 September October _____

/ 6

5 Complete the sentences with the words in the box.

at	end	in	last	middle	on
----	-----	----	------	--------	----

- 1 I was born _____ June.
- 2 There's a public holiday _____ the beginning of May.
- 3 We went away in the _____ of July.
- 4 The party was in the _____ week of September.
- 5 At the _____ of May, we got married.
- 6 My birthday is _____ the first of October.

/ 7

6 Choose the correct word.

- 1 George *went* / *did* to prison.
- 2 I'd like to *start* / *become* a business.
- 3 Mrs Jones *died* / *lost* in her sleep. She was 95.
- 4 When *got* / *were* you born?
- 5 When did he *go* / *do* into the army?
- 6 Sally *did* / *had* a baby.
- 7 We *took* / *moved* house last June.

/ 7

7 Complete the sentences with the words in the box. There are two words you don't need.

capital	century	damaged	fought
killed	king	repaired	

- 1 Henry VIII was the _____ of England in the sixteenth _____.
- 2 After the fire, they _____ the _____ building.
- 3 The president lives in the _____ city of the country.

/ 5

/ 50

UNIT 12 TEST

GRAMMAR

1 Complete the offers with *I'll* and verbs from the box.

ask carry check cook lend send wait

- _____ your bag for you. It looks heavy.
- _____ you some money, if you like.
- _____ for Karen outside the cinema.
- _____ the information online.
- _____ lunch today – are you hungry?
- _____ an email about the party to Susie.
- _____ Patrick to help.

/ 7

2 Complete the sentences with *for* or *to*.

- This card is _____ say sorry.
- Do you know a nice place _____ visit?
- These things are _____ Jack.
- Have you got anything _____ the house?
- I have a ticket _____ the match.
- You'll need your passport _____ go on holiday.
- It'll be better _____ everybody if you stay at home.
- Is this the best way _____ get to Frodsham?
- Take this _____ your cold.

/ 9

3 Choose the correct words to complete the dialogues.

- A: *Give / Make* us a call.
B: *I can / will*.
- A: *Don't forget / Not forget* to send a card.
B: *I will / won't*.
- A: *Is / Be* happy!
B: *OK / Yes*.
- A: Please *help / helping* me move these chairs.
B: Sure. No problem. *I may / will*.
- A: *Come / Coming* to visit us.
B: *We'll / We'd* love to.

/ 10

VOCABULARY

4 Match the words (1–6) with their opposites (a–f).

- | | |
|------------|------------|
| 1 sit | a empty |
| 2 broken | b stand |
| 3 full | c high |
| 4 remember | d take |
| 5 low | e repaired |
| 6 give | f forget |

/ 6

5 Match the problems (1–6) to the things (a–f).

- | | |
|-------------------------------|-------------------|
| 1 It's not working. | a a cup of coffee |
| 2 They're too heavy to carry. | b a restaurant |
| 3 It's low on power. | c a battery |
| 4 It's full of people. | d bags |
| 5 They're lost. | e a credit card |
| 6 It's too strong. | f tourists |

/ 6

6 Complete the phrases with the correct form of the verbs in brackets.

- I'm going _____ (miss) my train.
- Thanks for _____ (have) me.
- It was kind of you _____ (help) me.
- It was great _____ (meet) you.
- I enjoyed _____ (stay) here.
- Do you want me _____ (order) a taxi?

/ 6

7 Match the verbs (1–6) to the phrases (a–f) to make sentences.

- | | |
|----------|---------------------------|
| 1 Take | a me a call. |
| 2 Stay | b we see each other soon. |
| 3 Come | c in contact. |
| 4 Give | d care. |
| 5 Hope | e kind of you. |
| 6 That's | f again some time. |

/ 6

/ 50

GRAMMAR

1 Choose the correct option.

- 1 _____ time is it?
a How b Who c What
- 2 Where _____ from?
a you b you are c are you
- 3 Rosa and _____ husband live in El Salvador.
a her b his c their
- 4 _____ live near here?
a Are you b Do you c Is you
- 5 She likes the job because the money _____ good.
a am b are c is
- 6 Thomas doesn't like chips, so he never eats _____.
a it b us c them
- 7 I want _____ happy.
a be b to be c being
- 8 What _____ she do?
a is b does c do
- 9 Do you have _____ toothpaste?
a a b an c any
- 10 _____ a bank near here?
a Is there b There is c Are there

/ 10

2 Complete the text with the correct form of the verbs in brackets.

Khalid ¹ _____ (be) a doctor. He ² _____ (live) in Edinburgh, and ³ _____ (have) a nice flat in the centre. It ⁴ _____ (not be) far from the hospital, so it ⁵ _____ (not take) long to walk to work. He ⁶ _____ (go) to work six days a week. Khalid's wife is a doctor too, and they ⁷ _____ (work) at the same hospital. They ⁸ _____ (not like) getting up early, but they ⁹ _____ (love) their jobs. In the evening, they always ¹⁰ _____ (go) to bed very early.

/ 10

VOCABULARY

3 Complete each list with one word from the box.

coat	hotel	juice	meat	nurse
six	son	Thursday	towel	village

- 1 two eight _____
- 2 brother daughter _____
- 3 tea water _____
- 4 town city _____
- 5 teacher waiter _____
- 6 chicken fish _____
- 7 soap brush _____
- 8 clothes shoes _____
- 9 cinema restaurant _____
- 10 Monday Saturday _____

/ 10

4 Choose the correct word.

- 1 Sophie has a new job. She is a *waiter* / *sister* in a café.
- 2 Grant and Polly are married. They are *brother* / *husband* and wife.
- 3 nineteen + twenty-one = *fourteen* / *forty*
- 4 Jo is a *nurse* / *work* in the hospital.
- 5 The hotel room was very *expensive* / *hungry* – \$100 a night!
- 6 Jill isn't at work today. She isn't *well* / *good*.
- 7 Pete *takes* / *goes* the train to college every day.
- 8 How often do you *take* / *go* on holiday?
- 9 Why don't you get some money from the *money* / *cash* machine?
- 10 Can you *turn* / *share* on the light, please?

/ 10

LISTENING

5 Listen to the interview and choose the correct answers.

- 1 Where does Paula work?
a in a clothes shop
b in a coffee shop
c in a book shop
- 2 Paula's workplace is ...
a in the north.
b in the south.
c in the centre.
- 3 How does Paula go to work?
a She goes by car.
b She walks.
c She goes on a bus.
- 4 In her job, Paula doesn't like ...
a the customers.
b the hours.
c the people she works with.
- 5 On week days, Paula usually goes home at about ...
a 12 o'clock.
b 1 o'clock.
c 2 o'clock.

/ 15

SPEAKING

6 Talk about one of the following topics.

- the people in your family and the jobs they do
- where you live and who you live with

/ 15

READING

7a Read the email and decide if these sentences are true (T) or false (F).

- | | |
|--|-------|
| 1 Mike is English. | T / F |
| 2 Mike works in a hospital. | T / F |
| 3 Mike loves his job because of the money. | T / F |
| 4 Mike lives in a big old house. | T / F |
| 5 Mike has two sons. | T / F |
| 6 Jaime lives in Madrid. | T / F |

/ 12

7b Read the email again and write the names.

- 1 Mike lives in a town called _____.
- 2 Mike's wife is called _____.
- 3 Mike's son is called _____.

/ 3

Hi Jaime,

Thanks for your email. Yes! I want to be your new pen friend.

My name's Mike. I'm from Ireland but I live in England because of my job. I'm a nurse in a big hospital called the John Radcliffe. I work very long hours and the money isn't great, but I love my job. The people are great and it's important work.

I live in a small town near Oxford. It's called Abingdon and it's quiet and friendly. Our house is small and old, but very nice.

I'm married to Rachel and I have a son and a daughter. Their names are John and Sophie. They're great – but hard work – we don't want any more children!

Anyway, please write back and tell me about your family, your life and Madrid.

Yours,

Mike

WRITING

8 Write one of the following.

- an email to a friend inviting him or her to a party – say when the party is and how to get to your home
- a paragraph describing what people usually do in your country at the weekend

/ 15

/ 100

REVIEW TEST 2

UNITS 5–8

GRAMMAR

1 Choose the correct option.

- 1 Are _____ any interesting bookshops in the centre?
a it b they c there
- 2 Where _____ this weekend?
a you going b you are going c are you going
- 3 Lisa _____ to us at the party.
a don't talked b didn't talk c didn't talked
- 4 What time _____ here?
a did you get b you got c got you
- 5 Do you like _____ to music?
a listen b listened c listening
- 6 _____ reading a good book?
a You are b Are you c I am
- 7 These red _____ are great.
a one b ones c two
- 8 Can I try _____ one on, please?
a this b these c the
- 9 What _____ doing?
a is he b she is c they are
- 10 My son's wife is French. I like _____. She's nice.
a it b him c her

/ 10

2 Complete the text with the correct form of the verbs in brackets.

Next weekend, we ¹ _____ (go) to the beach.
We're going ² _____ (stay) in a small house in a village near the sea. My sister is coming, but my brother Tom ³ _____ (not go) to come with us. He needs ⁴ _____ (study) for an exam.
Last weekend, we ⁵ _____ (not go) away. We ⁶ _____ (stay) at home. On Saturday, we ⁷ _____ (have) dinner with some friends, and we ⁸ _____ (go) to bed late. On Sunday, the weather ⁹ _____ (not be) very nice, so we ¹⁰ _____ (not do) anything.

/ 10

VOCABULARY

3 Write the words in the box in the correct list.

player	programme	return	singer	sink
--------	-----------	--------	--------	------

- 1 ticket: single _____
- 2 music: band _____
- 3 TV: series _____
- 4 sport: team _____
- 5 home: fridge _____

/ 5

4 Match the verbs (1–5) to the words (a–e).

- | | |
|--------|---------------|
| 1 take | a hard |
| 2 go | b for the bus |
| 3 wait | c home |
| 4 wear | d glasses |
| 5 work | e an exam |

/ 5

5 Choose the correct word.

- 1 When is the *next* / *then* train to Paris?
- 2 Can I *pay* / *spend* by card?
- 3 You're going the *bad* / *wrong* way. Come back!
- 4 Oh no! The train is ten minutes *tired* / *late*.
- 5 Your hotel room *number* / *passport* is 306.
- 6 Please *take* / *check* out of the hotel at 12 tomorrow.
- 7 Pete is taking the *lift* / *traffic* to the top floor.
- 8 Yuki is *Japan* / *Japanese*.
- 9 This dress is *half* / *large* price.
- 10 It's not *working* / *writing*. I think it's broken.

/ 10

LISTENING

6 Listen to the conversation and match the speaker to the activity.

- | | |
|-----------|------------------|
| 1 Anita | a shopping |
| 2 Mohamed | b eating out |
| 3 Mark | c working |
| 4 Sara | d cooking |
| 5 Tariq | e playing tennis |

/ 15

SPEAKING

7 Talk about one of the following topics.

- your plans for the weekend
- your favourite TV programme or TV series

/ 15

READING

8a Read the text and choose the best title.

- a My job and working life
- b The city centre
- c Where I live
- d My living room

/ 3

8b Read the text again and decide if the sentences are true (T) or false (F).

- | | |
|---|-------|
| 1 Tony's flat is in the middle of the city. | T / F |
| 2 He has a small bath in his bathroom. | T / F |
| 3 Tony likes his living room. | T / F |
| 4 Tony spends a lot of time shopping in the market. | T / F |
| 5 He works in an office building in the city. | T / F |
| 6 He doesn't take the bus every day now. | T / F |

/ 12

Title: _____

My small flat isn't in the city centre, but it's in the middle of a really interesting area. There is only one bedroom and a small kitchen, and the bathroom is very small – there isn't any room for a bath. But the living room is great. It has a large window with a view of the High Street, and I spend a lot of time there, watching people going shopping in the local market, or waiting at the bus stop near the museum.

The great thing about living near the High Street is that I can buy anything I want, when I want. When I moved into the flat four years ago, I had a job in an office in the city centre and I took a bus to work every day, but now I work from home. My living room is also my office. My problem is that it's difficult to think about work when there's a lot happening outside the window!

WRITING

9 Write one of the following.

- a description of what you do – your job or your studies
- a description of a book you are reading at the moment

/ 15

/ 100

REVIEW TEST 3

UNITS 9–12

GRAMMAR

1 Choose the correct option.

- 1 I saw Annie two weeks _____. She looked good.
a before b last c ago
- 2 I came round _____ weekend but you weren't in.
a this b last c on
- 3 There are almost _____ people in the park.
a some b any c no
- 4 How _____ you going to get there?
a do b did c are
- 5 _____ you help Karen?
a Are b Can c Have
- 6 Harry became a bus driver _____ university.
a after b in c for
- 7 The bus was late, _____ we walked home.
a because b so c that
- 8 We only wanted _____ help you.
a for b that c to
- 9 _____ to me when you get there.
a To write b Writing c Write
- 10 I was born _____ 1990.
a in b on c at

/ 10

2 Complete the dialogue with the correct form of the verbs in brackets.

John: I ¹ _____ (go) to Prague next weekend.
I hope the weather's going to stay like this. It's fantastic right now.

Anna: Yes, I hope so, too. I ² _____ (not go) anywhere next weekend. Last week, my sister and her boyfriend ³ _____ (come) to visit us. We ⁴ _____ (take) them to a really nice restaurant. It ⁵ _____ (not be) cheap. It ⁶ _____ (cost) a lot of money!

John: Well, if you aren't busy next weekend, ⁷ _____ (you / want) to go to the festival in the park with my sister? Her husband can't go because he ⁸ _____ (travel) to Berlin for a meeting.

Anna: Sure. Why not?

John: Great. I ⁹ _____ (tell) her and give her your phone number. But ¹⁰ _____ (not forget) to take your coat to the festival – the weather is good now, but you never know!

/ 10

VOCABULARY

3 Complete the sentences with the words in the box.

back	band	broke	capital	century
change	fair	health	protect	sick

- 1 I _____ my leg when I was at school. I was in hospital for weeks.
- 2 She felt _____ after she ate all the fruit.
- 3 Be careful. That bag's heavy. Don't hurt your _____.
- 4 This country has an excellent _____ system. The hospitals are great.
- 5 There's a great _____ in the park – with great rides – it's fun!
- 6 The weather's going to _____ tomorrow from sun to rain.
- 7 My brother was in a rock _____ when he was at university.
- 8 It's important to _____ the environment and animals.
- 9 Shakespeare lived in the sixteenth _____.
- 10 Rome is Italy's _____ city.

/ 10

4 Choose the correct word.

- 1 William and Sue met *on* / *at* holiday.
- 2 Pat *moved* / *lifted* for work. She left London when she got the job in New York.
- 3 I'm here *to* / *for* study.
- 4 I saw a football *play* / *match* at the new stadium.
- 5 My birthday is in the *middle* / *last* of May.
- 6 What are you doing on the *three* / *third* of June?
- 7 She *lost* / *went* her job and all her money.
- 8 You'll *go* / *be* to prison if they catch you.
- 9 I *got* / *won* my degree in 2006, when I was 18.
- 10 The festival takes place *at* / *during* August.

/ 10

LISTENING

5 Listen and choose the correct answer.

- When did Ben and Sophie go to Greece?
 - at the beginning of May
 - at the end of June
 - in the middle of July
- What places did Ben and Sophie visit in Athens?
 - museums
 - shopping centres
 - historical monuments
- How long were Ben and Sophie in Athens?
 - one day
 - two days
 - three days
- How long were Ben and Sophie on Mykonos?
 - one week
 - two weeks
 - three weeks
- What was the weather like on Mykonos?
 - It was sunny every day.
 - It was usually hot and sunny.
 - It rained most of the time.

/ 15

SPEAKING

6 Talk about one of the following topics.

- a festival or public holiday in your country
- what's on in your town or city this weekend

/ 15

READING

7a Read the text and decide if the sentences are true (T), false (F) or if it doesn't say in the text (DS).

- Cornfields happens most summers but not every summer. T / F / DS
- Tim is going to Cornfields from Friday to Sunday this year. T / F / DS
- Tim's girlfriend went to Cornfields with Tim last year. T / F / DS
- Tim's girlfriend wants to go to this year's festival. T / F / DS
- Tim didn't enjoy Cornfields last year because the weather was horrible. T / F / DS
- Tim thinks the weather will be bad again this year. T / F / DS

/ 12

7b Read the text and answer the questions with one word.

- When did the first Cornfields festival happen?

- In which month is the festival?

- Which band does Tim's girlfriend want to see?

/ 3

The festival By Tim Jones

Cornfields is a rock and pop music festival in the north of the country, and it's great fun. It began in 1989 and it's on almost every summer, in the middle of July. Some years, there isn't a festival, not because it isn't popular, but because it's important for the local environment, so the grass can grow. When the festival is on, it starts on a Friday evening and finishes on the Sunday evening. The really good bands play on the Saturday night and there are more people there then too.

This year, I'm going with my girlfriend. We won't get there until Saturday morning because of work, but we're going to stay until it finishes on Sunday. It's her first time, so she's really excited. Her favourite band is called Landgirls and they're playing on the Sunday afternoon. Last year, when I went with some friends, it rained a lot. We didn't take raincoats, so we felt wet and cold a lot of the time. This year, we won't make that mistake! I don't know what the weather will be like, but I'm taking my sunglasses *and* my raincoat!

WRITING

8 Write one of the following.

- an email to a friend inviting him or her to a party, a barbecue or a weekend away – say where and when, who is going to be there and what you are going to do
- a paragraph about your life – give information about things that you did in the past and say what you plan to do in the future

/ 15

/ 100

MID-YEAR TEST

UNITS 1–6

GRAMMAR

1 Choose the correct option.

- Paul _____ from Berlin.
a are b is c am
- Where _____ live?
a do you b have you c are you
- Sue and Dave have two daughters. _____ names are Jo and Jilly.
a Her b His c Their
- Simon often helps _____ in the shop.
a we b us c our
- Did she _____ nice weather on holiday?
a has b had c have
- _____ Annie have a new car?
a Do b Does c Is
- Do you have _____ money?
a a b an c any
- _____ there a cinema in the city centre?
a Is b Be c Are
- What are you _____ after class?
a do b did c doing
- Edith _____ at home yesterday.
a wasn't b isn't c weren't

/ 10

2 Complete the sentences with words in the box.

always aren't doesn't don't isn't

- I _____ normally stay out late.
- We _____ going to the café today.
- Andy _____ has lunch early.
- Penny _____ living here.
- It _____ rain very often in this region.

/ 5

3 Put the words in order to make questions.

- you / need / go / to / do / home / ?

- a / is / swimming / here / there / pool / near / ?

- yesterday / where / they / go / did / evening / ?

- on / what / doing / Saturday / she / is / ?

- late / night / last / you / to / did / go / bed / ?

/ 5

VOCABULARY

4 Write the missing word.

- Ahmed has two sons and one _____.
- I don't like towns or cities, so I live in a small _____.
- We stayed for three days – on Friday, Saturday and _____.

- I usually go to the bank and take money out of the cash _____.
- twenty-seven, twenty-eight, twenty-nine, _____.
- We walked across the city from north to _____.
- Is the question right or _____?
- My wife and I aren't single any more – We're _____!
- We took the stairs to the fifth floor because the _____ wasn't working.
- Chicken salad, please. Then for dessert, ice _____, thank you.

/ 10

5 Complete the sentences with words in the box.

change go pay play sit
sleep take turn want write

- Could you _____ it again? I didn't hear the recording well the first time.
- Please come in and _____ at the front.
- _____ off the light when you leave the room, please.
- I don't have cash. I'd like to _____ by card.
- You'll have to _____ trains at the next station. This train doesn't go to Bristol.
- I always _____ the metro to work.
- Where did you _____ on holiday last summer?
- I really _____ to buy some new jeans.
- You look tired. Did you _____ well last night?
- Please _____ your name and address on this form.

/ 10

LISTENING

6 Listen to the conversation and choose the correct answers.

- What does Flo want for breakfast?
a eggs
b coffee
c eggs and coffee
- Where did Flo go last night?
a to the cinema
b to the theatre
c to a coffee shop
- Who did she go to the Chinese restaurant with?
a Amanda
b Sam
c Sam and Amanda
- How did Amanda get home?
a She took the bus.
b She drove.
c She walked.
- What time did Flo get home?
a 12
b 1
c 2

/ 15

SPEAKING

7 Talk about one of the following topics.

- what you did last weekend
- what you normally do on weekdays

/ 15

READING

8a Read the text and choose the best title.

- a Summer is better than winter
- b My married life
- c Sport and exercise is important
- d What I do at the weekend

/ 3

8b Read the text again and answer the questions with S (summer) or W (winter).

- | | |
|--|-------|
| 1 When does Eddy usually go running? | S / W |
| 2 When does he prefer to stay at home? | S / W |
| 3 When does he read? | S / W |
| 4 When does he meet his friends? | S / W |
| 5 When does he like to go for a walk? | S / W |
| 6 When does he watch sport? | S / W |

/ 12

Title: _____

Hi. My name's Eddy Clark. At the weekend, I normally get up early. In the summer, I always go running for an hour before breakfast. I never go to the gym and I don't do any sport these days, so it's my way of getting some exercise. In the winter, when it's really cold, it's difficult to go running, so I prefer to stay at home in the early morning, but I don't stay in bed late very often. I work from home and sometimes, when I'm busy, I work on Saturday mornings, but I prefer not to. On Saturday afternoons, I go shopping. It's something my wife and I always do, and we like going for a coffee afterwards too. On Sundays, I don't do very much. In the summer, I like reading in the garden or meeting up with friends. In the winter, I sometimes go for a short walk, but more often I watch sport on TV in the afternoon. There's usually an exciting match on.

WRITING

9 Write one of the following.

- an email to a friend describing your family
- a description of a place you know well – say where it is, what it's like, and why you like it

/ 15

/ 100

END OF YEAR TEST 1

UNITS 1–12

GRAMMAR

1 Choose the correct option.

We ¹ _____ at home in the summer, but two years ² _____ we did something different. We ³ _____ to Cornwall on holiday. The weather ⁴ _____ very good. It rained every day. But we ⁵ _____ worry about that. We had a wonderful time. ⁶ _____ a lot of nice places in Cornwall. I love ⁷ _____ on beaches. The beaches on the north coast are great, but the ⁸ _____ on the south coast are the best. I love ⁹ _____ very much ¹⁰ _____ they're really beautiful. We ¹¹ _____ again next year. I can't wait. There are almost ¹² _____ beaches where we live!

- | | | | |
|---------------------|--------------------|-----------|--------------|
| 1 a normally stay | b stay normally | | |
| c are normally stay | d is normally stay | | |
| 2 a from | b last | c before | d ago |
| 3 a go | b went | c going | d goes |
| 4 a not was | b wasn't | c weren't | d not were |
| 5 a don't | b aren't | c didn't | d haven't |
| 6 a There are | b It is | c It has | d They are |
| 7 a sit | b sat | c sitting | d to sitting |
| 8 a one | b those | c that | d ones |
| 9 a it | b him | c us | d them |
| 10 a so | b because | c why | d for |
| 11 a 're going | b go | c goes | d are go |
| 12 a no | b any | c few | d little |

/ 12

2 Write the correct form of the verb in brackets.

- Jack _____ (not play) football every day.
- I _____ (wait) for a bus. It's five minutes late!
- Andrea _____ (have) a headache yesterday.
- They _____ (be) tired when I saw them.
- It _____ (rain) at the moment.
- I prefer _____ (eat) sandwiches to cakes.
- Why _____ (you / stay) up so late last night?
- Don't worry. I _____ (carry) that bag for you. It looks heavy.

/ 8

VOCABULARY

3 Choose the correct word.

- I didn't have breakfast, so I'm *hungry* / *tired*.
- It *takes* / *goes* a long time to get there.
- 'What *time* / *hour* is it?' 'Eight o'clock.'
- How often do you *go for* / *on* holiday?
- Jane often *takes* / *goes* the bus to work.
- Can I *turn* / *lift* on the light?
- It's important to *go* / *do* some exercise every day.
- There are some *Spain* / *Spanish* students in my class.
- I *cut* / *hurt* my back when I picked up the heavy bag.
- John Smith was *born* / *died* in 2010.
- There's a lot of damage. We must *repair* / *protect* it as soon as possible.
- That's very *hope* / *kind* of you.

/ 12

4 Match the words.

- | | |
|------------|-----------|
| 1 husband | a towel |
| 2 teacher | b closed |
| 3 eighteen | c game |
| 4 flat | d manager |
| 5 team | e wife |
| 6 soap | f winter |
| 7 open | g sixty |
| 8 summer | h house |

/ 8

LISTENING

5 Listen to five people and match each speaker to the gift they did not want.

- | | |
|----------|-----------|
| 1 Rachel | a clothes |
| 2 Ali | b a book |
| 3 Raisa | c a bag |
| 4 Adam | d a CD |
| 5 Flis | e a towel |

/ 15

SPEAKING

6 Talk about one of the following topics.

- an important celebration in your country
- a typical day in your life
- a film or play you know well

/ 15

READING

7a Read the text and match the correct titles to the paragraphs (A–D). There is one title you don't need.

- 1 Education
- 2 Personal life
- 3 Likes and dislikes
- 4 The early years
- 5 Becoming a writer

/ 5

7b Read the text and decide if these sentences are true (T) or false (F).

- | | |
|---|-------|
| 1 William Boyd was born in Scotland. | T / F |
| 2 William's parents were both teachers at universities. | T / F |
| 3 William studied at more than one university. | T / F |
| 4 William's father died before William finished a book. | T / F |
| 5 All William's novels are about Africa. | T / F |

/ 10

William Boyd

A _____

The writer William Boyd was born in 1952, to Scottish parents, in Ghana. William and his two sisters spent part of their childhood growing up in Africa. His mother was a teacher and his father, Alexander, was a doctor and worked in the health centre at the University of Ghana. In the early 1960s, the family moved to Nigeria and Boyd's father got a job at the University of Ibadan.

B _____

At the age of nine, William went to school in Scotland, and then he studied at universities in France, Scotland and England. Later, he worked at Oxford University, teaching students about English. At this time he began to write books.

C _____

William's father died when Boyd was 26, a few years before William finished his first novel, called *A Good Man in Africa*. People loved the book and Boyd started to be well known as a writer. Some of his early books are about Africa, but his later novels are different. He also writes short stories, TV programmes and plays.

D _____

William Boyd first met his wife Susan when he was at university in Scotland. They now live together in London. He and his wife also have a house in south-west France.

WRITING

8 Write one of the following.

- a letter to a friend describing a festival you went to
- a description of your home
- an email to a hotel asking to book a room

/ 15

/ 100

END OF YEAR TEST 2

UNITS 1–12

GRAMMAR

1 Choose the correct option.

Paul Clifton lives in a small village, but he ¹ _____ in an office in the centre of London, ² _____ he takes the train to work every day. It takes three hours to get to work and three hours to get home. How ³ _____ it? Well, it ⁴ _____ easy to get up very early, and train tickets are expensive, but he prefers ⁵ _____ in the country. Sometimes, there isn't a place ⁶ _____ on the train, and last week he ⁷ _____ his ticket, but he doesn't want ⁸ _____ into London. When he's on the train, Paul ⁹ _____ to music on his headphones and ¹⁰ _____ think about how long the journey takes. Next year, Paul ¹¹ _____ from home on Mondays and Fridays. It will change his life ¹² _____ he will only be on a train three times a week.

- | | | | |
|-----------------------|--------------------|-----------------|--------------|
| 1 a work | b works | c are working | d is working |
| 2 a so | b because | c to | d for |
| 3 a does he | b does he do | c he does | d do he does |
| 4 a isn't | b not is | c is no | d aren't |
| 5 a live | b for live | c to living | d living |
| 6 a sit | b to sit | c sitting | d sat |
| 7 a lose | b losing | c is losing | d lost |
| 8 a move | b moving | c to move | d to moving |
| 9 a listen | b listening | c to listen | d listens |
| 10 a isn't | b doesn't | c don't | d aren't |
| 11 a is going to work | b is going working | | |
| | c is going work | d going working | |
| 12 a from | b so | c that | d because |

/ 12

2 Write the correct form of the verb in brackets.

- Susie _____ (go) to art school five years ago.
- I _____ (not like) jazz music. It's terrible.
- _____ (they / do) anything tomorrow?
- Where _____ (she / go) yesterday evening?
- Polly _____ (not be) at home right now.
- I need _____ (speak) to Garry.
- Amy _____ (meet) Mike yesterday evening.
- Where _____ (you / live)? Is it near here?

/ 8

VOCABULARY

3 Choose the correct word.

- This bag is *expensive* / *difficult*. It cost £100.
- It *takes* / *goes* a long time to get there.
- My car is in the car *bank* / *park*.
- I can't *watch* / *see* the writing on the board. Can I move?
- I don't *find* / *feel* well. Can I go home?
- I'm *standing* / *waiting* for the bus. It's late.
- Would you like a single or a *return* / *receipt* ticket?
- I want to *do* / *make* a cake.
- Jason is *British* / *Britain*. He's from Manchester.
- I have a bad *cold* / *sick*.
- Gareth *made* / *did* very well at school.
- There's something *broken* / *wrong* with my phone.

/ 12

4 Match the words.

- | | |
|------------|-------------|
| 1 son | a shoes |
| 2 meat | b fifth |
| 3 tomorrow | c fish |
| 4 coat | d daughter |
| 5 first | e table |
| 6 blue | f crime |
| 7 shelf | g yesterday |
| 8 police | h brown |

/ 8

LISTENING

5 Listen to the conversation and choose the correct answers.

- What does Polly Simms do now?
 - She teaches students.
 - She lives in New York.
 - She writes books.
- When did Polly write the book *In New York*?
 - last year
 - years ago
 - this month
- What type of people are in the book *Chairs and Tables*?
 - only people in her family
 - many people she knows well
 - people she works with
- Where does Polly write her books?
 - in a café
 - at home
 - in an office
- What is Polly writing now?
 - a new novel
 - a history book
 - short stories

/ 15

SPEAKING

6 Talk about one of the following topics.

- people in your family – what they're like and what they do
- what you did last summer
- things you like doing and why

/ 15

READING

7a Read the text and match the questions to the correct paragraphs.

- A Where do supermarkets put the things you use every day?
 B Why are there always sweets near the checkout?
 C Why do supermarkets give you something to put your shopping in?
 D Why do supermarkets sometimes play music?
 E Where can you find cheap products?

/ 10

7b Read the text again and answer the questions.

- 1 What two things can you carry your shopping in?

 2 What two things do people always need to buy?

 3 What product do people often buy, without planning to? _____

/ 5

Shopping

Supermarkets are good at getting you to spend money. Here are some of the clever things they do:

1 _____

They do it to make you buy more things. They don't want you to walk round and use your hands to carry things because you can't carry much. When you use a basket or a supermarket trolley you can buy a lot more things.

2 _____

They want you to walk to the back of the shop. That is why food like milk and bread is never near the door. People always need these things so they go shopping to buy them, but because they are at the back of the shop, customers walk past things they do not need – like chocolate.

3 _____

They want you to look for these. They are usually on the bottom shelf. There you are, in the supermarket, looking for eggs. Where you usually look, all you can see are things that cost a lot. Look down near the floor and you'll see the half-price eggs.

4 _____

OK. You are putting your shopping in your trolley. Do you do it quickly or slowly? Well, it's important what you are listening to, and some supermarkets think a lot about that. They use slow songs so you take more time. Sometimes you hear classical music – that can make you buy expensive, not cheap, things.

5 _____

It's so you'll see them. There you are, waiting to pay, feeling bored, looking round. What do you see? Well, the nice, cheap things we don't really need but we can't stop eating, of course. And it's easy to pick some up and put them in your trolley.

WRITING

8 Write one of the following.

- a blog entry about what you did last summer
- a description of the life of a famous person, or a person you know well
- an email to a friend asking for advice because you want to study English in the UK

/ 15

/ 100

TESTS ANSWER KEY

UNIT 1

1

1 's 2 's 3 'm 4 're 5 's 6 're 7 's 8 're

2

1 Who is she? 5 How are they?
2 How much is it? 6 How old are your two daughters?
3 Are you OK? 7 Is he in class?
4 Is he from Spain? 8 Where are you from?

3

1 His 2 Her 3 our 4 their 5 Anna's

4

1 Ivan is not from Italy. 4 It is not a cappuccino.
2 Nice to meet you. 5 This is my friend.
3 What are their telephone numbers?

5

1 three 2 eight 3 six 4 eleven

6

1 fifteen 4 thirty-two
2 eighteen 5 fifty
3 twenty-one

7

1 son 4 teacher
2 wife 5 mother
3 brothers

8

1 What time 4 Who
2 Where 5 How old
3 How long 6 How much

9

1, 2 orange juice; tea
3, 4 sandwich; cake

UNIT 2

1

1 likes 3 know 5 lives 7 takes
2 walk 4 has 6 like 8 have

2

1 is/'s 2 do 3 Do 4 do 5 are 6 do

3

1 Agnes and I don't work in an office.
2 We don't have children.
3 I don't like my flat.
4 Sue and Mary don't live in this area.
5 You don't know my brother.
6 They don't like their university.

4

1 daughters 4 work
2 students 5 children
3 shops 6 people

5

1 village 4 area
2 Road 5 south
3 house 6 the centre

6

1 waiter 4 nurse
2 retired 5 student
3 driver 6 do

7

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

8

1, 2 coffee; fruit juice
3, 4 chicken; fish
5, 6 rice; ice cream

UNIT 3

1

1 'm not 3 's not 5 's not 7 's not
2 're not 4 're not 6 's not 8 're not

2

1 doesn't want 3 doesn't have 5 doesn't need
2 doesn't take 4 doesn't live 6 doesn't like

3

1 Where do you work? 5 Does Graham have any brothers?
2 What does she do? 6 Does he like his new school?
3 How long does it take?
4 Does Susie eat meat?

4

1 a 2 any 3 any 4 a 5 any 6 any

5

1 d 2 a 3 c 4 e 5 b

6

1 difficult 3 hungry 5 married
2 well 4 tired

7

1 take 2 go 3 want 4 go 5 take 6 take

8

1 towel 3 charger 5 soap 7 dictionary
2 pen 4 cash 6 coat 8 map

UNIT 4

1

1 There's 3 There's 5 there is 7 Is there
2 there isn't 4 Is there 6 There isn't 8 there isn't

2

1 We normally go to work by bus.
2 John is sometimes late for work.
3 Are you always tired after work?
4 We don't usually go home on the train.
5 Petra always plays tennis with Jo on Sunday.
6 We never get up early.

3

1 sometimes 3 never
2 always 4 usually

4

1 Can I help you? 5 Can you open the door?
2 Can we go home? 6 Can we have a break?
3 Can we use phones in class? 7 We can't leave early.
4 Sorry, you can't use your phone. 8 Can you wait a minute?

5

1 d 2 a 3 b 4 e 5 c

6

1 park 3 restaurant 5 supermarket
2 hotel 4 hospital 6 cinema

7

- | | | |
|-------------|----------|-----------|
| 1 Wednesday | 3 Sunday | 5 evening |
| 2 Friday | 4 today | |

8

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

UNIT 5

1

- | | |
|-------------|----------------|
| 1 There is | 5 There aren't |
| 2 Are there | 6 There isn't |
| 3 Is there | 7 There are |
| 4 There are | 8 There is |

2

- | | | | |
|------------|------------|-------------|------------|
| 1 'm going | 3 's going | 5 to play | 7 to say |
| 2 to meet | 4 to see | 6 're going | 8 's going |

3

- 1 Are you going out later?
- 2 What are you going to see?
- 3 Is Jo going with you?
- 4 What are you going to do after the film?
- 5 How are you going to get home?

4

- | | | | |
|--------|--------|----------|--------|
| 1 go | 3 get | 5 change | 7 take |
| 2 wait | 4 walk | 6 get | 8 take |

5

- | | | | |
|--------|-------|--------|--------|
| 1 want | 2 get | 3 take | 4 take |
|--------|-------|--------|--------|

6

- | | | | |
|-----|-----|-----|-----|
| 1 b | 2 d | 3 a | 4 c |
|-----|-----|-----|-----|

7

- | | | |
|------------------|------------------|----------|
| 1 enter; machine | 3 return | 5 card |
| 2 receipt | 4 second; ticket | 6 change |

UNIT 6

1

- | | | | |
|--------|-------|--------|--------|
| 1 was | 3 had | 5 went | 7 had |
| 2 went | 4 did | 6 were | 8 went |

2

- 1 Tom stayed at an old hotel.
- 2 It rained all day.
- 3 We loved the film.
- 4 Simon talked to his grandparents.
- 5 They shared a hotel room.
- 6 I walked to the beach.

3

- | | | |
|---------------|---------------|---------------|
| 1 didn't have | 4 wasn't | 7 didn't stay |
| 2 didn't see | 5 didn't take | 8 didn't like |
| 3 didn't eat | 6 weren't | |

4

- | | |
|-------------------------------|--------------------------------|
| 1 What did you study? | 4 Why did she go? |
| 2 Where did they play tennis? | 5 What time did you go to bed? |
| 3 Did you meet your friends? | 6 Did you go out last night? |

5

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

6

- | | | | |
|-----------|---------|----------|--------|
| 1 late | 3 tired | 5 No-one | 7 rain |
| 2 nowhere | 4 wrong | 6 noise | 8 lift |

7

- | | | | |
|------------|------------|---------|-------------|
| 1 address | 3 passport | 5 bag | 7 booking |
| 2 password | 4 room | 6 check | 8 Breakfast |

UNIT 7

1

- | | | |
|----------------|----------------|-------------|
| 1 don't like | 5 don't like | 9 watching |
| 2 going | 6 living | 10 swimming |
| 3 doesn't like | 7 likes | |
| 4 having | 8 doesn't like | |

2

- 1 I'm watching TV at the moment.
- 2 What are you doing now?
- 3 Are you cooking lunch?
- 4 I'm not listening to the radio.
- 5 Why are you writing an email?
- 6 Where are you working this week?
- 7 Are you going out?
- 8 I'm eating my dinner now.

3

- | | | | |
|---------|--------|--------|---------|
| 1 this | 3 one | 5 This | 7 these |
| 2 These | 4 ones | 6 one | 8 ones |

4

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

5

- | | | |
|----------|--------|----------|
| 1 writer | 3 team | 5 series |
| 2 singer | 4 dish | 6 design |

6

- | | | |
|------------|------------|-----------|
| 1 Japanese | 3 French | 5 Chinese |
| 2 British | 4 Egyptian | 6 Spanish |

7

- 1 shirt (the others are colours)
- 2 price (the others are sizes)
- 3 design (the others are items of clothing)
- 4 looks good (the others are related to cost)
- 5 percent (the others are reasons to buy)
- 6 blue (the others are related to size)

UNIT 8

1

- | | |
|---|---|
| 1 's studying | 7 's travelling |
| 2 's raining | 8 's not meeting (also possible: isn't meeting) |
| 3 'm not feeling | 9 's doing |
| 4 are taking | 10 is Paula working |
| 5 is she talking | |
| 6 's not coming (also possible: isn't coming) | |

2

- 1 Is she working in the office?
Yes, she is.
- 2 Is he playing football at the moment?
No, he isn't.
- 3 Are they living in Moscow now?
Yes, they are.
- 4 Is it raining?
No, it isn't.

3

- | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 b | 2 a | 3 b | 4 c | 5 c | 6 b | 7 a | 8 b |
|-----|-----|-----|-----|-----|-----|-----|-----|

4

- | | | | | |
|---------|--------|----------|--------|---------|
| 1 take | 3 meet | 5 make | 7 work | 9 look |
| 2 study | 4 get | 6 travel | 8 wear | 10 draw |

5

- | | | | |
|-----|-----|-----|-----|
| 1 c | 2 d | 3 b | 4 a |
|-----|-----|-----|-----|

6

- | | | | |
|------------|---------|--------|----------|
| 1 cupboard | 2 table | 3 sink | 4 fridge |
|------------|---------|--------|----------|

7

- | | | |
|-----------|----------|------------|
| 1 cleaner | 3 driver | 5 player |
| 2 manager | 4 runner | 6 designer |

UNIT 9**1**

- | | |
|--------------|-----------------------|
| 1 went; ago | 4 hurt; on (or: last) |
| 2 broke; few | 5 Last; moved |
| 3 This; had | 6 got; ago |

2

- | | | |
|-------------|------------------|-----------|
| 1 almost no | 3 some | 5 lots of |
| 2 a few | 4 quite a lot of | |

3

- | | | |
|-------|--------|--------|
| 1 was | 4 were | 7 was |
| 2 had | 5 had | 8 had |
| 3 was | 6 were | 9 were |

4

- | | | |
|------------|---------|-----------|
| 1 broke | 5 hit | 9 feeling |
| 2 headache | 6 cut | 10 bit |
| 3 sick | 7 wrong | |
| 4 hurt | 8 cold | |

5

- | | |
|----------------------|----------------------|
| 1 schools; education | 3 weather; snow |
| 2 crime; safe | 4 health; operations |

6

- | | | | | | |
|------|------|-------|------|------|------|
| 1 at | 2 on | 3 for | 4 at | 5 on | 6 to |
|------|------|-------|------|------|------|

UNIT 10**1**

- | | | | |
|-------|------|-------|-------|
| 1 's | 3 'm | 5 's | 7 's |
| 2 're | 4 's | 6 are | 8 're |

2

- | | | |
|------------|------------|-----------|
| 1 to see | 3 to help | 5 to move |
| 2 swimming | 4 shopping | 6 to play |

3

- | | | | |
|-----------|-------|--------|---------|
| 1 decided | 4 was | 7 took | 10 cut |
| 2 stopped | 5 got | 8 saw | 11 cost |
| 3 tried | 6 won | 9 met | 12 came |

4

- | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 W | 2 S | 3 W | 4 W | 5 S | 6 W | 7 W | 8 S |
|-----|-----|-----|-----|-----|-----|-----|-----|

5

- | | |
|-----------------------|----------------|
| 1 exhibition; gallery | 4 match |
| 2 play | 5 film; cinema |
| 3 concert; bands | |

6**A**

- | | | | |
|-----|-----|-----|-----|
| 1 c | 2 d | 3 a | 4 b |
|-----|-----|-----|-----|

B

- | | | | |
|-----|-----|-----|-----|
| 5 h | 6 e | 7 g | 8 f |
|-----|-----|-----|-----|

UNIT 11**1**

- | | |
|--------|-----------------------------------|
| 1 are | 6 Have |
| 2 Does | 7 Can (also possible: Will/Could) |
| 3 are | 8 is |
| 4 is | 9 do |
| 5 Did | 10 did |

2

- | | | | |
|---------|--------|--------|---------|
| 1 when | 3 in | 5 in | 7 in |
| 2 after | 4 when | 6 when | 8 After |

3

- | | | | |
|-----------|-----------|-------|-----------|
| 1 because | 3 because | 5 ,so | 7 because |
| 2 ,so | 4 because | 6 ,so | 8 because |

4

- | | | |
|---------|-----------|----------------|
| 1 third | 3 twelfth | 5 twenty-sixth |
| 2 March | 4 August | 6 November |

5

- | | | |
|------|----------|-------|
| 1 in | 3 middle | 5 end |
| 2 at | 4 last | 6 on |

6

- | | | | |
|---------|--------|-------|---------|
| 1 went | 3 died | 5 go | 7 moved |
| 2 start | 4 were | 6 had | |

7

- | |
|---------------------|
| 1 king; century |
| 2 repaired; damaged |
| 3 capital |

UNIT 12**1**

- | | | | |
|--------------|--------------|-------------|------------|
| 1 I'll carry | 3 I'll wait | 5 I'll cook | 7 I'll ask |
| 2 I'll lend | 4 I'll check | 6 I'll send | |

2

- | | | | | |
|------|-------|-------|-------|-------|
| 1 to | 3 for | 5 for | 7 for | 9 for |
| 2 to | 4 for | 6 to | 8 to | |

3

- | | |
|-----------------------|--------------|
| 1 Give; will | 4 help; will |
| 2 Don't forget; won't | 5 Come; We'd |
| 3 Be; OK | |

4

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

5

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

6

- | | | |
|-----------|-----------|------------|
| 1 to miss | 3 to help | 5 staying |
| 2 having | 4 to meet | 6 to order |

7

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

REVIEW TEST 1**1**

- | | | | | |
|-----|-----|-----|-----|------|
| 1 c | 3 a | 5 c | 7 b | 9 c |
| 2 c | 4 b | 6 c | 8 b | 10 a |

2

- | | |
|----------------|--------------|
| 1 is | 6 goes |
| 2 lives | 7 work |
| 3 has | 8 don't like |
| 4 isn't | 9 love |
| 5 doesn't take | 10 go |

3

- | | |
|-----------|-------------|
| 1 six | 6 meat |
| 2 son | 7 towel |
| 3 juice | 8 coat |
| 4 village | 9 hotel |
| 5 nurse | 10 Thursday |

4

- | | |
|-------------|---------|
| 1 waiter | 6 well |
| 2 husband | 7 takes |
| 3 forty | 8 go |
| 4 nurse | 9 cash |
| 5 expensive | 10 turn |

5

- 1 b 2 a 3 c 4 b 5 a

7a

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

7b

- 1 Abingdon 2 Rachel 3 John

REVIEW TEST 2

1

- | | | | | |
|-----|-----|-----|-----|------|
| 1 c | 3 b | 5 c | 7 b | 9 a |
| 2 c | 4 a | 6 b | 8 a | 10 c |

2

- | | |
|---------------|--------------|
| 1 are going | 6 stayed |
| 2 to stay | 7 had |
| 3 isn't going | 8 went |
| 4 to study | 9 wasn't |
| 5 didn't go | 10 didn't do |

3

- | | |
|-------------|----------|
| 1 return | 4 player |
| 2 singer | 5 sink |
| 3 programme | |

4

- 1 e 2 c 3 b 4 d 5 a

5

- | | |
|----------|------------|
| 1 next | 6 check |
| 2 pay | 7 lift |
| 3 wrong | 8 Japanese |
| 4 late | 9 half |
| 5 number | 10 working |

6

- 1 d 2 e 3 b 4 a 5 c

8a

c

8b

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

REVIEW TEST 3

1

- | | | | | |
|-----|-----|-----|-----|------|
| 1 c | 3 c | 5 b | 7 b | 9 c |
| 2 b | 4 c | 6 a | 8 c | 10 a |

2

- | | |
|----------------|-----------------|
| 1 'm going | 6 cost |
| 2 'm not going | 7 Do you want |
| 3 came | 8 is travelling |
| 4 took | 9 'll tell |
| 5 wasn't | 10 don't forget |

3

- | | |
|----------|------------|
| 1 broke | 6 change |
| 2 sick | 7 band |
| 3 back | 8 protect |
| 4 health | 9 century |
| 5 fair | 10 capital |

4

- | | |
|----------|-----------|
| 1 on | 6 third |
| 2 moved | 7 lost |
| 3 to | 8 go |
| 4 match | 9 got |
| 5 middle | 10 during |

5

- 1 b 2 c 3 b 4 a 5 b

7a

- 1 T 2 F 3 F 4 T 5 DS 6 F

7b

- 1 1989 2 July 3 Landgirls

MID-YEAR TEST

1

- | | | | | |
|-----|-----|-----|-----|------|
| 1 b | 3 c | 5 c | 7 c | 9 c |
| 2 a | 4 b | 6 b | 8 a | 10 a |

2

- | | | |
|----------|----------|-----------|
| 1 don't | 3 always | 5 doesn't |
| 2 aren't | 4 isn't | |

3

- 1 Do you need to go home?
- 2 Is there a swimming pool near here?
- 3 Where did they go yesterday evening?
- 4 What is she doing on Saturday?
- 5 Did you go to bed late last night?

4

- | | |
|------------|-----------|
| 1 daughter | 6 south |
| 2 village | 7 wrong |
| 3 Sunday | 8 married |
| 4 machine | 9 lift |
| 5 thirty | 10 cream |

5

- | | |
|----------|----------|
| 1 play | 6 take |
| 2 sit | 7 go |
| 3 Turn | 8 want |
| 4 pay | 9 sleep |
| 5 change | 10 write |

6

- 1 b 2 c 3 a 4 c 5 c

8a

d

8b

- 1 S 2 W 3 S 4 S 5 W 6 W

END OF YEAR TEST 1

1

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 a | 3 b | 5 c | 7 c | 9 d | 11 a |
| 2 d | 4 b | 6 a | 8 d | 10 b | 12 a |

2

- | | |
|----------------|----------------|
| 1 doesn't play | 5 is raining |
| 2 'm waiting | 6 eating |
| 3 had | 7 did you stay |
| 4 were | 8 'll carry |

3

- | | | | |
|----------|---------|-----------|-----------|
| 1 hungry | 4 on | 7 do | 10 born |
| 2 takes | 5 takes | 8 Spanish | 11 repair |
| 3 time | 6 turn | 9 hurt | 12 kind |

4

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

5

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 b | 2 e | 3 d | 4 a | 5 c |
|-----|-----|-----|-----|-----|

7a

- | | | | | |
|-----|-----|-----|-----|--------------|
| A 4 | B 1 | C 5 | D 2 | (3 not used) |
|-----|-----|-----|-----|--------------|

7b

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 F | 2 F | 3 T | 4 T | 5 F |
|-----|-----|-----|-----|-----|

END OF YEAR TEST 2

1

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 b | 3 b | 5 d | 7 d | 9 d | 11 a |
| 2 a | 4 a | 6 b | 8 c | 10 b | 12 d |

2

- | | |
|------------------|---------------|
| 1 went | 5 isn't |
| 2 don't like | 6 to speak |
| 3 Are they doing | 7 met |
| 4 did she go | 8 do you live |

3

- | | | | |
|-------------|-----------|-----------|----------|
| 1 expensive | 4 see | 7 return | 10 cold |
| 2 takes | 5 feel | 8 make | 11 did |
| 3 park | 6 waiting | 9 British | 12 wrong |

4

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

5

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 c | 2 b | 3 b | 4 a | 5 c |
|-----|-----|-----|-----|-----|

7a

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 C | 2 A | 3 E | 4 D | 5 B |
|-----|-----|-----|-----|-----|

7b

- | | | |
|-------------------|---------------|----------|
| 1 basket; trolley | 2 bread; milk | 3 sweets |
|-------------------|---------------|----------|

TESTS AUDIO SCRIPTS

REVIEW TEST 1 UNITS 1–4 CD 4 TRACK 230

I = interviewer, P = Paula

- I:** Hello, Paula. And thank you for coming to Book Central today.
- P:** Hi. It's good to be here.
- I:** Can I ask you some questions?
- P:** Yes, of course.
- I:** Thanks. Where do you work, Paula?
- P:** I'm a waiter. I work in a coffee shop. It's in the north of the city – not in the centre.
- I:** OK. And how do you get to work?
- P:** I can't drive so it's difficult sometimes. I usually take the bus. It's too far to walk.
- I:** Oh, yes. And do you like your job?
- P:** Well, yes, usually. I like the people. I work with some very friendly waiters, and I love meeting new people every day. The customers are nice. But I don't like working long hours. I'm usually very tired when I go home.
- I:** What time do you go home in the evening?
- P:** Oh, it's late. Usually about 12 midnight, but, on Saturdays, it's later – two o'clock sometimes.

REVIEW TEST 2 UNITS 5–8 CD 4 TRACK 231

- Amy:** What are you doing this weekend, Anita?
Are you going out?
- Anita:** Well, I usually go out at the weekend, but not this weekend. It's my mum's birthday, and I'm cooking for the whole family. It'll be fun.
- Amy:** What about you, Mohamed? What are your plans?
- Mohamed:** I'm meeting a friend in the park and we're going to play tennis. I'm not very good so I think he'll win! We're going to a café later – just for a drink.
- Amy:** And what about you, Mark? Are you doing sport?
- Mark:** Me? Well, maybe. But not tennis. My friends often play football on Saturday afternoon, so I sometimes play with them. On Saturday evening, I'm going to the new Indian restaurant in the centre with my girlfriend.
- Amy:** Great. Sara, are you busy this weekend?
- Sara:** Yes, I am. I'm going shopping in the new shopping centre. I love buying new clothes.
- Amy:** Me too. Have fun. What about you, Tariq?
- Tariq:** Well, I like eating out, but no, I'm working at home this weekend. I'm really busy.

REVIEW TEST 3 UNITS 9–12 CD 4 TRACK 232

E = Edith, B = Ben

- E:** Where did you and Sophie go last July, Ben?
- B:** Oh, we went to Greece. But it wasn't in July, it was at the end of June. We started out in Athens. It's the capital of Greece, and it's an amazing place. We visited all the historical monuments – like the Parthenon – but we didn't go inside any museums and we didn't stop for any shopping.
- E:** Oh really? Why not?
- B:** We didn't have time. We were only there for two days. On the third day, we took a boat to Mykonos. It's an island in the Aegean Sea. We spent a week there. Sophie wanted to go for two weeks but I couldn't take all that time off work.
- E:** Was the weather good?
- B:** Well, it rained one day, but yes, every other day was really hot and sunny. We rented a car and visited different villages and beaches on the island. It was a lot of fun.
- E:** It sounds like a really nice holiday.
- B:** Yes, it was. Next time we'll go for longer, so we have time to buy you a present!

MID-YEAR TEST UNITS 1–6 CD 4 TRACK 233

S = Susanna, F = Flo

- S:** Good morning, Flo. How are you?
- F:** I'm OK. I slept well, thanks.
- S:** I'm having eggs for breakfast. Do you want some?
- F:** Eggs? Er ... no. Just coffee, thanks.
- S:** OK. More eggs for me then! So, what did you do last night? Did you go to the cinema?
- F:** When I looked there was nothing good on. So, no, we didn't. I met Sam and Amanda in the coffee shop near the theatre. Sam went home early, and Amanda wanted to eat in a new Chinese restaurant. We went there and didn't leave until midnight!
- S:** Oh. And how did you get home?
- F:** Well, you know, Amanda lives in the centre and doesn't need a car. She walked home. But I waited for a bus for an hour. It was one in the morning when the bus arrived, and two when I got home!

END-OF-YEAR TEST 1 UNITS 1–12

CD 4 TRACK 234

- Presenter:** Have you ever received an unwanted gift – a present that you really didn't want? We talked to five people who told us their stories.
- Rachel** When I was young, I loved dancing – you know, ballet. I wanted to wear beautiful pink dresses and listen to music by Tchaikovsky. But what did my brother buy me for my birthday? A book about dancing – with no pictures in it.
- Ali** One day, just before our summer holidays, my dad came home with a big bag full of gifts for everybody. 'For our holidays', he said. My mum got a book, my sister got summer clothes. Me? I got a towel. It was blue, very big and boring.
- Raisa** Er ... I always get books for my birthday, but I love reading, so that's OK. Let me think, my brother bought me a CD once – classical music – and I'm really not interested in that.
- Adam** My grandparents always bought me unwanted gifts. One year, they bought me a white coat that was really big. I couldn't wear it. I wanted books or a phone ... or cash ... but they never understood that.
- Flis** I love clothes and fashion, so, when my husband bought me a designer bag four years ago, I was really happy. Then, last Christmas, when I opened my presents, hoping for a dress or a coat or maybe a good book, I found another bag – the same bag. It was exactly the same gift that he bought me four years ago!

END-OF-YEAR TEST 2 UNITS 1–12

CD 4 TRACK 235

I = interviewer, PS = Polly Simms

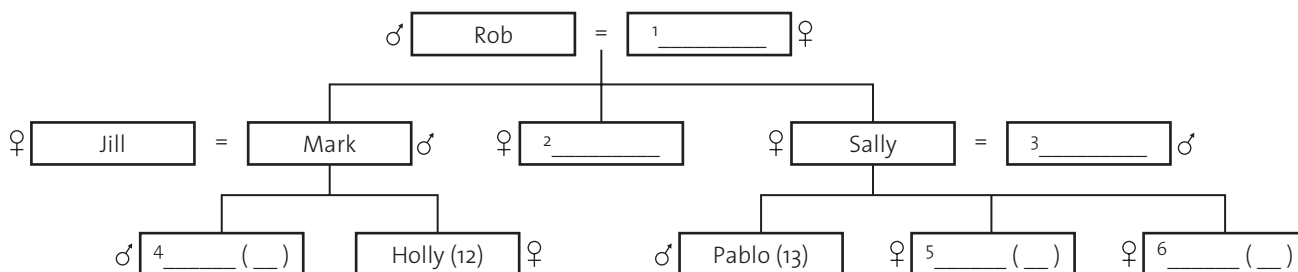
- I:** Today, I'm talking to writer Polly Simms. Polly was a teacher before she became a writer. Then, a few years ago, she wrote *In New York*, a story about two young people living in the big city. And this month, Polly has a new book out, called *Chairs and Tables*. *Chairs and Tables*, Polly – what's this last story about?
- PS:** Well, it's about me, really, and my everyday life in a small village in England. I spend a lot of time sitting on chairs at tables, you see. There are a lot of different people in the book and they are all real people – my friends, my sister and her two children, the man who helps me in the garden.
- I:** OK. So, when you write, do you work at home or do you have an office?
- PS:** An office? Oh, no. No, I don't. I worked from home when I wrote my first novel, in the kitchen, but I didn't like it because I never left the house. So now I prefer working away from home – for example, in a café in the village, where I can work, but I can meet people too.
- I:** And are you writing anything now?
- PS:** Well, I wanted to write a history book – about the history of my village – but it's not an easy thing to do, so I decided not to write that. I'm working on some short stories at the moment and I hope you'll be able to read them soon. After that, I'm going to write a new novel – but not until next year.

COMMUNICATIVE ACTIVITIES

1 A FAMILY TREE

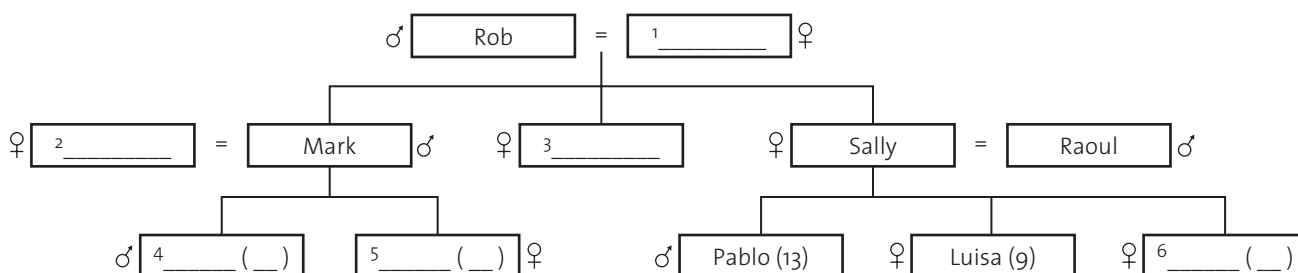
STUDENT A

Ask about **Adam, Susan, Luisa, Amy, Miranda** and **Raoul** to complete the family tree.



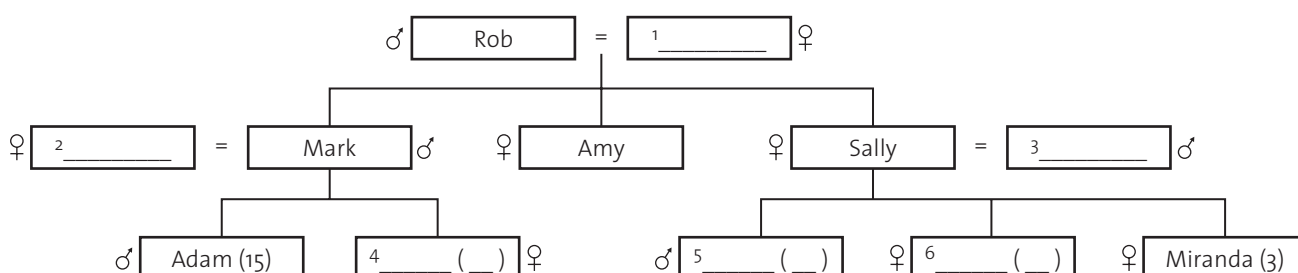
STUDENT B

Ask about **Holly, Jill, Amy, Adam, Miranda** and **Rob** to complete the family tree.



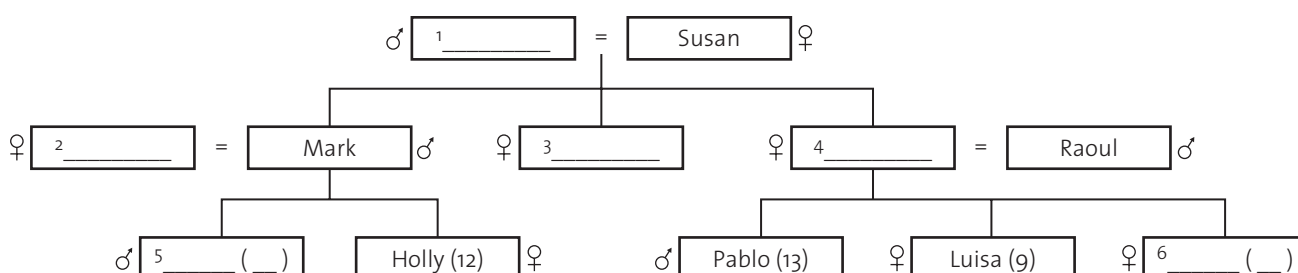
STUDENT C

Ask about **Luisa, Susan, Holly, Raoul, Pablo** and **Jill** to complete the family tree.



STUDENT D

Ask questions about **Miranda, Sally, Rob, Amy, Adam** and **Jill** to complete the family tree.



2 FIND A FRIEND

1 Complete the information about you. Tick the correct boxes.

I'm from ...

☐ a small country

☐ a big country

I live in ...

☐ a village

☐ a small city

☐ a big city

I live in ...

☐ a flat

☐ a small house

☐ a big house

I live with ...

☐ my family

☐ my friends

☐ me!

I have ...

☐ no brothers or sisters

☐ a small family

☐ a big family

I work / study in ...

☐ an office

☐ a school or university

☐ a shop or restaurant

☐ a hospital

☐ _____

2 Ask questions. Complete the table. Find a friend who is like you.

Where are you from?

I'm from a big country called Spain.

	Friend A	Friend B	Friend C	Friend D
where / from / ?				
live in city / village / ?				
live in flat / house / ?				
who / live with / ?				
have / family / ?				
where / work or study / ?				

3 MY LIFE, YOUR LIFE

1 Complete the paragraphs with information about your life.

My life

I live in ¹_____ with ²_____. I *work / study* in ³_____ with ⁴_____. It usually takes me ⁵_____ to go to *work / college*. I think my *job / course* is ⁶_____. In the future, I want ⁷_____ and ⁸_____, but I don't need ⁹_____ or ¹⁰_____.

2 Ask your partner questions. Complete the information about his (♂) or her (♀) life.

Where / live?

How long / it / take / to go to work or college?

Who / live with?

Like / your job or course?

Where / work or study?

What / want (to do)?

Who / work or study with?

What / need?

My classmate's life ♂

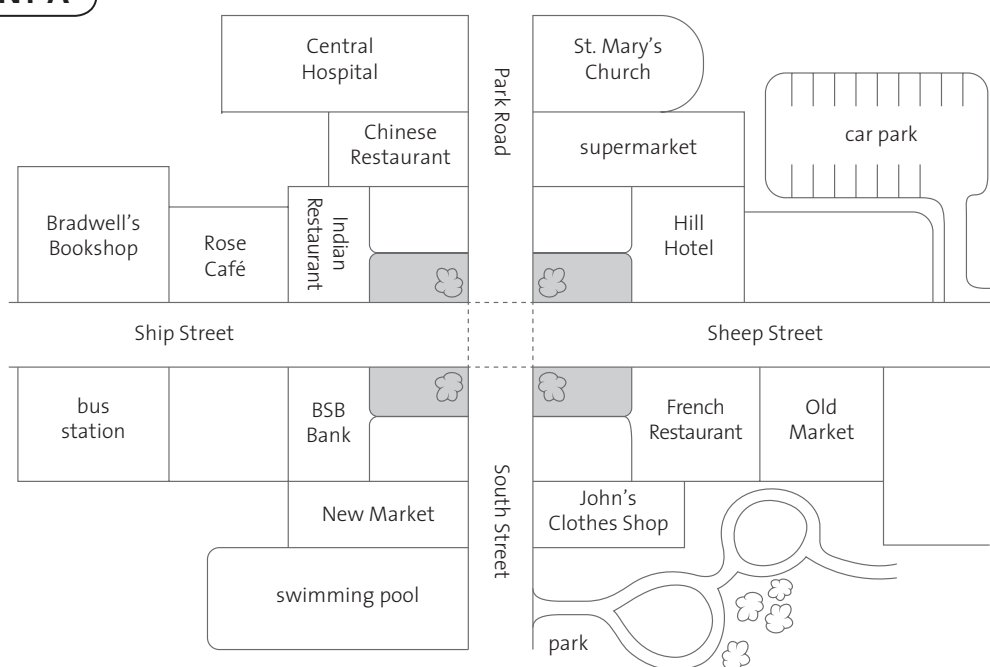
My classmate () lives in ¹_____ with ²_____. **He** *works / studies* in ³_____ with ⁴_____. It usually takes **him** ⁵_____ to go to *work / college*. **His** *job / course* is ⁶_____. In the future, **he** wants ⁷_____ and ⁸_____, but **he** doesn't need ⁹_____ or ¹⁰_____.

My classmate's life ♀

My classmate () lives in ¹_____ with ²_____. **She** *works / studies* in ³_____ with ⁴_____. It usually takes **her** ⁵_____ to go to *work / college*. **Her** *job / course* is ⁶_____. In the future, **she** wants ⁷_____ and ⁸_____, but **she** doesn't need ⁹_____ or ¹⁰_____.

4 IS THERE A BANK NEAR HERE?

STUDENT A



Look at your map. Ask your partner about these places:

Grand Hotel Sunrise Café train station mosque
Midland Bank Jane's Clothes Shop Rex Cinema

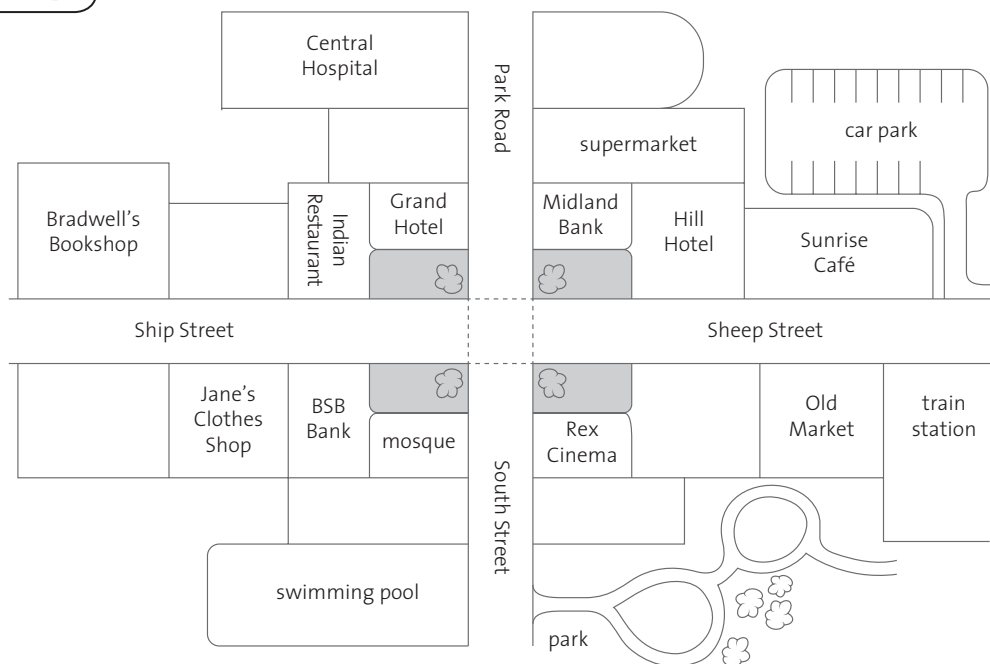
Is there a ... near here?

Do you know a ... called ...?

Where's the ...?



STUDENT B



Look at your map. Ask your partner about these places:

Rose Café St Mary's Church New Market French restaurant
bus station John's Clothes Shop Chinese Restaurant

Is there a ... near here?

Do you know a ... called ...?

Where's the ...?

5 PLANS

STUDENT A

Look at your plans for this Saturday.

- ≡ **Saturday**
- ≡ 10 *breakfast with friends*
- ≡ 11 *FREE*
- ≡ 12 *coffee with Jo*
- ≡ 1 *lunch at home*
- ≡ 2 *FREE*
- ≡ 3 *football in the park*
- ≡ 4 *study English*
- ≡ 5 *FREE*
- ≡ 6 *cinema*
- ≡ 7 *have a pizza with Tom and Maisie*

STUDENT B

Look at your plans for this Saturday.

- ≡ **Saturday**
- ≡ 10 *swimming pool*
- ≡ 11 *FREE*
- ≡ 12 *lunch with Sue and Mark*
- ≡ 1 *study English*
- ≡ 2 *go to the gym*
- ≡ 3 *FREE*
- ≡ 4 *go to the park*
- ≡ 5 *meet friends*
- ≡ 6 *FREE*
- ≡ 7 *go to the cinema with Sophie*

STUDENT C

Look at your plans for this Saturday.

- ≡ **Saturday**
- ≡ 10 *go to the gym*
- ≡ 11 *study English*
- ≡ 12 *FREE*
- ≡ 1 *lunch at home*
- ≡ 2 *tennis with Amy*
- ≡ 3 *go to the café*
- ≡ 4 *study English*
- ≡ 5 *FREE*
- ≡ 6 *FREE*
- ≡ 7 *go to the cinema with Andy*

STUDENT D

Look at your plans for this Saturday.

- ≡ **Saturday**
- ≡ 10 *go to the park*
- ≡ 11 *study English*
- ≡ 12 *FREE*
- ≡ 1 *lunch at Brown's Café*
- ≡ 2 *meet a friend at the train station*
- ≡ 3 *FREE*
- ≡ 4 *go to the gym*
- ≡ 5 *FREE*
- ≡ 6 *dance class*
- ≡ 7 *go to Will's party*

6 TALKING ABOUT THE PAST



1 THIS MORNING

get up / early?

What time / it (when you got up)?

What / have for breakfast?

What time / leave home?

Where / go?

Who / meet?

What / do?



3 SHOPPING

go shopping / last weekend?

Where / go?

Who / with?

buy clothes?

What / buy?

How much / spend?

have a good time?



2 LAST NIGHT

stay in or go out?

Where / go?

What / do?

Who / with?

What time / go to bed?

have a good time?

tired?

4 LAST HOLIDAY

Where / go?

When / go?

Who / go with?

How / get there?

What / do?

What / buy?

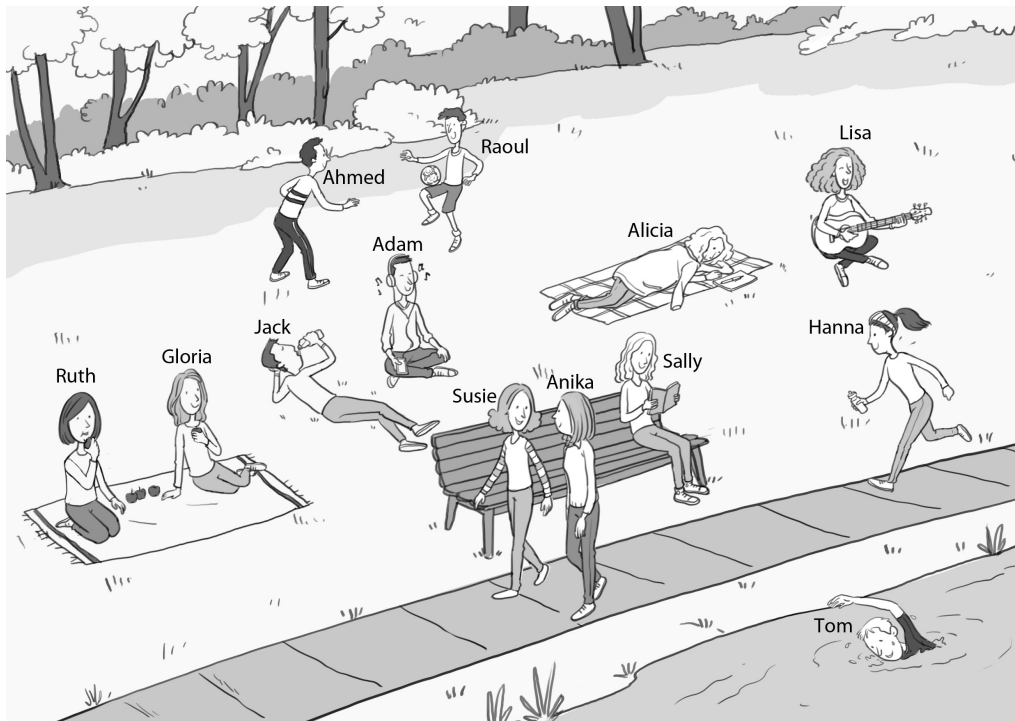
have a good time?

7 WHAT ARE THEY DOING?

STUDENT A

Ask your partner questions about the people at the lake. Find five differences.

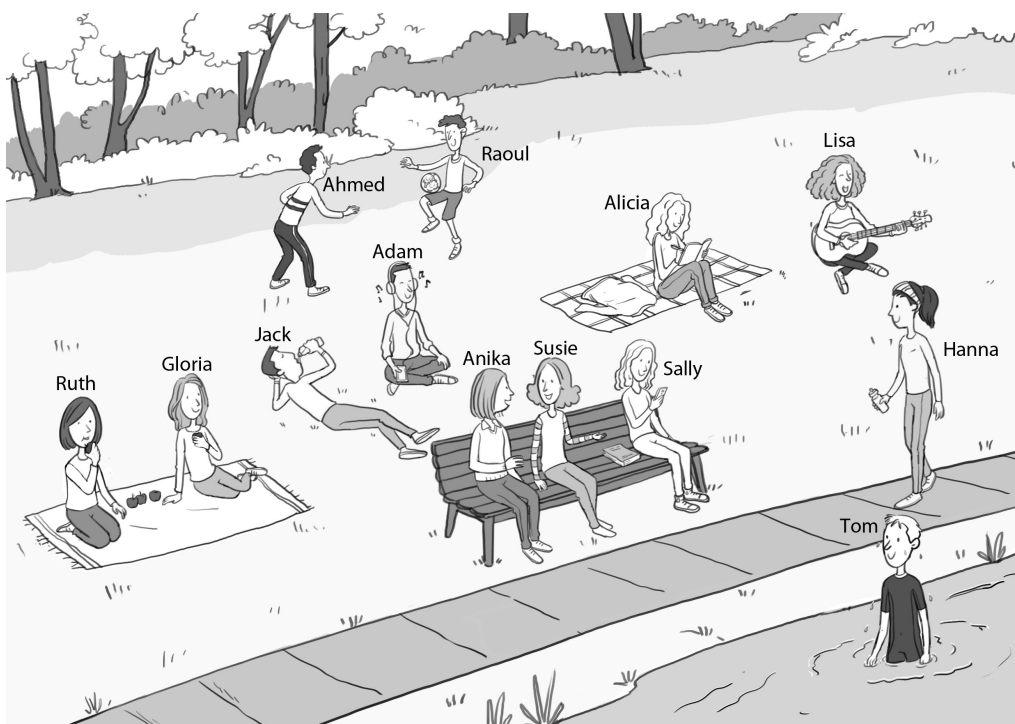
What is Tom doing? Is Sally reading? What is she reading?



STUDENT B

Ask your partner questions about the people at the lake. Find five differences.

What is Tom doing? Is Sally using her phone?



8 WHERE IS SHE WORKING?

STUDENT A

MARK is your brother.

CURRENT JOB: supermarket manager

PLACE OF WORK: big shop in London

STUDIED AT: Henley Business College
(2014–2016)

LIKES: playing football, eating out

PLANS: travel the world

Read about your brother Mark. Then find out information from the class:

- 1 Does anyone have the same job as Mark?
- 2 Does anyone work in the same place?
- 3 Did anyone study at the same place?
- 4 Does anyone like the same things?
- 5 Does anyone have the same plans?

STUDENT D

BIANCA is your sister.

CURRENT JOB: cleaner

PLACE OF WORK: big shop in London

STUDIED AT: Harrow Art College
(2014–2016)

LIKES: playing the guitar, swimming

PLANS: get a new job

Read about your sister Bianca. Then find out information from the class:

- 1 Does anyone have the same job as Bianca?
- 2 Does anyone work in the same place?
- 3 Did anyone study at the same place?
- 4 Does anyone like the same things?
- 5 Does anyone have the same plans?

STUDENT B

KATYA is your best friend.

CURRENT JOB: clothes designer

PLACE OF WORK: fashion house in Milan

STUDIED AT: Harlow Design College
(2014–2016)

LIKES: playing tennis, cooking

PLANS: travel the world

Read about your best friend Katya. Then find out information from the class:

- 1 Does anyone have the same job as Katya?
- 2 Does anyone work in the same place?
- 3 Did anyone study at the same place?
- 4 Does anyone like the same things?
- 5 Does anyone have the same plans?

STUDENT E

MARCIA is your sister.

CURRENT JOB: dancer

PLACE OF WORK: ballet in St Petersburg

STUDIED AT: Harrogate Dance Centre
(2014–2016)

LIKES: playing the violin, running

PLANS: be rich

Read about your sister Marcia. Then find out information from the class:

- 1 Does anyone have the same job as Marcia?
- 2 Does anyone work in the same place?
- 3 Did anyone study at the same place?
- 4 Does anyone like the same things?
- 5 Does anyone have the same plans?

STUDENT C

ANDREI is your brother

CURRENT JOB: painter

PLACE OF WORK: art studio in Paris

STUDIED AT: Harrow Art College
(2014–2016)

LIKES: playing football, cooking

PLANS: be famous

Read about your brother Andrei. Then find out information from the class:

- 1 Does anyone have the same job as Andrei?
- 2 Does anyone work in the same place?
- 3 Did anyone study at the same place?
- 4 Does anyone like the same things?
- 5 Does anyone have the same plans?

STUDENT F

STEPHAN is your best friend.

CURRENT JOB: dancer

PLACE OF WORK: dance studio in Paris

STUDIED AT: Harrow Art College
(2014–2016)

LIKES: playing football, swimming

PLANS: be famous

Read about your best friend Stephan. Then find out information from the class:

- 1 Does anyone have the same job as Stephan?
- 2 Does anyone work in the same place?
- 3 Did anyone study at the same place?
- 4 Does anyone like the same things?
- 5 Does anyone have the same plans?



9 EXPERIENCES QUESTIONNAIRE ...

Ask questions to find one person in the class for each experience.

Who ...	Name
1 ... has been to five different countries?	_____
2 ... broke their arm or leg doing sport when they were young?	_____
3 ... went to a different country to study recently?	_____
4 ... is feeling a lot better today than yesterday?	_____
5 ... stayed in bed late last weekend?	_____
6 ... has a lot of work to do at the moment?	_____
7 ... had a headache this morning?	_____
8 ... has a cold now?	_____
9 ... has moved house for work?	_____
10 ... is really tired today?	_____

10 ANY PLANS?

	Find out who is going out this evening.	Ask: <i>where?</i> <i>when?</i> <i>who with?</i>
	Find out who is going to cook dinner later.	Ask: <i>when?</i> <i>what?</i> <i>who for?</i>
	Find out who is going to do sport this weekend.	Ask: <i>what?</i> <i>where?</i> <i>who with?</i>
	Find out who is going to study English this evening.	Ask: <i>what?</i> <i>how long for?</i> <i>where?</i>
	Find out who is going to the cinema soon.	Ask: <i>when?</i> <i>who with?</i> <i>what / see?</i>
	Find out who is going shopping later.	Ask: <i>when?</i> <i>where?</i> <i>what / buy?</i>
	Find out who is going away at the weekend.	Ask: <i>where to?</i> <i>who with?</i> <i>why?</i>
	Find out who is going to stay in this evening.	Ask: <i>why?</i> <i>what / do?</i> <i>who with?</i>
	Find out who is going to meet someone later.	Ask: <i>who?</i> <i>why?</i> <i>where?</i>
	Find out who is going swimming at the weekend.	Ask: <i>where?</i> <i>when?</i> <i>who with?</i>
	Find out who is going to eat out at the weekend.	Ask: <i>when?</i> <i>where?</i> <i>who with?</i>
	Find out who is going to message friends or family later.	Ask: <i>how?</i> <i>who?</i> <i>why?</i>

11 A GREAT BUSINESSMAN

STUDENT A

William Henry Smith was born on ¹ _____ (*When?*) in Little Thurlow, a small village in the east of England. After his father died, his family moved house. They moved to ² _____ (*Where?*) and he grew up in the city centre.

When William was ³ _____ (*How old?*), he started a business with his mother and brother. They sold ⁴ _____ (*What?*) in a shop in Little Grosvenor Street in the west of London.

⁵ _____ (*When?*), hundreds of new railway stations opened in England. William decided to open small bookshops inside the stations. His first railway bookshop was in ⁶ _____ (*Where?*) in the north of London. It was a great idea. The shops did very well. ⁷ _____ (*When?*), WHSmith & Son was the biggest bookshop chain in the world! Today, there are ⁸ _____ (*How many?*) WHSmith shops in the world, and there are 148 WHSmith shops in airports.



STUDENT B

William Henry Smith was born on July 7th 1792 in ¹ _____ (*Where?*), a small village in the east of England. ² _____ (*When?*), his family moved house. They moved to London and he grew up in ³ _____ (*Where?*).

When William was 20, he started a business with ⁴ _____ (*Who with?*). They sold books, magazines and newspapers in a shop in Little Grosvenor Street in the west of London.

In the 1840s, ⁵ _____ (*How many?*) new railway stations opened in England.

William decided to ⁶ _____ (*What?*) inside the stations. His first railway bookshop was in Euston Station in the north of London. It was a great idea. The shops did ⁷ _____ (*How?*). By the 1860s, WHSmith & Son was the biggest bookshop chain in the world! Today, there are 1400 WHSmith shops in the world, and there are ⁸ _____ (*How many?*) WHSmith shops in airports.

12 IT'S GOOD TO MEET YOU

STUDENT A

- 1 It's your friend's birthday. You have bought them an expensive designer T-shirt – it's orange. You hope they like it.
- 2 It's midnight. Your friend is at your house for a dinner party. They're still here and still talking. It really is time for them to go home!
- 3 You're talking to someone new at a party. You don't know them very well and want to talk to other people. You really don't want to see them again.
- 4 You meet an old friend in the street. You want to get their phone number and find out what they are doing, where they are working and how they are.
- 5 You're talking to a friend who has a holiday home. You'd like to stay with them but you are really busy in the next month and only have one or two weekends free.
- 6 You and your friend are from big families. Ask about what all your friend's brothers and sisters are doing these days.



STUDENT B

- 1 It's your birthday. Open the gift from your friend – it's a horrible, orange T-shirt that is the wrong size.
- 2 It's midnight. You're at a dinner party at your friend's house. It's been a great evening and you don't really want to go home.
- 3 You're talking to someone new at a party. You think they are very interesting. You want to stay in contact so ask for an email address and phone number.
- 4 You meet an old friend in the street. But you're in a hurry – you have to catch a train.
- 5 You're going to stay in your holiday home near the sea for a month. Invite your friend to come for a few days.
- 6 You and your friend are from big families. Ask about what all your friend's brothers and sisters are doing these days.

TEACHERS' NOTES TO COMMUNICATIVE ACTIVITIES

1 A FAMILY TREE

Aim: to practise asking and answering questions about family members and relationships

Genre: groupwork or mingle (information gap)

Before the lesson: Photocopy one worksheet for every four students in the class. Cut each worksheet into four cards.

Procedure: Organise the class into groups of four. Hand out A, B, C and D cards to each group and ask students to take one each. Tell them not to look at their group mates' cards. If you have an odd number of students, make one or two groups of five and ask two students to work in pairs with card D.

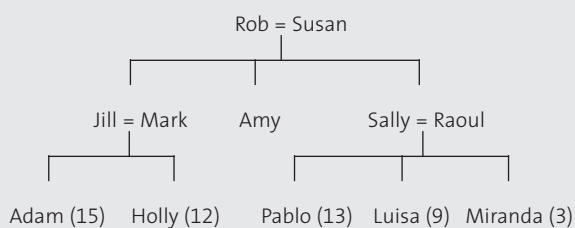
- Ask students to look at their family tree and to prepare questions to find out the missing information and complete the tree. Point out that the numbers in brackets represent the ages of the children. When students are ready, ask them to interview people in their group to find the missing information. So, A interviews B while C talks to D. Then A talks to C while D interviews B. Once students have interviewed their three group mates, they should have completed their family tree.

- In feedback, confirm answers and find out which group finished first.

Alternative

- Hand out equal numbers of A, B, C and D cards to students in the class, and ask them to prepare questions. When students are ready, ask them to stand up, walk round and find and interview three students with the three other cards. At the end, students can sit down and compare answers with a partner.

Answers



2 FIND A FRIEND

Aim: to practise asking and answering present simple questions about life, work and family

Genre: groupwork or mingle (personalised information gap)

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Hand out worksheets and ask students to complete section 1 with information about themselves. Monitor and help with vocabulary.

- Ask students to prepare questions from the prompts in section 2. Point out the example question and answer in italics to get students started. When students are ready, ask them to find and interview a partner. Set a five-minute time limit and tell students to make notes about their partner under Friend A. After five minutes, ask students to change partner and repeat the exercise.

- Once students have interviewed four classmates, they should have completed the table. In feedback, ask students to say who is like them and how.

Extra activity

- Write the following language on the board for students to use: *(Ana) is from ...*, *(She) lives in ...*, *She lives with ...*, *She has ...*, *She works/studies in ...*

- In feedback, tell students to use the prompts to tell their group or the class about their friend(s).

3 MY LIFE, YOUR LIFE

Aim: to practise asking and answering present simple questions about life, needs and wants

Genre: pairwork (personalised information gap)

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Hand out worksheets and ask students to complete section 1 with information about themselves. Monitor and help with vocabulary.

- Ask students to prepare questions from the prompts in section 2. Elicit the first question to get students started. When students are ready, ask them to find and interview a partner. Set a five-minute time limit and tell students to make notes about their partner next to the question prompts.

- Once students have interviewed a partner, ask them to use their notes to complete one of the texts (the first one for a male student, and the second for a female student) about their classmate's life.

- Now ask students to find another partner, ensuring that all students interview one male and one female classmate. This forces students to think about the use of subject and object pronouns, which have been emboldened in the texts. If you have imbalanced numbers, e.g. more female than male students, you could ask one male to work with two females to do the interview.

- In feedback, invite individual students to report back on what they found out about the two classmates. Listen carefully and note any errors of use with pronouns and the third person verb form. You can write these errors on the board at the end and ask students to correct them.

4 IS THERE A BANK NEAR HERE?

Aim: to practise asking about places and where they are in order to complete a map of a town

Genre: pairwork (information gap)

Before the lesson: Photocopy one worksheet for every two students in the class. Cut each worksheet into Student A and Student B sections.

Procedure: Organise the class into pairs. Hand out A and B worksheets to each pair and tell students not to look at their partner's worksheet. Ask students to look at the map and notice that there are seven unlabelled buildings. Tell them to prepare questions using the question prompts in italics to find out where the missing places are. You could elicit one or two possible questions to get students started.

- Once students have prepared things to say, ask them to work with their partner and take turns to ask about places on the map. You could model the activity by asking one question to a reliable student to start the class off.
- In feedback, ask students to show each other their completed maps to make sure they have labelled the places correctly.

Alternative

- Support students by writing the following useful language on the board:

There's a X in ...

The X is ... opposite / near / next to / in ...

- In feedback, invite individual students to use these prompts to describe particular places on the map to the class.

5 PLANS

Aim: to practise talking about and making future plans

Genre: groupwork or mingle (roleplay)

Before the lesson: Photocopy one worksheet for every four students in the class. Cut each worksheet into four cards.

Procedure: Organise the class into groups of four. If you have an odd number, ask students to pair up to play the role of Student A. Hand out A, B, C and D diary cards to each group and ask students to take one each. Tell them not to look at their group mates' cards.

- Ask students to look at their diary cards and notice at what time they are free this Saturday. The aim of the activity is to find a time when the other person is free and to arrange to do something together at that time. Elicit questions students could ask to find out about their group mates' plans and write them on the board:
What are you doing at 11 on Saturday? I'm ...
Are you free at 12? No, sorry. I'm not. / Yes, I am!
I'm playing football at 3? Would you like to come? Sorry, I can't. / Yes, great!
- Tell them to prepare their own questions. Once students have prepared things to say, ask them to work in their groups and ask about each other's plans. So, A could talk to B, while C talks to D. Then A and C could talk, while B and D talk. Stop the activity when students have talked to everyone in their group.
- In feedback, find out what events, at what times, students have arranged to do together.

6 TALKING ABOUT THE PAST

Aim: to practise asking and answering past simple questions about recent past events

Genre: pairwork or groupwork or mingle (personalised interview)

Before the lesson: Photocopy one worksheet for every group of four students in the class. Cut each worksheet into four cards.

Procedure: Organise the class into groups of four (the activity also works with pairs). Hand out the four cards and ask students to put them face down in a pile.

- Student A turns over the first card. That student chooses another member of the group and asks that person past simple questions based on the prompts on the card. That student responds.
- Student B turns over the next card. It is their turn to ask questions to another group member. Students continue until they have asked and answered all the questions. They can then repeat the activity, choosing a different card and person to ask.
- At the end, find out what information students found out about their classmates.

Alternative

- Hand out different cards to students in the class, ensuring each student has a card. Make sure there are a roughly equal number of the different cards shared among the class. Ask students to look at their card and prepare questions. Then ask students to mingle and find a partner. Students take turns to ask and answer questions on the card before moving on to another partner.

7 WHAT ARE THEY DOING?

Aim

to practise asking and answering present continuous questions about a picture

Genre: pairwork (information gap)

Before the lesson: Photocopy one worksheet for every two students in the class. Cut each worksheet into two cards.

Procedure: Organise the class into A/B pairs. Ask students to look at their picture carefully, and to keep it secret from their partner. Tell them that there are five differences between the pictures. They must prepare questions (using the present continuous for actions happening now) about the people in the pictures to find out what the differences are. Monitor and help with vocabulary at this stage.

- When students are ready, tell them to ask and answer questions without looking at their partner's picture. Monitor, gently correcting errors of use with the present continuous form. In feedback, ask students to say what the five differences between the pictures are.

Alternative

- Organise the class into A pairs and B pairs first. Students can then look at their picture with a partner and peer teach or look up any words they need to in order to prepare questions and answers. After the preparation stage, pair students into A/B pairs to do the activity.

Answers

Tom: swimming in the water / standing in the water
 Sally: reading a book / using her mobile phone
 Anika & Susie: walking and talking / sitting and talking
 Alicia: sleeping / writing in a book
 Hanna: running / walking

8 WHERE IS SHE WORKING?

Aim: to practise asking and answering questions about what people are doing in life

Genre: groupwork or mingle (information gap)

Before the lesson: Photocopy one worksheet for every six students in the class (note that the worksheet extends onto two separate pages). Cut the worksheets into six cards.

Procedure: Hand out a card to each student in the class. If you have a small class (e.g. 6 to 10 students) do this as a whole-class mingle. If you have a larger class, organise the class into two or three groups to do the activity.

- Ask students to read the information on their card and to prepare questions to ask. You could elicit the questions onto the board if they have problems:

What is he/she doing at the moment?

Where is he/she working?

Where did he/she study?

What does he/she like doing?

What does he/she want to do in the future?

- To establish who their person is, encourage students to improvise the opening part of the conversation. Elicit a possible first exchange: *Who are you talking about? (My brother Mark.) OK. How's Mark? (He's very well, thanks.)* Then model the activity with a reliable student to show students what to do, and to introduce the opening questions.

- When students are ready, ask them to stand up, walk round and talk to people. Tell them to note down the name of any person who shares the same job, place of work, place of study, likes or plans as the person they are talking about.

- At the end, let students compare answers in pairs before checking as a class.

Answers

- Which people have the same job?
Marcia and Stephan are both dancers.
- Which people work in the same place?
Mark and Bianca both work in a big shop in London.
- Which people studied at the same place?
Andrei, Bianca and Stephan all studied at Harrow Art College.
- Which people like the same things?
Mark, Andrei and Stephan (playing football), Katya and Andrei (cooking), Bianca and Stephan (swimming).
- Which people have the same plans?
Mark and Katya (travel the world), Andrei and Stephan (be famous).

9 EXPERIENCES QUESTIONNAIRE

Aim: to practise asking and answering questions about experiences

Genre: mingle (personalised information gap)

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Hand out a copy of the worksheet to each student in the class. Ask students to read through and prepare the questions carefully. You could ask them to work in pairs to do this, or you could elicit the different question words required (*Have you been ...? Did you break/go ...? Are you feeling ...?*) as a class.

- When students have prepared questions, ask them to stand up, walk round and interview different people in the class. Limit the amount of time students spend with one student by telling them to move on after asking two questions. Encourage students to ask follow-up questions, too, e.g. *Have you been to five different countries? (Yes.) Which countries have you been to? Did you break your arm or leg doing sport when you were young? (Yes, I did.) What did you break? (My arm.) How did you break it?*

- Ask students to sit down when they have a 'yes' answer to all ten questions. Ask students to tell the class what they found out about their classmates, using the worksheet as a prompt.

10 ANY PLANS?

Aim: to practise asking and answering questions about plans using *be going*

Genre: group work or mingle

Before the lesson: Photocopy one worksheet for every twelve students in the class. Cut out the 12 'Find out' cards.

Procedure: Give each student in the class a 'Find out' card. If you have more than 12 students, you could either photocopy a second worksheet and hand out duplicate cards, or you could make up some extra 'Find out' questions for them to ask. These could be about something directly relevant to your class, e.g. a popular TV programme that's on tonight or an event in your area that's on at the weekend.

- Tell students that they must interview everybody in the class and find out which students are planning to do the activity on their card. Give students three or four minutes to prepare questions. You could model this with an example, e.g. the student with the card 'Find out who is going to cook dinner later' has to form the following questions:

Are you going to cook dinner later?

When / What time are you going to cook?

What (dish) are you going to cook?

Who are you going to cook for?

- When students are ready, ask them to stand up, walk round, find a partner, and ask questions. Students continue until they have asked all their classmates or until you decide to stop the activity. In feedback, find out what number of students are planning to do each activity. Encourage students to share the details they remember about their classmates' plans.

11 A GREAT BUSINESSMAN

Aim: to practise asking and answering past simple questions to complete a life story

Genre: pairwork (information gap)

Before the lesson: Photocopy one worksheet for every two students in the class. Cut each worksheet into two sections.

Procedure: Organise the class into A/B pairs. Hand out a Student A or Student B card to each student in the class. Tell students to read their text, and not to show their piece of paper to their partner. Explain that everyone has the same text, but that there is some information missing from it. Their partner will have the missing information. You could ask general focus questions about the text as a whole: *Who or what is the text about?* (WHSmith) *Have you heard of WHSmith? What do you already know about WHSmith?*

- Ask students to prepare questions to find the information that is missing from their version of the text. Monitor and help with vocabulary and question forming at this stage.
- When students are ready, tell them to work with their partner to ask and answer questions to complete the text. They must not look at their partner's piece of paper until the end, when they can compare texts to check that they have completed the gaps correctly.

Alternative

- Organise the class into A pairs and B pairs first. Students can then work together to prepare questions about the same gaps. After the preparation stage, pair students into A/B pairs to do the activity.

Answers

Student A

- 1 July 7th 1792
- 2 London
- 3 20
- 4 books, magazines and newspapers
- 5 In the 1840s
- 6 Euston Station
- 7 By the 1860s
- 8 1400

Student B

- 1 Little Thurlow
- 2 After his father died
- 3 the city centre
- 4 his mother and brother
- 5 hundreds of
- 6 open small bookshops
- 7 very well
- 8 148

12 IT'S GOOD TO MEET YOU

Aim: to improvise conversations based on a situation and a role

Genre: roleplay in pairs or as a class mingle

Before the lesson: Photocopy one worksheet for every two students in the class. Cut each worksheet into two sections.

Procedure: Organise the class into A/B pairs. Hand out a Student A or B card to each student in the class. This is a free speaking activity that revises functional language from Units 7 to 12.

- Ask students to read the six roles on their cards and check any difficult words. Explain that they are going to roleplay conversations, and these are the situations they will improvise. Tell them to look at Situation 1 and to think of things they could say. Give students one minute to prepare. Encourage them to use their imagination and a range of language and vocabulary from the course. When they are ready, students improvise a roleplay with their partner. Stop students after two minutes. Then ask them to prepare and act the next situation.
- When students have completed the roleplays, ask them if they can work out how the role they were given in each situation was different to their partners.
- As students speak, note down errors or examples of good language use to comment on in feedback.

Alternative

- Do this activity as a whole-class mingle. Ask students to stand up, find a partner and act out the first situation. Then tell them to change partners to act out the next situation, and so on. You could make it more challenging by setting a time limit and telling students that they must keep speaking and improvising until you ring a bell to signal that it is time to move on to the next person and situation.

WORKBOOK ANSWER KEY

UNIT 1

Workbook pages 4–5

1

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

2

Students should circle: 3, 5, 6, 9, 11, 12

3

Picture 2

4

Ines, this is my friend Ethan. 6
Hi. I'm Ines. 3
Hi. Nice to meet you. 7
Khalid. 2
Nice to meet you. 4
What's your name? 1
Yes. You, too, Ines. 8
Yes. You, too. 5

5

1 he 2 She's 3 they 4 I

6

1 I 3 's he 5 know
2 's she 4 are they 6 Who

7

1 doctor 3 friend 5 mother
2 teacher 4 son 6 wife

8

1 father 3 brother 5 sister
2 daughter 4 husband

9

1 husband 3 brother, friend
2 teacher, daughter 4 mother, father

10

1's 2 'm 3's 4's 5're 6 is 7're 8're

11

1 We're 2 He's 3 She's 4 I'm 5 They're

Workbook pages 6–7

1

18 (15) 21 (4) 17 (22) 13 16
14 3 10 (12) (19) (8) (20) 9

3

wz(fourteen)zst(eighteen)hj(twenty)ox(thirteen)vx(fifteen)uh
(seventeen)mn(twentytwo)vu(sixteen)op(nineteen)nh(twenty-one)

4

1 What time 3 How much 5 Where
2 How old 4 Who 6 How long

5

1 Where 3 How long 5 How old
2 What time 4 How much 6 Who

6

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

7

1 What time is the break? 5 Who is he?
2 How much are the books? 6 Where is Akemi from?
3 How are you? 7 How old is Ava?
4 Is the coffee nice? 8 How long are the classes?

8

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

9

1 c 2 b 3 a 4 d

10

1 our 2 his 3 their 4 her

11

1 her 3 their 5 our
2 Ethan's 4 Sharon's

12

1 c 2 a 3 b

13

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

14

1 How long; three hours
2 What; 4pm–7pm
3 What; Friday
4 Who; Morgan and Sian's older son
5 How; She's 21.
6 Where; a restaurant / Sam's Restaurant / 18 Brown Street

Workbook pages 8–9

1

eighty forty thirty-two
fifty-seven seventy twenty
ninety-six sixty-three

2

1 T 2 P 3 P 4 T 5 T 6 P

3

1 b 2 b 3 a 4 a 5 b

5

1 sandwich 3 tea 5 large
2 cake 4 small

6

1 would 3 much 5 Anything
2 like 4 else 6 thanks

8

1 My sandwich – it's **not** right.
2 It's **not** a chocolate cake.
3 It's small – **not** medium.
4 My cappuccino – it's **not** hot.
5 A latte is \$3.69 – **not** \$5.69!

9

1 It's not right 4 It's not five pounds.
2 It's not small. 5 My americano is not hot.
3 It's not a coffee cake.

10

b

11

1 Hi 3 Four fifty 5 large
2 latte 4 small 6 nine ninety

12

2 and 4

13

- 1 Come to our party at 3 High Street.
- 2 This is my daughter, Poppy.
- 3 Hi, I'm Lara.
- 4 He's from Sao Paulo in Brazil.
- 5 This is our son, David.

14

1, 3, 5, 6, 7, 8

VOCABULARY BUILDER QUIZ 1

1

1 D 2 F 3 F 4 D 5 F 6 D 7 D

2

1 wife 3 invitation 5 Sunday
2 daughter 4 brother 6 school

3

1 flat 3 know 5 meet
2 right 4 name 6 juice

4

1 from 3 friend 5 Anything
2 class 4 break 6 medium

UNIT 2

Workbook pages 10–11

1

h n centre c d k i city p l flats q w house b r north o l road d w south
k y park m n village a s

2

1 village 4 house 7 park
2 north 5 road 8 flats
3 south 6 city

3

1 walk 3 live 5 have 7 knows
2 takes 4 has 6 like

4

1 knows 3 know 5 have 7 lives
2 live 4 like 6 takes

5

1 like 3 have 5 likes
2 has 4 lives 6 knows

6

1 Do you like 3 Do you have 5 Do you know
2 Who do you live 4 Where do 6 Do you walk

7

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

8

- 1 Do you live with your mother and father?
- 2 Do you like my husband's village?
- 3 Do you have a big house?
- 4 Where do you live?
- 5 Who do you know here?
- 6 Where do you have a flat?

9

1 I'm twenty. And you? 2
I'm eighteen. 3
How old are you? 1
2 I'm great. 3
Fine, thanks. And you? 2
How are you? 1
3 Caleb. And you? 2
Marianna. 3
What's your name? 1

10

1 I'm OK. 3 Near the park. 5 No, it's very big.
2 Suki. 4 Yes, a sister.

11

1, 4, 6, 7

12

1 on Venice Road 3 walks 5 small
2 their school 4 a flat 6 friends

Workbook pages 12–13

1

a bus driver, 1 e student, 7
b mum, 4 f teacher, 2
c nurse, 8 g waiter, 3
d retired, 6 h work in an office, 5

2

- 1 I don't live in a flat.
- 2 They don't like big cities.
- 3 We don't go to school.
- 4 You don't have a job.
- 5 They don't work in an office.

3

Students' own answers

4

✓ 1, 2, 5, 8, 9

✗ 3, 4, 6, 7

5

1 nurses 5 people 9 mums
2 children 6 flats 10 areas
3 students 7 ✗
4 ✗ 8 drinks

6

1 is 3 are 5 are
2 time 4 houses 6 flats

7

1 Canada 3 Sweden
2 England 4 Poland

8

1 F 2 T 3 F 4 T 5 F 6 F 7 T 8 F

9

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

10

1 Acacia Gonzales 5 Chiapas
2 19 6 south
3 Mexico 7 my mother and father
4 Comitán 8 Instituto Tecnológico

11

Students' own answers

Workbook pages 14–15

1

1 orange juice 3 drinks 5 meat
2 salad 4 coffee cake

2

Across

1 juice 3 fish 5 meat

Down

2 chicken 3 fruit 4 salad

3

1 don't like 3 like 5 like
2 love 4 don't like 6 love

4

Students' own answers

5

1 it 3 them 5 it
2 them 4 it 6 them

6

1 Anything else with your fish? W
2 Are you ready to order? W
3 Chips, please. C
4 The fish, please. C
5 How much is a salad? C
6 And you? W
7 It's ten pounds. W
8 Oh! No, thanks. C
9 With rice or chips? W
10 Yes. A burger with chips for me. C

7

W: Are you ready to order?
C: Yes. A burger with chips for me.
W: And you?
C: The fish, please.
W: With rice or chips?
C: Chips, please.
W: Anything else with your fish?
C: How much is a salad?
W: It's ten pounds.
C: Oh! No, thanks.

9

1 b 2 d 3 c 4 a

10

1 F 2 T 3 T 4 T 5 F 6 F 7 F 8 T

11

/z/ and /s/

12

/z/: doctors, does, hours, lives
/s/: bus driver, flats, house, south

VOCABULARY BUILDER QUIZ 2

1

1 PL 2 PL 3 P 4 P 5 PL 6 P 7 P

2

1 expensive 3 carrot 5 minute
2 person 4 ice cream 6 dog

3

1 vegetables 3 dad 5 far
2 south 4 small 6 chips

4

1 live 3 area 5 retired
2 hours 4 house 6 university

UNIT 3

Workbook pages 16–17

1

1 d 2 b 3 a 4 c

2

1 difficult 4 hungry 7 tired
2 expensive 5 married 8 well
3 great 6 nice

3

1 a, hot 3 an, old 5 an, expensive
2 a, big 4 a, hungry 6 a, tired

4

1 an expensive 3 an English
2 an orange 4 an old

6

1 's not 3 're not 5 's not
2 're not 4 'm not

7

1 's not 3 's not 5 'm not
2 're not 4 're not

8

1 's not 3 're not 5 're not
2 're not 4 's not

9

1 c 2 d 3 a 4 b

10

a 3 b 1 c 4 d 2

11

1 very well 3 hot
2 expensive 4 very good, difficult

13

Good news: She's very well, thanks. It's very nice. The other students are great.
Bad news: It's very cold here. My chicken's not hot. His job is difficult.

14

1 It's very cold here. 4 My chicken's not hot.
2 His job is difficult. 5 The other students are great.
3 She's very well, thanks. 6 It's very nice.

15

1 I'm sorry. 3 Oh, good. 5 Oh, good.
2 I'm sorry. 4 I'm sorry. 6 Oh, good.

Workbook pages 18–19

1

1 takes 3 wants 5 takes 7 takes
2 goes 4 goes 6 wants

2

1 takes 4 takes 7 goes 10 goes
2 goes 5 goes 8 wants 11 takes
3 takes 6 wants 9 goes

3

1 He doesn't like fish.
2 Leo doesn't know my teacher.
3 The train doesn't take a long time.
4 My brother doesn't want to go to the party.
5 The bus doesn't go to the city.
6 She doesn't live in a new house.

4

1 She doesn't take the train.
2 He doesn't like his hotel.
3 Maria doesn't go shopping every day.
4 My mother doesn't have a car.
5 It doesn't take long to walk to school.
6 The number 10 bus doesn't go near my gym.

5

1 wants 4 takes, doesn't like
2 doesn't want 5 takes, doesn't take
3 has, doesn't have

6

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

7

1 Why 3 How 5 What
2 Where 4 What 6 Who

8

1 How long does the bus take?
2 What does your brother do?
3 Where does Steven work?
4 When does she go to the gym?
5 Where does he go at two o'clock?

9

Lucia and Vincenzo

10

1 Does 4 Does 7 Is
2 What 5 Does 8 Does
3 Where 6 How much

11

1 a 2 b 3 a 4 b 5 b 6 b 7 a 8 a

Workbook pages 20–21

1

Across

2 food 4 map 6 towel 7 shoes 8 coat

Down

1 soap 3 dictionary 5 pen

2

1 map 3 money 5 food
2 pen 4 brush

3

1 Sorry 3 Can 5 How
2 say 4 again 6 English

5

Do you have a ...?: book, brush, coat, map, mobile

Do you have any ...?: bags, food, local money, other shoes, toothpaste

- 6**
 1 any 4 anything 7 any 10 any
 2 anything 5 a 8 any 11 any
 3 any 6 a 9 any

7
 Students' own answers

- 8**
 1 b 2 a

- 9**
 1 b 2 d 3 f 4 a 5 c 6 g 7 e

10
 Students' own answers

VOCABULARY BUILDER QUIZ 3

- 1**
 1 a book 3 shopping 5 married
 2 clothes 4 a shower 6 holiday
- 2**
 1 room 3 phone 5 charger
 2 time 4 paste 6 time
- 3**
 1 very 3 difficult 5 local 7 adjectives
 2 hungry 4 other 6 expensive
- 4**
 1 b 2 e 3 d 4 f 5 c 6 a

UNIT 4

Workbook pages 22–23

- 1**
 1 pool 3 station 5 market
 2 machine 4 park 6 shop
- 2**
 1 church 4 restaurant 7 cinema
 2 café 5 park 8 hotel
 3 hospital 6 bank 9 market
- 3**
 1 church 5 hotel 9 restaurant
 2 supermarket 6 cinema 10 car park
 3 café 7 bank
 4 hospital 8 park
- 4**
 1 Is there 4 There's 7 There's
 2 There's 5 there isn't 8 Is there
 3 there isn't 6 Is there
- 5**
 1 Is there 3 Is there 5 Is there
 2 there isn't 4 there isn't 6 there's
- 7**
 1 on 4 at the end 7 down
 2 next to 5 near 8 on the left
 3 in 6 on the corner
- 8**
 1 down 4 on 7 on
 2 next 5 in 8 right
 3 near 6 at
- 9**
 1 a town 3 restaurant 5 café
 2 clothes shop 4 cinema
- 10**
 1 c 2 b 3 a
- 11**
 1 e 2 d 3 b 4 f 5 c 6 a

Workbook pages 24–25

- 1**
 1 1 syllable 3 3 syllables 5 4 syllables
 2 2 syllables 4 2 syllables 6 1 syllable
- 2**
 1 station 3 market
 2 hospital 4 supermarket

- 3**
 1 Sunday 4 Wednesday 7 Saturday
 2 Monday 5 Thursday
 3 Tuesday 6 Friday
- 4**
 1 night 3 yesterday 5 tomorrow
 2 afternoon 4 today
- 5**
 1 morning 3 afternoon 5 night
 2 from 4 evening 6 to
- 6**
 1 Tuesday
 2 Today: Saturday Yesterday: Friday
 3 Tomorrow: Wednesday Yesterday: Monday

- 7**
 100% always
 75% normally / usually
 25% sometimes
 0% never
- 8**
 1 always 4 usually / normally
 2 sometimes 5 usually / normally
 3 never

9
 Students' own answers

- 10**
 b
- 11**
 1 usually 2 always 3 normally 4 always
- 12**
 1 She's from Nova Scotia, Canada.
 2 She's a teacher.
 3 In a school (in a small village).
 4 In the city. / At a supermarket called Sobeys and clothes shop called Winners.
 5 At 4 (in the afternoon).
 6 Fresh fruit.
 7 Her friends.
 8 Her job.
 9 Weekends.

Workbook pages 26–27

- 1**
 a 5 b 4 c 6 d 1 e 3 f 2
- 2**
 1 Can I 3 Can you 5 Can you
 2 Can you 4 Can I 6 Can I
- 3**
 1 Can we have a break?
 2 Can we have ten more minutes?
 3 Can we have food in the class?
 4 Can you close the window?
 5 Can you do Exercise 9?
 6 Can you help me?
 7 Can you wait a minute?
- 4**
 1 c 2 f 3 e 4 d/h 5 b 6 a 7 d/h 8 g
- 5**
 1 leave 3 Come 5 Use
 2 Turn on 4 write 6 share
- 6**
 1 but 2 but 3 and 4 and 5 but 6 and
- 7**
 1 c 2 b
- 8**
 1 20 Garden Road 4 at 10 in the morning
 2 take the train 5 down the road
 3 museum there called
- 9**
 Students' own answers
- 10**
 Students' own answers

VOCABULARY BUILDER QUIZ 4

- 1**
1 a film 3 a shop 5 your tablet
2 \$5 4 English
- 2**
1 machine 3 shop 5 name
2 station 4 park
- 3**
1 b 2 d 3 a 4 c 5 e
- 4**
1 third 3 evening 5 today
2 mosque 4 book
- 5**
1 many 3 called 5 understand
2 right 4 closed

UNIT 5

Workbook pages 28–29

- 1**
get: a taxi, home, off the train, the metro, the red line, to work
go: home, to work
take: a taxi, the metro, the red line
walk: home, to work
change: trains
wait: for the bus
- 2**
1 get, walk 3 go 5 get
2 Take, change 4 wait, take
- 3**
1 c 2 a 3 b 4 c 5 b 6 a 7 b 8 b
- 5**
1 Are there 3 There's 5 There are
2 a 4 Is there a 6 any
- 6**
Students' own answers
- 7**
Students' own answers
- 8**
1 It's far from here. It's best to take a taxi.
2 Where's the best place to see some interesting art?
3 What's the best area in the city?
4 Is that the best café to sit and have a coffee?
5 Where's the best place to go swimming?
- 9**
1 b 2 e 3 c 4 a 5 d
- 10**
1 T 2 F 3 F 4 T 5 F 6 T 7 T 8 F
9 T 10 F

Workbook pages 30–31

- 1**
1 change trains 5 return
2 pay by card 6 second class
3 first class 7 single
4 the next train
- 2**
Across
2 card 4 machine 5 cash
Down
1 ticket 3 receipt
- 3**
1 change 4 machine 7 next
2 pay, card 5 enter 8 receipt
3 first class 6 return
- 4**
/k/ and /s/
- 5**
/k/: card, cash, costs, first class
/s/: centre, city, office, receipt

- 7**
Advert 2

- 8**
1 a 2 a 3 b 4 a 5 b 6 a
- 10**
Conversation 1: d
Conversation 2: a
Conversation 3: e
Conversation 4: b
Conversation 5: c

Workbook pages 32–33

- 1**
Where: to the bank, to the market, to the museum, home
What: to see some interesting art, to go swimming
When: this evening, now
- 2**
1 I'm going to 3 're going 5 'm going
2 're going 4 'm going 6 're going
- 3**
1 'm going to play 4 're going to see
2 're going to have 5 'm going to eat
3 'm going to meet 6 're going to stay
- 4**
Students' own answers
- 5**
1 going 2 going 3 doing 4 going 5 doing
- 6**
1 Where are you going 3 Are you going
2 What time are you going 4 What are you doing
- 7**
1 He 2 It 3 She 4 They
- 8**
1 She 2 He 3 They 4 It
- 9**
b
- 10**
1 tonight 3 *Deadpool 2* 5 eight
2 the cinema 4 the metro
- 11**
Students' own answers
- 12**
Students' own answers

VOCABULARY BUILDER QUIZ 5

- 1**
1 o'clock 3 cash 5 passengers
2 outside 4 main
- 2**
1 flight 3 return 5 views
2 line 4 journey
- 3**
1 every 3 a long time 5 some help
2 second class 4 work
- 4**
1 home 3 football 5 platform
2 card 4 museum
- 5**
1 d 2 c 3 a 4 b 5 e

UNIT 6

Workbook pages 34–35

- 1**
1 late 3 rain 5 tired
2 noise 4 no-one 6 traffic
- 2**
1 wrong 4 rain 7 late
2 traffic 5 no-one 8 nowhere
3 noise 6 tired 9 a problem

- 3**
1 was 3 had 5 did
2 were 4 went
- 4**
1 were 4 was 7 did
2 had 5 was, did, went
3 went 6 was
- 5**
1 That 3 OK 5 That's
2 Don't 4 worry
- 6**
b
- 7**
1 T 2 F 3 T 4 T 5 F 6 F
- 8**
1 Turkey
2 six hours and thirty minutes
3 Via Laetana
4 La Rambla
5 evening

Workbook pages 36–37

- 1**
1 check out 4 breakfast 7 password
2 bag 5 key 8 passport
3 room 6 lift
- 2**
1 address, number 5 lift
2 passport 6 booking
3 breakfast, check out 7 password
4 key 8 bag
- 3**
verb + -d: liked, loved, shared
verb + -ed: rained, stayed, talked
- 4**
1 liked 3 rained 5 talked
2 stayed 4 loved 6 shared
- 5**
different
/t/: liked
/d/: rained
/id/: visited
- 6**
/t/: talked, walked, watched
/d/: danced, shared, stayed
/id/: needed, started, wanted
- 8**
1 didn't have 4 didn't see 7 didn't go
2 didn't like 5 didn't talk 8 weren't
3 didn't rain 6 wasn't 9 didn't
- 9**
1 It didn't rain in my city on Friday.
2 On my trip, I didn't see interesting art.
3 At school, I didn't talk to my English teacher.
4 I didn't have a party last weekend.
5 On my holiday, I didn't like the local food.
6 I didn't do a lot of work today.
7 On my bus journey, there wasn't a lot of noise.
8 I didn't go shopping yesterday.

10
Students' own answers

11
3

12
1 f 2 b 3 h 4 a 5 d 6 i 7 c
8 g 9 e

Workbook pages 38–39

- 1**
1 did you have 4 did you see 7 did you do
2 did you go 5 did you get 8 Did you go
3 did you leave 6 Did you go
- 2**
Students' own answers
- 3**
1 did you buy, c 4 did you get up, e
2 did you live, a 5 did you study, f
3 did you go, d 6 Did you stay, b
- 4**
1 There was a problem at the café.
2 We weren't late for class.
3 I had breakfast at home.
4 They didn't go to the museum.
5 We did a lot of interesting things.
6 When did you get home?
7 I didn't like Rome.
8 We stayed in a great hostel.
9 Did you talk to the doctor? / Did the doctor talk to you?
10 Where did you have dinner?
- 5**
1 was
2 went
3 did you have, didn't have, was
4 did you stay, stayed
5 was, weren't
6 Did you like, shared
7 did you see, didn't go, walked
- 6**
1 to 3 were 5 We're
2 their 4 two 6 there
- 7**
b
- 8**
Students' own answers
- 9**
Students' own answers

VOCABULARY BUILDER QUIZ 6

- 1**
1 music 3 flight 5 tour
2 no-one 4 password
- 2**
1 traffic 3 booking 5 key
2 hungry 4 band
- 3**
1 party 3 exercise 5 problem
2 your bed 4 weather
- 4**
1 passport 3 lake 5 lift
2 star 4 rain
- 5**
1 b 2 d 3 a 4 e 5 c

UNIT 7

Workbook pages 40–41

- 1**
cook: Italian food
do: some exercise
go: on the internet, running, shopping, to concerts
read: a magazine, stories
listen: to a band, to a song
watch: a football game, a series on TV, videos
- 2**
1 d 2 f 3 a 4 b 5 e 6 g 7 c
- 3**
1 Do you like 4 likes
2 doesn't like, Do you like 5 don't like cleaning
3 love going 6 loves

- 4**
 1 playing 3 ✓ 5 visiting 7 going
 2 ✓ 4 staying 6 ✓
- 5**
 1 I don't like driving in the city.
 2 They like watching programmes about modern art.
 3 We love doing exercise at the gym.
 4 Do you like swimming in the sea?
 5 Peter doesn't like looking at Facebook.
 6 Danielle loves cooking Chinese food.

- 6**
 1 D 2 S 3 D 4 S 5 S

- 7**
 Students' own answers

- 8**
 1 b 2 c 3 a

- 9**
 1 F 2 T 3 F 4 F 5 F 6 T 7 F
 8 T 9 T

Workbook pages 42–43

- 1**
 1 Brazilian 5 Japanese 9 Spanish
 2 Chinese 6 Mexican 10 British
 3 Egyptian 7 Polish 11 American
 4 Italian 8 Russian

- 2**
 1 American 4 Spanish 7 Mexican
 2 Russian 5 Japanese 8 Egyptian
 3 British 6 Brazilian

- 3**
 ən, iən and fən

- 4**
 ən: American, Mexican
 iən: Brazilian, Italian
 fən: Egyptian, Russian

- 6**
 1 'm listening to 5 'm looking at
 2 'm making 6 Are you reading
 3 Are you playing 7 are you doing
 4 'm doing

- 7**
 1 b 2 a 3 b 4 a 5 a

- 8**
 1 c 2 a 3 b

- 9**
 1 S 2 C 3 H 4 C 5 H 6 S 7 C 8 S

- 10**
 1 F 2 F 3 F 4 T 5 T 6 F

Workbook pages 44–45

- 1**
 1 a, c 2 a, b 3 a, d 4 b, d

- 2**
 1 this 3 This 5 These 7 ones
 2 one 4 one 6 ones 8 ones

- 3**
 1 green, percent 4 dress, design
 2 blue, brown 5 extra large
 3 coat, comfortable

- 4**
 1 jacket 4 half 7 long
 2 white 5 jeans, T-shirts
 3 yellow 6 good

- 5**
 1 What, bit 3 about 5 sure
 2 think, really 4 like

- 7**
 1 goes 3 is making 5 don't like
 2 love 4 studied

- 8**
 c
- 9**
 1 English 3 games 5 programmes
 2 The Corrections 4 bands 6 series

- 10**
 Students' own answers

- 11**
 Students' own answers

VOCABULARY BUILDER QUIZ 7

- 1**
 1 Italian 3 Chinese 5 American
 2 Mexican 4 Egyptian

- 2**
 1 present 3 running 5 go out
 2 writer 4 brown

- 3**
 1 basketball 3 website 5 floor
 2 Facebook 4 T-shirt

- 4**
 1 cake 3 prison 5 toy
 2 politics 4 business

- 5**
 1 vegetarian 3 sad 5 comfortable
 2 famous 4 cheap

UNIT 8

Workbook pages 46–47

1

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

- 1 get 3 study 5 travel 7 meet
 2 take 4 work 6 make

- 2**
 1 get 3 travel 5 make 7 take
 2 work 4 study 6 meet

- 3**
 1 's 5 working 9 is
 2 coming 6 Are 10 staying
 3 's 7 playing
 4 's not 8 're

- 4**
 1 Your sister is going to the gym now.
 2 I'm taking a coat with me today.
 3 It's not raining in London at the moment.
 4 Is your son studying for an exam now?
 5 They're not having a party today.
 6 Are we waiting for Jan to arrive?
 7 Her phone's working.
 8 You're not travelling to New York today.

- 5**
 1 Are you travelling 4 are they coming
 2 am meeting 5 isn't feeling
 3 is making 6 isn't raining

- 6**
 1 I'm 3 thank 5 sorry
 2 Say 4 hello

7

1 c 2 b 3 a

8

1 son 5 a Spanish 9 good
2 client 6 is making 10 near
3 can't 7 week
4 afternoon 8 Adam

9

1 trip 3 working 5 thirty 7 taxi
2 meet 4 loves 6 walking

10

11

12

Students' own answers

Workbook pages 48–49

1

1 fridge 5 bed 9 chair
2 table 6 sink 10 carpet
3 shower 7 cupboard
4 sofa 8 shelf

2

1 bathroom 3 kitchen
2 bedroom 4 living room

3

1 I 3 it 5 she
2 you 4 him 6 hem

4

1 him 3 them 5 It
2 me 4 you 6 She

5

1 on the train 4 home
2 Saturday night 5 at two o'clock
3 a ten-minute walk

6

a

7

1 T 2 T 3 DS 4 T 5 T 6 DS 7 F
8 DS 9 F 10 F 11 F 12 T

Workbook pages 50–51

1

1 cleans, a cleaner 5 play, a (football) player
2 teach, a teacher 6 writes, a writer
3 drives, a (bus) driver 7 designs, a designer
4 manages, a manager

2

1 writer 3 football player 5 manager
2 cleaner 4 teacher 6 designer

3

Students' own answers

4

They are different. The sound of 'g' in *designer* is silent.

/g/: good

/dʒ/: manager

silent g: designer

5

/g/: get, glasses, green

/dʒ/: Argentina, change, gym

silent g: daughter, high, sign

7

1 k in know, w in answer 4 g in sign
2 i in business, o in people 5 w in writing
3 u in guess, p in cupboard 6 b in climb, gh in high

9

c

10

1 woman 3 house 5 writer
2 sofa 4 living room 6 moment

11

Students' own answers

12

Students' own answers

VOCABULARY BUILDER QUIZ 8

1

1 remember 3 designs 5 leave
2 call 4 sell

2

1 card 3 runner 5 key
2 bag 4 parent

3

1 law 3 list 5 dish
2 factory 4 fridge

4

1 pictures 3 way 5 company
2 glasses 4 message

5

1 b 2 e 3 c 4 a 5 d

UNIT 9

Workbook pages 52–53

1

Across

2 back 3 head 5 leg

Down

1 hand 4 eye

2

1 cut, hand 4 had, headache 7 hurt, back
2 broke, leg 5 felt sick 8 had, in, eye
3 had, bad cold 6 hit, head 9 broke, arm

3

Students' own answers

4

1 days 5 last 9 this
2 this 6 on 10 years
3 on 7 weeks
4 minutes 8 last

5

1 ago 3 Last 5 Last
2 This 4 few

6

Students' own answers

7

1 OK 3 bit 5 really
2 Much 4 thanks

8

John, Chan, Steven, Joe

9

1 Pam and John 7 Ivan
2 John 8 (the local) bank
3 A few months ago 9 Three years ago
4 Lee 10 Joe
5 He had a bad cold 11 In the kitchen
6 Last week 12 This morning

13

long a, short a, long o, short o

14

long a: conversation, safe

short a: back, hand

long o: cold, broke

short o: doctor, hospital

Workbook pages 54–55

1

1 sun 3 operation 5 war
2 university 4 countryside

2

1 snow 4 environment, water
2 crime 5 hospital, doctor
3 education, teachers 6 operation, system

3

Students' own answers

4

- | | | |
|---------|---------------|-------------|
| 1 a lot | 3 quite a lot | 5 almost no |
| 2 lots | 4 some | 6 no |

5

- | | | |
|--------|---------------|----------------|
| 1 no | 3 quite a lot | 5 a lot / lots |
| 2 some | 4 almost no | |

6

- | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 1 b | 2 a | 3 c | 4 b | 5 c | 6 a | 7 c |
|-----|-----|-----|-----|-----|-----|-----|

7

education: Japan
environment: Denmark
food: Lebanon
health system: Japan
sport: Denmark
weather: Lebanon

8

- 1 football
- 2 Yes, because it's clean.
- 3 Yes, because it has (beautiful) beaches and lakes.
- 4 about 7,000 years ago
- 5 chicken and lamb
- 6 in the mountains
- 7 Yes, they have some of the best hospitals in the world.
- 8 studying hard / going to university
- 9 because it helps them get better jobs and have better lives

Workbook pages 56–57

1

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

2

- 1 To study.
- 2 How do you know each other?
- 3 love
- 4 business
- 5 university
- 6 work
- 7 studied

3

Students' own answers

4

- | | | | |
|-------|-----|-----|-----|
| 1 1 c | 2 a | 3 b | 4 d |
| 2 1 c | 2 d | 3 a | 4 b |
| 3 1 a | 2 c | 3 d | 4 b |
| 4 1 d | 2 a | 3 c | 4 b |

5

Beginnings: Dear, / Hello, / Hi,
Endings: Best wishes, / Bye, / Kind regards, / Love, / Write soon,

6

a

7

Students' own answers

8

Students' own answers

VOCABULARY BUILDER QUIZ 9

1

- | | | |
|--------|------------|---------|
| 1 air | 3 business | 5 quite |
| 2 army | 4 eye | |

2

- | | | |
|--------|---------------|------------|
| 1 time | 3 countryside | 5 headache |
| 2 Cup | 4 system | |

3

- | | | |
|----------|-----------|----------|
| 1 hand | 3 weather | 5 summer |
| 2 police | 4 street | |

4

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 e | 2 a | 3 c | 4 b | 5 d |
|-----|-----|-----|-----|-----|

5

- | | | |
|-------------|-------------|-------------|
| 1 education | 3 operation | 5 beautiful |
| 2 safe | 4 better | |

UNIT 10

Workbook pages 58–59

1

- | | | | | | | |
|-----|-----|------|-----|-----|-----|-----|
| 1 S | 2 W | 3 S | 4 W | 5 W | 6 S | 7 W |
| 8 W | 9 S | 10 S | | | | |

2

- | | | |
|--------------------|---------------|------------|
| 1 minus | 5 degrees | 9 summer |
| 2 winter | 6 wet / windy | 10 heating |
| 3 stay | 7 windy / wet | 11 fire |
| 4 air-conditioning | 8 change | 12 sunny |

3

- 1 Is it snowing now?
- 2 It's horrible and cold / cold and horrible today.
- 3 It rains a lot here. / It rains here a lot.
- 4 It was very wet here last winter.
- 5 Did it rain in London yesterday?

4

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 a | 2 b | 3 b | 4 a | 5 a |
|-----|-----|-----|-----|-----|

5

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

6

- | | | | | | |
|------|------|-------|------|-------|-------|
| 1 's | 2 'm | 3 're | 4 's | 5 're | 6 're |
|------|------|-------|------|-------|-------|

7

- | | |
|------------------------|-------------------------|
| 1 're/are going to get | 4 is going to stay |
| 2 'm/am going to do | 5 're/are going to take |
| 3 is going to have | 6 is going to play |

8

- | | | |
|---------|---------|---------|
| 1 Is | 3 don't | 5 so |
| 2 going | 4 Do | 6 think |

9

Students' own answers

10

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 d | 2 c | 3 e | 4 b | 5 a |
|-----|-----|-----|-----|-----|

11

- | | | | | | | |
|-----|-----|------|-----|-----|-----|-----|
| 1 F | 2 T | 3 F | 4 T | 5 F | 6 T | 7 F |
| 8 T | 9 F | 10 T | | | | |

Workbook pages 60–61

1

- | | | |
|---------|------------|---------------------|
| 1 fair | 3 circus | 5 classical concert |
| 2 match | 4 festival | |

2

- | | | |
|--------|------------|--------------|
| 1 band | 3 concerts | 5 exhibition |
| 2 play | 4 shows | |

3

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 T | 2 F | 3 F | 4 T | 5 F | 6 T |
|-----|-----|-----|-----|-----|-----|

4

Students' own answers

5

- | | | | |
|--------|-------------|----------|------------|
| 1 Yeah | 3 'd prefer | 5 about | 7 'd |
| 2 How | 4 OK | 6 really | 8 'll meet |

7

long e, short e, long u, short u

8

long e: he, meet
short e: help, spend
long u: June, music
short u: club, sun

10

✓ a, b, c; ✗ d

11

- | | |
|-----------------------|---------------------------|
| 1 August | 7 Three weeks |
| 2 Edinburgh, Scotland | 8 sometimes warm and dry, |
| 3 1947 | usually it rains |
| 4 Eight | 9 the Royal Mile |
| 5 3,398 | 10 Next Friday |
| 6 Comedy | |

13

Students' own answers

Workbook pages 62–63

1
1 b 2 d 3 e 4 c 5 a

2
1 died, a heart attack 6 fire
2 had, baby 7 married
3 accident 8 scored
4 build 9 factory
5 spend

3

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

4 and 5

be	was	Ir
decide	decided	R
finish	finished	R
get	got	Ir
happen	happened	R
lose	lost	Ir
open	opened	R
stop	stopped	R
take	took	Ir
win	won	Ir

6
1 a cut 2 a came 3 a cost 4 a spent 5 a met
b talked b helped b tried b used b played

7
1 clean 2 warm 3 famous 4 old 5 interesting

8
Students should underline: beautiful, small, great, hot, sunny, beautiful, busy, warm, interesting, local, fun, main, cold
Beginning: Hello, Beatrice!
Ending: Bye for now, Noel

9
Students should tick a, b, d, e, g and write notes with their own ideas.

10
Students' own answers

VOCABULARY BUILDER QUIZ 10

1
1 cost 2 main 3 play 4 like 5 fun

2
1 conditioning/con 2 music 3 show 4 room 5 attack

3
1 stay warm 2 win the match 3 die in an accident 4 get wet 5 close the club

4
1 c 2 d 3 b 4 e 5 a

5
1 election 2 windy 3 skiing 4 discussion

UNIT 11

Workbook pages 64–65

1
1 January 2 February 3 March 4 April 5 May 6 June 7 July 8 August 9 September 10 October 11 November 12 December

2
1 a in 2 a beginning 3 a middle 4 a end b during b first b second or third b last

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

4
1 during 2 beginning 3 middle 4 end 5 last

5
1 the first 2 the fourth 3 the sixteenth 4 the twenty-fourth 5 the twenty-sixth

6
1 Does Dan want to come to the cinema?
2 Why wasn't Bill at the party yesterday?
3 Can you come to my parents' party?
4 How old is your sister going to be?
5 Who are you going to dinner with?
6 Are you doing anything to celebrate?
7 What did you get your husband for his birthday?
8 Did you go anywhere last summer?

7
1 Why 2 How 3 Who 4 Can 5 Where 6 Does 7 Is 8 What 9 Did

8
1 c, How old is she going to be
2 e, Who are you going with
3 a, Can you help me with my homework
4 d, Did she and her husband do anything to celebrate?
5 b, Why was it horrible

9
1 Can, check 2 Do, love, day, can't 3 going, come, dates 4 Maybe, diary

11
a birthday party
an anniversary
a conference
a barbecue

12
1 Luigi's 2 Italian 3 South Street 4 9th September 5 ten 6 20th September 7 barbecue 8 3 pm (in the afternoon) 9 14 New Road 10 Tokyo 11 26th September 12 29th September 13 27th September

Workbook pages 66–67

- 1**
 1 of a heart attack 2 university 3 a new life
 4 a degree 5 an online shop 6 interested in art
 7 divorced 8 married
- 2**
 1 was born 2 start
 3 have 4 get
 5 live 6 become
- 3**
 Students' own answers
- 4**
 1 After 2 in
 3 In 4 when
 5 after 6 When
- 5**
 1 When 2 after
 3 when 4 after
 5 in 6 in
 7 When 8 in
- 6**
 1 g 2 c 3 a 4 d 5 h 6 f 7 e 8 b
- 7**
 1 inventor 2 nurse
- 8**
 1 the third 2 1876 3 Canada
 4 phones 5 the twelfth 6 sick
 7 clean 8 so she visited sick people
- 9**
 1 T
 2 F, He moved to Canada in 1870.
 3 T
 4 F, He died in the summer.
 5 F, Florence Nightingale moved to England with her family in 1821.
 6 F, She didn't go to school when she was a child.
 7 T
 8 F, She died in 1910.

11
 /i:/, /ɪ/ and /aɪ/

12
 /i:/ hungry, history
 /ɪ/: with, busy, prison
 /aɪ/: outside, night, died, why

Workbook pages 68–69

- 1**
 1 a high 2 a fought 3 a repaired 4 a main 5 a castle 6 a queen 7 a century
 b big b killed b damaged b capital b wall b king b year
- 2**
 1 high 2 centuries 3 fought
 4 walls 5 king 6 killed
 7 protect 8 damaged, repair 9 capital
- 3**
 1 a because 2 a because 3 a so 4 a so 5 a because
 b so b so b because b because b so
- 4**
 1 d 2 e 3 a 4 f 5 b 6 c
- 5**
 b
- 6**
 1 was born 2 1988
 3 finished school 4 2007
 5 got married
- 7–9**
 Students' own answers

VOCABULARY BUILDER QUIZ 11

- 1**
 1 middle 2 queen
 3 anniversary 4 second
 5 prison
- 2**
 1 was 2 got
 3 celebrated 4 moved
 5 fought
- 3**
 1 grandma 2 boyfriend
 3 online 4 countryside
 5 anywhere
- 4**
 1 b 2 d 3 c 4 e 5 a
- 5**
 1 lucky 2 angry
 3 independent 4 interested
 5 somewhere

UNIT 12

Workbook pages 70–71

- 1**
 1 working 2 low 3 broken
 4 strong 5 heavy 6 lost
 7 wrong 8 empty
- 2**
 1 carry 2 charger
 3 show 4 lend
 5 repair 6 seat
- 3**
 1 e 2 f 3 a 4 g 5 c 6 b 7 d
- 4**
 d, f, g
 Suggested solutions
 d Throw it in the bin / I'll get them to make another one. / We can go to another café if you like.
 f Do you want to look for another restaurant?
 g Come to my room and watch mine.
- 5**
 1 I'll send 2 I'll repair
 3 I'll lend 4 I'll go
 5 I'll check
- 6**
 1 1 c 2 a 3 d 4 b 5 e
 2 1 b 2 e 3 c 4 a 5 d
 3 1 c 2 e 3 b 4 d 5 a
- 7**
 1 b 2 b
- 8**
 Students should tick: 2, 4, 5, 8
- 9**
 2 c 4 e 5 f 8 g
- 10**
 long a: place, safe
 long e: me, we
 long o: home, hope
 long u: computer, rule
 short a: back, taxi
 short e: get, send
 short o: chocolate, contact
 short u: stuff, sunny

Workbook pages 72–73

- 1**
 Across
 5 toy 6 sweets 7 jewellery
 Down
 1 sculpture 2 flowers
 3 painting 4 computer
 6 shirt
- 2**
 1 painting 2 home-made 3 T-shirt
 4 chocolates 5 book 6 sculpture
 7 money 8 lovely
- 3**
 1 b 2 a 3 b 4 a 5 b

- 4**
- | | |
|--|--|
| 1 ✓ | 4 a good place to for a |
| 2 anywhere to for some | 5 ✓ |
| 3 flowers for to say | 6 the best place for to go |

- 5**
- | | | | |
|------------|---------------|-----------|-------|
| 1 for, for | 2 to, for, to | 3 to, for | 4 for |
|------------|---------------|-----------|-------|

- 6**
- | | | |
|---------|--------|--------------|
| 1 First | 2 Then | 3 In the end |
|---------|--------|--------------|

7
Beginning: Dear Sir or Madam,
Ending: Yours faithfully, Gabriella Hollis

- | | | |
|---------|--------|-------|
| 1 First | 2 Then | 3 end |
|---------|--------|-------|

8
Students should tick 1, 4, 5, 6 and write their own notes

9
Students' own answers

Workbook pages 74–75

- 1**
- | | | | |
|-----------|--------|----------|--------|
| 1 enjoyed | 3 Give | 5 missed | 7 need |
| 2 forgot | 4 hope | 6 order | |

- 2**
- | | | |
|-----------|--------------|----------------|
| 1 kind | 4 contact | 7 lovely, care |
| 2 quick | 5 everything | 8 Thanks |
| 3 journey | 6 phone | |

- 3**
- | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 F | 2 T | 3 T | 4 F | 5 T | 6 T | 7 F | 8 T |
|-----|-----|-----|-----|-----|-----|-----|-----|

- 4**
- 1 Give me a call when you're home. I will.
 - 2 Don't forget to call us. I won't.
 - 3 Have a good journey. I will.
 - 4 Don't work too hard. I won't.
 - 5 Don't forget your plane ticket. I won't.
 - 6 Get some rest on your holiday. I will.

You can answer with *OK*. in all of them.

- 5**
- | | |
|----------------|-------------------|
| 1 Help | 5 Go |
| 2 Don't forget | 6 Hurry |
| 3 Don't be | 7 Don't ask |
| 4 Say | 8 Don't work, Get |

6
Students should tick: 1, 3, 4, 5

- 7**
- | | | | |
|-----------|---------|----------|--------|
| 1 flowers | 2 money | 3 sweets | 4 pens |
|-----------|---------|----------|--------|

- 8**
- 1 Anything they can cut their hand with.
 - 2 Because they think a gift like that means you want to 'cut' being their friend.
 - 3 After the 'giver' leaves.
 - 4 right
 - 5 three
 - 6 Brazilian people
 - 7 Japanese people
 - 8 Indian people

VOCABULARY BUILDER QUIZ 12

- 1**
- | | | |
|---------|----------|---------|
| 1 low | 3 forget | 5 quick |
| 2 empty | 4 lovely | |

- 2**
- | | | |
|-----------|-------------|---------|
| 1 theatre | 3 a call | 5 space |
| 2 a seat | 4 a brother | |

- 3**
- | | | |
|--------|---------|------|
| 1 up | 3 out | 5 in |
| 2 care | 4 other | |

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

- 5**
- 1 lost
 - 2 charger
 - 3 hungry
 - 4 useful
 - 5 definitely

