

# CUTTING EDGE

THIRD EDITION

PRE-INTERMEDIATE TEACHER'S RESOURCE BOOK

WITH RESOURCE DISC

زبان امید

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STEPHEN GREENE  
SARAH CUNNINGHAM PETER MOOR

ALWAYS LEARNING

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## TEACHER'S RESOURCE BOOK

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## TEACHER'S RESOURCE DISC

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- Video scripts
- Photocopiable worksheets with instructions
- Photocopiable worksheets index

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- Mid-course test
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- Test audio
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# STUDENTS' BOOK CONTENTS

Unit	Grammar focus	Vocabulary	Skills
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<b>02</b> FIRSTS AND LASTS page 16	Past simple – positive and negative Past simple – questions	Time phrases: <i>at, on, in, ago</i> Words to describe feelings	<b>Reading:</b> Firsts in television technology
<b>03</b> WORK AND REST page 24	<i>should, shouldn't</i> <i>can, can't, have to, don't have to</i>	Daily routines Jobs	<b>Reading:</b> 'Short sleeper' or 'long sleeper': Which is healthier? <b>Listening:</b> An unusual job
<b>04</b> SPECIAL DAYS page 32	Present simple and Present continuous Present continuous for future arrangements	Verb phrases for special days Descriptive adjectives	<b>Reading:</b> Special days around the world <b>Reading:</b> Do something funny for money <b>Listening:</b> New Year celebrations
<b>05</b> YOUR LOOK page 42	Comparative and superlative adjectives Questions with <i>How, What</i> and <i>What ... like?</i>	Physical appearance Parts of the body	<b>Reading:</b> Physical appearance <b>Listening:</b> Special clothes
<b>06</b> GOING AWAY page 52	Plans and intentions Predictions with <i>will</i> and <i>won't</i>	Going on holiday Describing holidays	<b>Reading:</b> On The Move Holidays
<b>07</b> SUCCESS page 60	Present perfect and Past simple with <i>for</i> Present perfect and Past simple with other time words	Verb phrases about ambitions The internet	<b>Reading:</b> Top five secrets of success <b>Reading:</b> Amazing achievements <b>Listening:</b> Finding fame on the internet

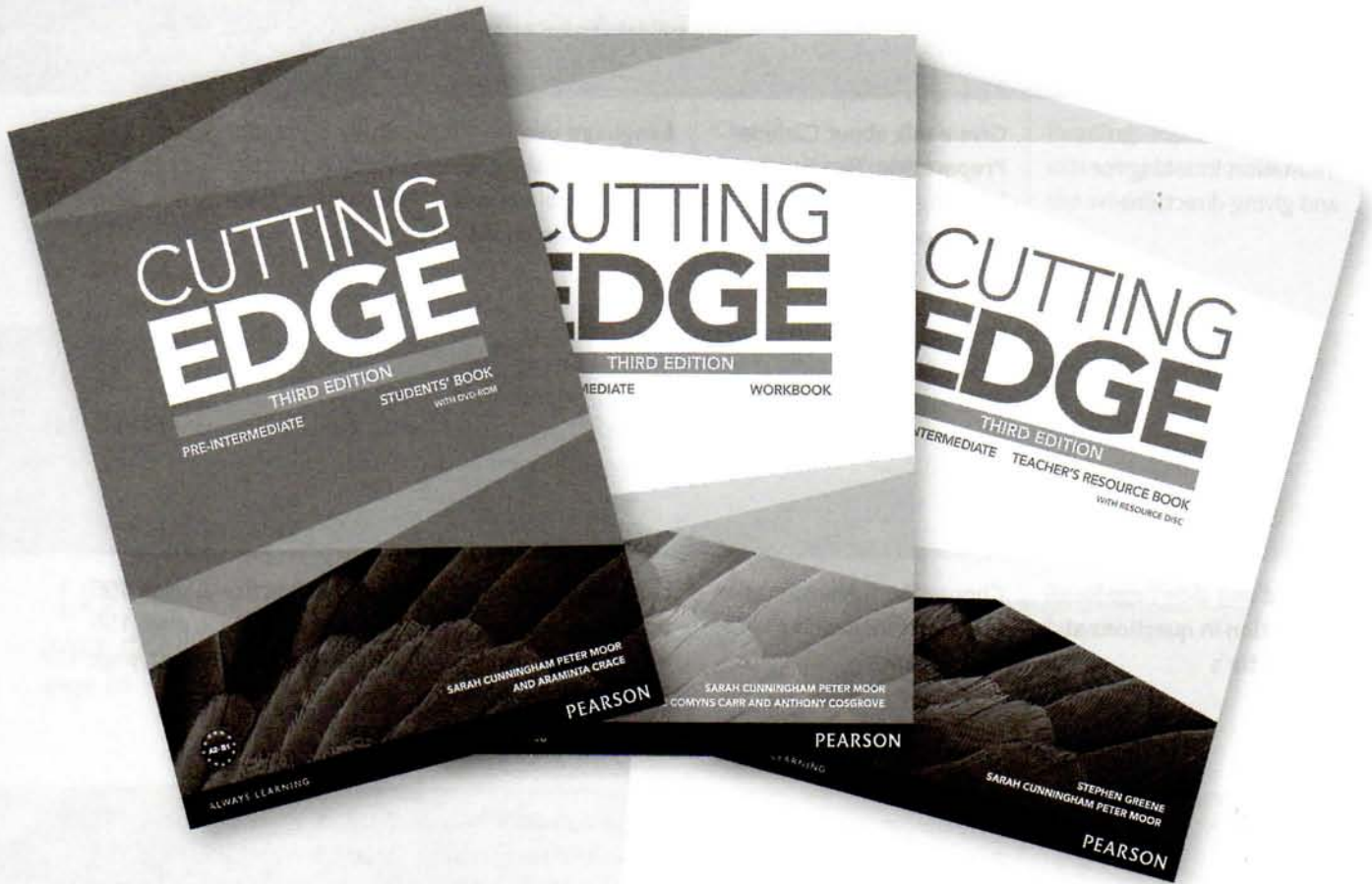
Pronunciation	Task	Language live/ World culture	Study, Practice & Remember
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-ed endings (past forms) <i>was</i> and <i>were</i> Stress on adjectives Intonation in questions	Describe a first or last time <b>Preparation:</b> Listening <b>Task:</b> Speaking	<b>Language live</b> <b>Speaking:</b> Travel questions <b>Writing:</b> A narrative	Study & Practice 1, page 140 Study & Practice 2, page 140 Remember these words, page 141
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<b>09</b> OLD AND NEW page 78	<i>may, might, will definitely, etc.</i> Present tense after <i>if, when</i> and other time words	Modern equipment Adjectives for describing places	<b>Reading:</b> What was life like one hundred years ago? <b>Listening:</b> How to clean a house in three minutes
<b>10</b> TAKE CARE page 88	Past continuous <i>used to</i>	Accidents and injuries Feeling ill	<b>Reading:</b> Dirt is good for you
<b>11</b> THE BEST THINGS page 96	<i>like</i> and <i>would like</i> Conditional sentences with <i>would</i>	Adjectives with dependent prepositions Survival items	<b>Reading:</b> The best things in life!
<b>12</b> BRAND NEW page 106	Present simple passive Past simple passive	Types of products Personal items	<b>Reading:</b> What makes a good brand great?
<b>13</b> THE RIGHT PERSON page 114	Present perfect continuous with <i>how long, for</i> and <i>since</i> Present perfect continuous and Present perfect simple	Personal characteristics Getting a job	<b>Reading:</b> Finding Mr Right
<b>14</b> MONEY page 124	Past perfect Narrative tenses review	Money Verbs and phrases about money	<b>Reading:</b> Money movies

Pronunciation	Task	Language live/ World culture	Study, Practice & Remember
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# STUDENTS' BOOK CONTENTS



# MESSAGE FROM THE AUTHORS

Do you remember the first time you sent a text message? Or when you started checking information online? These things may seem like centuries ago or only yesterday, but one thing is for sure, in the last twenty years or so we have lived through a period of unprecedented technological change. Change which has affected all of our personal and working lives. Change that will not go away but will continue in ways that we haven't yet imagined.

*Cutting Edge Third Edition*, while retaining its most popular features, has changed to reflect and embrace the digital age. We have done this through new texts, enhanced features and design along with a whole suite of new digital components. We've added richer and more varied video content in the *Language live and World culture* lessons. These also deepen learners' knowledge and understanding of global issues, direct them to purposeful, focused research on the internet and guide them to summarise their findings through guided writing tasks.

The new *Share your task* feature encourages learners to film and compare their work with other *Cutting Edge* users. The fully revised *MyEnglishLab* for *Cutting Edge Third Edition* has a wide variety of interactive exercises to motivate and engage learners along with the gradebook so you can keep track of your learners' progress in an instant.

Grammar rules, vocabulary lists and test scores all play their part in language learning, but that's not the whole story; in the end, language learning is about connecting people. *Cutting Edge Third Edition* provides a window on the world with dramatic video clips, information-rich texts and engaging tasks. These provide a springboard for learners to engage in meaningful speaking and writing activities that reflect the reality of the 21st century.

We hope that you and your learners will enjoy using *Cutting Edge Third Edition* and we would like to thank you for the invaluable input you have given us over the years. We look forward to continuing and widening our ongoing dialogue with *Cutting Edge* users all over the world.



*Sarah Cunningham and Peter Moor*

# OVERVIEW OF COMPONENTS

## STUDENTS' BOOK

- Twelve units with 90 to 120 hours of teaching material
- A comprehensive Study, Practice & Remember section
- Audio scripts of the class audio

## DVD-ROM

- Audio material for use in class
- DVD content (World culture and Language live)
- Audio and video scripts
- Digital Mini Dictionary



## WORKBOOK

- Additional grammar, vocabulary and pronunciation exercises to complement the Students' Book
- Additional functional language practice exercises
- Extra listening and reading material
- Extra writing practice

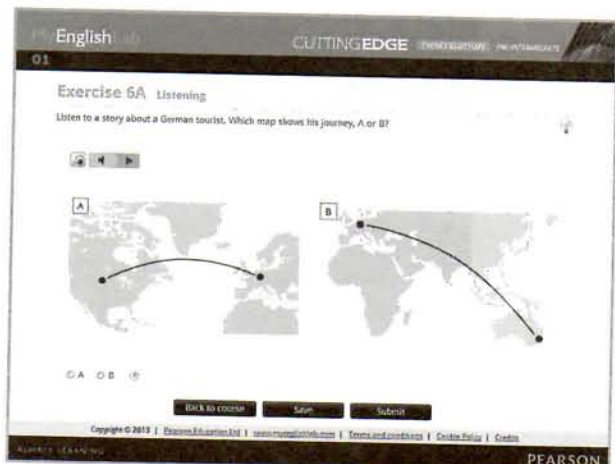
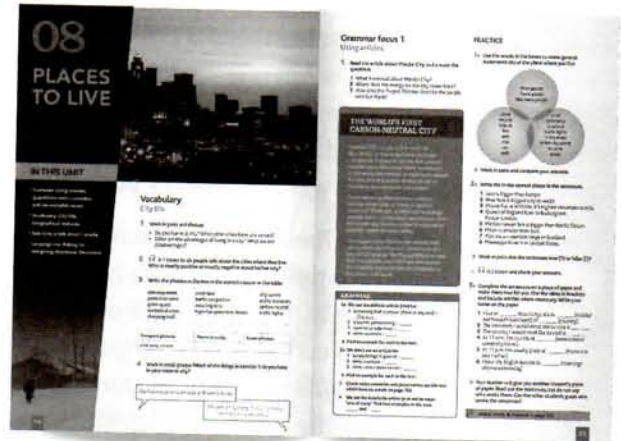
## WORKBOOK AUDIO

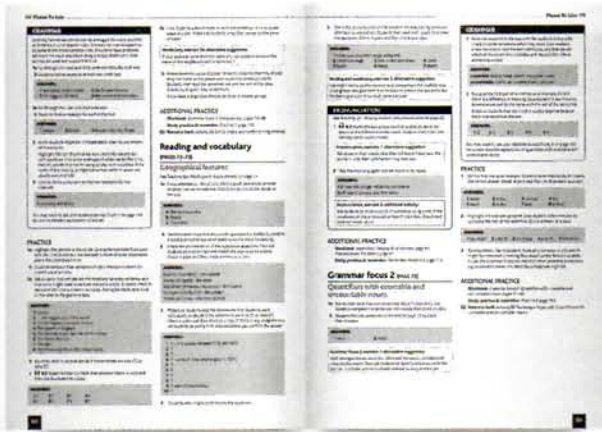
- Audio material to practice listening, pronunciation and functional language
- Visit [www.english.com/students/cuttingedge3e](http://www.english.com/students/cuttingedge3e) to download the audio

## MYENGLISHLAB

Learning Management System that provides:

- Interactive workbook with instant feedback
- Extra practice in grammar, vocabulary and the four skills
- Progress, Mid-course and End of course tests
- Extra videos with interactive exercises





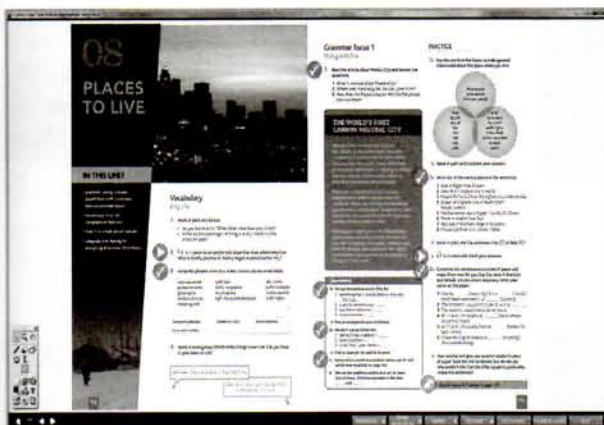
## TEACHER'S RESOURCE BOOK

- Teacher's notes for every unit with alternative suggestions, culture notes and answer keys
- Generic teaching tips on useful areas such as: grammar, lexis, pronunciation, using video etc.



## TEACHER'S RESOURCE DISC

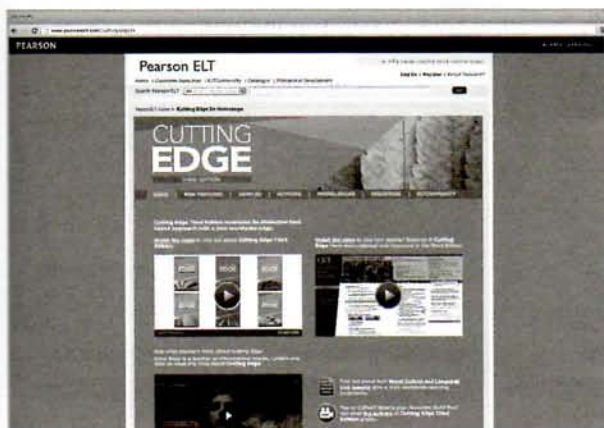
- Class audio scripts and video scripts
- Photocopiable worksheets to provide additional practice of key language
  - Editable and printable tests
- Test audio, audio scripts and answer keys



## ACTIVE TEACH

Software for classroom use to help teachers get the most out of the course featuring:

- Answer reveal feature
- Integrated audio and video content
- Test master containing all course tests
  - Large extra resources section
- Grammar and vocabulary review games
  - A host of useful tools



## WEBSITE

- Information about the course
  - Sample materials
  - Placement test
- A range of free downloadable worksheets  
[www.pearsonELT.com/cuttingedge3e](http://www.pearsonELT.com/cuttingedge3e)

# THE STUDENTS' BOOK

1 Key language highlighted at the start of each unit.

2 Topic-related vocabulary and focus on high-frequency, useful words and phrases.

3 Learners are encouraged to notice grammar in context.

4 Plenty of form-based and communicative practice of key language.

5 Cross-referencing to *Study, Practice & Remember* sections for additional explanations, exercises and *Study tips*.

6 Information-rich texts reflect learners' interests and experience.

7 A variety of pre and post-reading activities are provided to get the most out of reading texts.

8 Personalised speaking activities recycle vocabulary and encourage learners to draw on their own knowledge and experience.

## 08 PLACES TO LIVE

**1 IN THIS UNIT**

- Grammar: Using articles, Quantifiers with countable and uncountable nouns
- Vocabulary: City life, Geographical features
- Task: Give a talk about Canada
- Language: Inviting and giving directions

**2 Vocabulary**  
City life

1 Work in pairs and discuss.

- Do you live in a city? What other cities have you visited?
- What are the advantages of living in a city? What are the disadvantages?

2 Listen to six people talk about the cities where they live. Who is mostly positive or mostly negative about their city?

3 Write the phrases in the box in the correct column in the table.

Transport phrases	Places in a city	Green phrases
one-way street	cycle lane	city centre
protection cases	traffic congestion	public transport
green space	high-rise buildings	carbon neutral
modernist art	regycling bins	traffic lights
shopping mall	resolving apartment blocks	

4 Work in small groups. Which of the things in exercise 3 do you have in your town or city?

Who lives in the city where you live?

Who does it have a lot of green spaces in the city?

### Grammar focus 1

#### Using articles

- 1 Read the article about Masdar City and answer the questions.
- What is unusual about Masdar City?
  - Where does the energy for the city come from?
  - How does the Project Director describe the people who live there?

#### THE WORLD'S FIRST CARBON-NEUTRAL CITY

Masdar City is set to be the world's first carbon-neutral city. It is built in the desert of Abu Dhabi, in the United Arab Emirates. The city is designed to be a model of sustainable living. It will be powered by solar energy and will have no cars. The city is also designed to be a model of modern living. It will have all the amenities of a modern city, but it will be built in a way that is sustainable and carbon-neutral.

The city is designed to be a model of sustainable living. It will be powered by solar energy and will have no cars. The city is also designed to be a model of modern living. It will have all the amenities of a modern city, but it will be built in a way that is sustainable and carbon-neutral.

### GRAMMAR

- 1a We use the definite article (the) for:
- something that is unique (there is only one) - the sun
  - specific mentioning - the president
  - superlative adjectives - the tallest
  - some countries - the USA
- 1b Find an example for each in the text.
- 2a We don't use an article for:
- people (I met a friend)
  - some countries (I went to the USA)
  - some cities (I live in London)
- 2b Find an example for each in the text.
- 3 Check which countries and places come with the and which have an article on page 112.
- 4 We use the indefinite article (a / an) for most 'one of many'. Find four examples in the text.

### 4 PRACTICE

- 1 Use the words in the boxes to make general statements about the place where you live.
- Most people  
live in the city  
centre.

It is  
quite easy  
to walk  
to the  
city centre.
- 2a Work in pairs and compare your answers.
- 2b Write the in the correct places in the sentences.
- Asia is bigger than Europe.
  - New York is bigger city in world.
  - Mount Fuji is in China. It's highest mountain in Asia.
  - Queen of England lives in Buckingham Palace, London.
  - Mediterranean Sea is bigger than Pacific Ocean.
  - Moscow is smaller than Paris.
  - Alps are a mountain range in Scotland.
  - Mississippi River is in United States.
- 3a Work in pairs. Are the sentences true (T) or false (F)?
- 3b Listen and check your answers.
- 3c Complete the sentences on a piece of paper and make them true for you. Use the ideas in brackets and include articles where necessary. Write your name on the paper.
- I live in \_\_\_\_\_ (country). It's in \_\_\_\_\_ (continent).
  - The continent I would most like to visit is \_\_\_\_\_.
  - The country I would most like to visit is \_\_\_\_\_.
  - At 11 pm, I'm usually at \_\_\_\_\_ (school/university/etc).
  - At 11 pm, I'm usually (not) at \_\_\_\_\_ (home / in bed / etc).
  - I have my English lessons in \_\_\_\_\_ (morning/ afternoon/evening).
- 3d Your teacher will give you another student's piece of paper. Read out the sentences, but do not say who wrote them. Can the other students guess who wrote the sentences?

## 09 TOP 5 MOST EXTREME PLACES TO LIVE IN THE WORLD!

Are you bored with your home town ... and thinking of moving somewhere more interesting? Here are five suggestions of some of the most interesting - and extreme - places in the world where you could go!

- 1** High in the Himalayas, the world's highest mountain range, is the village of Gumbukhari. It is one of the most remote villages in the world. It is located at an altitude of 5,000 metres. The village is very small and has a very small population. It is one of the most interesting places in the world.
- 2** In the middle of the Amazon rainforest, there is a small village called Yanomami. It is one of the most remote villages in the world. It is located in a very remote area of the Amazon rainforest. It is one of the most interesting places in the world.
- 3** In the middle of the Sahara desert, there is a small village called Tuat. It is one of the most remote villages in the world. It is located in a very remote area of the Sahara desert. It is one of the most interesting places in the world.
- 4** In the middle of the Antarctic continent, there is a small village called McMurdo. It is one of the most remote villages in the world. It is located in a very remote area of the Antarctic continent. It is one of the most interesting places in the world.
- 5** In the middle of the Arctic continent, there is a small village called Alert. It is one of the most remote villages in the world. It is located in a very remote area of the Arctic continent. It is one of the most interesting places in the world.

7 Reading and vocabulary  
Geographical features

1a Match the photos with the places in the box.

1b Work in pairs and discuss. Which place looks most interesting? Why?

2 Read the text above and match the places in the text with the superlatives in the box.

the tallest    the deepest    the hottest    the coldest  
the most remote

3 Read the text again and decide if the statements are true (T) or false (F). Correct the false statements.

- In Wuyishan the temperature gets up to 39°C every day.
- Wuyishan is situated by the sea.
- The mountains around Qiyangshan keep the air cold.
- Sichuan is Qiyangshan's nearest city.
- Most people who live in Tibet work in the forest.
- Every day is a rainy day in Tibet.
- Recently, Japan had 15 years of no rain at all.
- People in Japan think the water in the River Nile is the best.
- Mount Fuji is the highest mountain in the world.
- You can swim in the sea and in a swimming pool in Iceland at 1°C.

4 Work in groups and discuss.

- Which place do you think is the most / the most difficult place to live? Why?
- What is the hottest / the coldest place you've ever been to?

### 5 Look at the words in the box and answer the questions.

- beach island river mountain forest valley  
lake sea ocean desert mountain range
- Which words are connected with the beach?
  - Which is bigger: a mountain or a mountain range?
  - Which words are connected with water?
  - Which is bigger: a sea or an ocean?
  - Which city lives where you go swimming? (a beach or a coast)
  - Which place has a lot of trees?
  - Which place has almost no trees or plants?

### PRONUNCIATION

- 1 If I listen to the letter (s) pronounced in these words, is it pronounced / s / or / z /?
- sea island hill village / village sea  
island sea mountain white
- 2 Listen and check and write the words.

### Grammar focus 2

#### Quantifiers with countable and uncountable nouns

- 1a Complete the sentences below.
- There is \_\_\_\_\_ agents, but there is \_\_\_\_\_ shop.
  - There are \_\_\_\_\_ beaches along the beautiful coast.
- 1b Look again at the text on page 72 and check your answers.
- GRAMMAR
- 1 Read about countable and uncountable nouns and look at the words in the box. Which are countable and which are uncountable?
- A countable noun has a singular and a plural form. An uncountable noun has a singular form but no plural form.
- beach traffic mountain valley sea water pollution island air forest
- 2 Look at the quantities in bold in the pairs of sentences below. Write s next to the pairs where the meaning is the same and no s next to the pairs where the meaning is different.
- There's a beach. There are some beaches.
  - There isn't any trees. There are no trees.
  - There are a few shops. There are a lot of shops.
  - There aren't many mountains. There aren't any mountains.
  - There's a lot of sea. There's too much sea.

### PRACTICE

- 1 Choose the correct answers.
- There are **any** / **much** / **many** mountains near where I live.
  - There are **one** / **a few** / **a few** beaches, but they are quite dirty.
  - My family because there is **a lot of** / **much** / **many** spectacular scenery around here.
  - There aren't **any** / **much** / **many** places to stay on the island.
  - My flat's got a nice view, but there isn't **no** / **much** / **many** space.
  - There aren't **many** / **much** / **many** people living in the desert area.
  - I'm not going / **going** / **going** because I haven't got **any** / **no** / **many** money.
  - There's **many** / **much** / **a lot of** traffic on the road to the beach at weekends.
- 2 Complete the sentences with the most appropriate phrase in the box.
- too many    too much (of)    a lot of (of)
- There is a lot of pollution in my city, but it doesn't really affect me.
- You can't swim in the river because there is \_\_\_\_\_ pollution.
  - Japan exports \_\_\_\_\_ cars to Europe every year.
  - I am often late for work because there are \_\_\_\_\_ cars on the road.
  - His area gets \_\_\_\_\_ rain so the wheat grows well.
  - We didn't enjoy our summer holiday because there was \_\_\_\_\_ rain.
- 3 Work in pairs. You are going to try to persuade a visitor to come to an area or a country that you know well. Use some of the ideas in Grammar Focus 2 and some ideas of your own.
- You should write the words out of brackets. There are a lot of beautiful beaches.
- This is a lot of (mountain) every year. And there are a few (mountain) every year.

- 1 Reading and vocabulary**  
Describing holidays
1. Work in pairs and discuss. What's your favourite way to travel? Why?
    - Look at the photos of different methods of transport. Make a list of the good and bad points of each one.
  2. Read the online travel brochure from *On The Move Holidays*. Which holiday has the most/least comfortable sleeping accommodation?
  3. Match the holidays with statements 1-4.
    - We stayed in really good hotels - much better than I was expecting to see here if the local people live.
    - The whole thing lasted nearly two weeks.
    - We spent some really nice days by the sea.
    - There were people taking food.
    - It was very noisy by the tent at night. Sometimes we couldn't sleep!
    - We were there for almost three weeks - it was great!
    - It was good to do some sightseeing in the capital.
  4. Match the adjectives in A with the appropriate noun in B.
 

A	B
1 crowded	a scenery
2 delayed	b accommodation
3 long	c airport lounge
4 beautiful	d flight
5 beautiful	e destination
6 interesting	f group
7 perfect	g driving car
8 peaceful	h lake
9 comfortable	i holiday
  5. Work in pairs. Think of another word that goes with each of the adjectives in A.
 

crowded → noisy  
delayed → slow  
interesting → fun
  6. Which of the holiday(s) would/wouldn't you like to go on? Why/Why not?

**SUNSHINE TOUR OF NEW ZEALAND**  
If you want to see the beauty of New Zealand and test your driving skills, this is the perfect holiday for you. A 12-day tour around the coast of the North and South Islands of New Zealand. Enjoy the peaceful lakes, mountains and forests and enjoy the best food and wine in the world. The car hire also takes you to some of the most beautiful scenery in the world! Comfortable accommodation in local hotels.

**AMAZON CANOE TOUR**  
During this exciting canoeing and camping trip, we travel along the River Amazon through the world's largest rain forest. Our groups have a maximum of 12 people with all basic food and equipment provided for you. We will be staying in the jungle, and taking you to see the most amazing animals in the world. You can also go on an amazing water rafting trip. This can be an exciting experience to take home, where you can show your friends and family. You will also have a chance to see some of the most beautiful scenery in the world!

**MOUNTAIN TO BEHOLD BY THE FRODO BAGGINS ROAD SHOW**  
A new journey to discover the world's most beautiful scenery. We are taking you to the most beautiful scenery in the world. You will be staying in the most beautiful scenery in the world. You will be staying in the most beautiful scenery in the world. You will be staying in the most beautiful scenery in the world.

- 2 Grammar focus 2**  
Predictions with *will* and *won't*
1. Listen to Luke planning to go on holiday. Listen to his conversation. What kind of holiday is it?
    - Listen again and answer the questions.
      - When is the best month to go to New Zealand?
      - When does Emma tell Luke to take with him?
      - What does Emma tell Luke about getting a visa?
- GRAMMAR**
1. Look at these sentences. Which of the following do they describe?
    - You'll meet some warm clothes.
    - It'll be nice to have some sandals.
    - Things you're planning to do.
    - Things you expect to happen.
    - Things you would like to happen.
  2. What does Emma say?
- PRONUNCIATION**
1. Listen to the sentences. What do you hear: will / or would / if?
    - Look at audio script 2 on page 170. Listen again and practice saying the sentences.
- PRACTICE**
1. Imagine your friend is coming to stay in your town or city in August. Which of the sentences are true for that town? Rewrite the false sentences to make them true for your town/city.
    - It'll be really hot.
    - A lot of places will be closed.
    - There won't be many tourists.
    - There'll be a lot of events.
    - You won't need a warm coat.
    - It'll be easy to find accommodation.
    - You won't need a visa.
    - You'll have a wonderful time.
  2. Work in pairs. Student A: You are visiting your friend's city in August. Prepare questions about the things below. Student B: Prepare your answers.
 

• weather	• clothes	• accommodation
• crowded	• visa	• activities
- Take turns to ask and answer your questions.
- Unit 6, Study & Practice 2, page 148

- 1 Learners are encouraged to learn more about the world and other cultures.
- 2 Grammar presented in context through listening and/or reading texts.
- 3 Special Pronunciation boxes focus on stress, weak forms and intonation.
- 4 Speaking and writing activities are integrated throughout to extend and consolidate language covered in the unit.
- 5 A model or stimulus is provided to show learners what they are expected to do.

**Task**

Give a talk about Canada

**CANADA QUIZ!**

1. Including all its land and water, Canada is...
  - the second largest country in the world
  - the first largest country in the world
  - the fourth largest country in the world
2. What percentage of the world's population lives in Canada?
  - 2.5 percent
  - 2.5 percent
  - 3.5 percent
3. There are many lakes and rivers in Canada. What percentage of all the fresh water on Earth do they contain?
  - 9 percent
  - 10 percent
  - 20 percent
4. How many of these oceans border Canada?
  - Two: Pacific Ocean
  - Three: Atlantic Ocean, Arctic Ocean
5. The country directly south of Canada is...
  - the USA
  - the USA
  - Mexico
6. The capital of Canada is...
  - Ottawa
  - Montreal
  - Toronto
7. How many official languages are there in Canada?
  - one
  - two
  - three
8. What is Canada's national winter sport?
  - hockey
  - ice hockey
  - football
9. What colour is the Canadian flag?
  - red
  - white
  - red and white
10. How many of these languages are Canadian?
  - French
  - English
  - Spanish
  - Portuguese

**USEFUL LANGUAGE**

a talking about places where a...? why is important? Explaining where a place is it's in the (east/west) of Canada / on the (south/north) coast. It's north of Canada. It's near... Explaining why a place is important there is a lot of... There are a lot of... It's a really (very) and (very) cultural place. It's an important... You can (go) (doing) them. It's the longest... It's a good place for (doing)...

**USEFUL LANGUAGE**

Canada has 10 million people and over 100,000 km<sup>2</sup> of coastline.

**SHARE YOUR TASK**

Practice giving your talk about Canada with your best friend.

Video Record yourself giving your talk.

After your presentation, watch other students.

- 5 Preparation (reading and listening)
- 6 Task Speaking
- 7
- 8
- 9

- 6 Structured speaking tasks help learners to achieve a particular goal or outcome.
- 7 Learners are encouraged to think and prepare before they do the task.
- 8 Useful language boxes help learners find the right expressions.
- 9 Share your task activities encourage learners to reflect and perfect their performance.

# THE STUDENTS' BOOK

1 Language live spreads focus on functional language and writing.

2 Key functional language is presented through light-hearted DVD clips.

3 Pronunciation is integrated throughout.

4 Writing sections focus on particular genres of writing e.g. blogs, emails etc. as well as practising particular sub-skills e.g. drafting.

5 Can do box at the end of the unit highlights what learners have achieved in the unit.

6 World culture spreads explore contemporary issues of global interest.

7 Topics are introduced through authentic, documentary-style clips from TV programmes and other sources.

8 World view sections encourage learners to share ideas and experiences.

9 Find out first/Find out more sections develop

## 1 LANGUAGE LIVE

### Speaking

**Asking for and giving directions**

1 Work in pairs and discuss the questions.

- What do you usually do when you arrive in a new town/city/country? Do you do any of the things below?
- take a taxi to your destination
- buy a map
- go to the tourist information office
- ask people for directions
- Have you ever got lost in a new town/city/country? What happened?

2a Watch the video and answer the questions.

1 Where are the people going?

2 How many people do they ask for directions?

b Look at these ways of asking for directions. Watch again and complete the gaps.

1 Excuse \_\_\_\_\_?

2 Can you \_\_\_\_\_ me?

3 We're \_\_\_\_\_ to the Grand Hotel.

4 Can you give me some \_\_\_\_\_ please?

3 Match the phrases in the box to the pictures below.

go to the end of the road  
turn left at the traffic lights  
it's on the corner  
cross the road  
take the next right  
on the other side of the road  
take the second right

**PRONUNCIATION**

1 Watch and listen for the key phrases in exercises 2 and 3.

2 Practice saying them.

4 Work in pairs. You are going to ask for and give directions. First, decide if you are asking someone in the street or phoning someone. Student A: Turn to page 133. Student B: Turn to page 137.

### 4 Writing

**Directions**

1 Hannah has invited her friend Sofia to stay, but she can't meet her at the airport. Complete Hannah's email with the words/phrases in the box.

live a better life \_\_\_\_\_ catch the number 8 bus  
on the right \_\_\_\_\_ directions  
get off \_\_\_\_\_ about 1 hour 40 minutes  
before the station \_\_\_\_\_ follow  
opposite \_\_\_\_\_ take the taxi

2 Match the verbs in A with the appropriate words/phrases in B.

A  
1 catch  
2 buy  
3 leave  
4 turn  
5 cross  
6 get off  
7 follow

B  
a the road  
b right  
c at the next stop  
d the sign  
e a ticket  
f a bus  
g the airport.

3a You are going to write a similar email giving directions from where you are now to one of the places below. Choose a place.

- your home
- the nearest station / bus stop / airport
- another place you know well

b Make some notes about:

- how to begin the journey
- what transport to use (bus, train, walking, etc.)
- the number of any bus/trains you need and where/how to buy a ticket
- how long the journey will take

4 Write your email. Use about 150 words.

## 6 WORLD CULTURE

### GREEN CITIES

**Find out first**

1a Work in pairs and discuss. How much do you know about Abu Dhabi in the United Arab Emirates? Try to answer the questions below.

1 Where are the United Arab Emirates?

a North Africa  
b Central Europe  
c Middle East  
d Asia

2 What does Abu Dhabi's wealth come from?

a banking  
b coal  
c oil and gas  
d wheat

3 What is Abu Dhabi surrounded by?

a desert  
b lakes  
c mountains  
d water

4 What is the climate in Abu Dhabi?

a very cold  
b very hot and dry  
c very hot and wet

b Go online to check your answers or ask your teacher.

Search United Arab Emirates / Abu Dhabi wealth / Abu Dhabi geographical features / Abu Dhabi climate

**View**

2a You are going to watch a video about Masdar City. Before you watch, check you understand the meaning of the words and phrases in the glossary below.

**GLOSSARY**

from scratch from the beginning  
sketch out from the start  
set out the details set out the plan  
take into account take into consideration  
take into account take into consideration

7 Watch the video and decide if the statements are true (T), false (F) or don't know (N).

1 The presenter believes that Masdar City is a true city of the future. T

2 The building of Masdar City will cost \$18 billion. T

3 40,000 people live there at the moment. F

4 After you park your car on the outside of the city, someone drives you to the centre. F

5 The car travels under the city of Masdar City. T

6 Masdar City has a lot of tall buildings. T

7 The streets of Masdar City are similar to the streets of Abu Dhabi. F

8 It is colder in Masdar than in Abu Dhabi. T

3a Look at the phrases from the video. Do they describe Abu Dhabi (AD) or Masdar (M)?

1 a lot of the hottest growing cities on the planet.  
2 a new green city  
3 a free for pedestrians to enjoy, with no traffic  
4 taller towers and ... wider highways  
5 surprisingly comfortable  
6 the streets are narrow and shady

Watch again to check.

**9 FIND OUT MORE**

5a Look at some other green cities in the box below. Do you know where they are?

Vigo Iceland Curitiba Hyderabad Porto Alegre

b Go online to find out more about two of the cities in the box or another green city you are interested in. Answer the questions.

1 Where is the city?

2 What is the population of the city?

3 Why is it a green city?

Search: city name + map / city name + population / city name + green city

6 Work in pairs and compare your information.

City	Where	Population	Why it's green
Vigo	Spain	64,200	The city aims to be 100% built by 2012.
Curitiba	Brazil	3,466,000	Has the world's largest tram system, free use of public transport to reduce greenhouse gases.
Portland	Oregon, USA	651,776	Has the world's largest green building program.
Hyderabad	India	2,82,69,000	Has a green building program that encourages use of green building materials and energy-efficient buildings.
Porto Alegre	Brazil	1,200,000	The city is the world's first green city.
Puerto Rico	Puerto Rico	3,710,000	Has a green building program that encourages use of green building materials and energy-efficient buildings.

Make suggestions and discuss possible solutions.



# THE SUPPORT COMPONENTS

## WORKBOOK

The Workbook contains a wide variety of grammar, vocabulary and functional language exercises that review all the areas studied in the Students' Book. It also features additional listening, reading and writing practice.

1 A variety of functional language practice activities consolidate areas covered in the Students' Book.

2 The workbook contains regular listening practice using the accompanying audio files.

3 Writing exercises offer further practice of the genres covered in the Students' Book.

Listen and read sections encourage learners to develop listening skills using the accompanying audio files.

### Grammar focus 2 used to

8 Roger lives with his wife and children in Scotland. He drives a Rolls Royce car, has a private plane and always wears expensive clothes. But things weren't always so good for Roger. Write six sentences with *used to* and the verbs in the box.

- and have be (not) work live
- (very unhappy) *He used to be very unhappy.*
  - (old clothes) *He used to wear old clothes.*
  - (very boring job) *He used to have a very boring job.*
  - (hamburger restaurant) *He used to work in a hamburger restaurant.*
  - (poor) *He used to be poor.*
  - (on his own) *He used to live on his own.*

9 Write negative sentences about Roger with *used to* and the words in brackets.

- (be / rich) *He didn't use to be rich.*
- (live / Scotland) *He didn't use to live in Scotland.*
- (drive / Rolls Royce) *He didn't use to drive a Rolls Royce.*
- (have / private plane) *He didn't use to have a private plane.*
- (wear / designer clothes) *He didn't use to wear designer clothes.*
- (have / a family) *He didn't use to have a family.*



10 Rewrite the sentences with *used to* where possible.



1 As a child I was very healthy. I didn't have many colds and I only went to hospital once, when I broke my leg.  
*As a child I was very healthy. I didn't use to have many colds and I only went to hospital once when I broke my leg.*

2 Claudia had a bicycle, but she sold it when her parents gave her a motorbike.  
*Claudia used to have a bicycle, but she sold it when her parents gave her a motorbike.*

3 My little brother hated vegetables. He always put them on my plate when I wasn't looking.  
*My little brother used to hate vegetables. He always put them on my plate when I wasn't looking.*

4 Last weekend we stayed in a little hotel by the sea, where I stayed every year on family holidays.  
*Last weekend we stayed in a little hotel by the sea, where I used to stay every year on family holidays.*

5 There was a sweet shop on the corner of the street. I remember we bought sweets on the way home from school every day.  
*There used to be a sweet shop on the corner of the street. I remember we bought sweets on the way home from school every day.*

6 There weren't many fast food restaurants in this town 20 years ago. Now there are at least ten.  
*There used to be few fast food restaurants in this town 20 years ago. Now there are at least ten.*

7 She worked in that shop many years ago. I use her every day on my way to school.  
*She used to work in that shop many years ago. I use her every day on my way to school.*

### Pronunciation use(d) in connected speech

11 Listen to the conversation. Is use(d) pronounced with /t/ or /d/?

- A: How often do you 'use a computer? ...  
B: I use mine every day. What about you?  
A: Actually, I never 'used to have one. I only bought one this year ...  
B: Really? So how did you 'use to send emails and things?  
A: Oh, easy. I just 'used my phone for those things.

### 1 Language live Talking about health

12 Complete the conversation with the phrases in the box.

I have a run allergy. What can I do for you?  
I got bronchitis. What are your symptoms?  
Are you taking any medication?

Patient: Good morning. Doctor Chang.  
Doctor: Good morning.  
Patient: Well, I wanted to see you because I'm not feeling very well.

Doctor: Right. And ...  
Patient: Well, I ... very often ... when you do sport or run fast?  
Doctor: Yes. I don't do sport or run fast. It's when I'm at work.

Doctor: And are you allergic to anything?  
Patient: No, of course not. ...  
Doctor: Yes. Take paracetamol. I see. Well, perhaps you shouldn't take it so often. And I think you need to relax more ...

### 2 Listen and check.



### 3 Writing Time words in a narrative

13 Use the notes to write the story. Use the Past simple and Past continuous.

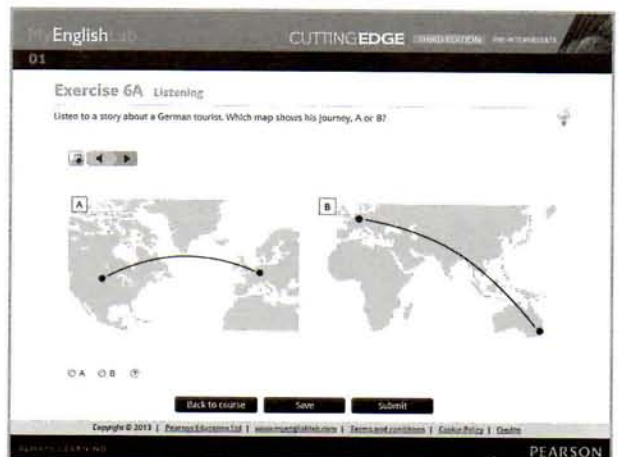


- One day / on my way home / I saw a goat in a field in Austria. / I saw a goat on the road.
- My father / stop the car / and said. / But the goat / not move.
- Suddenly, / he / get out of the car to watch the goat.
- Suddenly, / the goat / get up.
- Before / he could shut the car door, / the goat / get into his father's car.
- The noise / get back into the car / the goat / not get out.
- After some time, / the noise / get to his help.
- He walk / to the car's heater.
- When / he arrive, / the people think he was a thief.
- Finally, / he telephone the police.
- Eventually, / they get the goat out of the car.

## MYENGLISHLAB

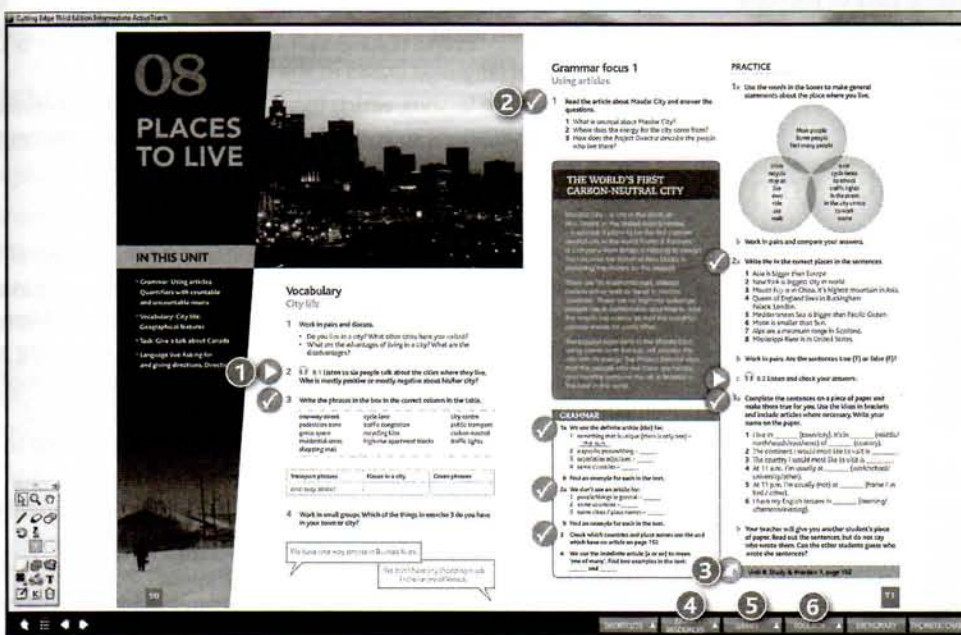
MyEnglishLab provides a blended and personalised learning environment with materials that can be assigned at the touch of a button.

- Interactive workbook exercises with instant feedback and automatic grade book.
- Common error report that highlights mistakes that learners are making.
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves.
- Mid-course and end of course tests.
- Extra video with interactive exercises for every unit.



## ACTIVETEACH

*Cutting Edge Third Edition ActiveTeach* contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.



1 Audio and video content fully integrated with time-coded scripting.

2 Answers to exercises are revealed at the touch of a button.

3 Shortcuts to the relevant pages of the *Study, Practice & Remember* sections.

4 Extra resources section with photocopiables, teacher's notes, editable audio and video scripts, editable tests and more.

5 Grammar and vocabulary games for warm up and review activities.

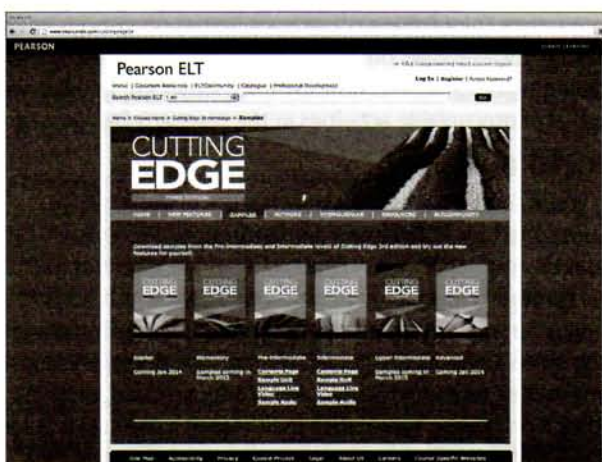
6 Useful tools include a regular/phonetic keyboard, a stopwatch and a scorecard.

## WEBSITE

The *Cutting Edge Third Edition* website provides a wealth of information and additional material to support the course.

- Information about the course, its components and the authors.
- Introductory author videos.
- Sample materials and free downloadable worksheets.
- A placement test.

[www.pearsonELT.com/cuttingedge3e](http://www.pearsonELT.com/cuttingedge3e)



# COURSE RATIONALE

## *The thinking behind Cutting Edge Pre-intermediate Third Edition*

### Overview

*Cutting Edge Pre-intermediate Third Edition* has a multilayered, topic-based syllabus which includes thorough and comprehensive work on grammar, vocabulary, pronunciation and the skills of listening, reading, speaking and writing. Structured speaking tasks form a central part of each unit.

*Cutting Edge Pre-intermediate Third Edition* gives special emphasis to:

- communication
- the use of phrases and collocations
- active learning and research skills
- recycling and revision.

### Topics and content

We aim to motivate learners with units based around up-to-date, globally relevant topics which help them gather information about the world and other cultures through the medium of English.

*Cutting Edge Pre-intermediate Third Edition* provides learners with many opportunities to share their opinions about the topics in focus and personalisation is strongly emphasized throughout. The differing needs of monocultural and multicultural classes has also been kept in mind throughout.

### Approach to grammar

Learners are encouraged to take an active, systematic approach to developing their knowledge of grammar, and to use new language in a natural, communicative way.

Typically, there are two *Grammar focus* sections in each unit, in which grammar is presented using reading or listening texts. Each *Grammar focus* has a *Grammar* box which focuses on the main language points, and encourages learners to work out rules for themselves.

The *Grammar focus* sections are followed up thoroughly through:

- a wide range of communicative and written practice exercises in the *Students' Book*
- the opportunity to use new grammar naturally in the speaking tasks (see below)
- the *Study, Practice & Remember* sections which consolidate learning and clarify any remaining problems
- further written practice in the *Workbook* and interactive exercises in the fully revised *MyEnglishLab*.

(See *Teaching tips: Working with grammar* on page 20, and *Using the Study, Practice & Remember* sections on page 25.)

### Approach to vocabulary

A wide vocabulary is vital to communicative success, so new lexis is introduced and practised at every stage in the course. Particular attention has been paid to the selection of high-frequency, internationally useful words and phrases, using information from the British National Corpus.

Vocabulary input is closely related to the topics and tasks in the units, allowing for plenty of natural recycling. Further practice is provided in the *Study, Practice & Remember* sections at the end of each unit and in the *Workbook*.

Fluent speakers make extensive use of 'prefabricated chunks' of language. *Cutting Edge Pre-intermediate Third Edition* gives particular emphasis to collocations and fixed phrases which are integrated throughout in:

- topic-based vocabulary lessons
- the *Useful language* boxes in the speaking tasks
- *Language live* lessons, which focus on phrases used in common everyday situations such as telephoning or making arrangements. (See *Teaching tips: Working with lexis* on page 21.)

### The speaking tasks

*Cutting Edge Pre-intermediate Third Edition* integrates elements of a task-based approach into its methodology. Each unit has a structured speaking task including surveys, mini-talks, problem-solving and narrative tasks. The primary focus is on achieving a particular outcome or product, rather than on practising specific language. The tasks provide the opportunity for realistic and extended communication, and because learners are striving to express what they want to say, they are more likely to absorb the language that they are learning. The tasks are graded carefully in terms of difficulty and, in order for them to work effectively, a model or stimulus is provided, useful language is given to help learners express themselves and thinking/planning time is included. Learners are also encouraged to record themselves or each other performing the tasks, and to share their recording with other learners through the new *Share your task* feature, thus providing extra motivation for rehearsal and accurate production. (See *Teaching tips: Making tasks work* on page 23, and *Teaching Pre-intermediate learners* on page 26.)

In addition to the extended speaking tasks, *Cutting Edge Pre-intermediate Third Edition* offers many other opportunities for speaking, for example, through the discussion of reading and listening texts, communicative practice exercises, and the wide range of photocopiable activities in the *Teacher's Resource Disc*.

### World culture

The *World culture* pages are a new feature of *Cutting Edge Pre-intermediate Third Edition* and are designed to deepen learners' knowledge and understanding of global issues. This is done through the use of authentic video clips which act as a stimulus for internet-based research around the issues raised in the video. Learners are guided through the necessary steps to make their research focused and productive, and are given guidance on how to summarise their research through a guided written follow-up. The emphasis throughout is on creating a link between the classroom and the outside world, and the development of research skills which will prove of lasting value.

## Language live

*Language live* pages are another new feature of *Cutting Edge Pre-intermediate Third Edition*. The main purpose of these pages is to help learners with the functional language they need to deal with everyday situations such as telephoning, shopping and making social arrangements. Learners are presented with key language through the medium of light-hearted DVD clips which provide an immediate and motivating context. They are then given the opportunity to practise the language further through roleplay activities, and to develop their writing skills through a related writing task.

## Other features of *Cutting Edge Pre-intermediate Third Edition*

### Listening

*Cutting Edge Pre-intermediate Third Edition* places strong emphasis on listening. Listening material consists of:

- short extracts and mini-dialogues to introduce and practise new language
- words and sentences for close listening and to model pronunciation
- longer texts (interviews, stories and conversations), many of which are authentic, often in the Preparation section as a model or stimulus for the Task
- regular *Listen and read* sections in the *Workbook* to further develop learners' confidence in this area.

### Speaking

There is also a strong emphasis on speaking, as follows:

- The tasks provide a regular opportunity for extended and prepared speaking based around realistic topics and situations.
- Much of the practice of grammar and lexis is through oral exercises and activities.
- The topics and reading texts in each unit provide opportunities for follow-up discussion.
- There is regular integrated work on pronunciation.
- Most of the photocopiable activities in the *Teacher's Resource Disc* involve extensive speaking practice.

### Reading

There is a wide range of reading material in the *Students' Book*, including newspaper and website articles, factual/scientific texts, stories, quizzes, forms, notes, letters, blogs and emails. These texts are integrated in a number of different ways:

- extended texts specifically to develop reading skills
- texts which lead into grammar work and language analysis
- texts which provide a model or stimulus for tasks and models for writing activities.

## Writing

Regular and systematic work on writing skills are developed in *Cutting Edge Pre-intermediate Third Edition* through:

- *Language live* pages in the *Students' Book*, which focus on writing e-mails and letters, writing narratives and reviews, drafting and redrafting, use of linkers, etc.
- *Writing* sections in the *Workbook*, which expand on the areas covered in the *Students' Book*
- written follow-up sections to many of the speaking tasks.

## Pronunciation

Pronunciation work in *Cutting Edge Pre-intermediate Third Edition* is integrated with grammar and lexis and there are special pronunciation boxes in every unit. The focus is mainly on stress, weak forms and intonation. A range of activity types are used in the *Students' Book*, including discrimination exercises and dictation, and an equal emphasis is placed on understanding and reproducing.

## Learning skills

*Cutting Edge Pre-intermediate Third Edition* develops learning skills in a number of ways:

- The discovery approach to grammar encourages learners to experiment with language and to work out rules for themselves.
- The task-based approach encourages learners to take a proactive role in their learning.

## Learning skills

Recycling is a key feature of *Cutting Edge Pre-intermediate Third Edition*. New language is explicitly recycled through:

- speaking tasks which offer constant opportunities for learners to use what they have studied in a natural way, and for teachers to assess their progress and remind them of important points.
- extra practice exercises in the *Study, Practice & Remember* sections. These are designed to cover all the main grammar and vocabulary areas in the unit. After trying the exercises, learners are encouraged to return to any parts of the unit that they still feel unsure about to assess what they have (and have not) remembered.

(See *Teaching tips: Making tasks work* on page 23 and *Using the Study, Practice & Remember* sections on page 25.)

# TEACHING TIPS

How to get the most out of *Cutting Edge Pre-intermediate Third Edition*

## Working with grammar

In *Cutting Edge Pre-intermediate Third Edition*, learners are encouraged to take an active, systematic approach to developing their knowledge of grammar, and the opportunity to use new language is provided in a natural, communicative way. Learners are encouraged to notice language in context where possible, but with the necessary support to help them achieve understanding and do meaningful practice.

### 1 Get to know the material available

Every unit of *Cutting Edge Pre-intermediate Third Edition* has two *Grammar focus* sections, which include:

- introductory material in the form of a reading or listening exercise, to help contextualise the language (though the focus here is on overall comprehension rather than grammatical rules).
- a *Grammar* box which focuses learners on the main language points, and which uses questions to help learners notice the meaning and use.
- a *Study* section (part of the *Study, Practice & Remember* section) at the back of the *Students' Book* providing more detailed information about what is covered in the *Grammar* boxes.
- oral and/or written communicative practice exercises.

These language areas are recycled through the *Study, Practice & Remember* sections at the back of the *Students' Book*.

The *Workbook* includes additional practice material.

There are also a number of games and other activities designed to further consolidate the grammar areas covered in the *Teacher's Resource Disc*.

### 2 Be prepared to modify your approach

It is unlikely that you will discover that all learners are using the target language perfectly and need no further work on it. However, you may realise they only need brief revision, that you can omit certain sections of the *Grammar* box or go through some or all of it very quickly. Alternatively, you may decide to omit some of the practice activities, or set them for homework.

On the other hand, you may discover that many learners know less than you would normally expect at this level. In this case, spend more time on the basic points, providing extra examples as necessary, and leave more complex issues for another day.

### 3 Check what learners know but be prepared to clarify

The questions in the *Grammar* box are designed to check what learners already know and guide them towards understanding. It is important to check how far learners have understood the language and allow them to demonstrate what they know already. However, if you find that learners are stuck or can't answer, then don't be afraid to clarify and firmly establish what the correct answer is.

### 4 Be clear about what you are teaching

When planning a grammar lesson, an important first step is to make sure you fully understand the grammar point yourself. Read the *Study* section at the back of the book and make sure you are fully prepared for any questions learners ask. At the same time, it is important to be aware of what learners can realistically be expected to learn at this level, so don't 'overload' them with too many rules.

### 5 Help learners look for similarities and differences in their first language

Sometimes it can be useful for learners to think about and compare how similar meanings to the grammar being studied can be expressed in their own language. This is especially important if this is the first time learners have come across a grammar point. Even in multilingual classes, you can ask learners if they have a similar grammar point in their own language, without having to go into too much detail about what it is exactly.

### 6 Use Grammar boxes in different ways

Questions in the *Grammar* boxes can be tackled in different ways, depending on the ability/confidence of your learners and the relative difficulty of the language point in question. Here are some possible approaches:

- **Answer the questions individually / in pairs, then check them together as a class:**  
This is a good way of encouraging a more independent attitude in your learners. Make sure that they understand what they have to do for each question, and monitor carefully to see how they are coping – if they are obviously all stuck or confused, stop them and sort out the problem. As you check answers, write up examples to highlight any important problems of form, meaning, etc. The *Study* section at the back of the *Students' Book* can be read at the end, either individually or as a class.
- **Answer the questions together as a class:**  
With weaker classes, or for areas that you know your learners will find difficult, it may be best to read out questions to the whole class and work through them together, with examples on the board. Alternatively, set more straightforward questions for learners to answer in pairs, and do more complicated ones together as a class. As learners gain more confidence, you can set more and more questions for them to do on their own.
- **Learners work through the questions individually / in pairs, then check the answers themselves in the Study section:**  
Stronger, self-sufficient learners may be able to take most of the responsibility for themselves. Most classes should be able to do this with the simpler *Grammar* boxes. It is still important that you monitor carefully to make sure that there are no major problems, and check answers together at the end to clear up any remaining doubts.

## Working with lexis

### 1 Become more aware of phrases and collocations

Thousands of phrases and collocations make up the lexis in English, along with the traditional one-word items. If necessary, look at the list of phrase types below, and start noticing how common these 'prefabricated chunks' are in all types of English. They go far beyond areas traditionally dealt with in English-language courses – phrasal verbs, functional exponents and the occasional idiom, although of course they incorporate all of these.

- **collocations** (common word combinations), including:
  - verbs + nouns (*leave school, have a drink*)
  - adjectives + nouns (*best friend, bad news*)
  - verbs + adverbs (*work hard*)
  - verbs + prepositions/particles, including phrasal verbs (*listen to, wait for*)
  - adjectives + prepositions (*interested in*)
- **fixed phrases**, such as: *Excuse me. / Here you are.*
- **whole sentences which act as phrases**, such as: *I don't know. / I agree with you.*

Such phrases blur the boundaries between 'vocabulary' and 'grammar' and in teaching these phrases, you will find that you are helping learners with many problematic areas that are traditionally considered to be grammar, such as articles and prepositions. Many common examples of these structures are in fact fixed or semi-fixed phrases. We are not suggesting that work on chunks should entirely replace the traditional grammatical approach to such verb forms, but recommend that it should be a useful supplement.

### 2 Keep an eye on usefulness and be aware of overloading learners

It is easy to 'go overboard' with collocations and phrases as there are so many of them, especially at this level, so keep it simple. In order to avoid overloading learners, limit your input to high-frequency, useful phrases. As you teach lexis, ask yourself questions such as: *How often would I use this phrase myself? How often do I hear other people using it? Do my learners need it? Is it too idiomatic, culturally specific or complex to bother with?*

### 3 Feed in phrases on a 'little but often' basis

To avoid overloading learners and ensure that your lexical input is useful, teach a few phrases relating to particular activities as you go along. For example, in a grammar practice activity, instead of simple answers such as *Yes, I do* or *No, I haven't*, feed in phrases such as *It depends, I don't really know*. The same is true of discussions about reading/listening texts and writing activities.

### 4 Point out patterns in phrases

Pointing out patterns will help learners to remember phrases. Many do not fit into patterns, but you can often show similar phrases with the same construction, like this:



### 5 Answer learners' questions briefly

One possible problem with a more lexical approach is that learners may ask a lot of questions beginning *Can I say ...?, What does ... mean?*, etc. Although learners should be encouraged to ask questions, there is obviously a danger of overload – and it may also be the same learner who is asking all the questions! Unless you feel that it is really important, answer briefly yes or no, and move on quickly. If you are not sure, the best answer is probably *I never hear anyone say it myself*. If the learner is still not satisfied, say that you will give them an answer the following lesson.

### 6 Make the most of emerging language

One simple way to make your learners more aware of collocation is to get into the habit of writing word combinations on the board wherever appropriate, rather than just individual words. The more learners see these words together, the more likely they are to remember them as a unit. Rather than just writing up *homework* or *party*, write up *do your homework* or *have a party*. Remind learners to write down the collocations too, even if they 'know' the constituent words.

### 7 Reinforce and recycle phrases

This is particularly important with phrases which, for the reasons given above, can be hard to remember. Most revision games and activities teachers do with single items of vocabulary can be adapted and used with phrases. You may find the following useful in addition:

#### • Make a phrase bank:

Copy new words and phrases from the lesson onto slips of card or paper (large enough for learners to read if you hold them up at the front of the room) and keep them in a box or bag. This is a good record for you, as well as learners, of the phrases that the class has studied – do this frequently at the start and end of lessons to recycle the phrases often. Hold them up and ask learners to give you (choose as appropriate):

- an explanation of the phrase
- a translation of the phrase
- synonyms
- opposites
- the pronunciation
- situations where they might say this
- a sentence including the phrase
- the missing word that you are holding your hand over (for example, *on* in the phrase *get on well with*)
- the phrase itself, based on a definition or translation that you have given them.

#### • Have learners create their own review materials:

Take several small strips of paper into class, enough for a few for each learner. Ask them to look back over their notes (or look at the *Remember these words* sections at the back of the book) and choose 3-4 phrases they have learnt recently and write each one on a strip of paper. Circulate and check learners have formed the phrases correctly. Learners then tear each strip into separate words, shuffle them all together and give them to a partner, to put in order.

# TEACHING TIPS

## How to get the most out of *Cutting Edge Pre-intermediate Third Edition*

### Helping learners with pronunciation

#### 1 Aim for intelligibility

It is worth remembering that in today's world there are more speakers of English as a foreign or second language than there are native speakers, and so no-one can really say they 'own' the language or speak the most 'correct' form. It is therefore best to make sure learners can be understood rather than aiming for 'perfect' pronunciation, whatever that might be. Consonants (particularly at the beginning and end of words) are probably more important than vowels here. Use any tips you know for helping learners to reproduce them. You might focus them on a similar sound in their own language and then help them to adapt it, or use a trick like starting with /u.../ to get learners to produce the /w/ sound. Anything that works is valid here! Sometimes it is useful to contrast the problem sound with the one that learners are mistakenly producing, via a 'minimal pair' such as *show* and *so*. Say the pair of words several times, then ask learners to say which they can hear, before asking them to produce the words themselves.

#### 2 Little and often is the key ... and be realistic

Don't wait for a *Pronunciation* box to come along in the *Students' Book*. Integrate pronunciation work whenever learners have a problem. 'Little and often' is a particularly good principle with pronunciation.

On the other hand, think about what you want to achieve: clarity and confidence are what most learners need, rather than perfection in every detail. Individuals vary widely in what they can achieve, so don't push too much when a particular learner is getting frustrated or embarrassed. Leave it and come back to it again another day. A humorous, light-hearted approach also helps to alleviate stress!

#### 3 Drill in different ways, depending on the language

Choral and/or individual repetition is the simplest pronunciation activity to set up and possibly the most effective. It can help to build confidence by giving learners valuable practice in a 'safe' environment, as long as you don't overdo it (see above). There are different ways to drill language, and it's important to vary the way we do it. Some common drilling techniques include:

- **When drilling longer phrases:**

Establish a rhythm and start by drilling only the stressed syllables. For example, for the phrase *What do you usually do at the weekend?* Start with *What – us – do – week*. Keeping the same rhythm, 'cram' in the other syllables, pronouncing them naturally. This helps learners feel how we use weak forms and sentence stress in English.

- **Drill the phrase backward to keep it sounding natural:**

With longer words and phrases, start from the end and drill backwards. For example, with the word *comfortable*, work backwards – *ble – table – comfortable*. This allows you to isolate difficult parts of the word or phrase, but keep a natural-sounding pronunciation.

- **Vary your voice:**

This can be a simple way to add variety to drills, by e.g. shouting or whispering. It also give learners different ways to practise saying the language.

#### 4 Focus consistently on stress

This is an easy area in which to correct learners effectively. Get into the habit of focusing on word and sentence stress whenever you teach a new word/phrase with potential problems. If learners have problems, try one of the following ideas when you drill:

- Exaggerate the stress.
- Clap or click your fingers on the stressed syllable.
- Mumble the stress pattern, before saying the word: *mm-MM-mm attention*.
- Isolate the stressed syllable first, and then add the other syllables.

Don't forget to mark stressed syllables when you write new words on the board, by underlining or writing a blob over them, and encourage learners to do the same when they write in their notebooks.

#### 5 Make learners aware of weak forms and word linking

As learners become more advanced, these features will also contribute to comprehensibility and fluency, and at any level they are important for the purposes of listening. As you teach new phrases and structures, draw learners' attention to weak forms and word linking as appropriate, and give them the opportunity to practise them, such as by using rhythm when drilling (see above). However, do not worry too much if they do not produce the weak forms and word linking spontaneously – this is more likely to come naturally when learners are more fluent.

#### 6 Make learners aware of intonation

Intonation is a source of worry to many teachers and, consequently, learners. Teachers worry that their learners (or they themselves) cannot hear it, and that whatever they do their learners don't seem to 'learn' it. In reality, there are few situations in which wrong intonation leads to serious misunderstanding. Where problems do occasionally occur is in the area of politeness, and sounding sufficiently enthusiastic (although, even here, in real life many other factors – such as facial expression – can counteract 'wrong' intonation!).

In *Cutting Edge Pre-intermediate Third Edition*, we focus on these limited areas for intonation work. You shouldn't expect your learners to produce perfect intonation, but instead aim to raise awareness of it when appropriate. If learners have problems hearing and reproducing the intonation patterns that you choose to focus on, try some of the following ideas.

- Exaggerate the intonation pattern, before returning to a more normal model.
- Hum the intonation pattern before repeating the words (incidentally, this is very useful for hearing intonation patterns yourself, if you have difficulty).
- Use gestures to show the intonation pattern (rather like a conductor).
- Mark the intonation on the board using arrows.

Remember, though, that if learners are getting frustrated, or cannot 'get' the correct intonation, it is probably best to leave it and come back to it another time.

## Making tasks work

### 1 Treat tasks primarily as an opportunity for communication

Some of the tasks in this course may be familiar; the difference is in how they are treated. The main objective is for learners to use the language that they know (and, if necessary, learn new language) in order to achieve a particular communicative goal, not to 'practise' specific language. Although it is virtually impossible to perform some of the tasks without using the language introduced in the unit, in others learners may choose to use this language only once or twice, or not at all. Do not try to 'force-feed' it. Of course, if learners are seeking this language but have forgotten it, this is the ideal moment to remind them!

### 2 Make the task suit your class

Learners using this course will vary in age, background, interests and ability. All these learners need to find the tasks motivating and 'doable', yet challenging at the same time. In *Cutting Edge Pre-intermediate Third Edition*, the tasks include more stages than in previous editions, in order to provide learners with the support necessary to make the most of the tasks. However, do not be afraid to adapt the tasks to suit your class if this helps. The teacher's notes contain suggestions on how to adapt certain tasks for monolingual and multilingual groups, learners of different ages and interests, large classes, and weaker or stronger groups. There are also ideas for shortening tasks, or dividing them over two shorter lessons. We hope these suggestions will give you other ideas of your own on how to adapt the tasks.

### 3 Make the most of the *Useful language boxes*

As learners are preparing, it is important that they are able to ask you about language queries, so that when they perform the task they can say what they personally want to say. Although the task should not be seen as an opportunity to 'practise' discrete items, there may be specific language that would be useful in order to perform the task successfully. Each task is accompanied by a *Useful language box* containing phrases which can be adapted by individual learners to express different ideas and opinions, as well as an opportunity to listen to the phrases used by speakers doing a similar task. The idea behind this is twofold: firstly, learners can hear how the phrases are used in context, and secondly this also helps draw their attention to the phrases in case they want to use them during the task. Some ideas for varying the way you do this include:

- Give learners a minute or two to say the phrases quietly to themselves so they know what to listen for before they listen.
- Have different learners listen for phrases under different sections of the *Useful language box*, then share their answers afterwards.
- After doing the exercise, have learners think of possible endings for the phrases, then read out their endings for their partner to guess the phrase.

### 4 Give learners time to think and plan

Planning time is very important if learners are to produce the best language that they are capable of. It is particularly useful for building up the confidence of learners who are normally reluctant to speak in class. Once learners have planned, discourage them from reading from notes. Give them time to look at their notes, and then ask them to close their notebooks. With certain learners this may have to be a gradual process.

### 5 Make notes for further input

Before or during the performance of the task, you may notice errors and gaps in learners' knowledge that you want to look at. It is usually best not to interrupt the flow of the task, but to make a note of points to cover later on.

### 6 Use the *Share your task box*

All the tasks in *Cutting Edge Pre-intermediate Third Edition* have a *Share your task box* which can either be done completely in class or as a combination of homework and classwork. These offer learners the opportunity to repeat or carry out a similar task and film or record it, enabling them to consolidate what they have learnt, and put into practice any suggestions and corrections that you have discussed. This is also an opportunity for learners to practise 'perfecting' what they say when reporting on the task, in order to record a version of themselves using English to a high standard, which should be motivating. Some ideas for filming/recording include:

- learners create a video/audio montage of themselves doing the task.
- learners create a TV/radio programme with a 'presenter' who introduces different people doing the task.
- depending on the task, learners could act out part of a narrative as a short film.
- encourage learners to add music or other background noise/visuals, and to film in different locations to make their recordings more realistic.
- if learners are comfortable doing so, encourage them to post their recording on a blog or social networking site, then collect comments to share with the class.
- learners watch/listen to other learners' recordings, or show them to another class, and choose the best one.
- after learners have filmed/recorded themselves, collect in the recordings and plan a 'find someone who' task. Give learners a list of things which appear in their classmates' tasks and ask them to discuss whose task each thing appears in. They then watch/listen and check their answers.
- learners watch/listen to their classmates' tasks and then write a summary report.

See the Teacher's notes for further suggestions on how to use each *Share your task box*.

# TEACHING TIPS

## How to get the most out of *Cutting Edge Pre-intermediate Third Edition*

### Using video material in class

The video lessons are a new feature of *Cutting Edge Pre-intermediate Third Edition*, and are intended to be modern, engaging ways of consolidating and extending some of the topics covered in the units. The video lessons occur at the end of every unit, and half the units have a *World culture* lesson, while the other half have a *Language live* lesson.

#### World culture lessons:

The *World culture* lessons contain one clip per unit: part of a TV programme. These lessons are intended to encourage learners to explore contemporary topics and develop the important 21st century skill of online research.

#### Language live lessons:

The *Language live* lessons contain two clips per unit: part of a story, used to introduce functional language and a *Key phrases* clip, where the functional language from the lesson is repeated in isolation. They are intended to introduce functional language in a light-hearted way and develop learners' writing skills through structured support.

### 1 Using video in class

Video can be an excellent way to study language as it is not only motivating but also illustrates the importance of non-verbal aspects of communication. In many respects, it is the 'next best thing' to observing real life. In order to get the best out of it though, observe the following guidelines:

- **Watch the clip yourself beforehand:**

It is important to know what to expect so you can help learners understand the humour in the *Language live* clips (see below).

- **Do something visual first:**

The exercises in *Cutting Edge Pre-intermediate Third Edition* are designed to go from easier to more challenging, but sometimes, with stronger classes, you might find that they'll benefit from first just watching the clip to get a general idea of what it's about, before watching again and doing the exercises in the *Student's Book*.

- **Don't replay the clip too many times:**

Learners may become demotivated if they really can't understand something in the clip. Instead, make the most of the subtitles or time-coded scripts (see above). Always give learners a chance to comprehend by viewing only first, but if they run into difficulties with a particular part of the clip, use the subtitles/scripts to pinpoint the difficult language and explain as necessary.

- **Vary how you use it:**

There are many different ways of using video in class, with different purposes. For example, learners can sit in pairs, one facing the screen and the other with their back to it. Play the clip with the sound off, and the learner facing the screen describes what happens to the other learner, who then watches afterwards and checks. You'll find more suggestions in the teacher's notes for each lesson, and it's a good idea to vary the way you use the video material in class to keep it interesting.

### 2 Exploit the humour in the Language live clips

The *Language live* clips introduce functional language in a light-hearted way, which helps maintain learners' interest and make learning more enjoyable overall. A lot of the humour is visual and can be seen through the actors' expressions, but sometimes it will be useful to draw learners' attention to features in the clips, to get the most out of them. This is where it's important to watch the clip beforehand, and think about how you can draw learners' attention to these aspects with the use of guiding questions. For example, in Unit 2 you could ask *What has the man forgotten at the end?*, in Unit 4 you could ask *What happens to the wedding present?* or *Does the man like his birthday present?*

### 3 Doing online research

The *World culture* lessons involve two opportunities for learners to do online research. Firstly, in the *Find out first* section where they collect background information on the topic of the video, and secondly after the *World view* section when they find out about further things related to the topic of the video. This is an important 21st century skill for learners to master in English, and so the following ideas may help:

- **Make the most of available technology:**

If learners have smartphones, they can use them to do the research. If not, you can set it for homework: before the class for the *Find out first* sections and after class for the research later in the lesson.

- **Vary the way in which learners do research:**

In one lesson learners can research alone then compare answers in pairs, and in the next lesson they could research in pairs, then pool ideas as a class or in groups. Vary the way in which learners research, too, so rather than just using the same search engine, different learners could enter the search terms into different encyclopedia sites, forums, etc., and compare results.

- **Be on hand to help:**

Since there are very few limits as to what's available online, circulate and be available to help with language, and also to step in in the case of inappropriate search results.

- **Encourage learners to prioritise information:**

Part of being a good researcher is not just obtaining results but also prioritising the most important points. Encourage learners to do this by asking them to find no more than three facts, for example, or only noting down facts which they can find on more than one website.

- **Encourage learners to be critical thinkers:**

There is a lot of information available on the internet, and not all of it is always reliable! Encourage learners to question information they find, and corroborate it with other learners. How reputable is the website where they found the information? Whether they can prove what they've found clearly is perhaps not as important as encouraging them to question everything.

## Using the *Study, Practice & Remember* sections

The *Study, Practice & Remember* sections are a new feature of *Cutting Edge Pre-intermediate Third Edition* and can be found at the back of the *Students' Book*. Each unit has a *Study* section which provides a summary of key language as well as review and extension exercises.

The *Study, Practice & Remember* sections have the following main aims:

- to ensure systematic consolidation of new language before learners move on to the next unit.
- to recycle vocabulary through recording and practice.

### 1 Use the *Study, Practice & Remember* sections to consolidate learning

The *Study* sections provide a comprehensive overview of each language point covered in the main unit. These can be used in different ways. For example:

- learners read the *Study* section before focusing on the *Grammar* box in the main unit.
- after clarifying the language in the lesson, give learners a few minutes to read the *Study* section to consolidate what they have learnt, and think of questions to ask you.
- learners read the *Study* section for homework, either before or after the class, and think of questions they would like to ask.
- if you think your learners need additional practice before attempting the more communicative activities in the main units, you could select one or two of the *Practice* activities to do in class first.

### 2 Use the different activities as warmers and fillers

The activities in the *Study, Practice & Remember* sections can be used when you have ten or fifteen minutes to spare. For example, you could do the *Study* section at the end of one lesson, and do the exercises in the *Practice* sections in another lesson.

### 3 Make the most of the *Remember these words* sections

These sections aim to provide learners with a list of the most important words and phrases from each unit. However, it is important for learners to 'take ownership' of these lists, by adding to them, providing translations, example sentences, definitions, etc. Encourage learners to experiment with different ways of doing this and finding out what works for them.

You can also use these lists towards the end of each unit to plan recycling activities (see *Teaching tips: Working with lexis* on page 21).

### 4 Set homework based on these sections

If you are short of time in class, the *Practice* section could easily be set as homework. If you do this, it might be useful to explain in class where learners should look in the *Study* section if they need to do further revision.

### 5 Set aside time for learners' questions

If you set the *Study* or *Practice* sections for homework, in the next lesson set aside some time for learners to ask any questions they have. You could encourage learners to discuss their questions in small groups before answering them with the whole class.

### 6 Encourage learners to take responsibility for their own progress

The approach in the *Study, Practice & Remember* section is to encourage learner independence and personal responsibility for progress. By using these sections frequently and in different ways, you will provide opportunities for learners to reflect on their learning and experiment with different ways of studying.

# TEACHING TIPS

*How to get the most out of Cutting Edge Pre-intermediate Third Edition*

## Teaching pre-intermediate learners

Teaching pre-intermediate learners comes with its own unique challenges and benefits. Learners at this level will have made significant progress since they started learning English, but may still lack confidence in their own ability to communicate effectively. It is therefore important to keep the following things in mind when teaching learners at this level.

### 1 Give plenty of praise ... but don't be patronising

When learners respond correctly to your questions, or give a correct answer in feedback, make sure you acknowledge that this is good work and give praise by saying, for example, *Well done*. However, don't overdo this with comments such as *That was excellent* unless it really is an achievement above their level, otherwise learners might feel patronised and not place much value on your praise.

### 2 Give plenty of opportunities to practise new language

If learners are having real difficulty grasping a new grammar point, then stop and move on to practising it. Often it is only when learners start to try to apply what they have learnt that things will become clearer. The material in *Cutting Edge Pre-intermediate Third Edition* provides a wide range of different practice material through the different components, and you should not feel you have to use all of it. The aim is to provide you with lots of options so as to be able to select the most appropriate material for your learners.

### 3 Think about learning styles

Different people learn things in different ways, and many adults may have had negative learning experiences in the past through being forced to study in a certain way. The key here is to vary the way you do things. Making use of the photos and illustrations in the material to explain language, using gentle background music during speaking activities and inviting learners to come to the board to write up answers are all ways in which you can vary the activities in class to appeal to a range of learning styles. Find out what your learners like/don't like doing in class and adapt activities accordingly.

### 4 Encourage learners to notice and use English outside class

It's important for learners to stay in contact with English, and not just during class time. Setting homework is useful, but you can also encourage learners to pay attention to English outside the class. This could be through internet research (see *Teaching tips: Using the video material in the classroom* on page 24), or watching films/TV programmes in English with or without subtitles. Encourage learners to make a note of any interesting phrases or uses of language and bring them to class to share or ask you about. Learners who take an active approach to their own learning are far more likely to succeed than those who expect the teacher to do it all for them.

### 5 Correct errors sensitively

It is important to correct errors at appropriate times in class (i.e. when you are focusing on accuracy or during controlled practice). This is something learners expect, even at this level, and will feel somewhat cheated if you do not correct them. However, it's important to do this sensitively, by giving the learners a chance to correct themselves or inviting other learners to correct the error. Don't spend too much time focusing on the error, but aim to establish the correct answer as soon as possible and then establish this firmly as the correct form.

### 6 Note down important language points to be dealt with later

Note down any important language points that come up during tasks and discussions, and build in time slots to go over these later on. Write the errors on the board, and invite learners to correct them, think of a better word, etc. Remember that it is also motivating (and can be just as instructive) to include examples of good language use as well as errors. Feedback slots can either be at the end of the lesson or, if time is a problem, at the beginning of the next.

### 7 Select language points for correction slots carefully

Learners are more likely to retain a few well-chosen points in these correction slots than a long list of miscellaneous language points. The following are helpful things to bear in mind.

#### • Usefulness:

Many items may only be of interest to individual learners – only bring up general language with the whole class.

#### • Quantity/Variety:

Try to combine one or two more general points with a number of more specific/minor ones, including a mixture of grammar, vocabulary and pronunciation as far as possible.

#### • Level:

Be careful not to present learners with points above their level or which are too complex to deal with in a few minutes.

#### • Problems induced by learners' mother tongue:

Correction slots are an excellent opportunity to deal with L1-specific errors ('false friends', pronunciation, etc.) not usually mentioned in general English courses.

#### • Revision:

The correction slots are a very good opportunity to increase learners' knowledge of complex language covered previously, as well as to remind them of smaller language points.

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## OVERVIEW

## PAGES 6–7

**Speaking and vocabulary:** Leisure activities

**Common European Framework**

Students can give a simple description or presentation of daily routines and likes/dislikes.

## PAGES 8–9

**Grammar:** Revision of questions

**Pronunciation:** Stress in questions

**Common European Framework**

Students can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

## PAGES 10–11

**Reading and vocabulary:** Sports and games

**Grammar:** Present simple and frequency phrases

**Common European Framework**

Students can recognise significant points in straightforward newspaper articles on familiar subjects.

## PAGES 12–13

**Task:** Do a 60-second interview

**Common European Framework**

Students can use a prepared questionnaire to carry out a structured interview.

## PAGES 14–15

**World culture:** Unusual sports

**Common European Framework**

Students can research and do a project.

## WARM-UP

Ask students what they did last night to relax. Put students into groups that have something in common, e.g. everybody who watched TV sits together, everybody who played a computer game sits together. In their groups they find out what each person watched or played, who they did it with, etc.

## Speaking and vocabulary (PAGES 6–7)


## Leisure activities

See *Teaching tips: Working with lexical phrases on page 21.*

- 1a** Focus attention on the photos and elicit a description of them. Students work in pairs to match the activities in the box to the photos. Check that students realise all the photos refer to leisure activities and that students can pronounce *leisure* correctly /'leɪʒə/. Check that students understand *go out with friends* and *go to evening classes*. Students then work in pairs to talk about the activities that they do every day.

**ANSWER:**


go to the gym, go out with friends, play sport, play a musical instrument, listen to music/listen to the radio

- b**  **1.1** Ask students to listen to the phrases and then repeat. Make sure that students' pronunciation is as close as possible to the original recording in terms of individual sounds and sentence stress.

- 2** Check that students know what a survey is. You could also ask which companies carry out surveys in their country or what the topics of common surveys are. Ask students to read the two questions and then quickly read the text to answer the questions. Remind students that they don't need to read every word in order to answer the questions.

**ANSWER:**

- 1 The survey was in the UK.
- 2 It is about how young adults spend their leisure time.

- 3a**  **1.2** Tell students they are going to listen to a radio news story about the survey, but before they listen they need to guess which numbers from the box go in the gaps. With weaker classes you could check the pronunciation of the numbers before students do the activity. Play the recording and ask students to check their predictions.

**Speaking and vocabulary, exercise 3a: alternative suggestion**

Ask the class to agree on which numbers should go in each gap. Put the answers on the board. Students then listen to see if the predictions were correct. Correct answers on the board as a class.

- b** Ask students to listen again to check their answers, and then work with a partner to compare. Finally, check answers with the whole class.

**ANSWERS:**

1 87    2 42    3 10    4 23    5 30    6 32

- 4** Introduce the two people by drawing students' attention to the photos. Explain that these two people took part in the survey. Ask students to read the texts and complete the gaps with verbs from exercise 1a. With stronger classes you might want to ask students to complete the gaps first and then use exercise 1a to check their answers.

**ANSWERS:**

1 use    2 play    3 play    4 go    5 go    6 go  
7 listen    8 watch    9 listen    10 go    11 play    12 watch

- 5a** Go through the example sentences in the book and elicit a couple more examples. Students work in pairs to find at least three things that their partner does and doesn't do.
- b** Conduct class feedback to find out what are the most/least popular activities.


**Speaking and vocabulary, exercise 5b: additional activity**

You could round this section off by asking students to write sentences similar to those in the survey in exercise 2 about the class.

## ADDITIONAL PRACTICE

**Workbook:** Vocabulary: *Leisure activities*, page 4

**Study, practice & remember:** Remember, Practice 1, page 139

-  **Resource bank:** Activity 1A: *Fun, fun, fun!* (Vocabulary: Leisure activities)

## Grammar focus 1 (PAGES 8–9)

## Revision of questions

- 1** Pre-teach *dice* and *marbles*. Focus attention on the photos of the games. Students work in pairs to answer the questions. Conduct class feedback by checking to see if everybody agrees on the answers.

- 2 Put students into pairs and give them five minutes to answer the questions in the games quiz.

**Grammar focus 1, exercise 2: alternative suggestion**

Put students into groups to try to answer the questions. After five minutes have passed, give three points to any group which has answered all the questions and then give one point for each correct answer.

- 3 1.3 Ask a spokesperson from each group to give the answer to each question before you play the recording. Stop the recording before the next answer and repeat the procedure.

**ANSWERS:**

- 1 The first Mario Brothers computer game was in 1983, with Mario and his brother Luigi.
- 2 The white player always starts in a game of chess.
- 3 Marbles are usually made of glass.
- 4 The game mahjong originated in China, probably about 2,500 years ago.
- 5 Snakes and Ladders is a board game. When you land at the top of a snake, you go down it, and when you land at the bottom of a ladder, you go up it.
- 6 Nobody really knows why there are 52 cards in a normal pack, but one idea is that there is one card for every week of the year.
- 7 In a sudoku puzzle, you complete a grid with numbers, using the numbers 1–9 once only in each square, in each column and in each row.
- 8 The pieces on a backgammon board are normally black and white.
- 9 In the English version of Scrabble, the two highest-scoring letters are Q and Z, with 10 points each.
- 10 There are 21 spots on a dice.
- 11 The World Dominoes Championships take place once a year.
- 12 An average game of Monopoly® lasts for one and a half hours.

**GRAMMAR**

**Question words**

This grammar point should be revision for most students.

- 1 Point out the question words in bold in the quiz. Ask students to match these question words to the use in the grammar box. Once students have finished, ask them to check in pairs before eliciting the answers and writing them on the board. Check the difference between *what* and *which*: *what* = many possible answers, *which* = only a few possible answers.

**ANSWERS:**

- |             |                |             |
|-------------|----------------|-------------|
| 2 where     | 3 what / which | 4 when      |
| 5 why       | 6 how          | 7 how long  |
| 8 how often | 9 what kind    | 10 how many |

**Word order in questions**

- 2 Do the first one as an example. Then students order the words to make questions. With weaker classes do all the examples together. During feedback, check the possible answers to the questions.

**ANSWERS:**

- 1 Is James good at playing chess?
- 2 Do your friends play computer games?
- 3 When does the game start?

You may want to ask your students to read Study 1 on page 138 for a more detailed revision of questions.

**PRACTICE**

- 1 Do the first one as an example. Students work in pairs to match the questions and answers in each part. Check answers with the whole class.

**Practice, exercise 1: alternative suggestion**

Put students into small groups and conduct the activity as a race to see which group can match the questions to the answers the quickest.

**ANSWERS:**

- |       |     |     |     |
|-------|-----|-----|-----|
| A 1 b | 2 a | 3 d | 4 c |
| B 1 b | 2 d | 3 c | 4 a |
| C 1 c | 2 d | 3 b | 4 a |

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1 1.4 Ask students to look at the stressed words in bold and emphasise that these are the words that carry the information. Tell students it is important to stress the right words because of the rhythm of the language. Play the first sentence and ask students to repeat the stressed words. Continue with the rest of the sentences.
- 2 1.5 Show students how *be* as an ordinary verb and *do* as an auxiliary are usually not stressed. This means that they have a weak pronunciation; /də/ instead of /du:/, and /ə/ instead of /a:/. The same is true of many of the grammatical words such as pronouns and articles.

Practise this by drilling the information words first, then adding the relevant weak forms (auxiliaries, pronouns, etc.).

*How long ... lessons? How long are the lessons?*

*Who ... play football with? Who do you play football with?*

Play the recording again, pausing after each question for students to repeat.

**Pronunciation, exercise 2: additional activity**

For extra practice, students choose five questions from exercise 1 to ask a partner, paying attention to their pronunciation.

**Pronunciation: Helping students with stress in questions**

If your students are having problems with sentence stress, you could use the following techniques:

- reading out the sentences yourself
- exaggerating the stressed syllables
- clapping / tapping on the stressed syllables as students listen and repeat
- mumbling the stress pattern like this: mm–mm–MM–MM–mm
- marking the stressed syllables on the board with dots (••••), underline, colours, etc.

Do not go on for too long if students do not pronounce the sentences perfectly. Focus on this little and often, ideally whenever you introduce a new phrase or structure.

- 2 Ask students to complete the sentences individually and then check in pairs. Check answers as a class and drill the questions to make sure students are using stress in questions appropriately.

**ANSWERS:**

1 do      2 with      3 often      4 is/'s      5 you  
6 Do      7 How      8 Do/Can      9 What      10 is

- 3 Look at the example with the students. Do the first question as a class and then ask students to do the rest in pairs. Circulate and help as necessary. Check answers as a class and write answers on the board. During feedback make sure students are using sentence stress correctly.

**ANSWERS:**

2 How often do you go to the cinema?  
3 How do you get/come to school?  
4 When is/'s your birthday?  
5 What sports do you play?/Do you play any sports?  
6 What's your favourite colour?  
7 How many people are there in your family?  
8 How long does your journey to school take?/ How long is your journey to school?  
9 Where would you like to visit?/ Which countries would you like to visit?  
10 What kind of music do you like?

- 4 Go through the example questions with the students. Point out that the second question is a follow-up question that asks for new information. Students ask each other the questions from exercises 2 and 3. Encourage them to ask follow-up questions as well and to keep a note or remember some of the answers. Conduct feedback by asking students for some of the interesting answers their partners gave.

**ADDITIONAL PRACTICE**

**Workbook:** Grammar focus 1: *Revision of questions*, pages 4–5, *Pronunciation: Stress in questions*, page 5

**Study, practice & remember:** Practice 1, page 138.

- 📁 **Resource bank:** Activity 1B: *Me too!* (Revision of questions and Present simple)

**Reading and vocabulary (PAGE 10)****Sports and games**

See *Teaching tips: Working with lexical phrases* on page 21.

- 1 Direct students to the photos. Students work in pairs to discuss what they can see. Ask students not to read the text at this point. They then work in pairs to make a list and discuss the questions.  
2 Make sure students read the questions first and then read the article. Stress to students that they don't need to understand everything to answer the questions.

**ANSWERS:**

1 Wii sports      2 disc golf      3 freestyle football  
4 freestyle football      5 Wii sports      6 disc golf

- 3a Students complete the questions with one word. If students are not sure, refer them to Study 1 on page 138. Check answers as a class.

**ANSWERS:**

1 What      2 How      3 How      4 many      5 Who      6 How

- b Students ask each other the questions and answer using phrases from the box. Remind students that the answers can be found in the article, if necessary.

**ANSWERS:**

1 Wii Sports  
2 by moving your arm and pressing a button  
3 250 years old  
4 More than 1,000  
5 He's a freestyle football champion  
6 12 hours 15 minutes

- 4 Check the pronunciation of the words in the box. Students work in pairs to categorise the words. During feedback, check the past forms of the verbs.

**ANSWERS:**

**Things you need:** ball, racket, games console, equipment

**Verbs:** hit, throw, kick, score

**People:** winner, player, team, champion

- 5 Students work in pairs to discuss the questions. During feedback encourage students to give their opinions and be prepared to give your own point of view.

**ADDITIONAL PRACTICE**

**Workbook:** Vocabulary: *Sports and games*, page 7

**Study, practice & remember:** Remember, Practice 2, page 139

**Grammar focus 2 (PAGE 11)****Present simple and frequency phrases**

- 1 Draw attention to the two photos. Ask students if they recognise the people in them and if they have ever done either of the sports. Students work in pairs to guess the answers to the questions. Try to make sure this is a quick activity and students aren't too worried about getting the correct answer.  
2 🎧 **1.6** Students listen to the recording to check their answers. Elicit from students whose life they think is the most interesting and why.

**ANSWERS:**

1 Michael Phelps      2 Yu-na Kim      3 Michael Phelps  
4 Michael Phelps      5 Yu-na Kim      6 Michael Phelps  
7 Michael Phelps      8 Michael Phelps      9 Yu-na Kim  
10 Yu-na Kim

## GRAMMAR

## Present simple

- 1 Give students a moment to decide which sentence refers to a habit and which to something that is always true. Check the answers and clear up any doubts with the class.

## ANSWERS:

- 1 a habit  
2 something that is always true

- 2 Students transform the sentences into questions and negatives individually, then check in pairs. Check answers as a class and write the answers on the board.

## ANSWERS:

## The question form:

- 1 Does he train for five to six hours every day?  
2 Does she come from Bucheon, South Korea?

## The negative form:

- 1 He doesn't train for five to six hours every day.  
2 She doesn't come from Bucheon, South Korea.

## Frequency phrases

- 3 Stress to students that they are only looking for a word or a short phrase. Students underline the frequency phrases.

Highlight the position of the phrases. Unlike the single words, they cannot go between the subject and the verb, for example, *We every day go swimming.*

The meaning is more emphatic if they are placed at the beginning of a sentence.

## ANSWERS:

- 1 He sometimes eats burgers and other fast food. (before the verb)  
2 She often gives money to charities. (before the verb)  
3 He does at least five hours of training every day. (at the end of the sentence/phrase)  
4 She has English classes three times a week. (at the end of the sentence/phrase)
- 4 Students number the words in order. During feedback, elicit other phrases that students might know and decide if they indicate that something happens often or not.

## ANSWERS:

- |             |                |           |
|-------------|----------------|-----------|
| 1 always    | 2 often        | 3 usually |
| 4 sometimes | 5 occasionally | 6 never   |

You may want to ask your students to read Study 2 on pages 138–139 for a more detailed explanation of the Present simple and frequency phrases.

## PRACTICE

- 1 Do the first one as an example with the class. Students insert the frequency phrases in the correct place individually, then check in pairs. During feedback discuss the different possible locations of some of the phrases.

## ANSWERS:

- 1 Michael sends messages on Twitter *five or six times a day*.  
2 He swims for five or six hours *every day*.  
3 He *never* misses breakfast.  
4 He *sometimes* goes to fast food restaurants.  
5 He *always* goes to the swimming pool in the mornings.  
6 Yu-na *often* works for children's charities.  
7 She studies English *three times a week*.  
8 She *never* eats fast food.  
9 She skates for several hours *every morning*.  
10 She *occasionally* sings in English.

- 2a Do the first couple of sentences so that they are true for you. Students complete the rest individually. Circulate and monitor.  
b Students compare their answers in pairs. During feedback, ask for activities that the pairs do with the same frequency.

## ADDITIONAL PRACTICE

**Workbook:** Grammar focus 2: *Present simple and frequency phrases*, pages 7–8

**Study, practice & remember:** Practice 2, page 139


- ➔ **Resource bank:** Activity 1C: *Connected lives* (Present simple questions and frequency phrases)

## Task (PAGES 12–13)

## Do a 60-second interview

## Preparation Reading

See *Teaching tips: Making tasks work* on page 23.

- 1a Focus students' attention on the photo. Find out if students know who she is and why she is famous.  
b In pairs students write five more questions. Circulate and give prompts where necessary. Monitor for correct use of question forms.  
c Students read the text to find answers to their questions. For feedback, ask who was able to answer the most questions.  
2 Students work in pairs to answer the questions. Encourage students to read the text again in more detail if necessary.  
3a  1.7 Emphasise to students that they should focus on the questions the first time that they listen. Then play the recording.

## ANSWERS:

What's your ... (full name)?  
When/where ... (were you born)?  
What do you ... (do in your free time)?  
Have you got ... (a nickname / any pets / any brothers and sisters)?  
Tell me about your ... (family/hobbies).  
Marek asks six questions.

- b Students listen to the recording again and make a note of the answers. If necessary, play the recording another time. Ask students to check their answers in pairs before checking as a class.

**ANSWERS:**

What's your full name? Laura Ines Rodriguez Ortega.  
 Have you got a nickname? Lali.  
 Where were you born? Buenos Aires, Argentina  
 When were you born? 18th December, 1990  
 Tell me about your family. She lives with her father, mother and sister. Both her parents are doctors. They work in different hospitals in Buenos Aires. Her sister is two years younger than her. Her name is Patricia, but everyone calls her Pati.  
 What do you do in your free time? She likes doing a lot of sport in her free time. She plays basketball ... And she sometimes goes to the gym or goes swimming. She likes keeping fit.

**Task Speaking**

See *Teaching tips: Teaching Pre-intermediate learners* on page 26.

- 1 Explain to students that they are going to do a 60-second interview similar to the one they listened to. Give students a few minutes to choose 12 questions they would like to ask their partners. They can choose questions from the Useful language box, any of the example questions from the interview or ask about anything else they might be interested in. Circulate and offer help as necessary.
- 2 Give students a few minutes to prepare answers to the questions in the Useful language box. Giving students time to prepare their answers is a useful strategy as it makes them feel more confident and thus they are likely to be more fluent during the interview.
- 3 Tell students they have 60 seconds to do their interview. You may like to time them if you wish. Students interview each other and make brief notes of the answers in the space provided. During feedback ask if there was any surprising information.

**Share your task**

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to do this. Students can either record themselves during the lesson, or as homework and bring the recordings to the next class.

Additional ideas:

- Students compile their interviews into a class radio programme/podcast.
- Students vote on the most interesting / amusing / unusual interview.

**World culture, Find out first:**

To help your students prepare for the next class, go through the questions in exercise 1a on page 14. If necessary, discuss ideas for searching for this information on the internet and other sources of information students could use.

**World culture (PAGES 14–15)****Unusual sports****Culture notes**

The four main sports in North America are basketball, baseball, (American) football and (ice) hockey.

Americans are often criticised for enjoying team sports that the rest of the world is not interested in, however ice hockey has a strong following in many northern European countries, basketball is arguably one of the biggest sports in the world and baseball is popular in countries such as Cuba and Japan. It is really American football that is only very popular in North America.

Football has many different variations around the world. The most popular is known in the UK as *football*, but in the USA and many other English speaking countries as *soccer*. The word *soccer* is an abbreviation of the official name: *Association Football*. Other varieties of football include *Rugby Union football*, *Rugby League football*, *Australian Rules football* and *Gaelic football* (popular in Ireland).

**Find out first**


- 1a Students work in pairs to check their answers from their research. If some students have not done the research, try to put them with a pair of students who have done it.
- b Students go online to check their answers or to find out more information.

**SUGGESTED ANSWERS:**

- 1 the Big Apple: another name for New York City; The Bronx: a borough of New York City north of Manhattan and Queens; the Latin community: people living in New York who have origins in the countries of South America and Central America where Spanish or Portuguese are spoken
- 2 over 8 million
- 3 many including: American football, basketball, baseball, ice hockey.

**View**

See *Teaching tips: Using the video material in the classroom* on page 24.

- 2a Tell students they are going to watch a video about a sport called *stickball*. Go through the vocabulary in the glossary.
- b  Make sure students read all the sentences before they watch the video. Students number the sentences according to the order they hear them. Check in pairs and then check as a whole class.

**ANSWERS:**

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

- 3 Students watch the video again to choose the correct answer. Check in pairs and then check as a whole class.

**ANSWERS:**

- 1 8 million
- 2 seventy years ago
- 3 all over New York
- 4 1985
- 5 in many different communities
- 6 plays more than one sport

## World view

- 4a Give students a few moments to read through the sentences and decide which ones they agree or disagree with. Circulate and offer support as necessary.
- b Students work in pairs to compare their answers.

### Find out more (PAGE 15)

- 5a Go through the sports in the box and ask students if they have ever heard of them. If students are not interested in these sports you might want to suggest sports from the Olympics, for example *race walking*, or the Paralympics, for example *Murderball*.
- b Ask students to go online to find information to answer the questions about one of the sports. Tell students that the questions are guides, so they shouldn't worry if they can't answer all of them from their research.

Name of sport	When it started / Where it is popular	Number of players in a team / equipment	Name of an important league / player
stickball	about 70 years ago, New York	varies, 3–4 per team / broom handle / ball	Fran Martinez, The Emperor Stickball League
Australian Rules football	1840s–50s, Australia	18, ball, goal posts	Australian Football League, Chris Judd, Norm Smith
baseball	18th century, the USA, Canada, Japan, Korea, Latin America	9, bat, ball, glove	National League of Professional Baseball Clubs, American League, Reggie Jackson, Babe Ruth
curling	16th century, Scotland, Canada	4, curling stones, curling broom	Canadian Mixed Curling Championships, Allison Pottinger
kabaddi	ancient game, India/South Asia	7, whistle	Balwinder Phiddu
snooker	Second half of 19th century, the UK,	1, cue, balls, table	World Snooker Championship, Ronnie O'Sullivan

### Write up your research

- 6 Encourage students to write up their research using the model paragraph.

## Study, practice & remember

(PAGES 138–139)

See *Teaching tips: Using the Study, practice and remember sections on page 25.*

### Practice 1

#### ANSWERS:

1

- 1 When      2 How long      3 Which      4 Who  
5 How      6 What kind      7 What      8 Where  
9 What      10 Why      11 How often      12 How many

2

- 1 Does Cristina play computer games?  
2 Is your brother at home today?  
3 Can you play football tomorrow?  
4 Why was the train late this morning?  
5 Will you come shopping with me tomorrow?  
6 Where did you have lunch today?

### Practice 2

#### ANSWERS:

1

- 1 I don't like rainy days.  
2 My brother doesn't live in the town centre.  
3 They don't have dinner very late.  
4 She isn't a good singer.

2

- 1 Do you know my cousin?  
2 Does your friend play the guitar?  
3 Is he a maths teacher?  
4 Do they like tea with milk?

3

- 1 She speaks fluent Spanish.  
2 She flies home once a year.  
3 She has lunch at home.  
4 She catches the early train to work.

4

- 1 We go to our holiday home once a month.  
2 I always watch the news on TV.  
3 I am usually tired when I get home from work.  
4 We go to the beach every day in summer.  
5 Joana is never late for class.  
6 We often go to the gym before breakfast.

### Remember these words

#### ANSWERS:

1

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

2

- 1 score      2 champion      3 throw  
4 racket      5 team      6 equipment

## OVERVIEW

## PAGES 16–17

**Reading:** Firsts in television technology

**Grammar:** Past simple – positive and negative

**Pronunciation:** /t/, /d/ and /ɪd/ endings for regular Past simple verbs

**Common European Framework**

Students can read straightforward factual texts on subjects related to their interest with a satisfactory level of comprehension.

## PAGES 18–19

**Vocabulary:** Time phrases: *at, on, in, ago*

**Grammar:** Past simple – questions

**Pronunciation:** Strong and weak forms of *was* and *were*

**Common European Framework**

Students can ask and answer questions about past events and activities.

## PAGES 20–21

**Vocabulary:** Words to describe feelings

**Pronunciation:** Stress on adjectives

**Task:** Describe a first or last time

**Common European Framework**

Students can tell a story.

## PAGES 22–23

**Writing:** A narrative

**Speaking:** Asking travel questions

**Pronunciation:** Intonation in questions

**Common European Framework**

Students can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.

## WARM-UP

Write on the board a number of genres, for example *comedy, soap opera, drama*. Ask students to provide one or two examples of TV programmes or films for a couple of the genres. Put students into small groups and give them three minutes to think of as many examples for all of the genres as possible.

## Reading (PAGES 16–17)

- Students work in pairs or small groups to answer the questions. Conduct feedback and find out the most popular shows or channels. If you have a mixed nationality class you might want to change the second question so that it focuses on the genres instead of the specific channels and programmes.
- Ask students to read the three possible titles first. Encourage students to read the article quickly by giving them a time limit of three minutes and telling them not to worry about anything they don't understand. Stress that they should just read to find the best title and that they will have time to read it in more detail later.

## ANSWERS:

c

- Before doing this task check that students know how to say the dates properly, e.g. 1929 is pronounced as *nineteen twenty-nine*, 1936 as *nineteen thirty-six*. All the years starting with 19 follow this pattern. 2005 is usually pronounced as *two thousand and five*, 2009 as *two thousand and nine*. It seems that dates after 2010 have reverted to the original pattern, e.g. *twenty ten*.

Give students more time to read through the text and match the dates. It can be useful for feedback to encourage students to underline the part of the text that corresponds to the answer.

## ANSWERS:

1 100    2 1936    3 2009    4 \$9    5 1920s  
6 2005    7 1967    8 1929    9 1996

## Grammar focus 1 (PAGE 17)

## Past simple – positive and negative

- Students go through the text, underline the verbs in the Past simple and then decide which ones are regular and irregular.

## ANSWERS:

**Regular verbs:** invented, transmitted, lasted, started, watched

**Irregular verbs:** became, made, was/were, paid, came, sang

## GRAMMAR

To clarify the use of the Past simple before looking at the form, use the following examples from the text: *Vladimir Zworykin ... invented the first television in 1929* (= single finished action); *Not many people watched them* (= repeated action); *not many people had a TV* (= state).

If this is revision for your class, students can work on exercises 1–4 in pairs before checking answers with the whole class.

- As you elicit the answers, focus on the spelling. Encourage students to tell you the rules and give you more examples. Refer them to the spelling rules in Study, practice & remember on page 140 of the Students' Book if they are not sure.

## ANSWERS:

invent, transmit, last, start, watch

We form the Past simple of a regular verb by adding *-ed* to the end of the infinitive. If the infinitive ends with a consonant-vowel-consonant, and the last syllable is stressed, then we double the final consonant, e.g. *transmit – transmitted*.

- As you check the answers, refer students to the list of irregular verbs on page 175 of the Students' Book. Emphasise that the verb forms simply have to be learnt.

## ANSWERS:

become, make, be, pay, come, sing

## Grammar, exercise 2: additional activity

Ask if students have ideas for how best to learn the verbs and/or suggest some ideas such as the following:

- Choose ten verbs to learn every week.
- At the end of every day, remember all the 'irregular' things you did, for example, went to work, bought a book, had coffee with, etc.

- 3 Highlight the fact that there are two possible past forms of the verb *be*.

**ANSWERS:**

were, was

- 4a Even if students think they know the answer, encourage them to check with the text.

**ANSWERS:**

- 1 He didn't develop his idea further.
- 2 Most people didn't watch.


- b Students find two more examples of negative forms from the text.

**ANSWERS:**

... they didn't show any programmes ...  
... DVD players didn't appear until November 1996 ...

You may want to ask your students to read Study 1 on page 140 for a more detailed explanation of Past simple – positive and negative.

**PRACTICE**



- 1a Ask students to do this exercise individually before checking with a partner.  
b  2.1 Students listen to the recording to check their answers.

**ANSWERS:**

- |          |               |             |        |            |
|----------|---------------|-------------|--------|------------|
| 1 began  | 2 was         | 3 didn't go | 4 had  | 5 happened |
| 6 walked | 7 didn't stop | 8 died      | 9 were | 10 drove   |

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  2.2 Students often have difficulties pronouncing regular past tense endings appropriately. There is often a tendency to pronounce the letter 'e' so that the ending always sounds like /ɪd/. Use the recording to model the three different endings. Stress to students that we only use /ɪd/ when the last sound of the infinitive is /t/ or /d/. This is the most important ending to focus on as in normal speech it is difficult to hear differences between /d/ and /t/ endings. If students are interested, it may be useful to show them the difference between voiced and unvoiced sounds. A finger placed gently on the throat should vibrate when a voiced sound is produced, but not with unvoiced sounds.
- 2  2.3 Students listen and write the verbs in the appropriate category.

**ANSWERS:**

- a /d/ watched, opened, asked, travelled, lived, closed, arrived
- b /t/ worked, stopped, walked, laughed
- c /ɪd/ invented, started, wanted

- 3 As well as practising the verbs from the recordings, encourage students to use other verbs that were not part of the recording. Their partner should say what group each new verb belongs to.

- 2a Demonstrate the activity on the board. Write up a couple of sentences about yourself, and invite students to guess which are true and which are false. Give students a few minutes to write sentences about themselves. Circulate and help with vocabulary.  
b Focus students on the example. If necessary, get a student to demonstrate one of their own examples with you. Tell students to change over after each sentence. Conduct class feedback to find out who was good at guessing correctly.

**Practice, exercise 2a: alternative suggestion**

Ask students to move around and talk to different students. They should talk to one student until they guess something correctly, they should then move on to a different student in the class.

**ADDITIONAL PRACTICE**

**Study, practice & remember:** Practice 1, page 140

**Workbook:** Grammar focus 1: *Past simple – positive and negative*, pages 9–10, Pronunciation: *-ed endings*, page 10

**Vocabulary (PAGE 18)**

**Time phrases: at, on, in, ago**

- 1a Do the first sentence as an example. Ask students if they can remember the information from the text they read on the previous page. Elicit that the sentence is false, so they should write F.

**ANSWERS:**

1 F 2 T 3 F 4 F 5–10 Students' own answers.

- b Elicit from the class which time phrase is the most recent. Ask students to order the rest of the phrases individually before checking with a partner.

**Vocabulary, exercise 1b: additional activity**

When students check with a partner, encourage them to think of something that relates to that time phrase, e.g. *I woke up late on Monday morning.*

**ANSWERS:**


(Answers may vary depending on the day/date/month of the year.)  
at eight o'clock this morning  
yesterday afternoon  
on Monday morning  
last weekend  
in July 1995  
in 1958  
in the 1940s  
on 21st September 1934  
100 years ago  
in the 19th century

- 2 Demonstrate the activity by rewriting sentence 5 so that it is true for you. Ask students to do the same and then compare their sentences in pairs or small groups.

**ADDITIONAL PRACTICE**


**Study, practice & remember:** Remember, Practice 1, page 140

**Workbook:** Vocabulary, Time phrases: *at, on, in, ago*, page 11

-  **Resource bank:** Activity 2A *The millionaire's ball* (Past simple and time phrases)

## Grammar focus 2 (PAGES 18–19)

### Past simple – questions

- 1a Ask students to quickly describe what they can see in the photos. Students then work in pairs to do the quiz.
- b  2.4 Make sure students know they should listen to check their answers.

#### ANSWERS:

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

### GRAMMAR

Some students might benefit from a quick review of the terminology. Write on the board *John loves Sue*. Identify the subject; *John*, the verb, *loves* and the object *Sue*.

- 1 Give students a moment to decide on the correct word order. Check as a class.
- 2 Give students a moment to decide on the correct order for this type of question. Make sure students are aware of the difference in the two forms by writing them on the board.
- 3 Encourage students to compare questions 4 and 6 with the questions they have already looked at.


#### ANSWERS:

- 1 Question word / *did* / subject / base form of verb
- 2 question word / past form of verb
- 3 object

You may want to ask your students to read Study 2 on pages 140–141 for a more detailed explanation of Past simple questions.

### PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  2.5 Ask students how they think *was* and *were* are normally pronounced. Ask them to listen to the recording to check their answers. Stress to students that using the weak form is important to maintain the rhythm of the language.
- 2 Ask students to practise saying the sentences to each other. Monitor and make sure students are using the correct pronunciation.

### PRACTICE

- 1a Ask students about their first language. *Do they think it is an important language? Will English always be an important language? What other languages do they know?* Ask students to read the text quickly to find out why Boa Sr was famous.

#### ANSWER:

She was the last person to speak a language called Bo as a mother tongue.

- b Ask students to write questions individually. If they are not sure about the word order remind them to check with the example questions in the quiz. Check in pairs and then check as a whole class. Students then find the answers to the questions from the text.

#### ANSWERS:

- 1 When did Boa Sr die? 2010
- 2 How old was she when she died? 85
- 3 Where did she live? In the Andaman Islands off the Bay of Bengal in India
- 4 What was her mother tongue? Bo
- 5 How many other languages did she speak? Two
- 6 What happened to her in 2004? She escaped the 2004 Indian Ocean tsunami by climbing up a tree.
- 7 Who said 'Part of human society is now just a memory'? Stephen Curry

- 2a Demonstrate the activity by eliciting the word to complete the first question. Ask students to complete the questions using words from the box.

#### ANSWERS:


1 were, started    2 was    3 did    4 was    5 study

- b Students work in pairs to ask and answer the questions.

### ADDITIONAL PRACTICE

**Study, practice & remember:** Practice 2 page 141

**Workbook:** Grammar focus 2: *Past simple – questions*, pages 11–12

-  **Resource bank:** Activity 2B *Dead famous* (Past simple *yes/no* questions and short answers), Activity 2C *Invent a story* (Past simple and linkers)

## Vocabulary (PAGE 20)

### Words to describe feelings

- 1 If students don't know what an emoticon looks like, draw their attention to the pictures in exercise 2. Ask the questions to the whole class.

#### ANSWERS:

- 1 They are special signs used in electronic communication to show the writer's feelings.
- 2 Scott Fahlman designed the world's first emoticon in 1982.

- 2 Before students match the words to the emoticons it might be worth reminding them of the pronunciation rules for *-ed* endings. Stress that although these words are not verbs, the same rules still apply.

#### ANSWERS:

A in a good mood    B surprised    C scared  
D worried    E angry    F embarrassed

- 3a Demonstrate the activity by doing number 1 with the class, e.g. *I feel excited when there's football on TV*. Give students a few moments to think of their answers.
- b Then ask them to tell a partner about their answers. Get feedback and ask which students feel the same way about things.

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation* on page 22

- 1 **2.6** Students listen and mark the stress patterns. Demonstrate the activity using the first word, and show students how to mark stress by drawing a dot above the stressed syllable or underlining it.

**ANSWERS:**

in a good mood, in a bad mood, worried, stressed, surprised, excited, angry, relaxed, scared, disappointed, embarrassed, bored

- 2 Check answers with the whole class and practise saying the words.

**Pronunciation, exercise 2: additional activity**

If you have time, ask students to group words with similar stress patterns together. Write them on the board to check.

Groups of words with similar stress patterns:

••	•••	••
angry nervous worried	embarrassed excited impatient	relaxed surprised
••••	••••	
disappointed	in a good mood in a bad mood	

**ADDITIONAL PRACTICE**

**Study, practice & remember:** Remember, Practice 2, page 141

**Workbook:** Vocabulary: *Words to describe feelings*, page 12

**Task (PAGES 20–21)**

**Describe a first or last time**

**Preparation Listening**

See *Teaching tips: Making tasks work* on page 23.

- 1a Start by telling students how many of the firsts/lasts you can remember. If you have time, and if students are interested, tell a story relating to one or two of them. Give time for students to decide which ones they can remember.
- b Students compare their answers in pairs.
- 2a **2.7** Students listen to the recording and decide which of the firsts the people are talking about.

**ANSWERS:**

Mark – the first time he went abroad.

Helen – the last time she felt really scared.

- b Ask students to read the questions before they listen again. If they already know some of the answers, ask them to listen for extra information.

**ANSWERS:**

**Mark**

- 1 in France, as a child aged six or seven
- 2 his mum, dad and brother
- 3 He felt very excited because it was his first time on a boat.
- 4 He didn't think it was very interesting when he got there. He felt really embarrassed because his father tried to speak French in the restaurant and they just couldn't understand him.

**Helen**

- 1 in a field, about five years ago when she was 17.
- 2 She was with her best friend, Jenny.
- 3 She felt scared.
- 4 They went into the field. Then the horse came up to them and looked really angry. She was really scared but the horse came closer and closer. In the end, they got out of the field.

- 3 Point out the Useful language box. Give students time to read through the phrases and then play the recording again. You might like to pause after each phrase to make sure students have heard it. Stress to students that even though some of the phrases were not in the listening they can still be used.

**ANSWERS:**

- I'll never forget the last time I ... ✓
- I remember the first time I ... ✓
- It was about five years ago. ✓
- I was about six years old at the time. ✓
- I was with ... ✓
- I felt very excited because ... ✓
- I was a bit worried. ✓
- I was really scared. ✓
- In the end ... ✓
- I still feel sick when I think about it. ✓

**Task Speaking**

See *Teaching tips: Teaching Pre-intermediate learners* on page 26.

- 1 Refer students to the list of firsts and lasts that they ticked in Preparation: listening, exercise 1a. Explain that you want them to choose two or three to speak about. Elicit any ideas for other important firsts that were not on the list. If any of your students seem reluctant to talk about themselves, give them the option of talking about another person's experience or making up a story.
- 2 Give students a few minutes to decide what language they want to use from the Useful language box. Circulate and offer help and support as necessary.
- 3a Students work in small groups to tell each other their stories. While you are listening to the stories, collect examples of good language use and/or errors to focus on later.
- b Students work in groups to discuss which of the stories they thought was the funniest, saddest, etc. Get class feedback.

**Share your task**

Additional ideas:

- Students film themselves doing some of the activities they spoke about in the lesson, and create a video montage.
- Students record themselves talking about the activities they don't enjoy, for other students to watch/listen and give advice on how to make better use of their time.
- Students imagine they are a famous person and give a talk about how they spend their time accordingly.
- Students watch/listen to the recordings, and decide who makes the best use of their time.
- Students watch/listen to the recordings and write a report on the most common activities in the class.

## Language live (PAGES 22–23)

### Writing (PAGE 22)

#### A narrative

- 1 Before asking students to discuss the questions, elicit different means of travelling over long distances. Include some or all of the following: *ship, plane, coach, car, train*.

Ask students to discuss the questions in pairs. Conduct feedback by asking for agreement on the best way to meet people while travelling.

- 2 Set a context by asking questions such as: *Have you ever been to Australia? Would you like to go to Australia? Why/why not? What is Australia famous for?*

Ask students to read the questions before reading the text.

#### ANSWERS:

- 1 He went with two friends.
- 2 He met a man called Daniel.
- 3 It was the best holiday of his life.

- 3a Draw students' attention to the words in bold in the text and then they match them to the phrases 1–5.

#### ANSWERS:

- 1 because    2 so    3 then    4 and    5 but

- b Ask students to find more examples of the linking words and use this opportunity to reinforce the meanings.

#### ANSWERS:

**and:** I met a young man called Daniel and he introduced me to some of his friends.

**but:** ... by coach, but I stayed ...

**because:** ... stayed in Sydney because I wanted ...

**so:** ... his family in Sydney so in the end, ...

**then:** Then Daniel asked me to stay ...

- 4 Ask students to do this individually and then check in pairs. Encourage them to justify their answers if they disagree, and finally check as a class.

#### ANSWERS:

- 1 so    2 and    3 because    4 then    5 but    6 and

- 5a Tell students that they can write a true story or invent one if they don't feel comfortable writing about themselves or they can't think of an appropriate story. Encourage students to make notes in a similar way to the speaking activity on the previous page. Stress that they don't have to use all of the questions.
- b Ask students to complete the phrases and then show them to a partner. Circulate and monitor.
- 6 Students use their answers to do the writing. If you are short of time the writing exercise could be done for homework.


### ADDITIONAL PRACTICE

Workbook: Writing: *A narrative*, page 13

## Speaking (PAGE 23)

### Travel questions

See *Teaching tips: Using the video material in the classroom* on page 24.

- 1 Students work in pairs to discuss the questions. If you have time, during feedback allow the students to lead the conversation in different directions, for example, ways to deal with stress before travelling, or good ways to pack.
- 2a  Ask students to watch the video and decide which situations they see. Stress they will not need all of the situations.

#### ANSWERS:

- b 2    c 1    d 3

- b Ask students to read the questions and then watch the video again to find the answers. If students can remember the answers ask them to watch again to check their answers.


#### ANSWERS:

- 1 passport ✓  
money ✓  
credit card ✓  
ticket ✓  
time of taxi ✓  
time of arrival ✓  
mobile phone ✓
- 2 holiday
- 3 He didn't buy a present. He might try to find one at the airport.

- 3a Ask students to look at the questions and decide who might say them. Students then work in pairs to match the answers to the questions.

#### ANSWERS:

- 1 Yes. Here it is.
- 2 9:15
- 3 10 a.m. local time.
- 4 Yes, it is.
- 5 No, I'm on holiday.
- 6 (At the) Grand Hotel.
- 7 Yes, brilliant.
- 8 Fine.

- b  Students watch and listen to the key phrases to check their answers.

### PRONUNCIATION

- 1 Encourage students to watch the video and listen carefully to the phrases.
- 2 Students repeat the phrases as carefully as possible.

- 4a Give students enough time to think of things to say and prepare their conversation. If one pair finishes quickly encourage them to try another situation.
- b Students work in pairs or small groups to compare their conversations.

### ADDITIONAL PRACTICE

Workbook: Language live: *Travel questions*, page 13

 Resource bank: Activity 2D *Wordspot: feel* (Collocations with: *feel*)

Students can now do *Progress test 1* on the Teacher's Resource Disc.

# Study, practice & remember

(PAGES 140–141)

See Teaching tips: Using the Study, practice and remember sections on page 25.

## Practice 1

### ANSWERS

1

- 1 We watched a DVD with some friends.
- 2 He was a very popular actor.
- 3 I didn't get home until midnight.
- 4 The match began at 8:30 p.m.
- 5 They worried about their exams.
- 6 My brother and I stopped eating meat.
- 7 They were very tired.
- 8 He didn't travel very much.
- 9 My sister travelled a lot for work.
- 10 The shops weren't open.

2

- |            |           |                 |            |
|------------|-----------|-----------------|------------|
| 1 won      | 2 became  | 3 wrote         | 4 made     |
| 5 drove    | 6 used    | 7 put           | 8 started  |
| 9 invented | 10 walked | 11 participated | 12 stopped |

## Practice 2

### ANSWERS

1

- 1 Where did you go on holiday last year?
- 2 Who phoned very late last night?
- 3 Where was he all day?
- 4 What fell out of your bag?
- 5 Why did he go to bed early?
- 6 Who taught him to play the guitar?
- 7 What did they do when they finished their exams?
- 8 Why were they in New York?
- 9 What did Natasha make?
- 10 Who used all the milk in the fridge?

2

- |          |         |              |            |
|----------|---------|--------------|------------|
| 1 did    | 2 did   | 3 taught     | 4 Why      |
| 5 were   | 6 was   | 7 did        | 8 happened |
| 9 bought | 10 were | 11 How often | 12 Why     |

## Remember these words

### ANSWERS:

- 1 **at:** 11 o'clock  
**on:** 18th June, Friday afternoon, Independence Day  
**in:** 2002, the 1850s, the winter, the 21st century, November  
**Ø:** a year ago, a minute ago, last week, last year, yesterday afternoon
- |                 |             |                  |
|-----------------|-------------|------------------|
| 2 1 worried     | 2 bored     | 3 disappointed   |
| 4 angry         | 5 surprised | 6 in a good mood |
| 7 in a bad mood | 8 stressed  |                  |

## Overview

### PAGES 24–25

**Vocabulary:** Daily routines

**Reading and speaking:** Sleep patterns

#### Common European Framework

Students can use brief expressions to describe daily routines, wants and needs, and make requests for information.

### PAGES 26–27

**Grammar:** *should, shouldn't, can, can't, have to, don't have to*

**Pronunciation:** Strong and weak forms

#### Common European Framework

Students can ask and answer questions about habits and routines.

### PAGES 28–29

**Vocabulary:** Jobs

**Task:** Decide on the best job

#### Common European Framework

Students can use a variety of language and strategies to help keep a conversation or discussion going.

### PAGES 30–31

**World culture:** Amazing trains

#### Common European Framework

Students can understand a variety of language about common topics; can talk about transport around a city.

## WARM-UP

Before the class, write a number of simple daily activities on the board in anagram form. As students come into the class, invite them to try to unscramble the letters individually. When students finish, encourage them to find another person who has also finished and ask them to check they have the same spellings.

## Vocabulary (PAGE 24)

### Daily routines

See *Teaching tips: Working with lexical phrases* on page 21.

- 1 Students work in pairs to discuss the questions. Encourage students to talk about their partners during feedback.
- 2 Pre-teach unfamiliar language, e.g. *have a nap*. Do the first couple of verb phrases about you as an example. Students complete the others individually.
- 3 Put students into large groups. Tell students to talk to another member of the group for one minute and try to find as many things in common as possible. After one minute, clap your hands and ask students to move and talk to another student in their group. Repeat this procedure until students have spoken to everyone in the group or you can tell that their interest is lagging.

#### Vocabulary, exercise 3: alternative suggestion

Put students into groups of between four and eight. In their groups, students go through each question and take it in turns to give their answers. For feedback, nominate one person from each group to report back to the class on the different things that members of the group had in common.

## ADDITIONAL PRACTICE

**Study, practice & remember:** Remember, Practice 1 & 2, page 143

**Workbook:** Vocabulary: *Daily routines*, page 14

## Reading and speaking (PAGE 25)

- 1a Students work in pairs to discuss the questions.
- 1b Ask students to discuss the question before they read the text and then check if their answers are the same after reading it.

#### ANSWER:

No important difference between short and long sleepers.

- 2a Students work individually to decide if the statements are true (T) or false (F) according to the text. Ask students to underline the part of the text that gives the answer as this will make feedback much easier.
- 2b Students check their answers in pairs. Encourage them to justify their answers if they disagree. Check as a class.

#### ANSWERS:

1 T    2 F    3 F    4 T    5 T    6 T    7 T    8 F

- 3 Students find and underline two parts of the text they found interesting before comparing their answers in groups. Stress that there is no correct answer for this type of question.
- 4 Give students a couple of minutes to read the quotes and decide which one(s) are relevant to them. Students compare their ideas in small groups or as a whole class.

## Grammar focus 1 (PAGE 26)

### *should, shouldn't*

- 1 Focus students' attention on the photo. Tell students that this is Alice and she needs some advice. Students read the text quickly to answer the two questions.

#### ANSWERS:

- 1 She has exams next week but she is finding it hard to concentrate.
- 2 to find someone to study with, to have breaks after studying for an hour, to give yourself a reward at the end of the day, to make a revision timetable, to include lots of variety of subjects and places of study

- 2 Students read through the advice again to find examples of *should* and *shouldn't*.

#### ANSWERS:

- should:** You should find a 'study buddy'. – Will  
And you should give yourself a reward. – Molly  
You should make a revision timetable. You should start with a difficult subject. – Sam
- shouldn't:** You shouldn't study for so many hours. – Molly  
And you shouldn't always revise in the same place. – Sam

## GRAMMAR


- 1 Give students a couple of minutes to read the two rules and choose the correct alternative.

#### ANSWERS:

1 is    2 isn't

- 2 Read through the grammar rule and ask students to give more examples.
- 3 Read the two examples and ask students to give more examples. You may want to ask your students to read Study 1 on page 142 for a more detailed explanation of *should* and *shouldn't*.

## PRACTICE

- 1a Students work individually to decide which of the suggestions on the list they should or shouldn't do. Stress to students that it is what they *should* do, not what they actually do.
- b Students compare their answers in pairs.
- c  3.1 Students listen to check their answers. Check as a class.

### ANSWERS:

**shouldn't:** send text messages to your friends, listen to loud music, watch TV, use social networking sites

**should:** make a list of things to do, find somewhere quiet to study, start work as early as possible, take breaks sometimes

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1 Play the first sentence again and ask students to pay attention to the weak form of *shouldn't* /ʃədn̩t/. Repeat for the other sentences.
- 2 Students listen and repeat the sentences one by one.

### Pronunciation: Helping students with weak forms

Lots of students have problems with both recognising and using weak forms. Some things you can do to help are:

Introduce the pronunciation of the weak form first.

Exaggerate the stressed words.

Constantly refer to weak forms during the year.

Drill sentences that contain weak forms.

- 2a Students work in pairs to give advice for the two problems. During feedback make sure students are using weak forms of *should* and *shouldn't*.
- b Students invent their own problems and write a paragraph similar to the ones in exercise 1a. If you have weaker students you might want to ask them to write their problems in pairs.
- c Students exchange problems and write a reply with their advice.

### Practice, exercise 2c: alternative suggestion

Students write their problems and then put them up on the walls around the classroom. Students then walk around the room, read the problems and write their advice under the problem. Students take back the problems they wrote and decide on the best advice they received.


## ADDITIONAL PRACTICE

**Study, practice & remember:** Practice 1, page 142

**Workbook:** Grammar focus 1: *should, shouldn't*, page 14


## Listening (PAGE 27)

### An unusual job

- 1 Focus students' attention on the poster on page 27 and discuss the questions. Elicit students' suggestions and write them on the board.
- 2  3.2 Emphasise to students that they are only going to hear the first part of the interview. Students listen and answer the questions.

### ANSWERS:

- 1 She is a ghost tour guide.
- 2 She works in Edinburgh.

- 3  3.3 Make sure students read all of the sentences before they listen to the recording. Students listen and put the statements in the correct order.

### ANSWERS:

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

- 4 Students work in pairs to discuss whether they would like Kirsty's job or not. Encourage them to justify their answers.

## Grammar focus 2 (PAGE 27)

### *can, can't, have to, don't have to*

- 1a Tell students that the examples all come from the listening exercise. Students complete the sentences with *can, can't, have to* or *don't have to*.
- b Students check their answers with audio script 3.3 on page 167.

### ANSWERS:

1 don't have to    2 have to    3 can    4 can't

## GRAMMAR

- 1 Elicit the form of the verb from the class.

### ANSWER:

the infinitive/base form

- 2 Give students a few minutes working individually to complete the rules.

### ANSWERS:

1 have to    2 can    3 don't have to    4 can't

You may want to ask your students to read Study 2 on page 142 for a more detailed explanation of *can, can't, have to, don't have to*.

### Grammar, exercise 2: additional suggestion

Encourage students to look at the audio script on page 167 and find other examples.

### ANSWERS:

**can:** I can remember dates and other facts easily.


**can't:** I can't speak Japanese

**have to:** ... you have to try and bring the history alive.

**don't have to:** I don't have to wear a uniform.

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.


- 1a  3.4 Model the three different forms of *can* so students can recognise the difference. Play the recording and ask students to decide which form is used. Ask students which forms are stressed and which ones are weak. Elicit rules for when each one is used.

### ANSWERS:

- 1 Can you hear him? [/kən/]    2 Yes I can. [/kæn/]  
3 Can you speak Italian? [/kən/]    4 No I can't. [/kɑ:nt/]

When *can* is used in a question it is not usually stressed. When it is used in a short answer it is stressed.

- b Drill each sentence.

- 2a  3.5 Model the different forms. Play the recordings and elicit which form is most commonly used.

### ANSWERS:

- 1 I have to go now. [/tə/]  
2 Oh, do you have to? [/tu:z/]  
3 Does he have to wear a uniform? [/tə/]  
4 No, he doesn't have to. [/tu:z/]

- b Drill each sentence.


## PRACTICE

- 1a Students write sentences using *can*, *can't*, *have to* or *don't have to* about themselves.  
b Students work in pairs to compare their answers.

## ADDITIONAL PRACTICE

**Study, practice & remember:** Practice 2, page 143

**Workbook:** Grammar focus 2: *can*, *can't*, *have to*, *don't have to*, pages 16–17, Pronunciation: *can*, *have to*, page 17

-  **Resource bank:** Activity 3B *Parents and children (should, shouldn't, can, can't, have to, don't have to)*

## Vocabulary (PAGE 28)

### Jobs

See *Teaching tips: working with lexical phrases* on page 21.

- 1 Focus students' attention on the pictures. Elicit what the jobs are without referring to the vocabulary in the book. Students then match the pictures to the words in the box. Drill the pronunciation, paying attention to word stress and the silent letter *b* in *plumber*.

### ANSWERS:

- |              |               |              |           |
|--------------|---------------|--------------|-----------|
| A judge      | B taxi driver | C accountant | D nanny   |
| E translator | F doctor      | G cook       | H plumber |

- 2 Students work in pairs to decide which job(s) go with which description.

### SUGGESTED ANSWERS:

- 1 taxi driver, cook
- 2 accountant, doctor, judge
- 3 taxi driver
- 4 accountant, doctor, translator, judge
- 5 translator, nanny
- 6 doctor, nanny
- 7 doctor, nanny
- 8 translator
- 9 accountant, plumber, nanny, translator, taxi driver
- 10 doctor, nanny


### Vocabulary, exercise 2: additional activity

Ask students to look again at the sentences and think about which ones apply to their current jobs or their dream jobs. Put students into pairs to compare ideas.

## ADDITIONAL PRACTICE

**Study, practice & remember:** Remember, Practice 3, page 143

**Workbook:** Vocabulary: *Jobs*, pages 18


-  **Resource bank:** Activity 3A *What do I do?* (Vocabulary: *Jobs*)

## Task (PAGES 28–29)

### Decide on the best job


### Preparation Listening

See *Teaching tips: Making tasks work* on page 23.

- 1 Draw attention to the example sentences. Give students a few minutes to think of a job and a description of what you can and can't do in the job. Students then work in pairs or small groups to try to guess the jobs in each other's descriptions.
- 2a Give students a few minutes to decide which of the jobs in Vocabulary exercise 1 they would or wouldn't like to do and reasons for wanting or not wanting to do the jobs.  
b Students work in small groups to compare ideas. During feedback see if there were any jobs everybody would like to do or wouldn't like to do.
- 3  3.6 Focus students' attention on the four profile cards. Students listen to the recording and complete the notes about their skills/interests. You might have to play the recordings more than once.

### ANSWERS:

- Annie:** Interests/Skills: science subjects, music, movies, she's really interested in people, she'd like to do something to help people
- Jem:** Interests/Skills: good at maths, doesn't like accountancy, practical, good with his hands, solving problems, independent, doesn't want to work in an office, wants to work for himself
- Silvia:** Interests/Skills: studying English and Italian, likes meeting people, likes reading, likes different cultures and travelling
- Jarek:** Interests/Skills: he's a barman, he loves modern art and design, he loves fashion, he'd like to have his own company

- 4  3.7 Tell students they are going to hear two people talking about one of the people from the listening exercise. They are trying to agree on what is the best job for that person. Students listen and answer the questions.

**ANSWERS:**

- 1 Jem
- 2 plumber
- 3 He's practical, he's good with his hands, he can work for himself and by himself, likes solving problems, it's useful and different.

- 5 Give students a couple of minutes to read the sentences in the Useful language box. Students listen again and tick the phrases they hear.

**ANSWERS:**

- I think he should be a (doctor/teacher ...) because he's good at ... ✓  
 Perhaps he should be a ... because ... ✓  
 He likes solving problems so he'll be a good (plumber /accountant ...) ✓  
 Do you agree? ✓  
 What do you think? ✓  
 Yes, I agree. ✓  
 That's true. ✓  
 I'm not sure. ✓

**Task Speaking**

See *Teaching tips: Teaching Pre-intermediate learners* on page 26.

- 1 Remind students of the jobs from the vocabulary exercise on page 28 and direct them to page 143. Give students a moment to write down two or three jobs for each of the people from the listening exercise.
- 2 Give students some time to make notes of the reasons for their choices. Remind students to use the phrases from the Useful language box. Circulate and offer support when necessary.
- 3a Students discuss in pairs which job each person should do. Tell students that they should try to agree on one job for each person. Circulate and note down good examples of language use and/or problem areas to focus on later.
- b Conduct group feedback to find out how easy or difficult students found it to agree, but don't ask them what they decided yet. If they had any problems was it because of language or different ideas? How did they overcome their difficulties?
- 4 Students repeat the task, but this time in groups. You can either a) put the pairs into groups so that they use their agreed choices, or b) separate the pairs into different groups so that they can start from their own original ideas.

**Share your task**

Additional ideas:

- Students film themselves talking about what they think is the best job for each person.
- Students watch/listen to the recordings and decide if they agree.
- Students imagine they are one of the people on page 29 and record themselves talking about which job they think is best for them and why.
- Students watch/listen to the recordings and decide if they agree.

**World culture, Find out first:**

To help your students prepare for the next class, go through the questions in exercise 1a on page 30. If necessary, discuss ideas for searching for this information on the internet and other sources of information students could use.

**World culture (PAGES 30–31)****Amazing trains****Culture notes**

The London Underground, also called the Underground or the Tube, is the oldest underground train system in the world. The first line was opened in January 1863 and it is now one of the biggest systems in the world (depending on how you measure size, the biggest is either London Underground or Shanghai Metro).

Many Londoners have a love/hate relationship with the Tube. The map is widely hailed as a design classic and has influenced art and design in many different ways. The symbol for the London Underground of a red circle with a blue horizontal line, called a roundel, is widely recognised around the world. The Underground stations also protected many people during World War II from air raids. However, it now looks and feels old, is in need of investment and is often subject to delays.

For tourists, it is an efficient way of getting around the city, although negotiating the different connections between lines can be complicated. The system was originally built by different companies so today there seems to be little integration between lines at some stations.

**Find out first**


- 1a Students work in pairs to check their answers from their research. If some students have not done the research, try to put them with a pair of students who have done it.
- b Students discuss their findings to the questions in pairs or small groups.
- 2 If you have access to the internet and students haven't been able to find the answer to some of the questions, ask students to go online and do some further research.

**SUGGESTED ANSWERS:**

- 1 opened on 10th January 1863
- 2 the tube
- 3 11 lines / 270 stations
- 4 the busiest times of the working day, when people commute to and from work in the morning and evening, approximately 7:00–10:00 a.m. and 5:00–8:00 p.m.
- 5 London Waterloo

**View**

See *Teaching tips: Using the video material in the classroom* on pages 24.

- 3a Go through the words in the glossary to make sure students understand the key vocabulary.
- b  Students watch the video and number the items from the glossary in the order in which they appear.

**ANSWERS:**

- |             |                    |                   |
|-------------|--------------------|-------------------|
| 1 commuters | 2 Big Ben          | 3 tunnel          |
| 4 dawn      | 5 the River Thames | 6 automatic gates |

- 4 Go through pronunciation of the numbers with the students. Students watch the video again to complete the text with the numbers. Check in pairs and then check as a class.

**ANSWERS**

- |             |                           |
|-------------|---------------------------|
| 1 4 million | 2 20,000                  |
| 3 6:14      | 4 six and a half thousand |
| 5 1 a.m.    | 6 7 o'clock               |
| 7 300 m     | 8 7:15                    |

## World view

- 5a Give students a few moments to read through the sentences and decide which ones they agree or disagree with. Circulate and offer support as necessary.
- b Students work in pairs to compare their answers.

### Find out more (PAGE 31)

- 6a Go through the other train lines in the box and ask students if they have heard of any of them.
- b Ask students to go online to find information to answer the questions about two of the train lines. If students want to investigate a different train line allow them to do so. Tell students that the questions are guides, so they shouldn't worry if they can't answer all of them from their research.

**ANSWERS:**

	Where is it? (which countries) and where does it go?	How old is it?	Why is it famous?
Die Bloutrein / The Blue Train	South Africa (Pretoria to Cape Town and Pretoria to Durban)	Origins in 1923	Very luxurious
The Glacier Express	Switzerland (Zermatt to Davos or St Moritz)	1930	It travels through a World Heritage site.
The Moscow Metro	Russia, 12 lines covering metropolitan Moscow	1935	Very extravagantly decorated
The Shanghai Maglev train	Shanghai, China (Longyang Road station to Pudong Airport)	2004	first commercial magnetically levitated line in the world

### Write up your research

- 7 Encourage students to write up their research using the model paragraph.

## Study, practice & remember (PAGES 142-143)

See *Teaching tips: Using the Study, practice and remember sections* on pages 25.

### Practice 1

**ANSWERS:**

- 1
- 1 Why                      2 Try                      3 shouldn't              4 Should
  - 5 should                  6 Why                      7 shouldn't              8 Try
- 2
- 1 should see              2 should buy              3 shouldn't try
  - 4 shouldn't start          5 should do              6 shouldn't go for a run
  - 7 shouldn't eat              8 should take

### Practice 2

**ANSWERS:**

- 1
- 1 You can                      2 You have to              3 You don't have to
  - 4 Can my friend              5 Do I have to              6 You can't
  - 7 You don't have to          8 You have to              9 You can't
  - 10 You can
- 2
- 1 do I have to start          2 have to be              3 do I have to wear
  - 4 have to wear              5 can I have              6 you can eat
  - 7 can bring                  8 can't eat                  9 don't have to know
  - 10 can ask                      11 Can we get              12 can't get
  - 13 don't have to pay

### Remember these words

**ANSWERS:**

- 1
- 1 a    2 c    3 e    4 g    5 d    6 f    7 b    8 h
- 2
- 1 finished    2 felt    3 had    4 went to    5 fell    6 up    7 got
- 3
- 1 translator
  - 2 cook
  - 3 dentist
  - 4 tour guide
  - 5 nanny
  - 6 doctor
  - 7 plumber
  - 8 accountant
  - 9 barman
  - 10 taxi driver

## Overview

### PAGES 32–33

**Reading:** Special days around the world

**Pronunciation:** Stress on months and dates

**Vocabulary:** Verb phrases for special days

#### Common European Framework

Students can read a factual text related to special days; can express themselves and discuss the topic.

### PAGES 34–35

**Reading:** Do something funny for money

**Grammar:** Present simple and Present continuous

#### Common European Framework

Students can communicate about things that are generally true and things that are happening at the moment.

### PAGES 36–37

**Listening:** New Year celebrations

**Vocabulary:** Descriptive adjectives

**Grammar:** Present continuous for future arrangements

#### Common European Framework

Students can describe common events, for example the weather or a festival; can talk about future arrangements.

### PAGES 38–39

**Task:** Describe your special days

#### Common European Framework

Students can communicate in familiar contexts; can understand specific information associated with important dates.

### PAGES 40–41

**Speaking:** Phrases for special days

**Pronunciation:** Intonation on phrases

**Writing:** An invitation

#### Common European Framework

Students can write invitations containing specific details; can find out and communicate important information.

## WARM-UP


Ask students to stand in a line in order of their birthdays. Start with people born in January at one end and December at the other. You might need to supply the question *When's your birthday?* When students have finished and are sitting down again, see if they can remember each other's birthdays.

## Reading (PAGES 32–33)

- 1 Start by telling students your favourite month and most special day and why. Students work in pairs to discuss the questions.


### PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  **4.1** Demonstrate word stress by saying *January* with different stress patterns and eliciting the correct one. Students listen to the recording and mark the stress on the other months. Play all of them once more and ask students to check their answers in pairs. Play the recording again but pause after each month to check the answers. Drill the correct pronunciation.

#### ANSWERS:

January, February, April, July, August,  
September, October, November, December

- 2  **4.2** Play the recording; students listen to the dates and write them down. Ask students to compare their answers in pairs. Use the audio script on page 168 to check the answers and play the recording again so that students can read and listen at the same time.
- 3 Students listen again and repeat, paying attention to the /ð/ and /θ/ sounds.

#### Pronunciation: Helping students with the /ð/ and /θ/ sounds.

The /ð/ and /θ/ sounds can cause problems for many English language students. There are a number of things you can do to help students:

Tell students that when they make the /ð/ sound the tongue needs to come out between the lips and touch the top teeth slightly. Model this by putting your finger on your lips and showing how your tongue just touches your fingers.

For the /θ/ sound, ask students to make the /s/ sound. Then ask them to move their tongue slightly forward to hit the back of their top teeth.

Don't expect students to be able to produce the sounds perfectly at the first attempt. Reassure students that you will work on this in future classes and that they will eventually achieve it.

- 2a Draw students' attention to the photos. Students work in pairs to answer the questions. You might like to write some of the ideas they suggest on the board.
- 2b Students read the text quickly to check their ideas. Reading a text quickly is a useful strategy as it helps students to get a general idea of what it is about. To foster this skill, give a time limit of three minutes to do this task.

#### SUGGESTED ANSWERS:

Children dressing up as their favourite character for World Book Day, children give their teachers an apple on Teacher's Day, a red rose for Valentine's Day, celebrations for 'Respect for the Aged Day' in Japan, fireworks in Sydney to celebrate New Year

- 3 Students read the text again to complete the table. Give them more time to read the text in more detail. Students check answers in pairs before checking as a class.

## ANSWERS:

	Who?	Where?
2	senior students	India
3	older people	Japan
4	children	UK and Ireland
5	everyone	Japan
6	students	Vietnam
7	booksellers	Spain/Catalonia


## ADDITIONAL PRACTICE

Workbook: Pronunciation: *Days and dates*, page 19

## Vocabulary (PAGE 33)


## Verb phrases for special days

See *Teaching tips: Working with lexical phrases* on page 21.

- 1a Give students a few minutes to match the words to make phrases. Students check answers in pairs.
- b  4.3 Students listen to the recording to check their answers. Ask students if there are any things they would never do? Is there anything else they might do on a special occasion?

## ANSWERS:

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

- 2a Ask students if they have ever celebrated Friendship Day. Students read the text and complete the gaps with the words from the box. Students work individually and then check in pairs.
- b  4.4 Students listen to the recording to check their answers.

## ANSWERS:

1 have 2 visit 3 send 4 invite 5 prepare  
6 make 7 dress 8 eat 9 buy 10 exchange

- 3 Give students a minute to prepare what they would like to say. Students work in pairs to discuss what they do on their chosen special day.

## ADDITIONAL PRACTICE

Workbook: Vocabulary: *Verb phrases for special days*, page 19

Study, practice & remember: Remember, Practice 1, page 145

## Reading and speaking (PAGE 34)

- 1a Focus students' attention on the photos in the text. Students work in pairs to discuss the questions. Collate ideas for feedback.
- b Students read the text quickly to check their answers. You might like to give students a time limit of three minutes to encourage them to read quickly. Ask students which part of the text refers to which photo. Check students have understood *raise money*, *charity* and *sponsored*.
- 2 Give students more time to read the text in detail and answer the questions. Remind students that they can just write notes for the answers. Students check in pairs before checking as a class. Encourage students to justify their answers before confirming if they are correct or not.

## ANSWERS:

- Comic Relief helps people from over 70 countries around the world.
- Comic Relief started by helping people in Ethiopia.
- over £800 million
- 1988
- Every two years.
- Everyone wears a red plastic nose.
- 'Do something funny for money'
- £108 million

- 3a Give students a couple of minutes to read the opinions and decide which ones they agree or disagree with.
- b Students work in pairs to compare their opinions.

## Grammar focus 1 (PAGE 35)

## Present simple and Present continuous

- 1a Ask students to look at the two photos and elicit what the people are doing. Students then quickly read the texts to check their answers.
- b Make sure students read the questions before they read the texts.

## ANSWERS:

- Actor and TV presenter
- She's raising money for Red Nose Day by walking 100 km across a desert in Kenya
- TV actor
- comedian
- Taking part in a dance competition for Comic Relief.

## Grammar focus 1, exercise 1: alternative suggestion

Students work in pairs: Student A covers the top part of the text, asks their partner questions 1 and 2, and notes down the answers; Student B covers the lower piece of text, and asks their partner questions 3–5, noting the answers. They then uncover the texts and read to check their answers.

## GRAMMAR

- 1 Give students a minute to find examples. If you have stronger students ask them to find examples of the 2nd and 3rd persons, as well as an example of the Present simple with added emphasis.

## ANSWERS:

- 1 Nadia Sawalha is an actor and TV presenter. She often presents cookery programmes.  
James Thornton is a TV actor – he usually stars in ...  
Charlie Baker is a comedian, he usually appears in comedy shows. He is also a talented jazz singer ...

- 2 Give students examples of the Present continuous for the present moment and for the present period:
- Present moment – *I'm teaching. I'm jumping* (jump at the same time).
  - Present period – (show students a book in your bag) *I am reading a great book.* (I am not reading the book right now, but it is a temporary action happening in the present period).

Students find examples of the Present continuous for things happening at the present moment.

## ANSWERS:

Nadia – she isn't cooking, she's raising money, She's walking, the sun is shining  
James and Charlie – they aren't doing their usual jobs, They are taking part in a dance competition

As you go through the Present continuous you might also like to highlight the following:

- the contracted form of *be*
- the spelling of the present participle, e.g. *making, running*
- the inversion of the subject and *be* to form a question
- the short answer forms:  
*Yes, I am. / No, I'm not.*  
*Yes, you/we/they are. / No, you/we/they aren't.*  
*Yes, he/she/it is. / No, he/she/it isn't.*

- 3 Students decide which of the sentences are grammatically correct. Ask them to correct the ones that are wrong.

## ANSWERS:

- 1 x I don't know.                      2 ✓  
3 x Do you understand?              4 ✓

- 4 Students decide which phrases are usually associated with Present simple and which with Present continuous. Encourage students to look back at the previous exercises for clues.

## ANSWERS:

**Present simple:** every day, never, usually  
**Present continuous:** at the moment, right now, today

You may want to ask your students to read Study 1 on page 144 for a more detailed explanation of the Present simple and the Present continuous.

## PRACTICE

- 1 Students work individually to complete the paragraph. Check answers in pairs before checking as a class.

## ANSWERS:

- 1 works    2 is driving    3 is raising    4 give    5 want  
6 am/'m wearing    7 has    8 am/'m asking

- 2a Do the first one as an example. Students work in pairs to decide which is the correct alternative. During feedback, encourage students to say why they have chosen their alternative before confirming the answers.

## ANSWERS:

- 1 Are you learning    2 do you speak    3 Do you like  
4 Do you read    5 Do you play    6 Are you wearing  
7 do you usually come    8 Do you usually study  
9 Are you looking    10 Do you know

- b Give students a few minutes to answer the questions. Students can either write their answers or just prepare the answers in their heads.  
c Students work in pairs to compare their answers.

## ADDITIONAL PRACTICE

**Study, practice & remember:** Practice 1, page 144

**Workbook:** Grammar focus 1: *Present simple and Present continuous*, page 20

- ➡ **Resource bank:** Activity 4A: *Party guests* (Present simple and Present continuous)

## Listening (PAGE 36)

## New Year celebrations

- 1 Focus students' attention on the photos of different New Year celebrations. Students work in pairs or small groups to answer the questions.
- 2a Tell students they are going to listen to two people talking about New Year's Eve in Iceland and Brazil. Elicit some of the differences between the two countries, focusing on the fact that at New Year it's summer in Brazil and winter in Iceland. Students read the sentences and decide if the statements refer to Brazil (B), Iceland (I) or both (B/I).
- b  4.5 Students listen to the recording to check their answers.

## ANSWERS:

- 1 B    2 I    3 I    4 I    5 B    6 B    7 B/I    8 I

- 3 Ask students to read the table before they listen again. If they can remember any of the information allow them to fill it in. Students then listen and complete. With weaker classes you may need to play the recording again.

## ANSWERS:

	Brazil	Iceland
when it happens	31st December	31st December
special clothes	white clothes	warm clothes
special food	spicy chicken and rice and a dessert made from maracujá	roast meat, tinned vegetables
other customs	music, flowers, candles, fireworks	bonfire, listen to the radio, fireworks

- 4 Students work in pairs to discuss the questions.

## Vocabulary (PAGE 36)

### Descriptive adjectives

See *Teaching tips: Working with lexical phrases* on page 21.

- 1 Check that students can pronounce the words correctly, paying attention to the final consonant sound. Students work in pairs to complete the columns. Check as a class.

#### ANSWERS:

**Food:** delicious, tasty, spicy

**Atmosphere:** exciting, peaceful, noisy, friendly

**Weather:** boiling, freezing

- 2 Students work individually to choose the best alternative. Check in pairs before checking as a class.

#### ANSWERS:

1 friendly   2 delicious   3 exciting   4 boiling   5 peaceful  
6 spicy   7 tasty   8 noisy   9 freezing

- 3 Students work in pairs or small groups to discuss the questions.

### ADDITIONAL PRACTICE


**Study, practice & remember:** Remember, Practice 2, page 145

**Workbook:** Vocabulary: *Descriptive adjectives*, page 21

- ➔ **Resource bank:** Activity 4B: *Dominoes* (Descriptive adjectives)

## Grammar focus 2 (PAGE 37)

### Present continuous for future arrangements

- 1a Check the meaning of *rent*. Give students time to think which verb goes in each gap before they write.
- 1b  4.6 Play the recording, pausing after each person. Highlight that the verb form is the Present continuous, but that in this context it is not being used to talk about the present. Have class feedback, and discuss whose plans sound the most interesting.

#### ANSWERS:

1 is renting                      2 are coming                      3 am/'m having  
4 am/'m meeting                5 are/'re going

### GRAMMAR

- 1 Write on the board a couple of examples of the Present continuous from audio 4.6. Ask students to tick the best explanation.

Highlight:

- the use of the Present continuous for future arrangements. This often means that you have arranged something with another person or told them about it.
- the fact that the future time is usually given (*This New Year*) or is understood from the context.

You may want to ask your students to read Study 2 on page 144 for a more detailed explanation of the Present continuous for future arrangements.

#### ANSWERS:

- c things we have arranged to do ✓

### PRACTICE

- 1 Check the meaning of *abroad*. Students work in pairs to complete the questions with the most suitable verb. As you check the questions with the whole class, drill them, demonstrating appropriate intonation for questions.

#### ANSWERS:

1 going      2 doing                      3 meeting                      4 going  
5 having      6 cooking, having              7 taking                      8 going

- 2a Give students a moment to prepare their answers for the questions in exercise 1. Students work in pairs to ask each other the questions.
- 2b Encourage students to make a note of their partners' answers.
- 2c Students report to the class about their partners. If you have a big class you might like to do this in groups.

#### Practice, exercise 2c: alternative suggestion

If you have a large class put the students into groups of about six. Students tell the rest of the group about their partner. This will save time and allow for more student talking time.

### ADDITIONAL PRACTICE

**Study, practice & remember:** Practice 2, page 145

**Workbook:** Grammar focus 2: *Present continuous for future arrangements*, pages 21–22

- ➔ **Resource bank:** Activity 4C: *I'm having lunch with Madonna*, (Present continuous for future arrangements)

## Task (PAGES 38–39)

### Describe your special days

### Preparation Listening

See *Teaching tips: Making tasks work* on page 23.

- 1a Ask students to tick the days celebrated in their country. Go through the days with the class, making sure that they understand them all. You may find it useful to refer to some of the Culture notes listed below.

#### Culture notes

**New Year's Eve:** the last day of the year. People usually have parties in the evening, and stay awake until after midnight.

**Christmas:** a day in the Christian calendar when people celebrate the birth of Jesus Christ. Most people spend a few days with their family, and exchange cards and presents.


**Easter:** a Christian festival, which people celebrate on a Sunday in March/April. It is also a holiday weekend.

**Independence Day:** a day when many countries celebrate independence from a colonial power, e.g. Americans celebrate independence from the British.

**International Women's Day:** traditions differ markedly from one country to another, but they usually involve men giving presents to women, or women's groups campaigning for equal rights.

**Father's Day/Mother's Day:** days when children send cards and presents to their fathers/mothers, to show how much they appreciate them. They are always on a Sunday.

**Halloween:** a night when children in the UK/USA play games and dress up as ghosts, etc.

- b  **4.7** Students listen and make a note of the dates mentioned. You might need to play the recording again as there are lots of dates. In pairs or groups they compare answers and discuss the differences between the UK/USA and their countries.

**ANSWERS:**

New Year UK/USA: 1st January; Chinese New Year: end of January or the beginning of February

Independence Day USA: 4th July

Mother's Day UK: March, USA: May


Christmas UK/USA: 25th December

Halloween UK/USA: 31st October

International Women's Day UK/USA: 8th March

Easter UK/USA: sometime between middle of March and middle of April

Father's Day UK/USA: the third Sunday in June

- 2  **4.8** Draw students' attention to the table. Ask students to look at the gaps and predict what type of information is missing. Students listen and complete the notes. You might need to play the recording a second time. Check in pairs before checking as a class.

**ANSWERS:**

1 Australia	2 fireworks	3 12th	4 anniversary
5 grandmother	6 party	7 7th	8 passed driving test
9 university	10 Christmas		

- 3 Give students a moment to read through the Useful language box and deal with any questions. Students listen to the recording again and tick the phrases they hear.

**ANSWERS:**

I wrote ... ✓	It's the day when ... ✓
... is a special day because ... ✓	we're spending ... ✓
I got married on ... ✓	What happens on ... ✓
What happened ... ✓	What are you doing on ... ✓
Why is ... important for you? ✓	

**Task Speaking**

See *Teaching tips: Teaching Pre-intermediate learners* on page 26.

- 1 Give students some time to create their own table. Tell students it isn't too important what it looks like, as long as they have the information that they can refer to.
- 2 Give students a couple of minutes to prepare what they want to say about their special days. Encourage them to make notes if it is useful. Circulate and offer help as necessary.
- 3 Students talk in groups about their special days. Encourage other members of the group to take notes and ask questions.
- 4 Find out which days are the most interesting. You could have a vote from each group, and then that group presents their day to the class. Finish the class off by voting for the best day from the group presentations.

**Share your task**

Additional ideas:

- Students imagine they are a famous person and give a talk about their special day.
- Students compile their recordings into a class radio programme/podcast.
- Students watch/listen to the recordings, and decide whose special day sounds most interesting.
- Students watch/listen to the recordings and write a report on the most popular special day.


**Language live (PAGES 40–41)****Speaking (PAGE 40)****Phrases for special days**

See *Teaching tips: Using the video material in the classroom* on page 24.

- 1 Students work in pairs to discuss the question.

**ANSWER:**

A 21st birthday party.

- 2a  Ask students to read the questions before they watch the video. Students watch and then answer the questions.

**ANSWERS:**

1 A car      2 No, probably not.      3 To go away.


- b Ask students to read through the phrases before they watch again. If students can remember some of the answers allow them to match the phrases now. After watching, students check in pairs and then check as a class.

**ANSWERS:**

A wedding:	A birthday celebration:
Good luck!	Happy birthday!
Congratulations!	Many happy returns!
I hope you'll be very happy	Thank you very much. It's lovely
Safe journey!	
A Christmas Party:	A New Year's Eve Party:
Merry Christmas	Happy New Year!
Cheers!	Cheers!
	Thanks for coming
	Thanks for inviting me

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  Ask students to watch and listen to the key phrases. Ask students if the people saying them sound friendly or not and why.
- 2 Play the phrases and students repeat. Encourage students to try to imitate the intonation patterns so that they sound friendly and positive.

**Pronunciation: helping students sound friendly and positive**

One of the main ways of sounding positive and friendly is through our intonation. You can encourage students to use an appropriate intonation pattern by doing some or all of the following:

Discuss what makes intonation sound friendly and positive: varied intonation with rising and falling patterns.

Write some sentences on the board and above the sentences draw the intonation pattern to show where people go up and down.

Ask students to listen to the class audio or DVD and draw the intonation pattern.

If this is a problem for your students, constantly revisit and revise this area.

- 3 Give students a few minutes to read through the conversations and complete the sentences with phrases from exercise 2b. Stress that there is sometimes more than one possible answer. Circulate and offer help as necessary.

**ANSWERS:**

1 Happy birthday! / Many happy returns! 2 Congratulations  
3 Cheers 4 Thank you very much. It's lovely. 5 Safe journey  
6 Thanks for coming / Safe journey 7 Good luck!

- 4 Students work in pairs to role-play the conversations. Do an example with a stronger student where you change the information in bold to make it true.

**ADDITIONAL PRACTICE**

Workbook: Language live: *Phrases for special days*, page 23

## Writing (PAGE 41)

### An invitation

- 1 Give students a minute to complete the list. You could make it into a competition with one point for every answer and three points for every unique answer.

**SUGGESTED ANSWERS:**

engagement, birthday, leaving party, baby shower, hen party, stag party, housewarming

- 2 Students read the email to answer the questions. Check in pairs before checking as a class.

**ANSWERS:**

- 1 Jenny. She is an ex-colleague (and friend) of Sofie's.  
2 The party is at Annabel's in London on 20th June. It's a leaving party.

- 3a Check the meaning of *signing off*. Students read the email again to identify the order these things appear. Students should write the number in the first column. It is a good idea to get students to underline the part of the text that corresponds to the things in column A to make it easier to carry out feedback.

**ANSWERS:**

	A	B
2	giving/asking for personal news	How are things? How's the ... Life is ... here in ...
3	reason for writing	The big news is that The reason I'm writing is to tell you ...
5	invitation	Can you come? We'd love to see you I hope you can make it
4	details of the event (where? when?)	We're having a (party) on ... (day). at ... (place)
1	greeting	Hi!
6	arrangements for the party	
7	signing off	Send me an email Be in touch soon! Love from All the best

- b Do the first one as an example with the class. Students work in pairs to decide the function of each phrase.
- 4 Give students plenty of time to do this writing activity in class. Alternatively, it could be set for homework.

**ADDITIONAL PRACTICE**

Workbook: Writing: *An invitation*, page 23

Resource bank: Activity 4D: *Wordspot: day* (Collocations with: *day*)

Students can now do *Progress test 2* on the Teacher's Resource Disc.

## Study, practice & remember

(PAGES 144–145)

See *Teaching tips: Using the Study, practice and remember sections* on page 25.

**Practice 1****ANSWERS:**

- 1
- We're travelling first class.
  - It's beginning to rain.
  - My brother is lying on the sofa!
  - This train is stopping at every station.
  - They're making a lot of noise.
  - I'm studying architecture.
  - She's getting the bus to school.
  - He's having a shower.
  - She's working in Berlin.
  - You're talking very loudly.
- 2
- |               |                     |                  |
|---------------|---------------------|------------------|
| 1 is cooking  | 5 is living         | 9 goes           |
| 2 Do you know | 6 has               | 10 'm not taking |
| 3 speak       | 7 Do you want       |                  |
| 4 don't like  | 8 take, 'm walking. |                  |

**Practice 2****ANSWERS:**

- 1
- Are you doing anything special at the weekend?
  - Yes, I'm going out for a meal on Saturday evening with some friends.
  - What are you doing?
  - We aren't doing anything on Saturday morning.
  - I'm going swimming with Sara.
  - What are you doing on Sunday?
  - We're going to Simon's barbecue in the afternoon.
- 2
- |                |                        |                          |
|----------------|------------------------|--------------------------|
| 1 're having   | 2 are you meeting      | 3 do you go              |
| 4 is looking   | 5 isn't coming         | 6 does your brother want |
| 7 come         | 8 's raining           | 9 are visiting           |
| 10 Do you like | 11 are getting married | 12 hates                 |

**Remember these words****ANSWERS:**

- 1
- |        |            |          |                |          |
|--------|------------|----------|----------------|----------|
| 1 eat  | 2 visit    | 3 has    | 4 'm preparing | 5 send   |
| 6 buys | 7 exchange | 8 invite | 9 made         | 10 dress |
- 2
- |             |           |            |            |            |
|-------------|-----------|------------|------------|------------|
| 1 delicious | 2 boiling | 3 friendly | 4 spicy    | 5 freezing |
| 6 peaceful  | 7 tasty   | 8 noisy    | 9 exciting |            |

## OVERVIEW

## PAGES 42–43

**Reading and vocabulary:** Physical appearance

**Common European Framework**

Students can understand texts about descriptions; can use adjectives to describe people.

## PAGES 44–45

**Grammar:** Comparative and superlative adjectives

**Pronunciation:** Weak forms of prepositions

**Listening and speaking:** Special clothes

**Common European Framework**

Students can compare common items; can describe clothes.

## PAGES 46–47

**Vocabulary:** Parts of the body

**Pronunciation:** Vowel sounds and silent letters; Stress on content words in questions

**Grammar:** Questions with *How*, *What* and *What...like?*

**Common European Framework**

Students can ask and answer questions about familiar topics; can describe people.

## PAGES 48–49

**Task:** Do a survey about image

**Common European Framework**

Students can exchange opinions on familiar topics; can prepare and analyse a survey.

## PAGES 50–51

**World culture:** City of street style

**Common European Framework**

Students can understand the main information about topics; can write a descriptive paragraph.

## Reading and vocabulary

(PAGES 42–43)

## Physical appearance

See *Teaching tips: Working with lexical phrases* on page 21.

- 1a Give students a couple of minutes to work individually and write a few words to describe the people in the photos.
- b Students work in pairs to compare their ideas. During feedback check to see which descriptions are the most common.
- 2 Students read the texts in more detail to answer the questions. Check as a class.

**ANSWERS:**

- 1 They stop shaving and grow a moustache.
- 2 men's health charities
- 3 The writer thinks it really suits him.
- 4 She has two tattoos.
- 5 Her hair is dyed black.
- 6 yes
- 7 They thought it was amazing and it looked really lifelike.
- 8 Khan liked the eyes most.
- 9 His wife liked it a lot and she thought he looked younger.

- 3a Students find words from the texts to match the definitions. If students can't find an answer tell them not to worry and to go on to the next question. Check answers as a class. With a weaker class you could ask them to do this activity in pairs.

**ANSWERS:**

- |              |         |            |             |
|--------------|---------|------------|-------------|
| 1 moustache  | 2 beard | 3 pale     | 4 short     |
| 5 tattoo     | 6 dyed  | 7 lipstick | 8 piercings |
| 9 attractive | 10 tall | 11 slim    |             |

- b Students work in pairs to find the odd word out and answer the questions. Allow students to use dictionaries if they wish.

**ANSWERS:**

- |          |          |        |
|----------|----------|--------|
| 1 blonde | 2 square | 3 bald |
|----------|----------|--------|

- 4 Ask students to cover the text and look at the photo. Elicit a description of the actress. Uncover the vocabulary box and see if students used any of the same words. Students work individually to complete the description. Check in pairs and then as a class.

**ANSWERS:**

- |              |        |        |           |
|--------------|--------|--------|-----------|
| 1 slim       | 2 wavy | 3 pale | 4 wearing |
| 5 attractive | 6 got  | 7 is   | 8 blue    |

- 5a Give students some time to look through the first five units of the book, choose a person and then write a description of them. Circulate and provide help as needed.
- b Students work in pairs or small groups to read their description and find the corresponding photo. For feedback, choose one or two students to read out their descriptions and see if the class can guess the photo.

**Vocabulary, exercise 5b: additional activity**

If students have photographs of their family, perhaps in a wallet or on a phone, ask them to describe one or two people.

## ADDITIONAL PRACTICE

**Study, practice & remember:** Remember, Practice 1, page 147

**Workbook:** Vocabulary: *Physical appearance*, page 25

- ☞ **Resource bank:** Activity 5A: *An alien family* (Vocabulary: physical appearance)

## Grammar focus 1 (PAGES 44–45)

## Comparative and superlative adjectives

- 1a Tell students they are going to look at Matt's photos at three different times in his life. Students work individually to match the photos to the appropriate comments.

**ANSWERS:**

- Photo A:** comment 3  
**Photo B:** comment 1  
**Photo C:** comment 2

- b Students work in pairs to discuss the question.

## GRAMMAR

1 Give students a few minutes individually or in pairs to complete the table. Direct students to the texts to help with the answers. Write the table on the board. As you check the answers, elicit one or two more examples for each rule, and highlight:

- the spelling rules for 1-syllable adjectives.
- the different rules for 2-syllable adjectives ending in -y and for adjectives with 2/3 or more syllables.
- the use of *the* with all superlatives.

## ANSWERS:

1 syllable: younger

2 syllables ending in -y: happy, happier

2/3 syllables: serious, the most serious

irregular forms: good – better – the best, bad – worse – the worst

2 Give students a few minutes to match the sentences. During feedback highlight the use of the prepositions.

You may want to ask your students to read Study 1 on page 146 for a more detailed explanation of comparative and superlative adjectives.

## ANSWERS:

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

## Grammar, exercise 2: additional activity

Ask students in pairs to use the same sentence stems and think of different endings that use the same prepositions.


## PRACTICE

1 Students complete the sentences individually. Circulate and monitor. Check in pairs before checking as a class.

## ANSWERS:

- 1 more modern    2 the most expensive    3 better  
4 the biggest    5 happier    6 the busiest  
7 the worst

2a Do the first sentence as an example. With weaker classes ask students to do this in pairs.

b  5.1 Students listen to the recording and check their answers.

## ANSWERS:

- 1 older than    2 different from    3 similar to    4 the nicest  
5 same as    6 look like    7 the oldest    8 as tall

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

- Remind students of when you looked at weak forms of *was/were* in Unit 2 (see page 18). Tell them these prepositions are also weak forms. Students listen again and notice the pronunciation.
- Play each sentence and students repeat.

## Pronunciation: Help with weak forms

It can help students to build up a list of words that have a strong and weak form. Start the list with the words from this exercise and revisit it in the future when students either forget to use weak forms or when you find some new words.


Word	Strong form	Weak form
than	/ðæn/	/ðən/
from	/frɒm/	/frəm/
to	/tu:/	/tə/
as	/æz/	/əz/

- 3a Do the first couple of sentences about you as an example. Students complete the sentences individually.
- b Demonstrate the activity by telling the students something about you, using the ideas from exercise 3a. The important thing is not to just read the list, but add extra information. Students work in pairs to talk about themselves and their families.

## ADDITIONAL PRACTICE


**Study, practice & remember:** Practice 1, page 146

**Workbook:** Grammar focus 1: *Comparative and superlative adjectives*, pages 26–27, *Pronunciation: Weak forms in sentences*, page 27

 **Resource bank:** Activity 5B: *Put these in order* (Comparative and superlative adjectives)

## Listening and speaking (PAGE 45)

## Special clothes

- Students work in pairs to discuss the questions.
-  5.2 Students listen to the recording and answer the questions.

## ANSWERS:

- red Converse trainers; still wears them
- blue and white checked dress; doesn't wear it now
- leather jacket; still wears it

3 Students listen again and complete the table.

## ANSWERS:


- Converse trainers, five years ago, bought them on holiday in USA, likes colour and design, remind them of fantastic holiday, yes
- checked dress, eight years ago, bought it for party where she met her husband, reminds her of that day, no
- leather jacket, 10 or 12 years ago, got it from brother, thought it was really cool, not a lot

- 4a Students choose a special item of clothing and prepare notes about it using the questions below.
- b Students work in pairs to discuss their special item of clothing. Get class feedback.

## Vocabulary (PAGE 46)

### Parts of the body

See *Teaching tips: Working with lexical phrases* on page 21.

- Ask students to read the facts about the body and work in pairs to check the meanings of the words in bold. For feedback, check the words by getting students to point to the relevant parts of the body. Drill the pronunciation.
- Tell students some of the 'facts' are false. Give pairs a couple of minutes to decide which ones are true (T) and false (F).
-  **5.3** Students listen to check their answers.

#### ANSWERS:

1 T    2 F    3 F    4 F    5 T  
6 T    7 T    8 F    9 T    10 T

- Students work in pairs to invent two new facts.


#### Vocabulary exercise 2a: additional activity

Choose another topic and put students in groups to write five true and false sentences. The group then swap their sentences with those of another group and try to guess which sentences are true or false.

- Students read their sentences aloud in groups or to the whole class. The other students guess if the sentences are true or not. If there is any disagreement tell students to do some research for homework to find out and present their findings in the next class.


### PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

-  **5.4** Make sure students know which parts of the words to focus on. Play the recording and stop after each pair and elicit if the sound is the same or different.


#### ANSWERS:

different, same, different, different, same

-  **5.5** Ask students if they know which letters will be silent before they listen to the recording. Students listen and check.

#### ANSWERS:

knee; wrist; thumb

-  **5.6** Play the recording and pause after each word for students to repeat.

#### Pronunciation: help with sound/spelling relationships

English is famous for having a complicated relationship between the spelling and the pronunciation of the words. You can help students by doing the following:

- Don't tell students that English pronunciation is hard or difficult. If you say this students will think that they can't do it. Besides, the vast majority of words do have a relationship between the spelling and pronunciation.
- Try, whenever possible, to introduce new words orally before students see them written down.
- Use the audio script so that students can see the words as they hear them.
- Correct students when they mispronounce words due to the spelling.


### ADDITIONAL PRACTICE

**Study, practice & remember:** Remember, Practice 2, page 147

**Workbook:** Vocabulary: *Parts of the body*, page 28

## Grammar focus 2 (PAGES 46–47)

### Questions with *How, What* and *What ... like?*

-  **5.7** Students listen to three conversations and answer the questions. Check in pairs before checking as a class. During feedback, ask students what clues told them the relationships between the speakers.

#### ANSWERS:

1	2
1 a grandmother and a friend	1 her grandson
2 police officer and witness	2 a thief
3 two young female friends	3 a new boyfriend

- Ask students to read the questions silently. Students listen again and number the questions in the correct order. Check in pairs before checking as a class.

#### ANSWERS:

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

- Students match the answers to the questions, then listen again to check.

#### ANSWERS:

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

### GRAMMAR

- Give students a moment to decide which question asks about appearance and which one about personality. If students are not sure, encourage them to look back at exercises 2a and 2b.

#### ANSWERS:

1 personality    2 appearance

- Give students a few minutes to look back at the sentences and decide on the answers.


#### ANSWERS:

height: e    age: f    features: c, d, g, h

You may want to ask your students to read Study 2 on pages 146–147 for a more detailed explanation of questions with *How, What* and *What ... like?*

### PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

-  **5.8** Remind students of the importance of stressing content words in questions. Play the first question and elicit the stressed content word. Do the same for each of the following questions.

#### ANSWERS:

a What does he <u>look</u> like?	b What's he <u>like</u> ?
c What <u>colour</u> are his <u>eyes</u> ?	d What is his <u>hair</u> like?
e How <u>tall</u> is he?	f How <u>old</u> is he?
g Has he got a <u>scar</u> or a <u>tattoo</u> ?	h Has he got a <u>beard</u> ?

- Play the questions again. Students repeat.


## PRACTICE

- 1 Do the first one as an example. If you have weak students, ask them to do this activity in pairs. During feedback, pay attention to the stress on content words.

## ANSWERS:

- 1 Has he got long hair?
  - 2 Is her hair fair or dark?
  - 3 What colour are her eyes?
  - 4 Is he in his thirties?
  - 5 Is she wearing earrings?
  - 6 What are his glasses like?
  - 7 Is she taller or shorter than me?
  - 8 What does your brother look like?
- 2 Ask students to write answers for the questions. They can write any answer they like, so long as it is grammatically correct.

## POSSIBLE ANSWERS:

- 1 No, he hasn't.
  - 2 It's dark.
  - 3 They're blue.
  - 4 Yes, he is.
  - 5 Yes, she is.
  - 6 They're round, like John Lennon's.
  - 7 She's taller than you.
  - 8 He's tall with black hair and brown eyes.
- 3a  5.9 Focus students' attention on the photo of characters in a TV soap opera. Students listen and decide which person is being described.

## ANSWERS:

1 F    2 C    3 A    4 D    5 B    6 E

- b Refer students to audio script 5.9 on page 169. Play the recording again and ask students to listen and decide what questions are being answered and write them down.

## SUGGESTED ANSWERS:

- |                           |                       |
|---------------------------|-----------------------|
| 1 What does he look like? | 2 Has he got a beard? |
| 3 What's her hair like?   | 4 What's she like?    |
| 5 How old is she?         | 6 How tall is she?    |
- 4a Give students a few moments to choose a person to describe and think of a description.
- b Students work in pairs to ask and answer yes/no questions about the person.

## ADDITIONAL PRACTICE

**Study, practice & remember:** Practice 2, page 147

**Workbook:** Grammar focus 2: *Questions with How, What and What ... like?*, page 28

## Task (PAGES 48–49)


## Do a survey about image

## Preparation Reading

See *Teaching tips: Making tasks work* on page 23.

- 1 Check the meaning of *store card*. Students work in pairs to discuss the questions. Invite further discussion during feedback.
- 2 Ask students to read the introduction very quickly to answer the questions.

## ANSWERS:

- 1 Answer a survey.
  - 2 A store card and discounts and the chance to win £500 to spend in store.
- 3 Do the first question as an example. Students work individually to complete the questionnaire. After feedback, ask students if they would normally do a survey like this. Why/why not?
- 4  5.10 Give students a moment to read through the Useful language box and answer any questions they might have. Students listen and tick the phrases they hear.

## ANSWERS:

Yes, it's my favourite hobby. ✓  
I hate them. ✓  
Not really. ✓

## Task Speaking

See *Teaching tips: Teaching Pre-intermediate learners* on page 26.

- 1a Give students a few moments to decide which questions to choose.
- b Students write five more questions. Circulate and offer help when needed.
- 2 Students work in pairs to ask and answer each other's questions. Remind students to use phrases from the Useful language box when answering questions. Encourage students to make a note of their partners' answers.
- 3 Students work in groups to see if there is anything they all agree or disagree on. You might like to get students to produce a chart listing their preferences.

## Share your task

Additional ideas:

- Students film themselves asking each other the questions in their survey.
- Students can put their recordings together to create a video montage.
- Students watch/listen to the recordings and write a report on the most common attitudes to image and appearance.

## World culture, Find out first:

To help your students prepare for the next class, go through the questions in exercise 1a on page 50. If necessary, discuss ideas for searching for this information on the internet and other sources of information students could use.

## World culture (PAGES 50–51)

### City of street style

#### Culture notes

Paris and Rome have long been associated with the world of haute couture and classic designer clothes. London, on the other hand, has been more closely linked to a more urban and youth-oriented street style and fashion. This started in the swinging 60s with the famous King's Road and Carnaby Street. Mary Quant's miniskirt was first seen on London's streets and, along with the music of The Beatles and The Rolling Stones, London developed a cutting edge and trendy reputation.

This reputation for new music and fashion carried on through punk, the new romantics and on into house and dance music. Today, there are many different styles all represented in London and one of the main shopping areas for street style is in and around Camden Market, which has a very alternative scene.

#### Find out first

- 1a Students work in pairs to check their answers from their research. If some students have not done the research, try to put them with a pair of students who have done it.


#### ANSWERS:

1 b    2 a    3 a    4 b

- b If you have access to the internet and students haven't been able to find the answer to some of the questions, ask students to go online and do some further research.

#### View

See *Teaching tips: Using the video material in the classroom* on page 24.

- 2 Go through the words in the glossary to make sure students understand the key vocabulary.
- 3  Make sure students read the sentences before they watch the video. Check in pairs and then check as a whole class.

#### ANSWERS:

1 light blue    2 black    3 blue    4 red / brown    5 grey / white

- 4 Go through the phrases with the students, then watch the video again to match them to who/what they are about.

#### ANSWERS:

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

## World view

- 5a Give students a few moments to read through the sentences and decide which ones they agree or disagree with. Circulate and offer support as necessary.
- b Students work in pairs to compare their answers.

### Find out more (PAGE 51)

- 6 Students quickly read the mini text to answer the questions.

#### ANSWERS:

- 1 A list of cities that are famous in a particular creative area; 2005
- 2 over 30

- 7a Go through the list of cities and elicit some reasons why the cities included might be on the Creative Cities Network.
- b Ask students to go online to find information to answer the questions about two of the cities. Tell students that the questions are guides, so they shouldn't worry if they can't answer all of them from their research.


#### ANSWERS:

	Where / population / language	When / Why
Buenos Aires	Argentina, 13 million, Spanish	2005, design
Chengdu	China, 11 million, (Sichuanese) Mandarin	2010, food/ gastronomy
Dublin	Ireland, 500,000, English	2010, literature
Sevilla	Spain, 700,000, Spanish	2006, music
Sydney	Australia, 4.6 million, English	2010, film

### Write up your research

- 8 Encourage students to write up their research using the model paragraph.

#### ADDITIONAL PRACTICE

-  **Resource bank:** Activity 5C: *Wordspot: look* (Collocations with: *look*)

# Study, practice & remember

(PAGES 146–147)

## Practice 1

### ANSWERS:

1

- |                |                    |                    |
|----------------|--------------------|--------------------|
| 1 taller       | 2 the most popular | 3 more expensive   |
| 4 the highest  | 5 the earliest     | 6 the most popular |
| 7 better       | 8 farther          | 9 biggest          |
| 10 the busiest |                    |                    |

2

- 1 cheaper
- 2 from
- 3 worst
- 4 as
- 5 more
- 6 like
- 7 happiest
- 8 than
- 9 to
- 10 in

## Practice 2

### ANSWERS:

1

- |        |          |              |       |          |                    |
|--------|----------|--------------|-------|----------|--------------------|
| 1 What | 2 's got | 3 are        | 4 're | 5 What's | 6 's very friendly |
| 7 How  | 8 's     | 9 Has he got | 10 is |          |                    |

2

- |        |          |        |        |       |       |        |       |
|--------|----------|--------|--------|-------|-------|--------|-------|
| 1 does | 2 colour | 3 tall | 4 What | 5 was | 6 How | 7 like | 8 old |
|--------|----------|--------|--------|-------|-------|--------|-------|

## Remember these words

### ANSWERS:

1

- 1 skin / hair
- 2 wearing
- 3 pale
- 4 bald
- 5 piercings / tattoos
- 6 dyed
- 7 beard
- 8 lipstick

2

- 1 shoulder
- 2 thumb
- 3 wrist
- 4 elbow
- 5 fingernail
- 6 knee
- 7 neck
- 8 lips

## OVERVIEW

### PAGES 52–53

**Vocabulary:** Going on holiday

**Grammar:** Plans and intentions

**Common European Framework**

Students can communicate future plans and intentions.

### PAGES 54–55

**Reading and vocabulary:** Describing holidays

**Grammar:** Predictions with *will* and *won't*

**Pronunciation:** Contracted forms of *will* and *would*

**Common European Framework**

Students can read short texts for detailed information; can talk about predictions.

### PAGES 56–57

**Task:** Choose a holiday

**Common European Framework**

Students can express agreement and disagreement politely; can initiate and maintain simple conversations of a personal interest.

### PAGES 58–59

**Speaking:** Making requests and asking for permission

**Pronunciation:** Intonation in polite requests.

**Writing:** A postcard

**Common European Framework**

Students can use everyday expressions to make requests and ask for permission; can write simple texts with appropriate use of register

## WARM-UP

Put students into groups. Tell them they have to ask you yes/no questions to find out your favourite holiday destination. Give groups a few minutes to prepare their questions, then each group takes it in turns to ask you a question. Only answer the question if it is correct. After each question the group can guess the destination.

You can continue this activity with other holiday themed ideas: ideal holiday destination, worst holiday destination, favourite holiday companion, favourite holiday activity, etc.

## Vocabulary (PAGE 52)

### Going on holiday

1 Students work in pairs to discuss the questions.

#### SUGGESTED ANSWERS:

beach holiday, sightseeing holiday, active holiday

2a Check the pronunciation of the words in the box. Students match the words to the pictures.

#### ANSWERS:

A toothpaste	B passport	C plane tickets
D credit cards	E sunglasses	F guidebook
G phrasebook	H camera	I travel sickness pills
J swimsuit	K towel	L foreign currency
M toothbrush	N suncream	

b Students work in pairs to discuss the questions.

- 3a Give students a few minutes to decide what they want to take with them on holiday. Encourage students to think of justifications for their choices.
- b Students work in pairs and agree on seven things to take. Remind students of language for agreeing and disagreeing.

## ADDITIONAL PRACTICE

**Study, practice & remember:** Remember, Practice 1, page 149

**Workbook:** Vocabulary: *Going on holiday*, page 29

## Grammar focus 1 (PAGE 53)

### Plans and intentions

- 1a Check the meaning and pronunciation of *suitcase*. Students work in pairs to decide if the statements are true (T) or false (F).
- b Students read the text to check their answers. Check in pairs and then as a class.

#### ANSWERS:

1 F    2 T    3 T    4 F    5 F

- c Students work in pairs and discuss the question. For feedback, find out how many people think they are organised or disorganised.
- 2 Check the meaning of *check-in* and *charger*. Students read the sentences and decide if the sentences reflect an organised (O) or disorganised (D) person.

#### SUGGESTED ANSWERS:

1 D    2 D    3 O    4 D    5 D    6 O    7 D    8 O

## GRAMMAR

- 1 Students discuss the best alternatives in pairs. As you check the answers, highlight the following points:
- In question 1 in both alternatives the person has thought about the plan, but in the second, they have thought more about the plan, including how to do things, for example, what time they want to get the taxi.
  - We generally use *I'm going to* (the airport) instead of *I'm going to go to* (the airport), because it sounds less awkward.
  - We use *would like to* as a less direct, and therefore more polite, way of saying *want to*.
  - We use *would rather* to mean that we want one thing more than another thing.
  - The negative forms are *I'm not going to*, *I'm not planning to*, *I'd rather not* and *I wouldn't like to*.

#### ANSWERS:

- I intend to take
- I've thought carefully about taking
- I want to take
- I prefer to take

2 Elicit the verb forms that follow the structures.

#### ANSWERS:

- infinitive
- infinitive without *to*

You may want to ask your students to read Study 1 on page 148 for a more detailed explanation of expressing plans and intentions.

## PRACTICE

- 1a Tell students they are going to do a survey and they need to prepare some questions using the prompts. Give a few minutes for students to prepare their questions. Monitor to make sure students are using appropriate future forms.

## ANSWERS:

- 1 Are you planning to have, are you planning to go
- 2 would you like to visit
- 3 would you like to visit
- 4 would you rather visit
- 5 would you rather visit
- 6 would you like to visit

- b Students work in groups to find out each other's plans. During feedback, ask for the most interesting/exciting plans.

## ADDITIONAL PRACTICE

**Study, practice & remember:** Practice 1, page 148

**Workbook:** Grammar focus 1: *Plans and intentions*, pages 29–30

## Reading and vocabulary (PAGE 54)

## Describing holidays

See *Teaching tips: Working with lexical phrases* on page 21.

- 1a Elicit some methods of transport. Students work in pairs to discuss the questions. For feedback, find out if there is any consensus on favourite ways to travel and why.
- b Give students a couple of minutes to make a list of advantages and disadvantages for each method of transport. For feedback, see which student has the longest list.
- 2 Give students a few minutes to read the text and answer the question. Students check in pairs before checking as a class.

## SUGGESTED ANSWERS:

**most comfortable:** New Zealand – four-star hotels  
**least comfortable:** Amazon canoe tour – camping

- 3 Check the meaning of *tent* and *sightseeing*. Make sure students read the statements before reading the texts again in more detail.

## ANSWERS:

- 1 motorbike tour    2 canoe tour    3 Trans-Siberian railway  
 4 motorbike tour    5 Trans-Siberian railway    6 canoe tour  
 7 motorbike tour    8 Trans-Siberian railway

- 4a Students match the adjectives to the nouns. Sometimes there is more than one potential answer.

## SUGGESTED ANSWERS:

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

- b Students work in pairs to think of more words that are associated with the adjectives.
- 5 Students work in pairs or small groups to answer the question.

## ADDITIONAL PRACTICE


**Study, practice & remember:** Remember, Practice 2, page 149

**Workbook:** Vocabulary: *Describing holidays*, page 31

- ➔ **Resource bank:** Activity 6A: *Holiday crossword*, (Vocabulary: going on and describing holidays)

## Grammar focus 2 (PAGE 55)

Predictions with *will* and *won't*

- 1a  6.1 Students listen to the recording to answer the question.

## ANSWER:

a motorbiking holiday in New Zealand

- b Make sure students read the questions first then play the recording again. Students listen to answer the questions. Check in pairs before checking as a class. If students have difficulties, play the recording once more and encourage them to read the audio script on page 169.

## ANSWERS:

- 1 December to January
- 2 warm clothes
- 3 He doesn't need a visa as he has a British passport.

## GRAMMAR

- 1 Students match the numbered sentences to a–c.

## ANSWERS:

- 1 You'll need some warm clothes. b
- 2 It'll be nice to have some sunshine. c

- 2 Elicit a meaning for 'll.

## ANSWER:

'll means *will*


As you go through the answers point out the following:

- the use of the contraction 'll, particularly after personal pronouns, *it* and *there*.
- the use of *will* in a positive sentence, and *won't* (*will not*) in a negative sentence.
- the question form *Will I...?*
- the use of the infinitive without *to* after *will/won't*.
- the use of *be able*, not *can*, after *will/won't*.

You may want to ask your students to read Study 2 on page 148 for a more detailed explanation of predictions with *will* and *won't*.

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  6.2 Play the recording, pausing after each sentence for students to write *will*, 'll, *would* or 'd.

Students check answers in pairs.

## ANSWERS:

- 1 You'll    2 We'd    3 She'd    4 Would    5 They'll    6 It'll  
 7 We'd    8 I'll    9 Will    10 You'll    11 I'd

- 2 Refer students to the audio script on page 169 to check their answers. Then play the recording again and students repeat the sentences.

## PRACTICE

- 1 Give students a few minutes to rewrite the sentences that are incorrect for them.
- 2a Give students a few minutes to write questions about the subjects in the Students' Book. Circulate and offer support as necessary.
- b Students work in pairs to ask and answer each other's questions. If possible, make sure pairs are made up of students from different countries.

### Practice, exercises 1 & 2: alternative suggestion:

If your students are from the same country: ask half of the class to rewrite the sentences in exercise 1 for August and the other half to rewrite them for February. In exercise 2b, make sure pairs are made up of one person who prepared sentences for August and one who prepared sentences for February.

## ADDITIONAL PRACTICE

**Study, practice & remember:** Practice 2, page 149

**Workbook:** Pronunciation: *Contracted forms*, page 31, Grammar focus 2: *Predictions with will and won't*, page 31

- ➔ **Resource bank:** Activity 6B: *Talk about the future*, (Plans and intentions; Predictions with *will* and *won't*)

## Task (PAGES 56–57)

### Choose a holiday


#### Preparation Reading and listening

See *Teaching tips: Making tasks work* on page 23.

- 1 Tell students that they should work in pairs to plan a long weekend and that money is not a problem. Give students a few minutes to decide where they want to go and what they want to do.
- 2 Students read the questions and then read the text. Check answers in pairs and then as a class.

#### ANSWERS:

1 nothing	2 January	3 4 nights / 5 days
4 New York, Paris	5 Paris	6 Dubai, Goa

- 3a  **6.3** Students listen and answer the questions. Check in pairs and then as a class.

#### ANSWERS:

1 Spain  
2 It's not too far away, it won't be too cold, it's relaxing, they don't have to cook for themselves.

- b Give students a few minutes to read the Useful language box. Deal with any problems the students might have. Students listen to the recording again and number the phrases in the order they hear them.

#### ANSWERS:

I'd rather stay in a hotel because ... 9  
I'd rather go somewhere a bit nearer ... 4  
I'd like to go somewhere hot ... 1  
I'd like to go somewhere which will give us a break ... 2  
I don't want to go somewhere cold. 5  
I don't want to go to (New York) ... 6  
What do you think? 3  
What do you think of (the spa break)? 7  
Would you like to stay (in a hotel)? 8

## Task Speaking

See *Teaching tips: Teaching Pre-intermediate learners* on page 26.

- 1 Give students a few minutes to decide where they would like to go and why.
- 2 Students work in small groups to agree on a destination. Encourage them to use language from parts a and b of the Useful language box.
- 3 Ask for a spokesperson from each group. Give the spokesperson a few minutes to prepare what they want to say. Encourage the rest of the group to provide suggestions.

Invite each spokesperson to present their holiday ideas to the rest of the class. Have a vote on the most popular holiday and find out why it is the most popular.

### Share your task

Additional ideas:


- Students film themselves presenting their holiday ideas.
- Students could show their recordings to another class who could decide on which holiday they think sounds the best.
- Students watch/listen to the recordings, and vote on the most popular destinations.
- Students watch/listen to the recordings and write a report on the most persuasive conversation.

## Language live (PAGES 58–59)

### Speaking (PAGE 58)

#### Making requests and asking for permission

See *Teaching tips: Using the video material in the classroom* on page 24.

- 1 Students work in pairs to discuss the questions. Get class feedback.
- 2a  Make sure students understand the titles. Students watch the video and choose the best title. Ask students to justify their suggestions before confirming the answer.

#### ANSWERS:

1 c 2 a

- b Give students a couple of minutes to look at the prompts before playing the video again. With stronger classes, ask them to try to put the questions into the correct order and then watch again to check.

#### ANSWERS:

1 Do you mind if I take a photo?  
2 Could I take another photo, please?  
3 Can I help you?  
4 Can you tell me your name, please?  
5 Do you mind spelling that for me?  
6 Is it OK if I take some personal details?

- 3a Students match the answers to the questions. Check in pairs before checking as a class.

- b  Students watch again and check their answers.

#### ANSWERS:

1 No, not at all.  
2 Yes, of course.  
3 Yes, I have a reservation for two nights.  
4 Yes, it's John Smith.  
5 Certainly, it's J-O-H-N, S-M-I-T-H.  
6 Yes, that's fine.

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1 Students watch and listen and pay attention to the intonation patterns of the key phrases.
- 2 Students repeat the sentences.

For help on teaching intonation patterns, see the notes on page 51.

- 4a Students work in pairs and choose three of the situations to write conversations for. Circulate and offer support as necessary.
- b Students practise their conversations. Monitor and look for good language use and other issues to refer to later. Pay particular attention to intonation patterns.

**ADDITIONAL PRACTICE**

**Workbook:** Language live: *Making requests and asking for permission*, page 32

**Writing (PAGE 59)****A postcard**

- 1 Students read the postcard, then work in pairs to discuss the questions.
- 2 Discuss with your students the difference between formal and informal language. Elicit a few situations when students would need to use formal or informal English.

Students work in pairs to decide which phrases sound formal (F) and informal (I).

**ANSWERS:**

1 I    2 F    3 F    4 I    5 I    6 F    7 I    8 I  
9 F/I    10 F    11 I    12 I    13 I    14 F/I    15 F/I    16 F/I

Informal phrases are suitable for a postcard to a friend.

**Register: helping students sound formal or informal**

Remind students that it can be very important to select the right word, depending on the situation. Students are often resistant to this idea, feeling that it is challenging enough to remember one word, never mind a number of them for different contexts. Some things you can do include:

- constantly refer to how formal a word is.
- discuss with students how using an inappropriate word can affect the message in their own language.
- build up a list of formal and informal words.
- show that there isn't a definite line between formal and informal: some words are a little bit formal or a little bit informal.

- 3 Elicit the fact that postcards usually use informal language. Students work in pairs to complete the postcard with phrases from exercise 2.

**ANSWERS:**

2 Here we are                      3 We're staying  
4 It's warm and sunny        5 The food is quite cheap  
6 when I get home            7 there's loads to do  
8 Bye for now

- 4a Give students a few moments to make notes for their postcard. Planning is an important process of any writing activity and it is good to get students into positive habits.
- b Direct students to the example postcard at the top of the page to check their answers.
- c Students write their postcards. If time is short, ask students to do it for homework.

**ADDITIONAL PRACTICE**

**Workbook:** Writing: *An email*, page 33

Students can now do *Progress test 3* on the Teacher's Resource Disc.

**Study, practice & remember**

(PAGES 148–149)

See *Teaching tips: Using the Study, practice & remember sections* on page 25.

**Practice 1****ANSWERS:**

1

1 visit            2 take            3 going            4 planning  
5 Would           6 to invite        7 to come        8 would

2

1 are you planning to do            2 'd like to go  
3 would you like to go                4 'd rather go  
5 'm going to have                      6 're planning to move  
7 's going to work                       8 'd like to start  
9 are you planning to leave            10 'd rather leave

**Practice 2****ANSWERS:**

1

1 It will be difficult to find a parking place.  
2 She won't be at home on Tuesday.  
3 Will your cousin be at home?  
4 Will you be able to find your way without a map?  
5 The last bus has gone so we'll have to walk.

2

1 How long will the bus take?  
2 Will I be able to book online?  
3 How much will the flight cost?  
4 Will accommodation be expensive in Tokyo?  
5 Will I need to bring sun cream?  
6 Will the beaches be busy in March?  
7 Will it be a direct flight?  
8 Will the exam be difficult?  
9 Will the museums be open in the summer holidays?  
10 Will I like the food in Madrid?

3

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

**Remember these words****ANSWERS:**

1

1 suncream    2 phrasebook    3 currency    4 towel  
5 camera      6 guidebook    7 sickness    8 sunglasses  
9 passport    10 toothbrush

2

1 delayed      2 comfortable    3 interesting    4 peaceful  
5 beautiful    6 long            7 luxurious      8 perfect

**OVERVIEW**

**PAGES 60–61**

**Speaking and vocabulary:** Verb phrases about ambitions

**Reading and speaking:** Top five secrets of success

**Common European Framework**

Students can read straightforward factual texts with a satisfactory level of comprehension.

**PAGES 62–63**

**Grammar:** Present perfect and Past simple with *for*

**Pronunciation:** *for* and *have*

**Grammar:** Present perfect and Past simple with other time words

**Common European Framework**

Students can ask and answer questions about past times and past events.

**PAGES 64–65**

**Reading and vocabulary:** The internet

**Listening:** Finding fame on the internet

**Common European Framework**

Students can understand the main points of radio news bulletins and simpler recorded material about familiar subjects.

**PAGES 66–67**

**Task:** Talk about your ambitions

**Common European Framework**

Students can give a short, rehearsed presentation on a familiar topic; can give reasons and explanations for opinions, plans and actions.

**PAGES 68–69**

**World culture:** Success stories

**Common European Framework**

Students can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

**WARM-UP**

Write these sentence beginnings on the board and ask students to write endings that are true for them. Then do class feedback.

- Success for me is ...
- The most successful person I know is ...
- I could be more successful if ...

**Speaking and vocabulary (PAGES 60–61)**

**Verb phrases about ambitions**

See *Teaching tips: Working with lexical phrases* on page 21.

- 1a Tell students about some ambitions you had when you were a child as an example. Give students a few minutes to think of their own ambitions and then discuss in pairs.
- b Students work in pairs to compare whether they have achieved their ambitions or not.
- 2 Students work in pairs to match the phrases in the two columns. Check as a class and deal with any problems that may come up.

**ANSWERS:**

2 h    3 j    4 g    5 e    6 l    7 a    8 f  
9 d    10 i    11 k    12 b

- 3a Elicit a couple of phrases that will go in the first category. Students work in pairs to categorise the rest of the ambitions.
- b Students work in groups to check their answers. Encourage students to justify their answers if they disagree and to try to reach a compromise.

**SUGGESTED ANSWERS:**

**things that most people do:** have children, buy a house or flat, get married, go abroad, learn how to drive, go to university  
**things that very few people do:** appear on television, start your own business, go round the world  
**things that are difficult to do:** become famous, write a book, earn €1 million

**ADDITIONAL PRACTICE**

**Study, practice & remember:** Remember, Practice 1, page 151

**Workbook:** Vocabulary: *Verb phrases about ambitions*, page 34

**Resource bank:** Activity 7A *Ambition dominoes* (verb phrases about ambitions)

**Reading and speaking (PAGE 61)**

- 1 Read the quotation to the students. Students work in pairs to answer the questions. Ask students to justify their suggestions and invite other ideas before confirming answers.
- 2 Highlight the gaps in the text. Students work individually to read the article and put the five secrets of success into the correct place. Check in pairs before checking as a class.

**ANSWERS:**

1 b    2 d    3 c    4 a    5 e

- 3 Students read in more detail to answer the questions. Check in pairs before checking as a class.

**ANSWERS:**

- 1 first performed in public
- 2 she got a contract with a record company
- 3 nearly 40 years ago
- 4 10,000 hours
- 5 Pete Sampras
- 6 12
- 7 two years

**Reading and speaking exercise 3: additional activity**

If your students are interested, ask them to research one of the people from the text and present their findings in the next class.

- 4 Students work in pairs to discuss the questions. Can students think of any other secrets of success?

**Grammar focus 1 (PAGE 62)**

**Present perfect and Past simple with *for***

- 1a Students work in pairs to decide if the sentences are true (T) or false (F).
- b Students read the grammar box to check their ideas. Stress that the sentences in the grammar box are correct.

**ANSWERS:**

1 F – He was 18.    2 F – He has directed films for nearly 40 years.

## GRAMMAR

Rather than dividing the Present perfect into several different uses, as is customary in many teaching materials, our approach is to show that the Present perfect has essentially one meaning: it connects the past to the present. The past action or state is still part of the present in some way. Therefore, in both *Grammar focus 1* and *2*, students are shown that the Present perfect refers to a period of time that continues from the past to the present, which we believe is more useful for students than distinguishing between different uses.

- 1 Give students a few minutes to work through questions 1a and b. Encourage students to discuss their ideas with each other.

### ANSWERS:

#### 1a

- 1 He **worked** there for three months when he was 18.
- 2 He's **directed** films for nearly 40 years.

#### 1b

- 1 finished action: *worked*
- 2 action that continues up to the present: *has directed*

- 2 Students match the questions to the answers. During feedback, elicit the difference between the two with reference to question 1b.

### ANSWERS:

- 1 b      2 a

You may want to ask your students to read Study 1 on page 150 for a more detailed explanation of the Present perfect and Past simple with *for*.

## PRACTICE


- 1 Students work individually to complete the sentences. Remind students to use the Grammar box if they are not sure. Check in pairs and encourage discussion about the answers if students disagree. Check as a class.

### ANSWERS:

- |                |           |             |            |
|----------------|-----------|-------------|------------|
| 1 lived        | 2 bought  | 3 've known | 4 had      |
| 5 hasn't eaten | 6 've had | 7 played    | 8 've been |

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  7.1 Play the recording for students to do a dictation activity. Play the recording more than once if students don't catch everything the first time. During feedback, elicit the pronunciation of *for* and *have*.

### ANSWERS:

- 1 How long have you known him?
- 2 I've known him for three years
- 3 How long were you a teacher?
- 4 I was a teacher for two years.
- 5 How long have you lived in Moscow?
- 6 We've lived in Moscow for six years.
- 7 How long did you live in London?
- 8 I lived in London for about six months.

- 2 Play each sentence again and ask students to repeat.

### Pronunciation: Helping students with weak forms


Remind your students of the weak forms they have encountered already (see notes on pages 29, 36, 41 and 53). If you started to develop a list of strong and weak forms, add *for* and *have* to the list.

- 2 Start the exercise yourself by drawing circles on the board and filling in some of the information. Explain what the information is as you write. Students do the same individually.
- 3 Do an example with a strong student. Students work in pairs to ask each other questions. Circulate and make a note of good language and things that need to be worked on later.

## ADDITIONAL PRACTICE


**Study, practice & remember:** Practice 1, page 150

**Workbook:** Grammar focus 1: *Present perfect and Past simple with for*, pages 35–36; Pronunciation: *for and have in connected speech*, page 37

-  **Resource bank:** Activity 7B: *Life circles* (Present perfect and Past simple), Activity 7C: *Happy verb families* (Irregular past tenses and past participles)

## Grammar focus 2 (PAGE 63)

### Present perfect and Past simple with other time words

- 1  7.2 Tell students they are going to listen to Robbie talking about his old school friends. Ask students to look at the three photos and give a quick description. Students listen and match the photos with the phrases.

### ANSWERS:

- |          |         |          |
|----------|---------|----------|
| 1 Ameet  | 2 Kate  | 3 Edward |
| 4 Edward | 5 Ameet | 6 Kate   |

- 2a Talk about one of the people in the photos with the class as an example. How do students think he/she might have changed? Students work in pairs to do the same with the other two people.
- b Check the meaning of *volunteer* and *copies*. Students read the text to identify one thing each friend has/hasn't done.

### ANSWERS:

- Ameet:** I've had about ten different jobs; I've worked in import-export; I've just started a new company; I haven't made a million yet
- Kate:** I've worked for a number of environmental organisations; I married Ben a couple of years ago; we've just had our first baby
- Edward:** I moved to the United States last year; has already sold; But I haven't found a girlfriend yet

## GRAMMAR

- 1 Encourage students to use the context from the text in 2b to guess meanings. Students discuss the questions in pairs. In feedback, encourage different points of view before confirming answers.

## ANSWERS:

- 1 I haven't made a million yet. – It could happen in the future.
- 2 We've just had our first baby. – recently
- 3 My latest game has already sold ten million copies. – before now, quickly, and he expects it to sell more
- 4 In the last ten years I've had about ten different jobs. – from ten years ago until now

- 2 Remind students that the Past simple is always used for actions that have finished.

## ANSWERS:

- 1 finished                      2 finished

- 3 Give a few minutes for students to decide on the correct alternative.

## ANSWERS:

- 1 Present perfect gives the 'news' about someone/something.
- 2 Past simple gives more details about the news.

As you check the answers, make sure you cover these points:

- *Have* and *has* are often shortened to 've and 's.
- For regular verbs, the past participle is formed from the verb + *-ed*; for irregular verbs, the past participles have to be learnt individually.

You may want to ask your students to read Study 2 on page 150 for a more detailed explanation of the Present simple and the Present continuous with time words.

## PRACTICE

- 1a Students work individually to choose one of the sentences that is true for them. Students complete the sentences when necessary.
- b Students compare answers in pairs.
- 2 Students work in pairs to ask and answer the questions. If you have strong students encourage them to ask follow-up questions using the Past simple.

## ADDITIONAL PRACTICE

**Study, practice & remember:** Practice 2, page 151

**Workbook:** Grammar focus 2: *Present perfect and Past simple with other time words*, pages 37–38

## Reading and vocabulary

(PAGES 64–65)

## The internet

See *Teaching tips: Working with lexical phrases* on page 21.

- 1 Students work in pairs to talk about their internet habits. During feedback don't be afraid to tell students about your own experience.
- 2a Check that students know what YouTube, Google and Amazon do. Students work in pairs to match the sites to the years. During feedback you might like to take the opportunity to practise the pronunciation of big numbers.
- b Students read the texts quickly to check their answers.

## ANSWERS:

Youtube – 2005, Google – 1998, Amazon – 1995

- 3a Make sure students read the questions before they read the text again. Give students time to find the answers. Check in pairs and then check as a whole class.

## ANSWERS:

- 1 nothing
- 2 100 million
- 3 3 billion
- 4 80–90%
- 5 yes
- 6 2 billion
- 7 about 38,000
- 8 9 million

- b Elicit from the whole class the facts that were most surprising. Be prepared to ask follow-up questions to encourage students to justify their answers.
- 4a Check the pronunciation of the vocabulary, particularly the word stress.

*to upload, to download, a website, a video-sharing site, a social-networking site, an online community*

Students work individually to complete the sentences.

## ANSWERS:

- |                      |            |                          |        |
|----------------------|------------|--------------------------|--------|
| 1 video-sharing site | 2 download | 3 searched               | 4 post |
| 5 hits               | 6 blog     | 7 social-networking site |        |
| 8 online community   | 9 website  |                          |        |

- b Do an example by changing some of the sentences so they are true for you. Students work individually to do the same.
- c Students work in groups. Ask them to find out how much the group has in common. Ask the group to appoint a spokesperson to report back to the class about what they have in common.


## ADDITIONAL PRACTICE

**Study, practice & remember:** Remember, Practice 2, page 151

**Workbook:** Vocabulary: *The internet*, page 38

## Listening (PAGE 65)

## Finding fame on the internet

- 1a Focus students' attention on the photos and tell students that the people became famous on the internet. Elicit suggestions for how they became famous.
- b Students work in pairs to match the quotes to the photos.
- c  7.3 Students listen to check their answers.

## ANSWERS:

- |                |              |                   |
|----------------|--------------|-------------------|
| 1 Matt Harding | 2 Tay Zonday | 3 Judith O'Reilly |
| 4 Matt Harding | 5 Tay Zonday | 6 Judith O'Reilly |

- 2 Students read the sentences before they listen again. Encourage students to mark the sentences true (T) or false (F) if they think they can remember the answers. Check in pairs and then as a class.

## ANSWERS:

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

- 3 Students work in pairs or small groups to discuss the questions.

## Task (PAGE 66–67)

### Talk about your ambitions

#### Preparation Reading and listening

See *Teaching tips: Making tasks work* on page 23.


- 1 Students match the words to the definitions. During feedback give some examples of dreams, ambitions and achievements of your own.

#### ANSWERS:

1 a dream      2 an ambition      3 an achievement

- 2 Focus students' attention on the quotations. Students work in pairs to answer the questions. During feedback invite discussion of students' opinions.

- 3a Focus students on the photos. Ask them to describe what they can see in each one and how they might represent somebody's ambitions or achievements.

- b  7.4 Students listen and make notes to complete the table. During feedback, elicit whether their initial guesses about the photos were correct.

#### ANSWERS:

	Ambitions	Achievements
Bill	go to Ireland, rediscover his Irish roots	
Ralph	go to the Taj Mahal	scored three goals in a football match
Deb	learn to drive, own a Ferrari	
Pawel	to own a big house in the country and to have a party there	
Swati	making a medical discovery	getting into university

- c Give students a few minutes to read through the Useful language box and deal with any questions. Students listen again to the recording and tick the expressions they hear.

#### ANSWERS:

It's my ambition to ... ✓

I've always wanted to ... ✓

It's always been my dream to ... ✓

One thing I'd love to do is ... ✓

I'd really love to ... ✓

My greatest achievement was when I ... ✓

I think one of the best things I've achieved is ... ✓

## Task Speaking

See *Teaching tips: Teaching Pre-intermediate learners* on page 26.

- 1 Give students a few minutes to think about the ambitions and achievements they want to talk about.
- 2 Give students some time to prepare what they want to say. Refer students to the Useful language box and to the audio script on page 170.
- 3a Students work in pairs to tell each other about their ambitions and achievements. Circulate and make a note of any interesting language to cover in feedback.
  - b Put students into groups without their partners from exercise 3a. Students tell each other about their dreams and achievements. Encourage the groups to ask questions if appropriate. Appoint a spokesperson for the group to report back to the class on the questions.

#### Share your task

Additional ideas:

- Students film themselves doing something which is an achievement, e.g. taking part in a cycling race, and create a video montage of the recordings.
- Students record themselves talking about their ambitions and other students watch and then give advice on how to make these ambitions happen.
- Students imagine they are a famous person and give a talk about their achievements and ambitions for the future.
- Students watch/listen to the recordings and write a report on the most interesting/unusual ambition.

#### World culture, Find out first:

To help your students prepare for the next class, go through the questions in exercise 1 on page 68. If necessary, discuss ideas for searching for this information on the internet and other sources of information students could use.

## World culture (PAGES 68–69)

### Success stories

#### Culture notes

Wimbledon is the oldest tennis tournament in the world and today is one of the four majors. It is played in the neighbourhood of Wimbledon in south-west London and is distinct from the other majors because of its traditions: it is played on grass, all the players must wear white and there is no advertising around the court.

Despite this great tennis tournament, tennis is not a major sport in the UK with many people only bothering to pay any attention to the sport during the two weeks of the tournament. This may partly be due to the lack of success for British players. The last British woman to win any of the majors was Virginia Wade in 1977, when she won Wimbledon. For the men it was even worse as Fred Perry had been the last major winner when he won Wimbledon and the US Open in 1936.

In 2012 Andy Murray changed this when he won the US Open. There had been a lot of pressure on Andy Murray to win a major, and this was felt to have harmed many young players' prospects. Whenever a young player looked as if they might have some talent they always had undue expectation placed on them to win a major. Some people have suggested that now that Andy Murray has won a major it will be much easier for other young players to follow in his footsteps and reach their full potential.

## Find out first

- 1a Students work in pairs to check their answers from their research. If some students have not done the research, try to put them with a pair of students who have done it.
- b Students discuss their findings to the questions in pairs or small groups.


### ANSWERS:

1 Australian Open, Melbourne – January  
 Roland Garros/French Open, Paris – May/June  
 Wimbledon, London – June/July  
 US Open, New York – August/September

- c If you have access to the internet and students haven't been able to find the answers to some of the questions, ask students to go online and do some further research.

## View

See *Teaching tips: Using the video material in the classroom* on page 24.

- 2 Go through the words in the glossary to make sure students understand the key vocabulary.
- 3a  To help students be prepared for what they are going to watch, make sure the students read the summary before they watch the video. Students watch the video and decide which of the answers is correct. Check in pairs and then check as a whole class.

### ANSWERS:

1 12  
 2 father  
 3 to play at the Olympics  
 4 stay at home  
 5 coach  
 6 £80,000  
 7 Russian  
 8 loses

- b Ask students to read the sentences and see if they can remember any of the answers. Remind students that this isn't a test, so if they can't remember it isn't a problem. Play the video again for students to complete the sentences or to check their answers.

### ANSWERS:

1 Eden Silva  
 2 Roger, Eden Silva  
 3 his wife and son  
 4 Roger, Eden Silva  
 5 (Robert) Landsdorp  
 6 Eden Silva

## World view

- 4a Give students a few moments to read through the sentences and decide which ones they agree or disagree with. Circulate and offer support as necessary.
- b Students work in pairs to compare their answers.

## Find out more (PAGE 69)

- 5a Have a class discussion about the three people and why they became famous at a young age. Elicit any other people that the students know about who became famous when they were young.
- b Ask students to go online to complete the table about one of the famous people. Students should feel free to research different famous people if they wish.


### ANSWERS:

Name	What he/she is famous for	Where and when he/she was born.	Where does he/she live now?
Fabiano Luigi Caruana	chess player	1992 in Miami, Florida, USA	Europe and Florida, the USA
Lang Lang	pianist	1982, China	New York, the USA
Gillian E. Murphy	ballerina	1979, Wimbledon, England	New Zealand

## Write up your research

- 6 Encourage students to write up their research using the model paragraph.

## ADDITIONAL PRACTICE

 **Resource bank:** Activity 7D: *Wordspot: for* (Collocations with *for*)

Students can now do the *Mid-course test* on the Teacher's Resource Disc.

## Study, practice & remember

(PAGES 150–151)

See *Teaching tips: Using the Study, practice & remember sections* on page 25.

## Practice 1

### ANSWERS:

1		
1	become	became
2	begin	began
3	come	came
4	grow	grew
5	have	had
6	know	knew
7	make	made
8	meet	met
9	say	said
10	spend	spent
11	take	took
12	tell	told

2

- 1 stayed
- 2 have lived
- 3 have you had
- 4 started
- 5 've saved
- 6 've had
- 7 studied
- 8 did you play

3

- |            |             |                 |               |
|------------|-------------|-----------------|---------------|
| 1 've been | 2 lived     | 3 haven't slept | 4 's worked   |
| 5 Was Pelé | 6 met       | 7 have you had  | 8 didn't wait |
| 9 stayed   | 10 've been |                 |               |

## Practice 2

### ANSWERS:

1

- 1 2   2 2   3 2   4 1   5 2   6 2

2

- |                       |         |                  |                 |
|-----------------------|---------|------------------|-----------------|
| 1 've already eaten   | 2 went  | 3 had            | 4 have you been |
| 5 've just passed     | 6 saw   | 7 hasn't told    |                 |
| 8 've never stayed up | 9 spoke | 10 Have you read |                 |

## Remember these words

### ANSWERS:

1

- |          |          |         |        |          |
|----------|----------|---------|--------|----------|
| 1 earn   | 2 appear | 3 learn | 4 go   | 5 start  |
| 6 become | 7 get    | 8 buy   | 9 have | 10 write |

2

- 1 website
- 2 upload
- 3 download
- 4 hits
- 5 blog
- 6 search
- 7 social-networking sites
- 8 online community
- 9 posted

## OVERVIEW

### PAGES 70–71

**Vocabulary:** City life

**Grammar:** Using articles

#### Common European Framework

Students can understand the main points of clear standard speech, including short narratives.

### PAGES 72–73

**Reading and vocabulary:** Geographical features

**Pronunciation:** The letter *i*

**Grammar:** Quantifiers with countable and uncountable nouns

#### Common European Framework

Students can express themselves with sufficient vocabulary on familiar topics such as travel.

### PAGES 74–75

**Task:** Give a talk about Canada

#### Common European Framework

Students can give straightforward presentations on a variety of familiar subjects within their fields of interest.

### PAGES 76–77

**Speaking** Asking for and giving directions

**Pronunciation:** Intonation in asking for and giving directions

**Writing** Directions

#### Common European Framework

Students can give and follow detailed directions.

## WARM-UP


If you have a class with students from different places do a quick poll to find out who lives in the biggest/smallest cities or towns. Ask students to line up from the biggest town/city to the smallest.

If you have students from the same city, ask them what they particularly like/dislike about their town/city. Is there anywhere else in the country they would like to live? Why?

## Vocabulary (PAGE 70)

### City life

See *Teaching tips: Working with lexical phrases* on page 21.

- Students work in pairs to discuss the questions. Round up feedback by telling students you think they are mostly positive or negative about the places where they live. Ask students if they agree with this assessment. This will help to lead into the following listening exercise.
-  **8.1** Tell students they are going to listen to six people talking about their cities. Stress to students that they only need to listen to decide if each person is positive or negative about his/her city.

#### ANSWERS:

**Thomas:** mostly positive

**Keith:** mostly positive

**Ali:** mostly negative

**Eveline:** mostly positive

**Vanitha:** mostly negative

**Adrian:** mostly positive

- Students work individually to put the phrases in the correct column. Students check in pairs and then check the answers with the whole class.

#### ANSWERS:

Transport phrases	Places in a city	Green phrases
one-way street, cycle lane, traffic lights, public transport, traffic congestion	city centre, high-rise apartment blocks, shopping mall, residential areas, pedestrian zone	green space, recycling bins, carbon-neutral

#### Vocabulary, exercise 3: additional activity

Ask students to listen to the six people again and read the audio script on page 171. Ask students to underline the phrases from exercise 3 as they hear them.

- Students work in groups to compare their towns and cities. If your students come from the same town or city, ask them to identify specific examples for each of the things in exercise 3.

## ADDITIONAL PRACTICE

**Workbook:** Vocabulary: *City life*, page 39

**Study, practice & remember:** Remember, Practice 1, page 153

## Grammar focus 1 (PAGE 71)

### Using articles

- Check the meanings of *Sultan*, *shade* and *solar farm*. Make sure students read the three questions first. Students then read the text to find the answers. Check in pairs and then check the answers with the whole class.

#### ANSWERS:

1 It plans to be the first carbon neutral city.

2 The energy for the city comes from the sun.

3 They are happy and healthy because the air is so clean.

## GRAMMAR

Learning how to use articles can be a struggle for many students as there are a lot of specific rules. This exercise is an introduction to some of the more common rules. If students have problems, tell them the most important thing is to pay attention to how articles are used over a period of time.

- 1a Go through the rules and elicit some examples for each one.  
b Students find an example of each rule in the text.

### ANSWERS:

- 1 the Sultan of Abu Dhabi    2 the Project Director  
3 the biggest, the best    4 the United Arab Emirates

- 2a Go through the rules and elicit examples.  
b Students find an example for each in the text.

### ANSWERS:

- 1 people    2 Britain    3 Masdar City, Abu Dhabi

- 3 Some students might be confused about when to use articles with countries.  
Highlight the fact that that we don't normally use articles with countries. Give other examples of when we do (the USA, the UK) and elicit a rule for using articles with countries. If the name of the country or organisation has *united* or *union* we usually use an article.  
4 Give students a moment to find two examples for the final rule.

### ANSWERS:

a company and a city


You may want to ask your students to read Study 1 on page 152 for a more detailed explanation of articles.

## PRACTICE

- 1a Highlight the phrases in the circles. Give some examples from your own life. Give students a few minutes to think of some statements about the place they live in.  
b Students compare their sentences in pairs. Monitor students for correct use of articles.  
2a Tell students that articles are not necessary for every sentence, and that some might need more than one extra article. Students check in pairs and then check answers as a class. During feedback, refer back to the rules in the grammar box.

### ANSWERS:

- 1 correct  
2 ... *the* biggest city in *the* world  
3 It's *the* highest mountain in Asia  
4 *The* Queen of England  
5 *The* Mediterranean Sea, *the* Pacific Ocean  
6 *The* Moon, *the* Sun  
7 *The* Alps  
8 *The* Mississippi River, *the* United States

- b Students work in pairs to decide if the sentences are true (T) or false (F).  
c  8.2 Students listen to check their answers. Check in pairs and then check answers as a class.

### ANSWERS:

- 1 T    2 F    3 F    4 F  
5 F    6 T    7 F    8 T

- 3a Give students a few minutes to write the sentences on a separate piece of paper. Make sure students write their names on the piece of paper.

### Vocabulary, exercise 3a: alternative suggestion:

If your students come from the same city, ask students to write the name of the neighbourhood for sentence 1.

- b Redistribute the pieces of paper. Stress to students that they should keep the name of the person who wrote the sentences secret. Students then read the sentences out and the rest of the class should try to guess who wrote them.  
If you have a large class this can be done in smaller groups.

## ADDITIONAL PRACTICE

**Workbook:** Grammar focus 1: *Using articles*, pages 39–40

**Study, practice & remember:** Practice 1, page 152

-  **Resource bank:** Activity 8A *Article snakes and ladders* (Using articles)

## Reading and vocabulary

(PAGES 72–73)

### Geographical features

See *Teaching tips: Working with lexical phrases* on page 21.

- 1a Focus attention on the photos. Elicit a quick description of what students can see in each one. Match the photos to the places in the box.

### ANSWERS:

- A Western Australia  
B Russia  
C Colombia

- b Students work in pairs to discuss the question. For feedback, conduct a quick poll to find out which place looks the most interesting.  
2 Check the pronunciation of the superlative adjectives. Then ask students to read the text and match the adjectives to a place. Check in pairs and then check answers as a class.

### ANSWERS:

- Lloró (in Colombia) – the wettest  
Aswan (in Egypt) – the driest  
Wyndham (in Western Australia) – the hottest  
Oymyakon (in Russia) – the coldest  
Tristan da Cunha – the most remote

- 3 Make sure students read the statements first. Students work individually to decide if the statements are true (T) or false (F). Check in pairs and then check as a class. If there is any disagreement, ask students to justify their answers before you confirm the answer.

### ANSWERS:

- 1 F – It is usually between 31°C and 39°C.  
2 T  
3 T  
4 F – schools close when it gets to -52°C  
5 T  
6 T  
7 T  
8 T  
9 F west of South Africa  
10 T

- 4 Students work in groups to discuss the questions.

- 5 Check the pronunciation of the words in the box, paying particular attention to word stress. Students then work individually to answer the questions. Check in pairs and then check as a class.

**ANSWERS:**


- 1 mountain, mountain range, valley, hill  
 2 mountain range      3 river, coast, sea, ocean      4 ocean  
 5 beach                  6 forest    7 desert

**Reading and vocabulary, exercise 5: alternative suggestion:**

You might like to do this exercise as a competition. Put students into small groups and give them five minutes to answer the questions. For feedback, give a point for each correct answer.

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  8.3 Model the two phonemes first so that students are aware of the difference in the sound. Students then listen and identify which sound is used.

**Pronunciation, exercise 1: alternative suggestion**

Tell students they should raise their left hand if they hear the sound /ɪ/ and their right hand if they hear /aɪ/.

- 2 Play the recording again and ask students to repeat.

**ANSWERS:**

/ɪ/: river, hill, village, inhabited, centimetre  
 /aɪ/: island, climate, size, five, white

**Pronunciation, exercise 2, additional activity:**

Ask students to write a couple of sentences using some of the vocabulary in the pronunciation box. In pairs they should read their sentences aloud.

**ADDITIONAL PRACTICE**

**Workbook:** Vocabulary: *Geographical features*, page 41;  
 Pronunciation: *The letter i*, page 41

**Study, practice & remember:** Remember, Practice 2, page 153

**Grammar focus 2 (PAGE 73)****Quantifiers with countable and uncountable nouns**

- 1a Ask student what they can remember about Tristan da Cunha. Students complete the sentences individually then check in pairs.  
 b Students find the sentences in the text on page 72 to check their answers.

**ANSWERS:**

- 1 no, a                          2 many

**Grammar focus 2, exercise 1: alternative suggestion**

With stronger classes, elicit the differences between countable and uncountable nouns. Then ask students to identify which nouns in the box are countable and uncountable without looking at the rules.

**GRAMMAR**

- 1 Read the nouns from the box with the students and quickly check students remember what they mean. Give students a few minutes to read the two definitions, and then decide which of the nouns are countable and uncountable. Check answers as a class.

**ANSWERS:**

**countable:** beach, forest, island, mountain, ocean  
**uncountable:** traffic, air, scenery, water, pollution

- 2 Focus on the first pair of sentences as an example. Elicit if there is a difference in meaning. Give students a few minutes to work alone and do the same with the rest of the sentences. Stress to students that *too much* is usually negative because there is an excessive amount.

**ANSWERS:**

- 1 D    2 S    3 D    4 D    5 D

You may want to ask your students to read Study 2 on page 152 for a more detailed explanation of quantifiers with countable and uncountable nouns.

**PRACTICE**

- 1 Do the first one as an example. Students work individually to choose the correct answer. Check in pairs and then check answers as a class.

**ANSWERS:**

- 1 some      2 a few      3 a lot of      4 any  
 5 much      6 many      7 any              8 a lot of

- 2 Highlight the example sentence. Give students a few minutes to complete the rest of the sentences. Check answers as a class.

**ANSWERS:**

- 1 too much    2 a lot of    3 too many    4 a lot of    5 too much

- 3 Give students a few minutes to think of some reasons why people might be interested in visiting their area/country. Remind students to use the Grammar focus box and elicit other potential attractions, e.g. restaurants, museums, theatres, architecture, nightlife.

**ADDITIONAL PRACTICE**

**Workbook:** Grammar focus 2: *Quantifiers with countable and uncountable nouns*, pages 41–42

**Study, practice & remember:** Practice 2, page 153

- ➔ **Resource bank:** Activity 8B *The Hungry Hippo café* (Quantifiers with countable and uncountable nouns)

## Task (PAGES 74–75)

### Give a talk about Canada

#### Preparation Reading and listening

See *Teaching tips: Making tasks work* on page 23.


- 1 Check if anybody has been to Canada. If they have, what did they think about it?

Students work in pairs to describe the photos and decide which phrases describe Canada. Check answers as a class.

#### SUGGESTED ANSWERS:

**Photos:** Cityscape of Vancouver, Ice hockey player with Canadian national colours/flag, maple leaves, Rocky Mountains with lake.

**Phrases:** spectacular scenery, modern cities, unspoilt countryside, different types of weather, remote islands, winter sports

- 2 Ask students if they think they know much about Canada. Students do the quiz individually. Don't check the answers during feedback, just ask students if they think they were able to answer the questions or if they had to guess.
- 3a  8.4 Students listen to check their answers. Make sure students underline the correct answer for each question.

#### ANSWERS:

1 a      2 a      3 c      4 a, b and c      5 b  
6 a      7 b      8 b      9 c      10 a, b and c

- b Focus attention on the Useful language box. Students listen again and tick the phrases they hear.

#### ANSWERS:

There is a lot of space ... ✓  
It's a really lively and multi-cultural place. ✓  
It's most famous for (the beautiful countryside) ... ✓

### Task Speaking

See *Teaching tips: Teaching Pre-intermediate learners* on page 26

- 1 Put students into pairs and assign Student A and Student B roles. Tell Student A to look at the information on page 132, and Student B to look at page 136.

#### ANSWERS:

**Student A:** 1 Alert      2 Hudson Bay      3 Quebec  
4 Ottawa      5 Niagara Falls

**Student B:** 1 Yukon Territory      2 Rocky Mountains  
3 Vancouver      4 Mackenzie River  
5 Dinosaur Provincial Park (in Alberta)

- 2a Encourage students to use as much information as possible to prepare a talk about Canada. Remind students to use the Useful language box. Circulate and offer help as necessary.

#### Speaking, exercise 2: alternative suggestion

You might prefer to have students prepare their talks in pairs. This will help weaker students, give students more ideas and allow for more use of English.

- b In pairs, students give their presentations. Take a poll to find out how many would like to visit Canada.

#### Share your task

Additional ideas:


- Students record their talks
- Students compile their recordings into a class radio programme/podcast.
- Other students watch/listen to the recordings, and vote on the most interesting, amusing, informative talk.
- Students could prepare talks on other countries/cities they are interested in.

## Language live (PAGES 76–77)

### Speaking (PAGE 76)

#### Asking for and giving directions

See *Teaching tips: Using the video material in the classroom* on page 24.

- 1 Students work in pairs to discuss the questions. During feedback explore any problems students have had in a new town/city/country.
- 2a  Make sure students read the questions before they watch the video. Check in pairs and then check answers as a class.

#### ANSWERS:

1 Grand Hotel      2 two

- b Give students the opportunity to complete the sentences before they watch the video again. Watch again to check/find the answers.

#### ANSWERS:

1 me      2 help      3 looking      4 directions

- 3 Focus attention on the pictures. Students work individually to match the phrases to the pictures. Check in pairs and then check answers as a class.

#### Speaking, exercise 3: alternative suggestion

If you have stronger students, you might like to encourage them to describe what the pictures represent before looking at the phrases in the box.

#### ANSWERS:

a turn left at the traffic lights  
b go to the end of the road  
c go straight on at the traffic lights  
d cross the road  
e take the second right  
f go past the cinema  
g it's on the corner  
h on the other side of the road  
i take the next right  
j it's on your left

### PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1 Students watch and listen and pay attention to the pronunciation of the phrases. You might like to give a focus question by asking students to mark the stressed words.
- 2 Students work in pairs to practise saying the key phrases to each other.

- 4 Put students into pairs and assign Student A and Student B roles. Tell Student A to look as the information on page 133 and Student B to look at page 137. Ask students to decide if they are going to be talking on the phone or on the street. Give students a few minutes to prepare what language they would like to use. Students role-play in pairs. You might like to invite some pairs to perform their conversations in front of the class.

## Writing (PAGE 77)

### Directions

- 1 Students work individually to complete the email with words/phrases from the box. Check in pairs and then check answers as a class.

#### ANSWERS:

- |                           |                     |
|---------------------------|---------------------|
| 1 directions              | 2 follow            |
| 3 buy a ticket            | 4 take the train    |
| 5 about 1 hour 40 minutes | 6 leave the station |
| 7 catch the number 8 bus  | 8 get off           |
| 9 on the right            | 10 opposite         |

- 2 Ask students to match the verbs to the phrases. Remind students that all of the language is in the email.

#### ANSWERS:

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

- 3a Give students a minute to choose which of the places they want to write directions for. If necessary, suggest a few local landmarks.
- b Encourage students to make short notes to prepare for their writing. Monitor and offer help as necessary.
- 4 Students write their email. If you are short of time this could be done as homework.

### ADDITIONAL PRACTICE

**Workbook:** Language live: *Asking for and giving directions*, page 43;  
Writing: *Directions*, page 43

- ➡ **Resource bank:** Activity 8C *Where's the nearest bank?* (Asking for and giving directions)

Students can now do *Progress test 4* on the Teacher's Resource Disc.

## Study, practice & remember

(PAGES 152–153)

See *Teaching tips: Using the Study, practice & remember sections* on page 25.

### Practice 1

#### ANSWERS:

1

- 1 -, the    2 -, the    3 the, the, -    4 -, -, the    5 -, the, -

### Practice 2

#### ANSWERS:

1

- 1 too much    2 A lot of    3 some    4 no    5 some

## Remember these words

#### ANSWERS:

1

- |           |             |              |               |
|-----------|-------------|--------------|---------------|
| 1 cycle   | 2 high-rise | 3 pedestrian | 4 residential |
| 5 green   | 6 public    | 7 shopping   | 8 recycling   |
| 9 one-way | 10 traffic  |              |               |

2

- |            |          |         |          |
|------------|----------|---------|----------|
| 1 island   | 2 desert | 3 beach | 4 forest |
| 5 mountain | 6 ocean  | 7 coast | 8 valley |

## OVERVIEW

### PAGES 78–79

**Vocabulary:** Modern equipment

**Pronunciation:** Stress in compound nouns

**Reading:** What was life like one hundred years ago?

#### Common European Framework

Students can scan longer texts to find specific details, and gather information from different parts of a text.

### PAGES 80–81

**Grammar:** *may, might, will definitely, etc.*

**Listening and speaking:** How to clean a house in three minutes

#### Common European Framework

Students can talk about probability and possibility fairly accurately; can understand the content of the majority of audio material on topics of personal interest.

### PAGES 82–83

**Vocabulary:** Adjectives for describing places

**Grammar:** Present tense after *if, when* and other time words

#### Common European Framework

Students can describe how to do something; can give detailed instructions.

### PAGES 84–85

**Task:** Plan a café makeover

#### Common European Framework

Students can take part in routine formal discussions of familiar subjects which involve discussion of solutions to practical problems.

### PAGES 86–87

**World culture:** Green cities

#### Common European Framework

Students can understand a large part of many TV programmes on topics of personal interest such as interviews and news reports.

## WARM-UP

Put students into groups and ask them to describe their classroom. Then tell them that you have been given an unlimited budget to improve the classroom. The groups should make recommendations as to what changes they would like to see.

## Vocabulary (PAGES 78–79)

### Modern equipment

See *Teaching tips: Working with lexical phrases* on page 21.

- 1 Students work in pairs to discuss the questions. For feedback, find out how many people like old or new styles of houses/furniture.
- 2a Students work individually to make lists. You might like to give a time limit of three minutes to encourage students to work quickly.

#### SUGGESTED ANSWERS:

**Buildings:** house, flat, bungalow, apartment, cottage, castle, palace

**Rooms:** kitchen, bathroom, study, bedroom, living room

**Furniture:** table, bed, sofa, wardrobe, chair, chest of drawers

**Machines:** vacuum cleaner, microwave, computer, dishwasher, toaster

- b Students compare their lists in pairs. Circulate and make a note of interesting language to highlight during feedback.



- 3 Students work in pairs to match the words in the box to the uses. Check students know the difference between *washing machine* and *dishwasher*, *fridge* and *freezer*.

#### ANSWERS:

- 1 washing machine, dishwasher, shower, vacuum cleaner
- 2 central heating, air conditioning
- 3 flat screen television, computer, wi-fi router
- 4 oven, microwave oven, fridge, freezer

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  **9.1** Play the recording to provide an example of word stress in compound nouns. Tell students that using the wrong word stress can hinder understanding. You might like to provide an example of an incorrect stress pattern to highlight the difference.
- 2  **9.2** Play the recording. Students listen and mark the word stress.

#### ANSWERS:

washing machine, vacuum cleaner, wifi router,  
microwave oven, dishwasher


- 3 Students practice saying the words with the correct stress.

- 4a Do question 1 yourself as an example. Give students a few minutes to think about their answers to the questions.
- b Students work in groups to compare their answers. For feedback, focus on question 4 and see if most people agree on the importance of the items.

## ADDITIONAL PRACTICE

**Workbook:** Vocabulary: *Modern equipment*, page 45; Pronunciation: *Stress patterns in compound nouns*, page 45

**Study, practice & remember:** Remember, Practice 1, page 155

-  **Resource bank:** Activity 9A *My new flat* (Vocabulary: modern equipment and describing places)

## Reading (PAGE 79)

- 1a Give an example of how life has changed in the last hundred years. Students then work in pairs to think of other changes.
- b Ask students to read the text quickly to see if their ideas were included.
- 2 Ask students to read the questions. Give students more time to read the text and find the answers. Check in pairs and then check answers as a class.

#### ANSWERS:

- 1 They heated the water over the fire in the kitchen.
- 2 sixty buckets of water
- 3 They had a bath once or twice a month.
- 4 They lived in 'cave-houses' to keep cool.
- 5 The houses had 'wind towers' to keep air moving in the house.
- 6 In Japan, they did calligraphy and origami.
- 7 Japanese families got together every evening.
- 8 They talked, had tea and did performances of drama or music.

- 3a Students work in groups to discuss the questions.
- b Ask the groups to appoint a spokesperson. The spokesperson should then report their ideas to the rest of the class. Encourage discussion among the groups.

## Grammar focus 1 (PAGES 80–81)

### *may, might, will definitely, etc.*

- 1 Focus attention on the comic strip. Ask students if they ever read comic strips. Tell them this is from the 1950s. Give students a few minutes to read the comic and answer the questions. Check answers as a class.

#### ANSWERS:

1 2025      2 bathroom, kitchen, living room

- 2 Students work in pairs to categorise the predictions.

#### SUGGESTED ANSWERS:

**Things that are possible now:** one day we may have a phone you can take everywhere you go! You won't need to go to the cinema. You'll watch movies in your own living room!

**Things that are not possible now:** your bathroom mirror will give your weight and it might give you a complete health check

**Things that may happen in the future:** Tomorrow's housewife won't spend hours in the kitchen. A robot will help her cook meals.

## GRAMMAR

- 1 Give students a few minutes to decide on the order.

#### ANSWERS:

a 5      b 1      c 3      d 2      e 4

- 2 a & b Encourage students to refer to the text to check their answers.

#### ANSWERS:

after *will*, before *won't*

During feedback highlight:

- the use of the infinitive without *to* in all the forms.
- the pronunciation of *definitely* /'defɪnətli/ and *probably* /'prɒbəbli/.
- the pronunciation of *may* /meɪ/ and *might* /maɪ/.
- the negative forms *may not* and *might not*, which are not usually contracted.

You may want to ask your students to read Study 1 on page 154 for a more detailed explanation of *may, might, will definitely, etc.*

## PRACTICE

- 1a Do the first one or two as an example. Give students a few minutes to write predictions.
- b Students compare their predictions in pairs.
- 2a Ask students to complete the sentences using language from the Grammar box. Encourage them to think of their own predictions.
- b Students compare their predictions in groups. Encourage students to provide extra information.

## ADDITIONAL PRACTICE


**Workbook:** Grammar focus 1: *May, might, will definitely, etc.*, pages 45–47

**Study, practice & remember:** Practice 1, page 154

**Resource bank:** Activity 9B: *In the 2030s (may, might, will definitely, etc.)*

## Listening and speaking (PAGE 81)

### How to clean a house in three minutes

- 1 Students work in pairs to discuss the questions. During feedback, you might like to create a list on the board of all the things they need to clean a house.
- 2 Conduct a class discussion to see if people think it is possible to clean a house in three minutes. Encourage students to justify their answers.
- 3a  9.3 Check the meaning of the vocabulary in the list. Students listen and say which things are mentioned.

#### ANSWERS:

wipes, large rubbish bags, air freshener, a bottle of bleach

- b Make sure students read the sentences before they listen again. Play the recording and students put the instructions in order. Check in pairs and then check answers as a class.

#### ANSWERS:

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

- 4 Students work in groups to discuss the questions.

## Vocabulary (PAGE 82)

### Adjectives for describing places

See *Teaching tips: Working with lexical phrases* on page 21.

- 1 Students work in groups to discuss the questions. For the second question, if your students come from different countries, ask them to compare with each other.  
If your students come from the same country, ask them if they think their habits are the same in other countries. Do they think people should leave home earlier or later?
- 2a Students read the email and answer the questions. Encourage students to justify their answers in feedback.

#### ANSWERS:

1 a friend  
2 to tell her friend she's moving  
3 the kitchen

- b Focus attention on the photos by asking students what rooms they show. Students then read the text again to decide which photo is different to the description. Check the answer as a class.

#### ANSWER:

the living room – it has modern furniture in it

- 3 Check the pronunciation of the adjectives in the box. Students work individually to answer the questions. Check answers as a class.

#### ANSWERS:

1 modern – old-fashioned, sunny – shady, light – dark, small – large  
2 spacious  
3 quiet – not noisy, private – not public  
4 lots of things are happening – lively, nice to look at – attractive, makes you feel physically relaxed – comfortable

- 4 Do the first question as an example. Students work in pairs to decide on the odd word out. If there is disagreement, encourage students to justify their reasons.

**ANSWERS:**

1 lively 2 shady 3 comfortable 4 lively 5 shady


- 5 Give students a few minutes to think about a description of their house/flat or ideal house/flat. Students then describe their house/flat to their partner. For feedback, ask some students to describe their partners' house/flat.

**ADDITIONAL PRACTICE**

**Study, practice & remember:** Remember, Practice 2, page 155

**Workbook:** Vocabulary: *Adjectives for describing places*, page 48

**Grammar focus 2 (PAGE 83)****Present tense after *if, when* and other time words**

- 1a Check the meaning of *power station* and focus attention on the photo. Say that there are plans to change this building and elicit what it could be replaced with (a cinema, a supermarket, a hotel or a block of flats). Students work in pairs to discuss which they think would be the best option.
- b  9.4 Give students time to read the questions, then play the recording. Check answers as a class.


**ANSWERS:**

**Person 1:** block of flats, good idea

**Person 2:** hotel, good idea

**Person 3:** cinema, bad idea

**Person 4:** shopping centre, not sure/bad idea

- 2  9.5 Give students time to read through the sentences and think about what form of the verbs might be appropriate for each gap. Students listen and complete the sentences. Check in pairs and then check answers as a class.
- b Students look at audio script 9.5 on page 172 to check their answers. You might like to play the recording again so they can read and listen at the same time.

**ANSWERS:**

1 build, will help    2 'll be, is    3 will ask, make  
4 goes, will be    5 want, will be    6 will change, put

**GRAMMAR**

1–4 Give students a few minutes to work through the questions, using the examples from Grammar focus 2, exercise 2 as a reference. Some points to cover include:

- Although we are talking about the future in the sentences, we use a present verb form after *if, when, before* and *after*. This may well be different in the students' own language. Give students an incorrect sentence, for example, *If they will build a new hotel on the site, there will definitely be more jobs*, and invite them to correct it.
- The two clauses can be reversed, as in Grammar focus 2, exercise 2, sentence 2. There is no comma between the clauses in this case.
- There is a difference in meaning between *if, when* and *as soon as*.
- *Will* and *won't* are most commonly used in the main clause, but other verb forms are also possible, for example, *going to* and *might*.

**ANSWERS:**

- 1 future  
2 Present simple  
3 *will* + infinitive without *to*  
4 *when* = after or as soon as something happens.  
*as soon as* = immediately after something happens, without delay


You may want to ask your students to read Study 2 on page 154 for a more detailed explanation of Present tense after *if, when* and other time words.

**PRACTICE**

- 1 Students work individually to choose the correct answers. Check in pairs and then check answers as a class.

**ANSWERS:**

- 1 get, will buy    2 make, will ask    3 will start, agrees  
4 will travel    5 don't pass, won't be able to  
6 finishes, will get    7 have, will go    8 will start, have

- 2a Do the first one with the class as an example. Students work in pairs to develop the conversations.
- b  9.6 Students listen to the conversations to see if they had the same ideas.


**ANSWERS:**

- 1 **B:** Oh, Mum, I'll do it when this programme finishes.  
2 **B:** We might go for a picnic in the country if the weather's not too bad.  
3 **B:** Oh no! I'll go and buy some as soon as I get dressed.  
4 **B:** No, I hate it! I want to leave as soon as I can find something else.  
5 **B:** I hope so, if we have enough money.  
6 **B:** I don't know. I'm very busy at work at the moment, but I'll phone you when I get back.

**ADDITIONAL PRACTICE**

**Workbook:** Grammar focus 2: *Present tense after if, when and other time words*, page 48

**Study, practice & remember:** Practice 2, pages 154–155

 **Resource bank:** Activity 9D: *Wordspot: if* (Collocations with *if*)

## Task (PAGES 84–85)

### Plan a café makeover

#### Preparation Reading and listening

See *Teaching tips: Making tasks work* on page 23.


1 Students quickly read the text to answer the questions.

#### ANSWERS:

- 1 a café on Saint Jude
  - 2 Tina and Carlos Dunne
  - 3 Comfortable terrace – sunny 365 days a year; lively – popular with both locals and holidaymakers; clean, modern interior with attractive décor; delicious tropical food and a wide selection of hot and cold drinks; polite, attentive staff
- 2 Ask students if they ever read reviews online before going to a restaurant. Students work in pairs to decide if the reviews are good or bad. Ask students to describe specific problems that the reviewers encountered.

#### ANSWER:

Each customer's experience was bad.

- 3  9.7 Focus attention on the Useful language box. Play the recording and ask students to find out what could be done to improve the café, and to tick the phrases they hear in the Useful language box.

#### Reading and listening, exercise 3: alternative suggestion

If your students find listening activities a problem, you might like to split this activity into two. The first time they can listen for ideas to improve the café, and the second time they can listen to tick the phrases used.

#### ANSWERS:

- How about (changing/painting/putting) ... ? ✓  
 It will look (better / more spacious / cleaner ...) if we ... ✓  
 I think we should ... ✓  
 I don't think it's a good idea to ... ✓  
 I don't think we should ... ✓

## Task Speaking

See *Teaching tips: Teaching Pre-intermediate learners* on page 26.

- 1 Put students into groups. Tell students they are going to offer their advice on how to improve the café. Highlight the questions they need to consider.
- 2a Give students plenty of time to create a list of recommendations. Circulate and offer help as necessary.
- b Put groups together. Ask each group to present their suggestions to the other group. Encourage the groups to try to persuade each other that their plan is the best. If possible, groups should agree on the best plans.

#### Share your task

Additional ideas:

- In groups, students prepare a plan for how they could improve their classroom (see Warm-up) and then film/record their ideas.
- Students record their presentations for other students to watch/listen to.
- Students put their recordings together to make a class radio programme or podcast.
- Students watch/listen to the recordings, and take a vote on the best plan.
- Students watch/listen to the recordings and write a list of the six best ideas that they see/hear.

#### World culture, Find out first:

To help your students prepare for the next class, go through the questions in exercise 1a on page 86. If necessary, discuss ideas for searching for this information on the internet and other sources of information students could use.

## World culture (PAGES 86–87)

### Green cities

#### Culture notes

Masdar City is currently being constructed in Abu Dhabi, part of the United Arab Emirates, and is expected to be completed between 2020 and 2025. Its ambition is to be the first zero carbon, zero emission city in the world. In order to achieve this ambition the city will rely primarily on solar power, as well as other renewable sources of energy.

The city is eventually expected to cost around \$18 billion. It is expected to be home to around 40,000 people and 1,500 businesses.

The reaction to the project has been broadly positive with support from environmental organisations such as Greenpeace, the World Wide Fund for Nature and BioRegional. Masdar City has been endorsed as a One Planet Living Community.

The only criticism seems to be that the city will be 'the ultimate gated development' in that it will only house the rich and the famous.

### Find out first

- 1a Students work in pairs to check their answers from their research. If some students have not done the research, try to put them with a pair of students who have done it.


#### ANSWERS:

1 c    2 c    3 a    4 b

- b If you have access to the internet and students haven't been able to find the answer to some of the questions, ask students to go online and do some further research.

### View

See *Teaching tips: Using the video material in the classroom* on page 24.

- 2a Go through the words in the glossary to make sure students understand the key vocabulary.
- b  To help students be prepared for what they are going to watch, make sure they read the statements before they watch the video. Students watch the video and decide if the sentences are true (T) or false (F). Check in pairs and then check as a whole class.

#### ANSWERS:

1 T    2 T    3 F    4 F    5 T    6 F    7 F    8 T

- 3a Students read the sentences and decide if they refer to Abu Dhabi (AD) or Masdar City (M). Reassure students that they will watch the video again if they can't remember the answers.
- b Students watch the video again to check their answers.

#### ANSWERS:

1 AD    2 M    3 M    4 AD    5 M    6 M

## World view

- 4a Give students a few moments to read through the sentences and decide which ones they agree or disagree with. Circulate and offer support as necessary.
- b Students work in pairs to compare their answers.

### Find out more (PAGE 87)

- 5a Ask students to look at the names of the cities and see if they know where they are.
- b Students work online to complete the information about two of the cities.

#### ANSWERS:

	Where	Population	Why it's green
Växjö	Sweden	64,200	The city aims to be fossil-fuel-free by 2030.
Portland	Oregon, the USA	583,776	Half its power comes from renewable sources. Promotion of the use of bike, car pool or public transport to reduce emissions. Green buildings.
Curitiba	Brazil	1,727,010	Bus rapid transit system encourages use of buses rather than cars to reduce emissions. Promotion of the preservation of green areas and recycling.
Reykjavik	Iceland	120,000	The city is run entirely on green power. The transport system runs on hydrogen.
Puerto Princesa	Philippines	210,508	Introduction of the economical electric-powered tricycle: 'Trikebayan'.

- 6 Students work in pairs to compare their information.

### Write up your research

- 7 Encourage students to write up their research using the model paragraph.

## Study, practice & remember

(PAGES 154–155)

See *Teaching tips: Using the Study, practice & remember sections* on page 25.

### Practice 1

#### ANSWERS:

1

- 1 We definitely won't arrive before 10 o'clock.
- 2 There might not be enough food for everyone.
- 3 We will probably spend the summer at home this year.
- 4 I might take the children swimming later.
- 5 There may not be enough time.
- 6 I probably won't see you tomorrow.
- 7 The weather may get better tomorrow.
- 8 It will definitely be a difficult game.

2

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

### Practice 2

#### ANSWERS:

1

- 1 'll tell, see
- 2 'll cook, get
- 3 might come, come
- 4 'll give, go
- 5 passes, 'll be
- 6 'll phone, finish
- 7 go, 'll buy
- 8 will email, has
- 9 rains, won't go
- 10 gets, 'll move

2

- 1 're    2 'll email    3 get    4 'll come    5 go  
 6 'll phone    7 arrive    8 have    9 'll ask    10 go  
 11 'll do    12 get    13 'll buy    14 get

### Remember these words

#### ANSWERS:

1

- 1 vacuum cleaner    2 fridge    3 air conditioning  
 4 dishwasher    5 washing machine    6 freezer  
 7 microwave    8 central heating    9 shower  
 10 flat screen television

2

- 1 spacious    2 old-fashioned    3 shady    4 private  
 5 comfortable    6 dark    7 modern    8 quiet

## OVERVIEW

## PAGES 88–89

**Vocabulary:** Accidents and injuries

**Grammar:** Past continuous

**Common European Framework**

Students can reasonably fluently relate a straightforward narrative as a linear sequence of points.

## PAGES 90–91

**Vocabulary:** Feeling ill

**Reading:** Dirt is good for you

**Grammar:** *used to*

**Pronunciation:** *used to* and *didn't use to*

**Common European Framework**

Students can recognise the line of argument in most text types, though not necessarily in detail.

## PAGES 92–93

**Task:** Choose the funniest story

**Common European Framework**

Students can express their thoughts about abstract or cultural topics such as music, films, stories; can explain why something is a problem.

## PAGES 94–95

**Speaking:** Talking about health

**Pronunciation:** Intonation in questions at the doctor's

**Writing:** Time words in a narrative


**Common European Framework**

Students can provide concrete information required, e.g. describe symptoms to a doctor; can write a short story.

- 2 Focus attention on the photos. Elicit a quick description of the activity in each one. Students then work in pairs to match the phrases in the box with a photo. During feedback, check the meaning of the words in the box with examples.

**ANSWERS:**

top to bottom, left to right: faint, cut your finger, get a bee sting, burn yourself, get a rash, break your arm

- 3a Do the first one with the class as an example. Students work in pairs to decide what they should do in each situation.  
 b In pairs, students match two answers to each question.  
 c  10.1 Students listen to a nurse giving the correct answers. Did the students have the same answers?

**ANSWERS:**

1 b, h    2 a, g    3 c, k    4 d, e    5 g, j    6 f, i

- 4 Tell the students about an accident or injury that you have had. Be ready to answer any questions that students might have. Students then work in pairs to describe an accident or injury they have had or someone they know has had. For feedback ask some students to describe what their partner experienced.

Note: if students feel uncomfortable talking about their own medical history, you could encourage them to talk about famous people e.g. a character in a soap opera or a football player.


## ADDITIONAL PRACTICE

**Workbook:** Vocabulary: *Accidents and injuries*, page 49

**Study, practice & remember:** Remember, Practice 1, page 157

## Grammar focus 1 (PAGE 89)

## Past continuous

- 1  10.2 Give students time to read the four injuries before they listen to put them in order. Check in pairs and then check answers as a class.

**ANSWERS:**

1 b    2 d    3 a

- 2 Give students time to read the questions. If they can remember the answers allow them to make a note. Play the recording again for students to find/check their answers.  
 If necessary, play the recording once more and pause at appropriate moments.

**ANSWERS:**

1 in the park  
 2 called an ambulance as he realised Jason was allergic to bees  
 3 at the bus stop  
 4 he went back into the hospital  
 5 he fell over on the pavement outside the hospital

## WARM-UP

To revise body parts, play *Simon Says*. Start off by saying *Simon says touch your head* and encourage everyone to touch their heads. Then say *Simon says touch your shoulders* and encourage everyone to touch their shoulders. Then say *Touch your stomach*. Show through mime that they should only touch the part of the body when you say *Simon says ...* or they are 'out'. Play the game until there is only one student left.

## Vocabulary (PAGES 88–89)

## Accidents and injuries

See *Teaching tips: Working with lexical phrases* on page 21.

- 1 Ask students to read the questions and see if anybody knows the answers. Students then work in pairs to read the text and find out/ check the answers. Check as a class.

**ANSWERS:**

1 Before doctors arrive.  
 2 Ordinary people.  
 3 Get the person out of danger.  
 4 Get help quickly.

## GRAMMAR

1–4 Students work in pairs to look at the examples and answer the questions.

Copy the example sentences onto the board to highlight the different verb forms while checking the answers. You may also find it useful to draw a timeline to contrast the Past simple and Past continuous. See Study 1 on page 156 of the Students' Book for examples of timelines.

As you check the answers, highlight:

- the fact that the Past continuous describes an action already in progress when another event (described in the Past simple) occurs.
- the Past continuous form, if necessary by eliciting a table of positive, negative and question forms onto the board.
- the contractions *wasn't/weren't* in the negative form.
- the inversion of the subject and *was/were* in the question form.


## ANSWERS:

- 1 Past simple: felt, started, flew  
Past continuous: was walking, was standing, were waiting
- 2 the Past continuous action
- 3 1 Past continuous 2 Past simple
- 4 when, as, while

You may want to ask your students to read Study 1 on page 156 for a more detailed explanation of the Past continuous.

## PRACTICE

1a Students work individually to complete the stories with the Past simple or Past continuous. Advise students that they should read through the whole story before they start filling in the gaps so that they are aware of the relationship between the events.

b  10.3 Students listen to check their answers.

## ANSWERS:

- |               |         |              |           |
|---------------|---------|--------------|-----------|
| 1 was driving | 2 heard | 3 was trying | 4 escaped |
| 5 was driving | 6 saw   | 7 was waving | 8 crashed |


2a Do the first couple about yourself as an example. Students then work individually to complete the rest of the sentences.

b Students work in pairs to compare their answers.

## ADDITIONAL PRACTICE

**Workbook:** Grammar focus 1: *Past continuous*, pages 49–50

**Study, practice & remember:** Practice 1, page 156

 **Resource bank:** Activity 10A *Bob's night out* (Past continuous and Past simple)

## Vocabulary (PAGE 90)

## Feeling ill

See *Teaching tips: Working with lexical phrases* on page 21.

1a Students work in pairs to match the symptoms to the situations. During feedback, clarify the meaning of the symptoms using *mime* and pointing to the affected part of the body.

## ANSWERS:

**cold:** I've got a fever. My temperature is about 40 C. I've got a really bad cold. I keep sneezing. I've got a cough. I've got a headache. I've got a stomachache.

**eaten something bad:** I feel sick. I'm going to be sick!

**fall over:** My arm/leg/eye hurts.

b Students use the example sentences to identify the use of *have got*. Remind students of the use of *has got* for *he* and *she*.

## ANSWERS:

- 1 cold, fever, sore throat, toothache, cough, headache, stomachache, earache
- 2 feel, be

## Vocabulary, exercise 3b: additional activity

Use a substitution drill to reinforce the connection between *have got* and the phrases. For example, you say *toothache* and students say *I've got a toothache*. Then you say *he, headache* and students say *he's got a headache*.

2 Students work individually to complete the sentences with words from exercise 1. Check in pairs and then check answers as a class.

## ANSWERS:


- |            |               |         |             |
|------------|---------------|---------|-------------|
| 1 headache | 2 sick        | 3 fever | 4 earache   |
| 5 sneezing | 6 sore throat | 7 hurts | 8 toothache |

3 Tell the students what you do when you have one of the symptoms in exercise 1a. Students then work in pairs and exchange ideas.

## ADDITIONAL PRACTICE

**Workbook:** Vocabulary: *Feeling ill*, page 51

**Study, practice & remember:** Remember, Practice 2 & 3, page 157

 **Resource bank:** Activity 10B *What can I do for you?* (Vocabulary: feeling ill)

## Reading (PAGES 90–91)

1 Check the meaning of *dirt*. Students work in pairs to discuss if dirt really is good for you. During feedback elicit reasons why it might be good/bad for you.

2 Make sure students read the sentences before they read the text. Check the meaning of *particular* and *allergies*. There may be other vocabulary in the text that students don't know, but this shouldn't prevent them completing the task.

Students read the text quickly to match the sentences to the correct place in the text. You might want to give a time limit of three minutes to encourage students to read quickly. Check in pairs and then check answers as a class.

## ANSWERS:

- 1 b    2 c    3 a

- 3 Give students more time to read the text in detail to decide on the correct answer. Check in pairs and then check as a class.

**ANSWERS:**

- 1 can    2 will    3 children    4 didn't    5 more  
6 strong    7 haven't

**Reading, exercise 3: additional activity**

Ask students to go through the text and underline words associated with health and sickness. If students are not sure of the meanings you can provide help or ask students to find definitions for homework.

- 4 Give students a few minutes to read the sentences and decide if they agree or disagree with the statements. Students then discuss their ideas in small groups.

**Grammar focus 2 (PAGE 91)****used to**

- 1 Focus attention on the example sentences. Elicit in which sentence *use(d)* is the main verb. Point out to students that when it is the main verb it isn't followed by *to*. Elicit the main verbs from the first two sentences.

**ANSWER:**

sentence 3

**GRAMMAR**

- 1 Give students a minute to decide on the correct explanation.

**ANSWER**

2 habits (and states) in the past

- 2 Ask students to find two more examples from the text.

**ANSWERS:**

they used to suffer from many more illnesses,  
they didn't use to suffer from allergies

As you check the answers, highlight the use of the auxiliary *did* and the word order in negative and question forms, as with other Past simple forms.

You may want to ask your students to read Study 2 on page 156 for a more detailed explanation of *used to*.

**PRACTICE**


- 1 Do the first one as an example with the class. Students work individually to match the prompts to the phrases and then complete the sentences. Check in pairs and then check answers as a class.

**ANSWERS:**

- 1 g People didn't use to suffer from allergies.  
2 d More people used to live and work on farms.  
3 f People didn't use to wash their hands as much as they do today.  
4 b Food didn't use to be as clean as it is now.  
5 a People didn't use to drink bottled water.  
6 h Children used to play outside much more than they do now.  
7 e People didn't use to buy their food in plastic bags from supermarkets.  
8 c People didn't use to clean their houses as much as they do now.

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  **10.4** Play the recording once for students to listen to the rhythm of the sentences. Highlight the fact that *to* is weak /tə/, and that the *s* in *use(d)* *to* is pronounced /s/, not /z/ as in the main verb *use(d)*.  
2 Play the recording, or model the sentences yourself, for students to repeat.

- 2a Students work individually to complete the sentences.  
b Students compare their sentences in pairs. For feedback, encourage students to report what their partner said.

**ADDITIONAL PRACTICE**

**Workbook:** Grammar focus 2: *used to*, page 52; Pronunciation: *use(d)* in connected speech, page 53

**Study, practice & remember:** Practice 2, page 157

-  **Resource bank:** Activity 10C *The ghost* (*used to* and the Past simple)

**Task (PAGES 92–93)****Choose the funniest story****Preparation Reading**

See *Teaching tips: Making tasks work* on page 23.

- 1a Check the meaning of *insurance*. Students work in pairs to make a list of different types of insurance.  
b Students categorise the insurance into essential and non-essential.

**SUGGESTED ANSWERS:**

(Answers: will depend on rules/regulations in different countries.)

**Essential:** home insurance, building insurance, car insurance.

**Non-essential:** contents insurance, pet insurance, holiday/travel insurance, wedding insurance, life insurance, health insurance, terrorism insurance

- c Put the pairs into groups. Each group compares its list. For feedback, try to come to a class agreement about the different types of insurance and whether they are essential or not.  
2 Students read the text to answer the questions. Check answers as a class.

**ANSWERS:**

- 1 The prize is £1,000.  
2 You have to email the story of your accident.

- 3a Focus attention on the pictures. Students work in pairs to create a story about Lorraine Carter. Tell students that they can put the pictures in any order they wish. Remind students that the story is supposed to be funny, if possible.  
b Students read the text and put the pictures in the correct order. During feedback, ask students if their stories matched.


**ANSWERS:**

- 1 C    2 A    3 B    4 D

- 4 Do the first box as an example. Students complete the rest of the boxes in the first column. Check answers as a class.

**ANSWERS:**

<b>Name / Age</b>	Lorraine Carter	Gareth Barry	Amanda Barratt
<b>Where / when accident</b>	park	street	on a beach
<b>What was she doing when the accident happened?</b>	pushing her daughter on the swing	walking	swimming
<b>Other people in the accident? Who?</b>	her daughter, Hannah	fire fighters, passers by	her boyfriend
<b>What happened in the end?</b>	She broke her arm.	He was rescued by the Fire Brigade.	They lost the camera and never found it again.

- 5a Put students into groups. Group A should look at page 133, Group B should look at page 137. Give students a few minutes to read the texts and fill in the column related to the person they read about.
- b Put students into pairs, with one person in each pair being from Group A and the other from Group B. Students ask and answer questions to complete the final column. Stress to students that they shouldn't show the information to their partner. If they have any problems they should ask more questions.
- 6  **10.5** Focus attention on part b of the Useful language box. Play the recording for students to answer the question and to put the phrases in the order they hear them. You may need to play the recording more than once.

**ANSWERS:**

Who do you think should win the prize? 1  
 What do you think? 5  
 I don't think her story was the funniest 3  
 I think he/she should win (because) ... 2  
 What about ... (Amanda)? 4  
 They mostly disagree.

**Task Speaking**

See *Teaching tips: Teaching Pre-intermediate learners* on page 26.

- 1 Give students some time to decide which story they think should win the competition and prepare the language they will need. Remind students to use the Useful language box and circulate to offer help as necessary.
- 2a Students work in groups to agree on a winner. Circulate and make a note of language to use later in feedback.
- b Put students into new groups, with at least one representative of each of the original groups. Students try to persuade the new group to choose the same winner.

**Share your task**

Additional ideas:


- Students film their group talking about who they chose and why.
- Students put their film recordings together and create a video montage.
- Students watch/listen to the recordings, and then decide who the overall winner is, i.e. the person who most groups decided on.
- Students watch/listen to the recordings and write an email to the winner telling them they have won the prize.
- Students tell each other about a funny story that happened to them (this can be real or imaginary). Take a class vote on which of these should win the competition.

**Language live (PAGES 94–95)****Speaking (PAGE 94)****Talking about health**

See *Teaching tips: Using the video material in the classroom* on page 24.

**WARM-UP**

Remind students of the illnesses they covered at the start of the unit by playing charades. Put students into groups. Invite a student to the front of the class and give them a card with a symptom written on it. The student has to mime the problem. The first student to call out the symptom wins a point for his/her group. If they use *have got* appropriately they win an extra bonus point.

- 1 Students work in pairs to discuss the questions. During feedback encourage students to talk about medical problems while on holiday.
- 2a  Students watch the video and make a note of the symptoms. Check answers as a class.

**ANSWERS:**

- 1 sickness
- 2 bee sting, dizziness, breathlessness
- 3 headache, earache, rash


- b Students work individually to decide which person, the doctor (D) or the patient (P), said each of the statements and questions. Check in pairs.
- c Students watch again to check their answers.

**ANSWERS:**

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 D | 2 D | 3 P | 4 D | 5 P  |
| 6 D | 7 D | 8 P | 9 D | 10 D |

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  Students watch the video and pay attention to the pronunciation of the key phrases.
- 2 Students practise saying the phrases either as a whole class or in pairs.
- 3 Give students a few moments to choose their medical problem and prepare the language they will use in their conversation. Demonstrate the activity by taking the role of the doctor and asking one of the stronger students to be the patient.

- 4a Students then work in pairs to practise their conversations.  
b Pairs swap roles and practise their conversation again.

### Speaking, exercise 4b: additional activity

When students have finished practising, ask two people to do the activity again in front of the class. These two students should not have worked in pairs already and so won't have practised together. This will give an added element of authentic behaviour because neither student will know for certain what the other one is going to say.

## ADDITIONAL PRACTICE

Workbook: Language live: *Talking about health*, page 53

## Writing (PAGE 95)

### Time words in a narrative

- 1 Students work in pairs to discuss the questions. During feedback ask for extra information from the students.  
2a Students read the text and answer the questions. Tell them not to worry about the gaps at this stage. Check in pairs and then check answers as a class.

#### ANSWERS:

- 1 He was a river guide. 2 because he had a bad day at work

- b Students go through the text again and fill in the gaps using time phrases from the box. Check in pairs and then check as a class.

#### ANSWERS:

- 2 One day                      3 as                      4 Then/Suddenly  
5 Suddenly/Then            6 When                7 before  
8 Eventually                9 After                10 finally  
11 later                      12 now

- 3 Students work individually to choose the correct answers. Check in pairs and then check answers as a class.

#### ANSWERS:

- 1 One day            2 Suddenly, before            3 Then, After  
4 As, before            5 later, When                6 eventually, now

- 4 Students work in pairs to discuss the question.  
5a Tell students they are going to write a story about a dramatic incident. Give them plenty of time to think about the situation they want to write about and offer help and ideas as necessary. Encourage students to use some of the time phrases from exercise 2 as well as those given in this exercise.  
b Students write their story. If you are short of time, this could be done for homework.

## ADDITIONAL PRACTICE

Workbook: Writing: *Time words in a narrative*, page 53

Students can now do *Progress test 5* on the Teacher's Resource Disc.

## Study, practice & remember

(PAGES 156–157)

See *Teaching tips*: Using the *Study, practice & remember* sections on page 25.

### Practice 1

#### ANSWERS:

- 1  
1 was driving, ran  
2 met, was getting  
3 went, were cooking  
4 were waiting, pushed  
5 was getting, dropped  
6 broke, was playing
- 2  
1 was walking            2 saw                      3 was driving  
4 was riding            5 didn't hear            6 was listening  
7 went                    8 fell off                9 ran  
10 was lying            11 wasn't breathing    12 remembered  
13 called                14 was waiting            15 began  
16 started

### Practice 2

#### ANSWERS:

- 1  
1 used to play    2 didn't use to like    3 Did you use to have  
4 used to go    5 didn't use to speak    6 Did you use to watch
- 2  
2 They **went** to Disneyworld in 1999.  
5 Did you **use** to have a bicycle when you were young?  
7 How did she **meet** Juan?  
8 Philip **started** school a few months ago.  
10 He **didn't use** to like coffee, but he does now.

### Remember these words

#### ANSWERS:

- 1  
1 cut    2 burn    3 got    4 came    5 is    6 becomes
- 2  
1 d    2 a    3 b    4 c
- 3  
1 a    2 b    3 d    4 g    5 f    6 c    7 h    8 e

## OVERVIEW

### PAGES 96–97

**Reading:** The best things in life!

**Vocabulary:** Adjectives with dependent prepositions

#### Common European Framework

Students can understand articles and reports concerned with contemporary issues in which the writers adopt particular stances or viewpoints.

### PAGES 98–99

**Grammar:** *like* and *would like*

**Pronunciation:** Intonation in invitations

#### Common European Framework

Students can talk about their preferences in different contexts, including real and hypothetical situations.

### PAGES 100–101

**Speaking and vocabulary:** Survival items

**Grammar:** Conditional sentences with *would*

#### Common European Framework

Students can discuss abstract and hypothetical situations.

### PAGES 102–103

**Task:** Take part in a survey

#### Common European Framework

Students can express personal opinions and exchange information on familiar topics; can summarise survey results.

### PAGES 104–105

**World culture:** White gold

#### Common European Framework

Students can generally understand TV programmes on topics of personal interest when the delivery is relatively slow and clear.

## WARM-UP

Prepare statements on strips of paper that start with the phrase *The best thing about xxx is \_\_\_\_\_*. For example, *The best thing about my city is ...* or *The best thing about being a woman is ...* or *The best thing about learning English is ...*. Distribute one per student and then ask them to walk around the class and talk to other classmates and get their opinions. At the end of the activity, get feedback on the most popular or most surprising answers.

## Reading (PAGES 96–97)

- 1 Focus attention on the photos. Quickly elicit what is happening in each one. Students work in pairs to discuss the questions.
- 2a Give an example of your own ideas for the best things in each category. Students then work in pairs to talk about their ideas.
  - b Students read the article quickly to see if their ideas are mentioned. Check in pairs.
- 3 Give the students more time to read the article and decide if the sentences are true (T) or false (F). Check in pairs and then check as a class.

### ANSWERS:

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

### Reading, exercise 3: additional activity

Put students into groups of four. Ask students to read the text again and look for specific vocabulary. One student should look for vocabulary associated with jobs, another should look for hobbies, the third should look for sport and exercise and the fourth should look for keeping healthy. When they have found their vocabulary they then share it with the other group members.

- 4 Students work in groups to discuss the questions. During feedback, encourage students to justify their opinions.

## Vocabulary (PAGE 97)


### Adjectives with dependent prepositions

See *Teaching tips: Working with lexical phrases* on page 21.

- 1 Students work individually to fill the gaps with the prepositions in the box. Check in pairs and then check as a class.

### ANSWERS:

1 about	2 in	3 for	4 on	5 of
6 about	7 of	8 at	9 to	10 from

- 2a Do the first one with the class as an example. Students match the answers to the questions from exercise 1.
- b  11.1 Students listen and check their answers. Check in pairs and then check as a class.

### ANSWERS:

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

- 3 Students work in pairs to ask and answer the questions. Encourage students to give extra details.

### Vocabulary, exercise 3: additional activity

If your students would appreciate more practice with dependent prepositions ask them to write their own gapped sentences similar to the ones in exercise 1. They then swap their sentences with a partner and complete the gaps. They then check the answers in their pairs.

## ADDITIONAL PRACTICE

**Workbook:** Vocabulary: *Adjectives with dependent prepositions*, page 55

**Study, practice & remember:** Remember, Practice 1, page 159


- ➡ **Resource bank:** Activity 11A *I will survive!* (Vocabulary: survival items)

## Grammar focus 1 (PAGES 98–99)

### like and would like

Note: the scope of *Grammar focus 1* does not extend to the use of gerunds in general, but is confined to the use of gerunds with phrases for expressing likes and dislikes. Encourage students to see these as whole phrases, for example, *like + verb -ing*.

Students may ask about present participles, which are also *-ing* forms. If they do, show them that present participles are verb forms, and are often used to make verbs continuous, for example, *She's travelling in Europe. He was staying with his friends. We've been waiting for hours.*


- 1a Tell students about three things that you love and three things that you hate. Give students a minute to think of three things they love and hate.
- b Students work in pairs and compare their ideas. For feedback, find out if there is anything that everybody loves or hates.
- 2 Check the meaning of *sunbathing*. Focus attention on the photos in the magazine article. Quickly elicit what is shown in each one. Students work individually to read the article and tick the things they like and cross the things they don't.
- 3 Students work in groups to compare their opinions about the things in the article.
- 4  11.2 Play the recording. Students listen and answer the questions. Check in pairs and then check as a class.

#### ANSWERS:

- 1 going to the hairdressers, flying, sunbathing
- 2 flying

#### Grammar focus 1, exercise 4: alternative suggestion

If students find it difficult to make out the answers encourage them to listen again and read the audio script on pages 172–173.

- 5  11.3 Students listen and underline the verb form they hear.

#### ANSWERS:

- |           |              |            |
|-----------|--------------|------------|
| 1 going   | 2 sitting    | 3 to visit |
| 4 sitting | 5 sunbathing | 6 to live  |

### GRAMMAR

This language point doesn't cause too many problems conceptually, but students will need lots of support as they learn to manipulate the forms.

1–2 Give students a few minutes to read through the sentences in exercise 5, which are examples from the listening in exercise 4. Then ask them to work through the questions. Check in pairs and then check as a class.

#### ANSWERS:

- 1b infinitive with *to*
- 1c *love, like, hate, enjoy*
- 2 Do you like dancing? Would you like to dance?


You may want to ask your students to read Study 1 on page 158 for a more detailed explanation of *like* and *would like*.

### PRACTICE

- 1a Students work individually to choose the correct answers. Check as a class.

#### ANSWERS:

- |           |                                |            |
|-----------|--------------------------------|------------|
| 1 to live | 2 Would                        | 3 to learn |
| 4 Do      | 5 would you most like to visit | 6 Do       |
| 7 cooking | 8 would you most               |            |


- b Students work in pairs to ask and answer the questions. Encourage students to add more information to their answers.
- 2a Students reorder the conversation so that it sounds natural. The first two sentences are done for them. Check in pairs.
- b  11.4 Students listen to check their answers. Check as a class.

#### ANSWERS:

- A: Would you like to meet up this weekend?  
B: Yes, I'd love to. How about going to the cinema?  
A: That's a good idea. What would you like to see?  
B: There's that new science fiction film on – what about that?  
A: To be honest, I don't really like science fiction films.  
B: Well, is there something else you'd like to see?  
A: Yes, I'd like to see the new Brad Pitt film. What do you think?  
B: Yes, great. I'd like to see that too. Shall we go on Saturday night?  
A: Yes, see you then.  
B: See you on Saturday. Bye.

### PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  11.5 Play the recording and ask students to notice how the intonation pattern changes.
- 2 Direct students to the audio script on page 173. Students read and listen to the sentences and then practise saying the sentences with the correct intonation patterns.

#### Pronunciation: alternative suggestion

Show how rude or uninteresting you can sound if you use the wrong intonation pattern when making an invitation. Write the sentences from recording 11.5 on the board and play the recording for the first one. Mark where the intonation goes up and down. Ask students to do the same for the rest of the example sentences on the audio script on page 173.

For feedback, ask students to come to the board and mark the intonation patterns.

- 3a Students work in pairs to rewrite the conversation from exercise 2. Give them time to practise the conversation. Monitor for appropriate use of intonation.
- b Pairs read their conversations to other pairs and compare their ideas.


#### Practice, exercise 3b: additional activity

It can be fun for students to experiment with using inappropriate intonation patterns. Once students have practised polite intonation patterns ask them to use exactly the same conversations but show different emotions through their intonation, e.g. *bored, angry, tired, excited*.

### ADDITIONAL PRACTICE

**Workbook:** Grammar focus 1: *like* and *would like*, pages 55–56;  
*Pronunciation: Intonation in invitations*, page 56

**Study, practice & remember:** Practice 1, page 158

-  **Resource bank:** Activity 11B *The Lovebug Dating Agency* (*like* and *would like*)

## Speaking and vocabulary (PAGE 100)

### Survival items

See *Teaching tips: Working with lexical phrases* on page 21.

- Students work in pairs to discuss the question. For feedback, you could put good and bad points of camping on the board in two columns.
- Focus attention on the photos at the bottom of the page. Students work individually or in pairs to match the words in the box with the photos.

#### ANSWERS:


A mirror B insect repellent C tent D magnifying glass  
E toilet paper F knife G blanket H compass I batteries  
J torch K bottled water L water purification tablets  
M suncream N matches O sunglasses P rope

- Students work in pairs to discuss the questions.
- Do an example with the whole class. Tell students you are thinking about one of the items and they have to ask you *yes/no* questions. Students then work in pairs to do the same with some of the other items from exercise 2.

### ADDITIONAL PRACTICE


**Workbook:** Vocabulary: *Survival items*, page 56

**Study, practice & remember:** Remember, Practice 2, page 159

-  **Resource bank:** Activity 11A *I will survive!* (Vocabulary: survival items)

## Grammar focus 2 (PAGES 100–101)

### Conditional sentences with *would*

-  11.6 Students listen and tick the items from exercise 2 that they hear.
  - Students compare their answers in pairs, then check as a class.

#### ANSWERS:

tent, knife, bottled water, blanket

## GRAMMAR

Hypothetical conditional sentences can cause problems for students both conceptually and in the verb forms that are used.

1–5 Refer students to the example sentences and give them time, individually or in pairs, to consider questions 1–5. As you check the answers, elicit the negative and question forms of *would*, and write a complete table of positive, negative and question forms on the board. Highlight the following points:

- The conditional with *would* is used to talk about imaginary situations (we are imagining being stuck on a desert island).
- The verb after *If* is in the past, even though the sentence refers to the present/a general time. (If students have a subjunctive in their own language, they could compare it to the past form here.)
- Were* can be used instead of *was* in the first and third person, for example, *If I were president/If she were president*. However, many speakers prefer to use *was*.
- The sentence, which begins with the *if* clause in most of the examples, can also begin with the main clause.

#### ANSWERS:

- an imaginary situation
- Past simple
- would* + infinitive without *to*
- yes
- no specific time

You may want to ask your students to read Study 2 on page 158 for a more detailed explanation of conditional sentences with *would*.

### PRACTICE

- Students work individually to choose the correct answers. Check in pairs and then check answers as a class. If students have any difficulties, refer them to the Grammar reference box.

#### ANSWERS:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 won, would spend          | 2 would go, had            |
| 3 could travel, would visit | 4 had, would choose        |
| 5 found, would keep         | 6 could have, would choose |
| 7 would provide, was        | 8 was, would live          |

- Students rewrite the sentences to make them true and then compare in pairs.
- Give students a few minutes to decide what items from Speaking and vocabulary exercise 2 they would take with them to a desert island.
  - Students work in pairs to compare their choices and then agree on a new list of five items for the pair. Encourage students to justify their opinions.
  - Students read the text on page 134 to see if they made the right choices. For feedback, find out who had the most similar choices to the text.
- Students quickly read the text to find out what kind of show *Imagine an Island* is.

#### ANSWERS:

*Imagine an Island* is a radio show. The guests imagine that they are going to live on a desert island and they must choose what to take.

- Tell students that this is a list of questions that are asked on the radio show. Students work individually or in pairs to complete the questions using the prompts.

#### ANSWERS:

- |                  |                    |                  |
|------------------|--------------------|------------------|
| 1 lived          | 2 would you be     | 3 would you take |
| 4 had to choose  | 5 would you choose | 6 decided        |
| 7 would you take | 8 would you choose |                  |

- Students interview each other in pairs using the questions from 4a.

## ADDITIONAL PRACTICE

**Workbook:** Grammar focus 2: *Conditional sentences with would*, pages 57–58

**Study, practice & remember:** Practice 2, page 159

- **Resource bank:** Activity 11C *I would if I could!* (Conditional sentences with *would*); Activity 11D *Wordspot: like* (Collocations with *like*)

## Task (PAGES 102–103)

## Take part in a survey

## Preparation Reading


See *Teaching tips: Making tasks work* on page 23

- 1a Focus attention on the photos. Quickly elicit what each photo shows. Tell students that they are supposed to represent some of the good things in life. Give students a few minutes to work individually and make a note of their answers to the questions.

- b Students work in pairs to compare their answers. For feedback, ask which pairs had similar ideas and which ones were different.

- 2 Check the meaning of *making a difference*, *the suburbs* and *great-great-grandchild*.

Give students a few minutes to read the questions and think of their answers. Stress to students that they shouldn't write their answers on the survey, instead they should just try to remember them.

- 3a  11.7 Play the recording for students to answer the questions. Check in pairs and then check answers as a class.

## ANSWERS:

- 1 What is the most important thing in life for you? d making a difference to other people's lives
- 2 If you could choose the perfect number of children, what would it be? two children
- 3 If you could choose any pet, what would it be? d none


- b Focus attention on the Useful language box (part a). Play the recording again and students tick the questions and answers that they hear.

## ANSWERS:

- Which of these is the most important ... ? ✓  
 If you could choose ... , what/where would ... ? ✓  
 I like making a difference ... ✓  
 I'd like to live in a city / have a dog / have two children ... ✓  
 I hate having animals in the house ... ✓

## Task Speaking

See *Teaching tips: Teaching Pre-intermediate learners* on page 26

- 1 Students work in pairs to ask and answer the questions in the survey. Tell students they should write their partners' answers on the survey.
- 2a  11.8 Check the pronunciation of *percent*. Play the recording and students complete the table. Be prepared to play the recording more than once, and, if necessary, allow students to read the audio script while they are listening.

## ANSWERS:

Question	Survey results: Most popular answers
1	50% said: being in love
2	40% said: they'd like two children
3	45% said: they'd like a dog
4	40% said: living in the city
5	45% said: yes, they possibly would marry for money
6: most agree	30% said: The most important thing in life is to be happy ... but to be happy, you need to give as well as receive
6: least agree	8% said: Money, a big car, a big house ... You can have it all

- b Students work in pairs to prepare a summary of the information in the survey. Circulate and offer help and support as necessary.

## Share your task

Students (in pairs or groups) prepare a talk about their own answers to the survey. They can film these, then watch and see how their class opinions differ from the main survey.

Additional ideas:

- Students watch/listen to the recordings, and decide which summary was the best.
- Students watch/listen to the recordings and write a report on the most interesting results.

## World culture, Find out first:

To help your students prepare for the next class, go through the questions in exercise 1a on page 104. If necessary, discuss ideas for searching for this information on the internet and other sources of information students could use.

## World culture (PAGES 104–105)

### White gold

#### Culture notes

Sugar is extracted from two plants: sugar cane, which is a type of tropical grass, and sugar beet, which is a root vegetable that grows in temperate climates and is widely grown in Europe for sugar production.

It has been cultivated since ancient times in Asia and was introduced to Spain and Italy by Arab colonisers in the 7th Century. The word for *sugar* in many European languages (including English), comes from Arabic.

It was introduced to the Americas and West Indies by European colonists, in the 15th Century. The development of a plantation economy led directly to the trans-Atlantic slave trade, to secure the huge numbers of slaves needed to produce sugar for export to Europe. Until the 18th Century sugar had been a luxury good, but the expansion of production made it cheap and plentiful, and it became a staple in the industrialised world.

Today, the average person in industrialised countries consumes 33 kg a year, although concerns about the health impact of sugar, and the development of other plant-based and artificial sweeteners has had some impact on the quantity of sugar consumed.

### Find out first

- 1a Students work in pairs to check their answers from their research. If some students have not done the research, try to put them with a pair of students who have done it.
- b Students discuss the questions and make suggestions.

#### SUGGESTED ANSWERS:

**Australia:** coal, iron ore, diamonds, wine, wool

**Brazil:** transport equipment, coffee, sugar

**EU countries:** machinery, wine

**Japan:** motor vehicles, electronic goods, industrial and transport equipment


**Sweden:** Ikea

**Thailand:** textiles and footwear

- 2 If you have access to the internet and students haven't been able to find the answers to some of the questions, ask students to go online and do some further research.

### View

See *Teaching tips: Using the video material in the classroom* on page 24.

- 3a Go through the words in the glossary to make sure students understand the key vocabulary.
- b  Students watch the video and tick the items that they see. Check in pairs and then check as a whole class.

#### ANSWERS:

1 chocolate      2 bags of sugar      3 sugar cane  
4 sugar cubes      5 cakes      6 sugar beet

- c Ask students to read the questions before they watch again. Check in pairs and then check as a class.

#### ANSWERS:

1 b      2 c      3 b      4 b

### World view

- 4a Give students a few moments to read through the sentences and decide which ones they agree or disagree with. Circulate and offer support as necessary.
- b Students work in pairs to compare their answers.

### Find out more (PAGE 105)

- 5a Go through the desserts with the students to see if they have heard of any of them or know where they come from.
- b Students work online to find the information to answer the questions about three of the desserts. Encourage students to look for other desserts that they may be interested in and stress that the questions are guidelines.

#### ANSWERS:

Name of dessert	Country of origin / Where it is popular	Main ingredients
arroz con leche	Spain, South America and Central America	rice, milk
baklava	Turkey	pastry, nuts, honey/syrup
gulab jamun	India, Pakistan, Nepal, Sri Lanka, Bangladesh	khoya, flour, syrup
quindim	Brazil	sugar, eggs, coconut
sticky toffee pudding	The UK	sponge cake, dates/prunes, toffee

### Write up your research

- 6 Encourage students to write up their research using the model paragraph.

## Study, practice & remember

(PAGES 158–159)

See *Teaching tips: Using the Study, practice & remember sections* on page 25.

### Practice 1

#### ANSWERS:

1  
1 going      2 cooking      3 to get      4 walking  
5 to do      6 travelling      7 talking      8 making

2  
1 loves      2 'd like      3 getting up      4 going      5 'd like to  
6 watching      7 like      8 doing      9 to go      10 visiting

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

## Practice 2

## ANSWERS:

1

1 lived 2 borrowed 3 'd go 4 buy 5 were  
6 I'd 7 could go 8 'd take 9 would drive 10 'd go

2

1 had, 'd take 2 'd travel, won 3 were, 'd study  
4 didn't live, 'd see 5 had, would you go 6 'd live, had  
7 had, 'd buy 8 Would you take part, asked  
9 won, wouldn't give up 10 'd read, weren't

3

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

## Remember these words

## ANSWERS:

1

1 about 2 from 3 on 4 about 5 for  
6 in 7 at 8 to 9 of 10 of

2

1 tent 2 blanket 3 compass 4 rope 5 battery  
6 torch 7 mirror 8 insect repellent 9 sunglasses 10 knife

## OVERVIEW

### PAGES 106–107

**Reading:** What makes a good brand great?

**Vocabulary:** Types of product

**Grammar:** Present simple passive

**Common European Framework**

Students can focus on the action in a sentence; can identify the main conclusions in clearly signalled argumentative texts.

### PAGES 108–109

**Vocabulary:** Personal items

**Grammar:** Past simple passive

**Pronunciation:** Regular past participles

**Common European Framework**

Students can produce usually intelligible pronunciation; can give descriptions on a variety of familiar subjects.

### PAGES 110–111

**Task:** Present a new product

**Common European Framework**

Students can give a prepared presentation on a familiar topic in which the main points are explained with reasonable precision.

### PAGES 112–113

**Speaking:** Making and responding to suggestions

**Pronunciation:** Intonation in suggestions

**Writing:** A customer review

**Common European Framework**

Students can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

## WARM-UP

Put students into groups. Elicit an example of a brand name, e.g. *Facebook* or *Coca-Cola*. Tell groups they have two minutes to write as many brand names as possible. The group with the most brand names wins. For feedback, ask students what products the brand names are associated with, e.g. *Facebook is associated with social networking*.

## Reading and vocabulary

(PAGES 106–107)

### Types of product

See *Teaching tips: Working with lexical phrases* on page 21.

#### Culture notes

**Nike** is a world famous American sportswear company that was founded in 1964 as Blue Ribbon Sports. In 1978 they changed their name to Nike, after the Greek goddess of victory.

**Monsoon** is a British clothing store that also owns the chain of **Accessorize** stores. The first Monsoon store opened in 1973 and nowadays offer clothes for women, men and kids. Accessorize offers relatively cheap jewellery and fashion accessories.

**Samsung** is a South Korean multinational that provides everything from ships to insurance, via theme parks and construction. It is perhaps most famous for its technology, e.g. its mobile phones have recently been seen as the main competitor to iPhones.

**Innocent** is a drinks company based in London that is famous for selling smoothies. The company was founded in 1999 and quickly became very popular. In 2010 Coca-Cola bought a 58% share in the company.

**Google** is an American multinational company that made its name with its internet search engine but has since spread its interests to many other areas of the internet and modern technology.

**KFC** was started by Colonel Sanders in the early 1950s as Kentucky Fried Chicken. It is the second biggest fast food restaurant in the USA after McDonalds.

**Milka** is a chocolate brand owned by Kraft. It is distinctive because of its lilac packaging and the Milka cow on the front of every bar.

**Costa coffee** is the second largest coffee house chain in the world after Starbucks. It was started in 1971 by two Italian brothers who lived in London.

- 1a Check the meaning of *electronic goods, pastries, accessories* and *trainers*. Check students realise *electronic mail* is the same as *email*. Students work individually or in pairs to match the products/services with the logos. If they don't know any of the logos, either let them guess or give them information from the Culture box below. Check answers as a class.

#### ANSWERS:

**clothes:** Nike, Monsoon

**electronic goods:** Samsung

**soft drinks:** Innocent

**internet search engine:** Google

**sportswear:** Nike

**fast food:** KFC

**chocolate bars:** Milka

**coffee and pastries:** Costa coffee

**trainers:** Nike

**accessories:** Accessorize

**electronic mail:** Google

- b Students read the text quickly to find the brands. To encourage students to read quickly you might like to give a time limit of three minutes. Check in pairs and then check answers as a class.

#### ANSWERS:

Google, Nike

- 2 Give students more time to read the text again and answer the questions. Check in pairs and then check the answers as a class.

**ANSWERS:**

- 1 California    2 a character in Moby Dick    3 \$35    4 one year  
5 white    6 Obama was seen drinking it.    7 47

- 3 Students work in small groups to answer the questions. For feedback, find out the most well-known brand in the class.

**ADDITIONAL PRACTICE**

**Workbook:** Vocabulary: *Types of product*, page 59

**Study, practice & remember:** Remember, Practice 1, page 161

**Grammar focus 1 (PAGE 107)**

**Present simple passive**

- 1 Focus attention on the four example sentences. Ask students to analyse the sentences to answer the question. If your students are unsure about what the passive is, direct them to Study 1 on page 160.

**ANSWERS:**

- 1 active    2 active    3 passive    4 passive

**GRAMMAR**

1–2 Give students a few minutes to work through the questions with a partner. Check as a class.

**ANSWERS:**

- 1 Present simple form of *be* + past participle  
2 a millions of dollars, your product  
b companies    c a celebrity,  
d the action

**Grammar: alternative suggestion**

Write the two example sentences (3 and 4 from exercise 1) on the board and go through them with the class, underlining the Present simple passive and eliciting the form. As you do so, highlight the following points:

- The form of *be* changes according to whether the subject is singular/plural (*am/is/are*).
- The verb *be* can be contracted, for example, *It's supported ...*

The question form is made by inverting the subject and *be*, for example, *Is it supported ... ?*

- the passive is used when the person who does the action is not important/known. Write on the board *More than 60,000 products from the Coca-Cola company are drunk around the world every minute.* Then ask students why the passive is used. (Answer: because we are more interested in the number of drinks/products than in who actually drinks them.)

You may want to ask your students to read Study 1 on page 160 for a more detailed explanation of the Present simple passive.

**PRACTICE**

- 1 Students work individually to complete the sentences with the verb in brackets. Check in pairs and then check the answers as a class.

**ANSWERS:**

- 1 are found    2 is named    3 is recognised  
4 is described    5 are used    6 is provided  
7 is divided    8 are sold

- 2a Do the first one with the class as an example. Students work individually to match the questions with the possible answers.

**ANSWERS:**

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

**Practice, exercise 2a: additional activity**

Students work in pairs to think of two more questions and possible answers. Stress that students should provide at least two options for the answers, as in exercise 2a.

- b Students work in pairs to decide on the correct answers. Check as a class.

**ANSWERS:**

- 1 Adidas    2 red, yellow and blue    3 3,000  
4 a toy    5 black horse    6 Kitkat

**ADDITIONAL PRACTICE**

**Workbook:** Grammar focus 1: *Present simple passive*, pages 59–60

**Study, practice & remember:** Practice 1, page 160

## Vocabulary (PAGE 108)

### Personal items

See *Teaching tips: Working with lexical phrases* on page 21.

- 1a Check pronunciation of *advertisements*, focusing particularly on word stress. British English has the stress on *advertis*ment while American English stresses the third syllable, *adverti*sement. You might like to tell students that we often shorten the word to *advert* or even *ad*.

Check the meaning of *toiletries*. Focus attention on the advertisements on the page. Students work in pairs to decide what is being advertised with reference to the list.

#### ANSWERS:

- A toiletries / hair products
- B products for men
- C jewellery
- D cosmetics

- b Students work in pairs to put the words into the appropriate groups. During feedback, check the pronunciation, especially the silent *b* in *comb*.

#### ANSWERS:


**jewellery:** bracelet, earrings, necklace

**cosmetics:** lipstick, eyeliner, nail varnish

**toiletries:** perfume, deodorant, moisturiser

**hair products:** comb, hair gel, hairbrush

**products for men:** aftershave, shaving foam, razor

- c Students work in pairs to add one more word to each category. Form new pairs or groups and encourage students to share their ideas.
- 2 Students work in pairs to answer the questions.
- 3a Direct students to page 135. Tell students you are going to find out who has the best memory. Give students two minutes to memorise as much as possible about the pictures.
- b  12.1 Students listen and write the answers. Check answers as a class and find out who has the best memory.

#### ANSWERS:

- |                  |               |              |
|------------------|---------------|--------------|
| 1 pink           | 2 moisturiser | 3 yes, brown |
| 4 No, it is pink | 5 perfume     | 6 One        |
| 7 bracelet       | 8 Yes, pink   | 9 necklace   |
| 10 eyeliner      |               |              |

#### Vocabulary, exercise 3b: additional activity

In a future class ask the same questions again and see if students can remember the answers. This will help remind students of the context of the class and the language.

## ADDITIONAL PRACTICE


**Workbook:** Vocabulary: *Personal items*, page 60

**Study, practice & remember:** Remember, Practice 2, page 161

 **Resource bank:** Activity 12A *What's this?* (Vocabulary: personal items)

## Grammar focus 2 (PAGE 109)

### Past simple passive

- 1a Students work in pairs to choose the correct answer.
- b  12.2 Students listen and check their answers. Check as a class. As part of feedback, find out if students were surprised by any of the facts.

#### ANSWERS:

- |                  |               |                        |
|------------------|---------------|------------------------|
| 1 Bulova watches | 2 \$5 million | 3 Old Spice aftershave |
| 4 1971           | 5 2003        | 6 30-second            |

### GRAMMAR

Remind students that they studied the Present simple passive on page 107.

1–2 Write the example sentences on the board and go through them with the class, underlining the Past simple passive and eliciting the form. As you do so, highlight the following points:

- The form of *be* changes according to whether the subject is singular/plural (*was/were*).
- The verb *be* cannot be contracted.
- The question form is made by inverting the subject and *be*, for example, *Was it introduced ...?*

#### ANSWERS:

- 1 The world's most expensive advert was made in 2004.  
TV adverts for cigarettes were banned in 1971.
- 2 Past simple of the verb *be* + past participle

- 3 Give students time to work in pairs to discuss the differences in meaning between the passive and active. For feedback, encourage students to ask questions before confirming the answers.

#### ANSWER:

To emphasise the action not the person doing the action.

- 4 Give students a few minutes to find as many examples as possible. During feedback, ask students why the passive was chosen in each case.

#### ANSWERS:

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 1 was shown                 | 2 was made, was paid                 |
| 3 was chosen                | 4 were first seen, were later banned |
| 5 was launched,<br>was used | 6 was spent                          |

You may want to ask your students to read Study 2 on page 160 for a more detailed explanation of Past simple passive.

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.


- 1 Remind students that there are three possible ways of pronouncing the *-ed* endings on regular past participle forms. Model the three different endings. Highlight that the *-ed* ending on the past participle of regular verbs is pronounced /ɪd/ only when the infinitive ends in *-t* (*accepted*) or *-d* (*ended*). This will help students to see that verbs like *liked* and *recognised* are not pronounced /'laɪkɪd/ and /'rekəgnəɪzɪd/.

Students often find it difficult to distinguish between /d/ and /t/ endings. Highlight that:

- /d/ follows voiced sounds
- /t/ follows unvoiced sounds.

It may be useful to remind students of the difference between voiced and unvoiced sounds. A finger placed gently on the throat should vibrate when a voiced sound is produced, but not with unvoiced sounds. It should be easier for students to hear /ɪd/ as this is different and adds a syllable to the base form of the verb. This is the most important of the three different endings.

If your students persist in always using the /ɪd/ pronunciation, you can help them by using a regular verb with a /t/ or /d/ ending and followed by a word starting with a vowel. Students should say the verb as normal and add a /t/ or a /d/ in front of the following word. For example *walked out* would be pronounced /wɔːktaut/.

- 2 Refer students to the regular past participles on page 109 of the Students' Book. Students work in pairs to decide which pronunciation the ending should have. Note that the rule is about the last sound, not the last letter.
- 3  **12.3** Play the recording for students to listen, check and then repeat.

### ANSWERS:

/t/: looked, helped, increased

/d/: considered, received, proved, loved, appeared

/ɪd/: needed, created, represented, supported

## PRACTICE

- 1 Students work individually to choose the correct form. When students check in pairs encourage them to discuss the reasons for their choices if they disagree. Check answers as a class.

### ANSWERS:

- |                                    |                  |                  |
|------------------------------------|------------------|------------------|
| 1 was invented                     | 2 were created   | 3 was worn, sold |
| 4 was invented,<br>were introduced | 5 invented       | 6 was bought     |
| 7 were manufactured,<br>were sold  | 8 started, named |                  |

## ADDITIONAL PRACTICE

**Workbook:** Grammar focus 2: *Past simple passive*, pages 61–62

**Study, practice & remember:** Practice 2, pages 160–161

⇒ **Resource bank:** 12B *The Handbag Gang* (Past simple passive)

## Task (PAGES 110–111)

### Present a new product


#### Preparation Reading and listening

See *Teaching tips: Making tasks work* on page 23.

- 1 Focus attention on the photos and ask students to describe what they can see. Make sure students read the questions before they read the text. Check answers as a class.

#### SUGGESTED ANSWERS:

The aim of the programme is for entrepreneurs to get financial backing from the dragons for their product or business idea. Levi Root's Reggae Reggae Sauce was one of the most successful products.

- 2a  **12.4** Students listen and complete the table. Be prepared to play the recording a second time if necessary. Check in pairs and then check as a class.

#### ANSWERS:

- 1 a drink
- 2 FizzFive
- 3 Feel alive with FizzFive
- 4 It comes in five flavours, it contains five vitamin groups and boosts your energy by five times.
- 5 young people who are health conscious
- 6 £55,000

- b Focus attention on the Useful language box. Play the recording again for students to tick the phrases they hear.

#### ANSWERS:

- Today, I've come to talk to you about ... ✓  
 We now believe that ... ✓  
 We decided to make a ... ✓  
 The product was tested on ... and ... ✓  
 What we need is some help and ... ✓  
 We'd like to ask you for ... ✓  
 Thank you very much for listening. ✓

- 3 Students work in groups to discuss the questions. For feedback try to find the most creative new name for the product.

## Task Speaking

See *Teaching tips: Teaching Pre-intermediate learner* on page 26.

- 1 Students work in pairs to decide on an item they wish to present.
- 2a Give students plenty of time to prepare their ideas. Circulate and offer help with language and ideas as necessary.
  - b Ask students to divide the presentation into three parts according to the Useful language box. It might be a good idea to ask one person from each pair to introduce and finish the presentation, while the other person gives details about the product.
- 3a Students present their products to the other students. If you have a large class you might want to do this in groups so that you don't spend too much time on the presentations.
 

To give the students a focus while they are listening to the other presentations ask them to make notes using the table headings in exercise 2a on page 110.

  - b In groups students decide on the best product.

### Share your task

Additional ideas:


- Students film themselves presenting their products and put these together to create a video montage.
- Students record themselves talking about their products and put these together to make a radio programme.
- Students watch/listen to the recordings, and decide which product is the best / the most amusing / most unusual, etc.
- Students watch/listen to the recordings and write about which one they would buy and why.
- Students make a poster for their product and display in the classroom / around the school.

## Language live (PAGES 112–113)

### Speaking (PAGES 112)

#### Making and responding to suggestions

See *Teaching tips: Using the video material in the classroom* on page 24.

- 1 You might want to give an example of something that you have bought in the last few months, making sure you cover the points in the questions. Students work in pairs to discuss the questions.
- 2  Play the video for students to answer the questions. Check in pairs and then check as a class.

#### ANSWERS:

1 a mobile phone 2 one


- 3 Give time for the students to read the gapped sentences before watching the video again. Check answers as a class.

#### ANSWERS:

1 Why 2 suppose 3 about 4 idea 5 could  
6 Let's 7 Shall 8 could 9 maybe

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  Students watch and listen to the key phrases, paying particular attention to the pronunciation.
- 2 Play the recording again, or model the phrases yourself, for students to repeat. Students then put the phrases in the appropriate column.

#### ANSWERS:

##### Making suggestions

What about ...?  
How about ... ?  
Why don't we/you ... ?  
Shall we/I ...?  
Let's ...  
We/You could ...

##### Agreeing

All right.  
Good idea.  
I suppose so.

##### Disagreeing

I don't think so.  
No, I'd prefer to ...  
Well, maybe but ...

- 4a Students work in pairs to choose one of the situations and prepare a short conversation. Circulate and offer help and advice as needed.
- b Students practise their conversations in pairs. For feedback ask a few of the pairs to perform their conversation for the class.

## ADDITIONAL PRACTICE

**Workbook:** *Language live: Making and responding to suggestions*, page 62

**Study, practice & remember:** Remember, Practice 1, page 161

## Writing (PAGE 113)

### A customer review

- 1 Focus attention on the three photos and quickly elicit what each one shows. Students read the reviews to answer the questions. Check answers as a class.

#### ANSWERS:

1  
1 shoes 2 games console 3 hairdryer  
2  
1 positive 2 positive 3 negative

- 2 Students match the phrases in bold to the appropriate category. Check in pairs and then check answers as a class.

#### ANSWERS:

- 1 well-designed, fashionable, comfortable; The price was very reasonable; were ... worth the money; Highly recommended! Good for the whole family! looked nice, I like the colour
- 2 The only problem was; I was disappointed with it. I don't recommend this; not good value for money.

- 3a Tell students they are going to write a product review. Ask them to think of something they have bought recently, or choose something from the list.
- b Give students time to prepare what they want to say and think of the language they will need. Circulate and offer help as needed. If you are short of time the writing could be done for homework.

## ADDITIONAL PRACTICE

Workbook: Writing: A customer review, page 63

Students can now do *Progress test 6* on the Teacher's Resource Disc.

# Study, practice & remember

(PAGES 160–161)

See *Teaching tips: Using the Study, practice & remember sections* on pages 25.

## Practice 1

### ANSWERS:

1

- 1 is sold    2 is drunk    3 recognise    4 cost    5 are worn  
6 show    7 come    8 are driven    9 is named    10 are made

2

- 1 Thousands of mobile phones are lost every year.  
2 All the tickets are sold over the internet.  
3 A lot of the world's gold is produced in South Africa.  
4 The rooms are cleaned every morning.  
5 Millions of barrels of oil are imported to Europe.  
6 Five hundred people are employed in the new factory.  
7 The cows are fed at 6 o'clock every morning.  
8 Cheese is made from milk.

## Practice 2

### ANSWERS:

1

- 1 were stolen    2 was designed    3 were arrested  
4 was this photograph taken    5 was bitten    6 was built  
7 Was your car repaired    8 were written    9 was invited  
10 was damaged

2

- 1 When was this house built?  
2 Who were tea bags invented by?  
3 Were you told about the problem?  
4 Was your computer left on?  
5 How much money was stolen from your wallet?  
6 Who was *Sunflowers* painted by?  
7 Where and when were you born?  
8 How was your credit card found?

3

- 1 were produced    2 was discovered    3 was made  
4 was opened    5 were used    6 was given  
7 was won    8 was pulled down    9 was killed  
10 were held

## Remember these words

### ANSWERS:

1

- 1 pastries    2 accessories    3 engine    4 fast  
5 electronic    6 soft    7 bars    8 sportswear  
9 trainers    10 mail

2

- 1 deodorant    2 hair gel    3 bracelet    4 razor  
5 moisturiser    6 lipstick    7 aftershave    8 comb  
9 nail varnish    10 earrings

## OVERVIEW

## PAGES 114–115

**Reading:** Finding Mr Right

**Vocabulary:** Personal characteristics

**Common European Framework**

Students can describe personal characteristics; can recognise the line of an argument in a text.

## PAGES 116–117

**Grammar:** Present perfect continuous with *how long, for* and *since*

**Pronunciation:** Contracted forms

**Common European Framework**

Students can understand and find specific information in recordings about people's lives; can talk about past events.

## PAGES 118–119

**Grammar:** Present perfect continuous and Present perfect simple

**Vocabulary:** Getting a job

**Common European Framework**

Students can give advice and suggestions on common topics, for example talking about work or interviews.

## PAGES 120–121

**Task:** Choose an ambassador

**Common European Framework**

Students can give or seek personal views and opinions when discussing topics of interest.

## PAGES 122–123

**World culture:** The search for cool

**Common European Framework**

Students can understand the main points in a video on familiar topics when the delivery is relatively slow and clear.

## WARM-UP

Before students enter the class, write on the board a number of characteristics, for example *rich, pet lover, smoker, good cook, good looking, likes travel, tall, sporty, well-educated, party animal*. When students come into the room, ask them to put the words into three categories for desirable qualities of a prospective partner: 1 Important 2 Nice, but not important 3 A definite 'no'. Ask students to compare their answers in pairs and then check as a group. For feedback, find out if there is anything that is important to everybody in the group.

## Reading (PAGES 114–115)

- 1 Check the meaning of *flatmate*. Students work in groups to discuss the questions. Circulate and offer support and prompts if needed.
- 2 Check the meaning of *arranged marriage*. Students read the text quickly to answer the question. Check in pairs and then check answers as a class. Ask students to justify their opinion if there is any disagreement.

## ANSWER:

Generally positive

- 3 Make sure students read the statements before they read the text again. Students decide if the statements are true (T) or false (F). Check in pairs and then check answers as a class.

## ANSWERS:

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

- 4 Students work in pairs to discuss the questions. For the last question, draw students' attention to 'It's a fact' on page 115 and ask students to compare their country with the UK.

## Vocabulary (PAGE 115)

## Personal characteristics

See *Teaching tips: Working with lexical phrases* on page 21.

- 1 Students work individually to write three adjectives that describe their personality. They then work in pairs to compare their adjectives and explain why they chose them.
- 2a Check the pronunciation of the words in the box, paying particular attention to word stress. Students work individually to complete the sentences with the words.
- b Check answers in pairs and then check as a class.

## ANSWERS:

1 honest    2 organised    3 sociable    4 hard-working  
5 sensitive    6 reliable    7 ambitious    8 easy-going  
9 open    10 patient    11 affectionate

- 3a Students work in pairs to discuss the questions.
- b Put pairs together to make groups of four. Ask the groups to compare their ideas.

## ADDITIONAL PRACTICE

**Workbook:** Vocabulary: *Personal characteristics*, page 65

**Study, practice & remember:** Remember, Practice 1, page 163

- 📁 **Resource bank:** Activity 13A *Speed dating* (Vocabulary: personal characteristics)

## Grammar focus 1 (PAGES 116–117)

Present perfect continuous with *how long, for* and *since*

- 1 Students work in pairs to discuss the questions. For feedback, find out what is the most important characteristic in a flatmate.
- 2 Students read the emails and then work in pairs to decide which person would make the best flatmate.
- 3 🎧 13.1 Play the recording for students to listen and see if they chose the same person. Be prepared to play it more than once and let students read the audio script on page 174 if necessary.

## ANSWER:

Maddie and Tom chose Fabio.

## GRAMMAR

1 Focus students on the examples and give them a minute or two to consider the form. While they do this, copy the examples onto the board so that you can refer to them more easily in feedback. As you check the answer, elicit/write a table for the form of the Present perfect continuous on the board. See Study 1 on page 162 of the Students' Book for the complete table. Highlight:

- the contraction of the subject and the verb *have* (*I've/it's/we've*, etc.).
- the inversion of the subject and the verb *have* in the question form (*Have you been working here ... ?*).

### ANSWER:

*have + been + verb + -ing*

2a & b Elicit students' answers to the questions as a whole class. Remind students that the Present perfect always indicates a connection between the past and present. Demonstrate this, using a timeline if necessary. See Study 1 on page 162 of the Students' Book for examples of timelines.

### ANSWERS:

- a yes
- b yes, he started two years ago

3 Students work in pairs to decide which phrases in the box are used with *for/since*. As you check the answers, highlight the difference between a period of time (*for forty years / six months / a few days*) and a point in time (*since six o'clock / yesterday / Saturday / two weeks ago*).


### ANSWERS:

**for:** two years, five hours, six months  
**since:** 1965, last year, 2004, Tuesday, six o'clock, October, I came to London, I was a child

You may want to ask your students to read Study 1 on page 162 for a more detailed explanation of Present perfect continuous with *how long*, *for* and *since*.

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

- 1 Say *He has been working* and *He's been working* to students, and elicit the difference. Remind students that the contracted form is more natural-sounding in spoken English than the full form. Repeat with the second example.
- 2  13.2 Direct students to audio script 13.2 on page 174. Play the recording or model the phrases yourself.
- 3 Play the recording again, pausing for students to repeat the contracted forms. Students practise in pairs.

## PRACTICE

1a Remind students that Fabio, Anicka and Liam were the people who wrote emails in exercise 2 on page 116. Students work individually to write questions using the prompts and *How long ... ?* Check answers as a class.

### ANSWERS:

- 1 How long has Fabio been working as an accountant?
- 2 How long has Anicka been renting her own flat?
- 3 How long has Anicka been playing the piano?
- 4 How long has Liam been living in the UK?
- 5 How long has Liam been working in computers?

b Students write answers to the questions in exercise 1a. Encourage students to use contracted forms.


### ANSWERS:

- 1 He's been working as an accountant for two years.
- 2 She's been renting her own flat for two years.
- 3 She's been playing the piano since she was three.
- 4 He's been living in the UK since 2005.
- 5 He's been working in computers for ten years.

2a Students read the text quickly to answer the questions. Check answers as a class.

### ANSWERS:

She is a graphic designer and she lives in New York.

b  13.3 Play the recording for students to write the answers. Stress to students that they should use *for* or *since* in their answers.

### ANSWERS:

- 1 She's been living in New York for six years.
- 2 She's been working in graphic design for four years.
- 3 She's been living with her husband for three years.
- 4 She's been running her own company for two years.

3a Do the first one or two sentences about you as an example. Give students a few minutes to complete the sentences about themselves.

b Students work in pairs to ask and answer the questions. Encourage students to ask extra questions to find out more details.

## ADDITIONAL PRACTICE

**Workbook:** Grammar focus 1: *Present perfect continuous with how long, for and since*, pages 66–67; Pronunciation: *Contracted forms*, page 68

**Study, practice & remember:** Practice 1, page 162

## Grammar focus 2 (PAGE 118)

### Present perfect continuous and Present perfect simple

- 1 Students work in pairs to answer the questions. During feedback, if students have jobs, find out how they found them.
- 2 Make sure students read the statements before they read the text. Students decide if the statements are true (T) or false (F). Check in pairs and then check answers as a class.

### ANSWERS:

1 T    2 F    3 F    4 T    5 F

3 Students work in pairs to discuss the questions. During feedback be prepared to tell students what you think.

- 4 Ask students to quickly read the sentences then elicit the tenses as a class.

**ANSWERS:**

**Present perfect simple:** I've applied, I've wanted  
**Present perfect continuous:** We've been waiting

**GRAMMAR**

- 1–3 Students work in pairs to answer the questions. As you check the answers, highlight the following points:
- The Present perfect always indicates a connection between the past and present. Demonstrate, using timelines if necessary (see pages 150 and 162 of the Students' Book), that the Present perfect simple and continuous are used in the same way, for actions which started in the past and continue to the present.
  - With many verbs, speakers choose to use the continuous form if they want to emphasise how long the action has continued, for example:  
*I've waited for an hour. / I've been waiting for an hour.*  
*I've studied English for three years. / I've been studying English for three years.*
  - State verbs cannot be used in the continuous form, for example:  
*She's had that car for ten years. (Not She's been having that car for ten years.)*  
*I've known my teacher for six months. (Not I've been knowing my teacher for six months.)*

**ANSWERS:**

- Present perfect continuous: *have/has + been + verb + -ing*. Present perfect simple *have/has + past participle*.
- time spent doing the action: sentence 1  
number of things done: sentence 2
- It's a state verb.

You may want to ask your students to read Study 2 on page 162 for a more detailed explanation of Present perfect continuous and Present perfect simple.

- 5 Give students a few minutes to go through the text to find examples. Check as a class.

**ANSWERS:**

- I've been taking cookery lessons for three months.
- I've learnt how to make many top dishes.
- I haven't been lucky so far.

**PRACTICE**

- 1a Students work in pairs to ask and answer the questions. Encourage students to use the follow-up questions if the answer is yes.
- b Put students into small groups so that they aren't with their partner from the previous exercise. Students report on what they found out about their partner.

**ADDITIONAL PRACTICE**

**Workbook:** Grammar focus 2: *Present perfect continuous and Present perfect simple*, page 68

**Study, practice & remember:** Practice 2, page 163

- ➔ **Resource bank:** Activity 13B *Century people* (Present perfect continuous and Present perfect simple); Activity 13C *Old friends* (Present perfect continuous and Present perfect simple)

**Vocabulary (PAGE 119)****Getting a job**

See *Teaching tips: Working with lexical phrases* on page 21.

- 1a Students work in pairs to answer the questions. Be prepared for some students to get emotional about these questions.
- b Students read the website and match the questions to the answers.

**ANSWERS:**

A 4    B 5    C 2    D 1    E 3

**Vocabulary, exercise 1b: alternative suggestion**

Ask students to read the questions. Students work in pairs to write answers for one of the questions. Students report their answers to the class. Students then read the answers in the text and compare with their answers.

- 2a Tell students to cover the website text. Students work individually to match the words to make phrases.
- b Students compare their answers in pairs, then check with the text.

**ANSWERS:**

A & B: 1 c    2 d    3 a    4 e    5 b    6 f  
 C & D: 1 d    2 e    3 f    4 c    5 b    6 a

- 3a Students work in groups to think of advice for people looking for jobs in their countries.
- b One representative of each group reports their advice to the rest of the class. The class should try to agree on the two best pieces of advice.

**ADDITIONAL PRACTICE**

**Workbook:** Vocabulary: *Getting a job*, page 68

**Study, practice & remember:** Remember, Practice 2, page 163

**Task (PAGES 120–121)****Choose an ambassador****Preparation Reading**

See *Teaching tips: Making tasks work* on page 23.

- 1 Make sure students read the questions before they read the text. Check in pairs and then check answers as a class.

**ANSWERS:**

- poverty, environmental issues, disease
- well-known people like celebrities, scientists, authors, businesspeople
- students' own answers

- 2a Students should read the quotations first. Then they read the texts quickly and match the candidates to the quotations. Check in pairs and then check answers as a class.


**ANSWERS:**

1 B    2 C    3 A    4 D

- b Give students time to read the texts again in more detail and answer the questions.

**ANSWERS:**

- 1 Don Barris, Pete Power
- 2 Deborah Curtin, Pete Power
- 3 Deborah Curtin, Tracey Valentine
- 4 Don Barris
- 5 Tracey Valentine

- 3a  **13.4** Students listen to the recording and answer the questions. Check in pairs and then check answers as a class.

**ANSWERS:**

They talk about Don Barris, Pete Power, Tracey Valentine. They don't agree.

- b Focus attention on the Useful language box. Play the recording again for students to tick the phrases they hear.

**ANSWERS:**

- I prefer ... because ... ✓  
 I don't think ... would be a good ambassador ... because ... ✓  
 I think ... will be the best at ... because ... ✓  
 ... he/she is really well-known ... ✓  
 ... he/she hasn't got the right experience ... ✓  
 ... he/she has been working in ... ✓  
 ... he/she knows a lot about ... ✓  
 ... he/she would be able to ... ✓  
 I (don't) agree with you. ✓  
 Yes, but what about ... ? ✓

**Task Speaking**

See *Teaching tips: Teaching Pre-intermediate learners* on page 26.

- 1a Students work in pairs to make notes for each candidate under the headings.
- b Ask students to rank the candidates from 1 to 4 with 1 being the best and 4 being the worst. Students should do this individually, not in pairs.
- 2a Tell students they are going to have a discussion to decide who would make the best Goodwill Ambassador. Give them some time to prepare what they are going to say. Refer students to the Useful language box and offer any other language that they might need. As you circulate, try to find out who students have decided is the best candidate. This will help you to put students into pairs who have different points of view in the next exercise.
- b Students work in pairs to decide who should be the Goodwill Ambassador.
- 3 Put students into larger groups, or work with the whole class. Ask them to agree on who is the best candidate.

**Share your task**

Additional ideas:

- Students film/record themselves presenting their decision and put these together into a class podcast.
- Students watch/listen to the recordings, and keep a tally of who is chosen, to find out at the end who was the most popular candidate.
- Students pretend they are the chosen candidate and write an acceptance speech, which they can also record.
- Choose a class ambassador – students put themselves forward if they wish to do this and then present their aims. The rest of the class vote on their preferred candidate.

**World culture, find out first:**

To help your students prepare for the next class, go through the questions in exercise 1a on page 122. If necessary, discuss ideas for searching for this information on the internet and other sources of information students could use.

**World culture (PAGES 122–123)****The search for cool****Culture notes**

The word *cool* seems to have entered Old English from old German and meant *cold* or *to freeze*.

In the early 1700s *cool* was used to emphasise large sums of money, for example *He paid a cool £5,000*. Although this use of *cool* is not common today, it is not unheard of.

In the early 20th century *cool* came to be associated with *fashionable*. It is thought to have developed this meaning in Black American English and is said to have been popularised by the jazz saxophone player Lester Young.

**Find out first**

- 1a Students work in pairs to check their answers from their research. If some students have not done the research, try to put them with a pair of students who have done it.

**ANSWERS:**

**trainers:** type of shoe, wide-scale popularity since the 1980s

**flared jeans:** jeans which are wide at the bottom, predominantly in the 1970s


**fedora:** a hat, predominantly in the 1950s

**bandana:** piece of cloth, worn round the head/neck, has been in and out of fashion since the 1960s

- b If you have access to the internet and students haven't been able to find the answer to some of the questions, ask students to go online and do some further research.

**View**

See *Teaching tips: Using the video material in the classroom* on pages 24.

- 2a Go through the words in the glossary to make sure students understand the key vocabulary.
- b  Make sure students read the sentences before they watch the video. Students watch to decide if the sentences are true (T) or false (F). Check in pairs and then check as a class.

**ANSWERS:**

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

- 3a Ask students to try to complete the sentences with words from the box. Reassure students who can't remember the answers that they are going to watch the video again.
- b Students watch the video again to check their answers.

**ANSWERS:**

1 dream                      2 products                      3 cool  
 4 clothes                      5 trainer                      6 free

## World view

- 4a Give students a few moments to read through the sentences and decide which ones they agree or disagree with. Circulate and offer support as necessary.
- b Students work in pairs to compare their answers.

### Find out more (PAGE 123)

- 5a Ask students to look at the items in the box. Find out if students have heard of any of them and what they might mean.
- b Students go online to answer the questions about three of the items from the box.

#### ANSWERS:

	What it is / was	Where / When it began	Names of people associated with it
pop art	art movement	the UK, the USA, 1950s	Andy Warhol, Roy Lichtenstein
cool jazz	style of modern jazz music	the USA, 1940s–1950s	George Shearing, Miles Davis
the 'New Look'	fashion style	France, 1940s–1950s	Christian Dior
Britpop	alternative rock music	the UK, 1990s	Blur, Oasis
anime	animation	Japan, 1960s, rest of the world, 1980s–present	Oten Shimokawa

## Write up your research

- 6 Encourage students to write up their research using the model paragraph.

## Practice 2

#### ANSWERS:

1

1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 X 7 X 8 X

2

- 1 have you known      2 did you meet      3 've been getting  
4 bought                      5 've had                      6 has he been playing  
7 has written                      8 haven't seen                      9 did you live  
10 has played

## Remember these words

#### ANSWERS:

1

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

2

- 1 fill  
2 details  
3 apply  
4 for  
5 qualifications  
6 recruitment  
7 part-time  
8 vacancies  
9 skills  
10 CV

## ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 13D *Wordspot: how* (Collocations with *how*)

## Study, practice & remember

(PAGES 162–163)

See *Teaching tips: Using the Study, practice and remember sections on page 25.*

## Practice 1

#### ANSWERS:

1

1 How long    2 for    3 since    4 since    5 for    6 How long

2

**for:** six years, ten minutes, a long time, a minute, a week

**since:** 1998, last Sunday, 7 o'clock, I was born, yesterday

3

- 1 have you been playing      2 've been playing  
3 have you been training      4 haven't been working  
5 's been coming                      6 Have you been cycling  
7 've been cycling                      8 've been using

## OVERVIEW

## PAGES 124–125

**Vocabulary:** Money

**Pronunciation:** Numbers

**Grammar:** Past perfect

**Common European Framework**

Students can exchange information about money, including prices and payments; can order events in the past.

## PAGES 126–127

**Vocabulary:** Verbs and phrases about money

**Grammar:** Narrative tenses review

**Reading:** Money movies

**Common European Framework**

Students can understand a summary of a book or film and describe their reactions.

## PAGES 128–129

**Task:** Tell a story from pictures

**Common European Framework**

Students can put sentences together in a simple way in order to describe experiences and narrate events in a story.

## PAGES 130–131

**Speaking:** Dealing with money

**Pronunciation:** Intonation in requests

**Writing:** An essay expressing your opinion

**Common European Framework**

Students can write a connected text on topics which are familiar or of personal interest; can introduce arguments and give opinions using straightforward expressions.

## WARM-UP

As this is the last unit, it is a good opportunity to review some of the language and things that have happened. Prepare a number of questions based on memorable events from the book (or things that have happened in class), e.g. *Name two unusual sports from Unit 1. What is the world's first carbon neutral city called (Unit 8)? What was the name of the sauce that was successful in Dragons' Den in Unit 12?* Put students into small groups and see which group is the first to find/remember all of the answers.

## Vocabulary (PAGES 124–125)


## Money

See *Teaching tips: Working with lexical phrases* on page 21.

- 1 Check the meaning and the pronunciation of the words in the box. If possible, you could use realia to introduce most of the vocabulary. Students work individually or in pairs to match the words to the questions. Check answers as a class.

## SUGGESTED ANSWERS:

- 1 purse, wallet, credit card, coins, bank notes
- 2 cashpoint
- 3 foreign currency, exchange rate, coins, bank notes
- 4 change, receipt, coins
- 5 change, bill, receipt, coins
- 6 foreign currency, credit card, exchange rate

- 2a Focus attention on the Money Facts text. Students read through the text and add the numbers to the gaps.
- b  14.1 Play the recording. Students listen and check their answers. For feedback, ask students what was the most surprising piece of information.


## ANSWERS:

- |             |               |        |         |      |
|-------------|---------------|--------|---------|------|
| 1 30        | 2 332 million | 3 1.33 | 4 90    | 5 28 |
| 6 8 million | 7 1           | 8 10   | 9 1,200 |      |

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation* on page 22.

Students often have difficulties listening to numbers. The numbers are often spoken quickly but it takes a bit of time to process them in a second language. Be prepared to play the recording a number of times and reassure students that it is normal to have problems at this stage.

- 1  14.2 Play the recording for students to write the numbers.

## ANSWERS:

- |           |             |        |               |       |
|-----------|-------------|--------|---------------|-------|
| 1 \$6,000 | 2 290       | 3 6.32 | 4 £50 million | 5 620 |
| 6 98.5    | 7 5 billion | 8 8.2  | 9 49.8        |       |

- 2 Direct students to audio script 14.2 on page 174 to check the answers. Highlight the rules in the Pronunciation box.
- 3 Students work in pairs to practise saying the numbers from exercise 2a.

## Pronunciation, exercise 3: additional activity

Ask students to make a note of some important numbers, e.g. their height, address, number of people who live in their city. Students work in pairs or small groups. One student says their number and the other students guess what it refers to.

- 3 Students work in groups to discuss the questions. Before students start discussing you might want to remind them of how to agree with / show interest in their partner's answers, e.g. *Yes, that's the same for me. / I agree. / Me too. / So do I. / Really? / Why do you think that? / Oh dear. / Why? / Why not?*


## ADDITIONAL PRACTICE

**Workbook:** Vocabulary: *Money*, page 69; Pronunciation: *Numbers*, page 69

**Study, practice & remember:** Remember, Practice 1, page 165

## Grammar focus 1 (PAGE 125)

### Past perfect

- 1  **14.3** Make sure students read the options before they listen to the jokes. Check answers as a class.

**ANSWERS:**

Joke 1: d  
Joke 2: a  
Joke 3: c

- 2 Play the recording again for students to write the last line. During feedback, ask students which, if any, of the jokes was the funniest.

**ANSWERS:**

Joke 1: 'Thanks, Dad,' said the young man.  
Joke 2: 'I'm thinking about it,' said the old man.  
Joke 3: 'My wife's father died and left me \$10 million,' said the millionaire.

### GRAMMAR

- 1a Copy the example onto the board and elicit the two verb forms used. As you check the answers, highlight the following points:

- The Past perfect is formed with *had* + past participle for all persons. If necessary, elicit a table for the positive, negative and question forms onto the board. Alternatively, refer students to the table in Study 1 on page 164 of the Students' Book.
- *Had* and the subject are inverted in the question form, for example, *Had I told you ... ?*
- The negative form is *had not*, often contracted to *hadn't*, for example, *I hadn't eaten all day.*
- The contracted form is *'d*, for example, *I'd, she'd, we'd.*

**ANSWERS:**

Past simple: was; Past perfect: had been

- b Students discuss the question. As you check the answer, highlight that the Past perfect is used when it is necessary to show that one action happened before another in the past. Refer students to the timeline in Study 1 on page 164.

**ANSWERS:**

going to the bank


- 2 Direct students to audio script 14.3 on page 174 to find more examples of the Past perfect. During feedback, ask students about the relationship to other verbs in the sentences, i.e. which happened first.

**ANSWERS:**

had started, had become, had made

You may want to ask your students to read Study 1 on page 164 for a more detailed explanation of the Past perfect.

### PRACTICE

- 1a Students work individually to complete the text with verbs from the box. Tell students it is important to read through the whole text first so that they can see the relationships between the actions.  
b  **14.4** Students listen and check their answers.

**ANSWERS:**

2 was                      3 had arrested      4 tried      5 discovered  
6 had made              7 had arrived      8 sold      9 wasn't  
10 had bought          11 had sold          12 had

- 2a Students work in pairs to complete the sentences with their own ideas. Encourage students to be creative and write memorable sentences.  
b Students work in pairs to write a short story using one of the lines from 2a.  
c Put students into groups to read their stories out. You could have a vote on the best or most creative story.

**Practice, exercise 2c: alternative suggestion**

When students have written their stories put them up on the walls for students to walk around and read. Alternatively, pass the stories around from pair to pair.

### ADDITIONAL PRACTICE

**Workbook:** Grammar focus 1: *Past perfect*, pages 69–71  
**Study, practice & remember:** Practice 1, page 164

## Vocabulary (PAGE 126)

### Verbs and phrases about money

See *Teaching tips: Working with lexical phrases* on page 21.

- 1 Look at the first couple of sentences together as a class as an example. Students work in pairs to do the rest.


**ANSWERS:**

**increase:** 1 won    3 earned    4 inherited    6 saved up  
9 borrowed from  
**decrease:** 2 lost    5 spent    7 paid a fine    8 lent to    10 pay back

- 2 Students work in pairs to ask and answer the questions from exercise 1. Encourage students to find as much information as possible by asking follow-up questions.

### ADDITIONAL PRACTICE

**Workbook:** Vocabulary: *Verbs and phrases about money*, page 71  
**Study, practice & remember:** Remember, Practice 2, page 165

-  **Resource bank:** Activity 14A *Get rich quick!* (Money; verbs and phrases about money)

## Grammar focus 2 (PAGE 126)

### Narrative tenses review

- 1 Check the meaning of *waste of money* and *greedy*. Students quickly read the text and decide on the best headline. Check in pairs and then check answers as a class. If there is any disagreement, encourage students to justify their answers.

**ANSWER:**

c Greedy George can't stop spending

## GRAMMAR

All of the tenses in this exercise have already been introduced in the Students' Book. If students have any difficulties direct them to the appropriate study sections to review the material.

- 1 Give students a moment to read the example sentences and decide on the tense.

## ANSWERS:

**Past simple:** realised, noticed

**Past continuous:** was looking

**Past perfect:** had spent


- 2 Students work in pairs to match the uses to the tenses.

## ANSWERS:

1 Past simple      2 Past perfect      3 Past continuous

You may want to ask your students to read Study 2 on page 164 for a more detailed explanation of narrative tenses.

## PRACTICE

- 1a Students work individually to choose the correct answers. Encourage them to read through the whole text before they start. Check in pairs.
- b  14.5 Students listen and check their answers. Check as a class and clear up any doubts or queries.

## ANSWERS:

1 had                      2 was checking              3 had bought  
4 hadn't heard              5 didn't know              6 had bought  
7 insisted                      8 had bought


- 2 Do a demonstration with the class. Give the first sentence and point to a strong student. Ask *What happened next?* Elicit a sentence and then point to another strong student and repeat.

Put students into groups and make sure they sit in a circle so they can all see each other. Ask students to create a story one sentence at a time.

## ADDITIONAL PRACTICE

**Workbook:** Grammar focus 2: *Narrative tenses review*, pages 72–73

**Study, practice & remember:** Practice 2, pages 164–165

-  **Resource bank:** 14C *Storytime* (Grammar: narrative tenses)

## Reading (PAGE 127)

- 1 If you are teaching students from the same country make sure you know the names of the two films as they were translated into the local language.  
Students work in pairs to discuss the questions.
- 2 Students read the text and answer the questions. Check in pairs and then check answers as a class.

## ANSWERS:

1 & 2 Brewster's Millions 1985, USA; Wall Street 1987, USA;  
Jerry Maguire 1996, USA; Slumdog Millionaire 2008, India

## Reading, exercise 2: alternative suggestion

You could do this activity as a jigsaw reading activity. Put students into groups of four and assign one film to each student. Ask everyone to read the introduction and then answer the questions about their film. In their groups, students report back on the film they read about.

- 3 Students read the reviews and answer the questions. Check in pairs and then check answers as a class.

## ANSWERS:

1 Slumdog Millionaire      2 Wall Street              3 Brewster's Millions  
4 Jerry Maguire              5 Brewster's Millions      6 Jerry Maguire  
7 Jerry Maguire              8 Slumdog Millionaire

- 4 Students work in groups to discuss the questions.

## Reading, exercise 4: additional activity

If your students are interested in films, ask them about a recent film they have seen, or their favourite film or the worst film they have ever seen. This could develop into a writing activity.

## Task (PAGES 128–129)

## Tell a story from pictures

## Preparation Reading

See *Teaching tips: Making tasks work* on page 23.

- 1a Introduce the names of the characters. Ask students to look at the pictures and identify which characters are in each picture.

## ANSWERS:

A Henry (outside) and old man  
B Henry  
C Henry (and waiter)  
D Henry and Portia and the old man  
E Henry and Portia (and guest)  
F Henry and Portia


- b Students work individually to match the sentences to a picture. Check in pairs and then check answers as a class. If students disagree encourage them to justify their answers before confirming the correct answers.

## ANSWERS:

1 B      2 C      3 E      4 A      5 F      6 D

## Task Speaking

See *Teaching tips: Teaching Pre-intermediate learners* on pages 26.

- 1a Focus attention on section a of the Useful language box. Give students some time to prepare how they are going to tell the story. Circulate and offer advice and prompts as necessary.
- b Students compare their stories in pairs. For feedback, ask if any pair had very similar or very different stories.
- 2  14.6 Make sure students read the questions before they listen to the recording. Check in pairs and then check as a class. Be prepared to play the recording a number of times if necessary.

## ANSWERS:

1 San Francisco  
2 eating breakfast  
3 a letter and a million pound note  
4 no  
5 at a hotel  
6 at a party  
7 none  
8 that an honest man could live for a month without spending money  
9 father and daughter

- 3 Students list the differences between their stories and the recording. Focus attention on section b of the Useful language box. Students compare their lists in pairs.
- 4 Play the recording again for students to put the phrases from section a into the order in which they hear them.

**ANSWERS:**


Soon ... 6  
 Suddenly ... 2  
 Immediately ... 4  
 A month later ... 7  
 A few years ago ... 1  
 Over the next few days ... 5  
 Without a word ... 3  
 I couldn't believe my eyes ... 8

**Share your task**

Additional ideas:

- Students watch/listen to the recordings, and decide whose story was the best.
- Students imagine they are Henry and rewrite the story from his perspective.
- Students could work in groups of three and each take a part: Henry, Portia, father, and film/record themselves acting out the story.

**Language live (PAGES 130–131)****Speaking (PAGES 130)****Dealing with money**See *Teaching tips: Using the video material in the classroom* on page 24.

- 1 Students work in pairs to discuss the questions.
- 2  Give time for students to read the sentences before they watch the video. Students check in pairs and then check answers as a class.

**ANSWERS:**

1 conversation 1   2 conversation 2   3 conversation 3  
 4 conversation 3   5 conversation 1   6 conversation 1  
 7 conversation 2

- 3a Check the pronunciation of the words in the box, especially *receipt*. Students work individually to complete the sentences with the words from the box.
- b Students watch the video again and check their answers.

**ANSWERS:**


1 bill   2 lend   3 tip   4 owe   5 change  
 6 smaller   7 Keep   8 PIN number   9 assistance   10 receipt

- 4 Do the first one as an example. Students then work individually or in pairs to put the phrases into the appropriate group.

**ANSWERS:**

phrases a customer might say: 1, 2, 3, 4, 5, 7  
 phrases a customer might hear: 6, 8, 9, 10

**PRONUNCIATION**See *Teaching tips: Helping students with pronunciation* on page 22.

- 1  Students watch and listen to the key phrases, paying particular attention to the polite intonation patterns.
- 2 Play the recording again and ask students to repeat the phrases.

**Pronunciation: alternative suggestion**

Write the example sentences on the board. Students watch and listen and pay attention to the polite intonation pattern. Draw arrows to show the intonation pattern on the first sentence. Play the recording again and ask students to draw the intonation patterns on the rest of the sentences.

- 5a Students work in pairs to prepare a short conversation in one of the settings. Circulate and offer help and encouragement as necessary.
- b Students read their conversations to other pairs.

**ADDITIONAL PRACTICE**Workbook: Language live: *Dealing with money*, page 73**Writing (PAGE 131)****An essay expressing your opinion**

- 1 Students work in pairs to discuss the questions.
- 2 Students work individually to match the notes to one of the statements from exercise 1. They then decide which ones support the statement and which ones are against it. Check in pairs and then check answers as a class.

**ANSWERS:**

Statement: Money can't buy happiness.

Best things in life are free (love, good health, friends) ✓

Many millionaires seem to be unhappy ✓

Difficult to be happy if you have no money x

Life is stressful if you can't afford clothes/food, etc. x

Ideal = happy with enough money (not too much and not too little) ✓

- 3a Students read the essay to answer the question. Check answers as a class.

**ANSWER:**

Mostly agrees.

- b Focus on the bold phrases in the essay. Put the first one into the correct column with the class as an example. Students work individually or in pairs to do the same for the rest of the phrases. Check answers as a class.

**ANSWERS:**

Introducing the question	Introducing arguments	Giving your opinion
Is it true to say, there are arguments on both sides.	On one hand, people often say that, On the other hand	In my opinion, For me, In my view,

- 4a Students work in pairs to create notes for one of the other statements from exercise 1. Go through the information on how to organise their essay.
- b Students write an essay using their notes and the language from this page. If you are short of time this could be done as homework.

## ADDITIONAL PRACTICE

**Workbook:** Writing: *An essay expressing your opinion*, page 73

**Resource bank:** 14D *Wordspot: make* (Collocations with *make*)

Students can now do *Progress test 7* on the Teacher's Resource Disc

Students can now do the *End-of-course test* on the Teacher's Resource Disc.

## Study, practice & remember

(PAGES 164–165)

See *Teaching tips: Using the Study, practice and remember sections* on page 25

### Practice 1

#### ANSWERS:

1

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| 1 hadn't eaten  | 2 had left      | 3 'd had        |
| 4 had gone      | 5 hadn't phoned | 6 had travelled |
| 7 had forgotten | 8 had done      | 9 had tried     |

10 'd spent

2

- |                    |                           |
|--------------------|---------------------------|
| 1 got, had stopped | 2 was, had enjoyed        |
| 3 was, had lost    | 4 started, hadn't revised |
| 5 had been, went   | 6 saw, had met            |

### Practice 2

#### ANSWERS:

1

- |             |               |                |                |
|-------------|---------------|----------------|----------------|
| 1 made      | 2 had hidden  | 3 had happened | 4 phoned       |
| 5 had burnt | 6 was working | 7 walked       | 8 had given    |
| 9 ran       | 10 had left   | 11 won         | 12 had painted |

2

- |              |              |                 |          |
|--------------|--------------|-----------------|----------|
| 1 was living | 2 took       | 3 was           | 4 wanted |
| 5 had passed | 6 had agreed | 7 hadn't passed | 8 left   |
| 9 had become |              |                 |          |

### Remember these words

#### ANSWERS:

1

- |                     |                 |               |
|---------------------|-----------------|---------------|
| 1 cashpoint machine | 2 bill          | 3 wallet      |
| 4 foreign currency  | 5 exchange rate | 6 credit card |
| 7 receipt           | 8 change        | 9 purse       |

10 coins

2

- |         |             |             |           |                 |
|---------|-------------|-------------|-----------|-----------------|
| 1 won   | 2 inherited | 3 pay       | 4 save up | 5 lend          |
| 6 spent | 7 earning   | 8 borrowing | 9 lost    | 10 pay him back |

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