

CUTTING EDGE

ELEMENTARY

photocopiable resources by Chris Redston



TEACHER'S RESOURCE BOOK
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Introduction

Cutting Edge Elementary is a course aimed at young adults studying general English at an elementary level. It provides material for up to 120 hours' teaching, according to how much photocopiable material is used from the *Teacher's Resource Book*. It is suitable for students studying in either a monolingual or multilingual classroom situation.

STUDENTS' BOOK

CLASS CASSETTES

Cutting Edge Elementary Students' Book is divided into fifteen modules, each consisting of approximately 6–8 hours of classroom material. In each module you will find:

- **grammar** – two to four *Language focus* sections
- **vocabulary**
- **reading and/or listening**
- **extended speaking activities** (Tasks)
- **Real life** (everyday survival language) and/or **writing**
- **Do you remember?** – quick spot-check revision

In addition there are **Consolidation sections** after Modules 5, 10 and 15.

At the back of the book you will find:

- **Communication activities**
- a detailed **Language summary**
- a list of **Irregular verbs**
- **Tapescripts** – for material on the Class Cassettes

Mini-dictionary: in the back cover pocket of the *Students' Book* is the *Cutting Edge Elementary Mini-dictionary*, which contains pictures, definitions and examples for approximately 820 words and phrases from the *Students' Book*.

WORKBOOK

STUDENTS' CASSETTE

Cutting Edge Elementary Workbook is divided into fifteen parallel modules, consisting of:

- additional **grammar practice**
- additional **vocabulary practice**
- **Vocabulary booster** sections
- **skills work** – *Listen and read* and *Improve your writing* sections
- **pronunciation**
- **spelling**

The optional *Students' Cassette* features the *Listen and read* texts, exercises on pronunciation and some grammar exercises.

TEACHER'S RESOURCE BOOK


Cutting Edge Elementary Teachers' Resource Book consists of five sections:

- **Introduction and Teachers' tips** on:
 - Working with mixed levels
 - Making speaking Tasks work
 - Responding to learners' individual needs
 - Helping students with pronunciation
 - Working with lexical phrases
 - Making the most of the *Mini-dictionary*
- **step-by-step teachers' notes** for each module – including alternative suggestions for different teaching situations, detailed language notes and integrated answer keys.
- photocopiable **Resource bank** – including learner-training worksheets, communicative grammar practice activities, vocabulary extension activities, and three **Tests** to follow Modules 5, 10 and 15.

The thinking behind *Cutting Edge Elementary*

Cutting Edge Elementary Students' Book has a multi-layered syllabus, which includes a comprehensive grammar and vocabulary syllabus, incorporating systematic work on listening, speaking, reading and writing. It takes an integrated approach to pronunciation, and includes learner-training and revision. We are particularly interested in helping learners to take an active approach in their lessons, and in encouraging them to use the language they know, even at this relatively low level. To do this, we realise that learners need guidance and preparation, and so we aim to take them step by step through new language and tasks, providing them with the support they need in order to communicate successfully.

Lexis

The first step to successful communication is a good vocabulary, so there is a strong emphasis on lexis in *Cutting Edge Elementary*. As well as knowing individual words, learners need to know how to use them. Often this involves knowing the collocations of the word, and looking at phrases and 'chunks' of language. The *Vocabulary* sections in the *Students' Book* focus consistently on this kind of lexis. Students will find useful everyday phrases in the regular *Real life* sections too – these focus on areas such as telephoning, directions, social chit-chat, etc. It is important that learners are active in improving their own vocabulary, so *Cutting Edge Elementary* has its own *Mini-dictionary* containing words from the *Students' Book* that we anticipate students might want to check, with graded explanations or illustrations, and with a space for students to write their translation. In the *Mini-dictionary* students can find out about phrases and collocations involving the key word, as well as the pronunciation. The following icon  occurs whenever it might be useful to refer to the *Mini-dictionary*.

We encourage learners to improve their vocabulary independently in other ways too. There are regular *Vocabulary booster* sections in the *Workbook*, which students can study by themselves. These extend simple concrete areas of vocabulary (such as parts of the body, sports and activities) via pictures and pronunciation practice.

Of course, many students need to develop the skills necessary to use a monolingual dictionary, notice collocation or study vocabulary independently. To this end, the *Resource bank* in this *Teacher's Book* contains four *Learner-training worksheets* to be used after Modules 2, 7, 12 and 13.

Grammar

To enable learners to use the language confidently, we also aim to provide a sound basis in grammar. Each module has two to four *Language focus* sections, which first contextualise

and introduce the new language, then take the students step-by-step through the important rules before they practise using it. The *Language summary* at the back of the book summarises the rules in greater detail and provides extra information and examples.

All new language is practised actively in meaningful contexts, through personalisation and other communicative pairwork activities. Many information gap-type activities have additional material in the *Communication activities* at the back of the book. Further practice is provided via a range of photocopiable activities in the *Resource bank*, and systematic written practice in the *Workbook*.

Speaking Tasks

Many low-level learners do not feel confident about expressing themselves in English, even though they have a growing passive knowledge. We aim to develop their confidence in communicating by setting regular speaking Tasks – one in each module of the book.

In these tasks the focus is on an end product or outcome rather than on 'practising the language'. However, it is likely that learners will need some of the language they have encountered in the module, in order to accomplish the Task. The Tasks involve more extended communication than the practice activities, and require students to do many of the things that they may have to do in real life: ask and give personal information; discuss a plan or a problem; describe places or people.

Of course, most low-level students cannot 'just do' this without support. For this reason, each Task includes a *Preparation* stage, with a model for students to follow, and a *Useful language* box that they can draw on. We encourage students to prepare what they will say before they speak, and to ask the teacher for any personal vocabulary that they may need to express themselves.

The teacher's notes provide step by step guidance through the Tasks, and suggestions for adapting them to the particular teaching situations. There is also a special *Teacher's tips* section in this book to provide more general guidelines.

Other important elements in Cutting Edge Elementary

Listening

Cutting Edge Elementary places a strong emphasis on listening. Listening material includes:

- short extracts and mini-dialogues to introduce and practise new language.
- longer texts (interviews, stories, songs and conversations) for more extensive listening. Sometimes these are models for tasks.
- opportunities to check answers to exercises via listening.
- words and sentences to model pronunciation.

In addition, the *Workbook* has an optional *Students' Cassette*, which includes:

- extensive *Listen and read* texts.
- pronunciation work on sounds.
- models for new vocabulary.
- some grammar exercises.

Reading

There is a wide range of reading material in the *Students' Book*: both short extracts to contextualise new language (often stories or quizzes); and we gradually introduce more extensive reading texts. As well as comprehension checks, reading exercises include vocabulary work and discussion. There are additional reading texts in alternate modules of the *Workbook* and these include simple comprehension and vocabulary work.

Writing

Most of the work on writing skills is in the *Workbook*:

- *Improve your writing* sections which provide further practice of the tasks in the *Students' Book* as well as work on specific sub-skills such as paragraphing, punctuation and linkers.
- *Spelling* sections, which cover important patterns like -ed endings, double letters, etc.

There are also sections in the *Students' Book* covering real-life situations such as filling in forms and writing diary entries.

Pronunciation

Cutting Edge Elementary places a strong emphasis on pronunciation. Pronunciation work in the *Students' Book* is integrated into the sections which present new language (*Grammar*, *Vocabulary* and *Real life*) and covers sentence and word stress, weak forms, intonation and a number of key difficult sounds like /ð/ or /ə/. The *Workbook* focuses on problem sounds, often in relation to spelling. Pronunciation work is presented in *Pronunciation* boxes so as to stand out clearly. A range of activity types is used and there is an equal emphasis on understanding and reproducing the language. Pronunciation sections in both

the *Students' Book* and the *Workbook* are accompanied by exercises on the cassette, which provide models for students to copy.

This *Teachers' Book* includes a *Teacher's tips* section on *Helping students with pronunciation*.

Revision

Cutting Edge Elementary places a strong emphasis on revision. The *Students' Book* revises and recycles language in the following ways:

- a *Do you remember?* quiz at the end of every module provides quick spot-check revision of the main areas covered in the module.
- a *Consolidation* unit at the end of Modules 5, 10 and 15 combines grammar and vocabulary exercises with listening and speaking activities which recycle material from the previous five modules.
- three photocopiable tests in the *Resource bank* for use after Modules 5, 10 and 15.
- constant opportunities for learners to re-use what they have learnt in the *Task* sections of each module.

Teacher's tips

Working with mixed levels

One of the major challenges facing a teacher of an elementary class is that students can genuinely be elementary (weak or strong), or can be beginners (real or 'false'), or there can be a mixture of beginners and elementary students within the same class. Here are some 'tips' to deal with these different situations:

1 If your class is a low elementary level or more of a beginner level

- Go slowly and thoroughly through the material.
- Use all the exercises on pages 6 and 7 of the *Students' Book (What English do you know?)* to introduce basic areas, such as letters and numbers, when they are needed for exercises in the early Modules (the Teacher's notes will remind you about this).
- Instead of using a guided discovery approach to language, introduce the language yourself and do the guided discovery activity as practice. For example, in Language Focus 1 at the beginning of Module 1 (page 8), if you think students won't know the basic introductions: use the picture, or yourself and a student, to introduce *What's your name? My name's ...* and drill the phrases, focusing on the contracted forms. You can move on to *Nice to meet you. And you.* (then get students to do Exercise 1a).
- Spend time doing a lot of spoken repetition of new language together as a class, as well as giving individual repetition practice.
- Teach more key items of vocabulary before students do reading or listening activities.
- Don't use the *Mini-dictionary* immediately. Introduce vocabulary yourself and wait until the students are more confident before you get them to use the dictionary.
- Use exercises for the *Workbook* in class, to give students greater confidence with new language.

2 If your class is a strong elementary level

- Treat the material in the first few modules primarily as revision.
- Leave out easier sections or go through them quickly.
- Only do repetition practice when there are problems with pronunciation.
- Use a guided discovery approach as suggested, and when you are working on grammar analysis, involve the students by asking them questions and getting them to complete rules/sentences rather than you telling them the information.
- Be stricter about accuracy. Correct mistakes and pronunciation more.

- Integrate the use of the *Mini-dictionary* from the beginning of the course.
- There may be no need to use the material on pages 6 and 7 of the *Student's Book (What English do you know?)*

3 If your class is a mixture of levels

- Move at the pace of the average student, not the strongest or weakest.
- Involve all the students. Make a conscious effort to encourage weaker/quieter students, for example by giving praise and asking them to answer easier questions.
- Allow students to check answers to exercises together. Circulate, then in class feedback ask a variety of students for answers, including weaker ones, especially if you know they have the correct answer.
- Give time and space to think. Students can get used to a strong student calling out the answer first. Encourage them to note down the answer or put their hands up when they know, so that all students in the class have time to think about the answer.
- When doing individual repetition practice, start with stronger students and finish with weaker ones.
- Be stricter about correcting stronger students.
- Set weaker students extra work from pages 6 and 7 of the *Students' Book*, and the *Workbook*.
- Don't feel you have to wait until everyone has finished pair/group work. It's best to finish when most students have completed a task.
- Provide plenty of pair/group work. Weaker students are more likely to participate in small groups and are more likely to ask you for help. When you circulate during an activity, go first to weaker students and give them extra support.
- Experiment with pairing. If you put two strong students together, you may need to think of extra activities for them if they finish early.
- You can pair a strong and weak student together in an open-ended exercise, where students can answer according to their level, for example in many of the Tasks or in personalised practice activities.
- In dialogues, weaker students can use the tapescript to practise the conversation, stronger students can be encouraged to work without it.
- Make it clear that you value linguistic and non-linguistic skills. We have included several quiz's in *Cutting Edge Elementary* and you may find, for example, a weaker student is very good at general knowledge, and another student may be good at drawing. Try to find something that they can shine at.
- Focus on the effort made by each individual and help him or her to measure themselves against their personal standard. Perhaps they got four answers right today and only two yesterday.

Making speaking Tasks work

1 Treat Tasks primarily as an opportunity for communication

Remember the main objective is for students to use the language that they know in order to achieve a particular communicative goal. Although it is virtually impossible to perform many of the Tasks without using the language introduced earlier in the module, in others students 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

Students using this course will vary in age, background, interests and ability. All these students need to find the Tasks motivating and 'do-able', yet challenging at the same time. 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, students of different ages and interests, large classes, and weaker or stronger groups. We hope these suggestions will give you other ideas of your own on how to adapt the Tasks.

3 Personalise it!

All the Tasks in *Cutting Edge Elementary* have a model to introduce them. Sometimes these are recordings of people talking about something personal, for example describing your family or finding something in common with people. However, finding out about you, their teacher, may be more motivating, so you could try providing a personalised model instead. If you do this, remember to:

- plan what you are going to say, but do not write it out word for word, as this may sound unnatural.
- bring in any photos or illustrations you can to help to bring your talk alive.
- either pre-teach or explain as you go along any problematic vocabulary.
- give students something to do as they are listening (the teacher's notes give suggestions on this where appropriate).

This approach may take a little courage at first, but students are likely to appreciate the variety it provides.

4 Set the final objective clearly before students start preparing

Do not assume that students will work out where their preparations are leading if you do not tell them! Knowing that they will have to tell their story to the class, for example, may make a big difference to how carefully they prepare it.

5 Pay attention to seating arrangements

Whether you have fixed desks or more portable furniture, when working in groups or pairs always make sure that students are sitting so that they can hear and speak to each other comfortably. Groups should be in a small circle or square rather than a line, for example. Empty desks between students may mean that they have to raise their voices to a level at which they feel self-conscious when speaking English – this can have an adverse effect on any pairwork or groupwork activity.

6 Give students time to think and plan

Planning time is very important if low-level students are to produce the best language that they are capable of. It is particularly useful for building up the confidence of students who are normally reluctant to speak in class. The amount of time needed will vary from Task to Task, but normally about five minutes.

This planning time will sometimes mean a period of silence in class, something that teachers used to noisy, communicative classrooms can find unnerving. Remember that just because you cannot hear anything, it does not mean that nothing is happening! With storytelling activities, etc. it may be useful to get students to go over what they are going to say, silently in their heads.

It may help to relieve any feelings of tension at this stage by playing some background music, or, if practical in your school, suggest that students go somewhere else to prepare – another classroom if one is available. Students may well find the idea of 'time to plan' strange at first, but, as with many other teaching and learning techniques, it is very much a question of training.

7 Using the Useful language boxes

The *Useful language* boxes are intended to help students with language they need to perform the Tasks. It is important to get students to do something with the phrases in order to help students pronounce them and begin to learn them. Here are some suggestions:

- You can write the useful language on an overhead transparency. Give a definition/explanation to elicit each phrase and then uncover it.
- Give some group and individual repetition if necessary, first with students looking at the phrase and then covering it up to encourage students to remember it.
- When you have looked at all the phrases, give students a minute to try and memorise them and then turn off the OHP, and students in pairs can try to say them to each other, or to write them down.
- If the *Useful language* box has a lot of questions, you could write the answers on the board and see if students can provide the questions. Don't write the questions. Give group and individual repetition practice of each question as needed, continually going back to earlier questions to see if students can remember them.

At the end, students can look at the questions in the book.

- Elicit each phrase, as above, and write them up on the board until you have all the useful language up. Then ask students in pairs to read the phrases aloud to each other, and when they finish they should start again. Meanwhile you can start rubbing off individual words from the phrases and replace them with a dash. Start with smaller words, so that you leave the main information words. Keep rubbing off more and more words until all that's left is dashes! See how much students can remember of this missing language.
- Write the phrases on cards, and cut the phrases into two e.g. *I was ten at the time*, and students in groups can try to match the two halves. They can then check the *Useful language* box and you can give group and individual practice.

8 **Insist that students do the task in English!**

It may not be realistic to prevent students from using their own language completely, but they should understand that during the performance of the Task (if not in the planning stage, where they may need their mother tongue to ask for new language) they must use English. At the beginning of the course, it may be useful to discuss the importance of this, and the best ways of implementing it. Students will be more tempted to use their own language if they find the Task daunting, so do not be afraid to shorten or simplify Tasks if necessary. However, planning and rehearsal time will make students less inclined to use their first language.

9 **Let the students do the talking**

If students are hesitant, it is easy (with the best of intentions!) to intervene and speak for them. Some students will be only too happy to let you do this, and before long they won't even attempt to formulate full sentences, knowing that you will usually do it for them. Don't worry if they have to think for a little while before they can string their words together, they will get better at this eventually, but only if they get the opportunity to practise!

10 **Give your feedback at the end ... and make it positive!**

Students of this level are bound to make a lot of errors in any kind of extended communication, and you may feel that you need to deal with these. It is usually best not to interrupt however, but to make a note of any important points to deal with at the end. Keep these brief though, and remember that at low levels any kind of extended speaking is a considerable challenge. Keep the emphasis on praise and positive feedback, and hopefully your students will be eager to do this kind of speaking task again!

Helping students with pronunciation

When people say 'you speak good English', very often they are reacting to your pronunciation – it is very important in creating a confident first impression as a speaker of a foreign language. Although most students today are learning English for communication in an international context (so the perfect reproduction of British vowels, for example is not essential), a high frequency of pronunciation errors can make students hard to understand, and listeners, whether native speakers or not, may just switch off. Setting high standards for pronunciation (even if you are not aiming for native-speaker-like production) is probably the best practical way to achieve the right kind of comprehensibility. And the ideal time to lay the right foundations for this is at low levels.

1 Give priority to pronunciation ... but be realistic

Don't wait for a *Pronunciation* box to come along in the *Students' Book*. Integrate pronunciation work whenever students 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 students need, rather than perfection in every detail. Individuals vary widely in what they can achieve, so don't push too much when a particular student 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!

2 Drill ...

Choral and/or individual repetition is the simplest pronunciation activity to set up and possibly the most effective. It can help to build confidence, and is often popular with low-level students as long as you don't overdo it (see above). There are models on the cassette that students can copy for most key language in *Cutting Edge Elementary*.

3 ... but make sure students can hear the correct pronunciation before you ask them to reproduce it

Even if students cannot yet produce the target pronunciation, it will improve their listening skills if they can at least hear it; and it goes without saying that you cannot reproduce something that you haven't heard clearly! There are various ways of doing this. At low levels it is often helpful to repeat the word or phrase two or three times yourself, before you ask students to say it. Sometimes you need to isolate and repeat individual syllables or sounds,

and exaggeration of features like stress and intonation is helpful. Or you can contrast the correct pronunciation with what the students are producing: either with the way that that word or syllable is pronounced in their own language, or with a similar sound in English.

4 Pay particular attention to words with problematic spelling

One of the biggest problems for learners of English is the relationship between sounds and spelling. Highlight and drill problem words on a consistent basis. Think about teaching students the phonemic alphabet – this gives them a valuable tool for finding out problematic pronunciation themselves, and for recording it. You can use the list of sounds on the inside front cover of the *Mini-dictionary* to teach it – but only teach a few symbols at a time, and make constant use of them, otherwise students will soon forget them again.

5 Focus on the sounds which most affect students' comprehensibility and provide practical guidance about how to produce them

Consonants (particularly at the beginning and ends of words) are probably more important than vowels here. Use any tips you know for helping students to reproduce them. You might focus them on a similar sound in their own language then help them to adapt it, or use a trick like starting with /u:/ to get students to produce the /w/ sound. Anything that works is valid here! Sometimes it is useful to contrast the problem sound with the one that students are mistakenly producing, via a 'minimal pair' (*tree* and *three*, etc.). Say the pair of words several times, then ask students to say which they can hear, before asking them to produce the words themselves.

6 Pay attention to schwa /ə/

This is one vowel sound that you shouldn't ignore. It is by far the most common vowel sound in English, occurring in a very high percentage of multi-syllable words. Using it correctly will help students to speak faster, and will greatly increase their comprehensibility. At the beginning of the course, make sure that students can produce this sound, and focus on it whenever it occurs in new words. Be careful not to stress it accidentally though – syllables with schwa in them are not normally stressed. To avoid this, drill new words starting with the stressed syllable, then add the schwa sounds either before or afterwards, for example:

 /ə/ /ə/
ten ... atten ... attention

Consistently marking schwa sounds when you write words on the board will also help:

 /ə/ /ə/ /ə/ /ə/ /ə/ /ə/ /ə/ /ə/ /ə/ /ə/ /ə/ /ə/ /ə/ /ə/ /ə/
attention attention attention attention attention

7 Focus consistently on word stress ...

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

- exaggerate the stress.
- clap, click your fingers, etc. on the stressed syllable.
- mumble the stress pattern, before saying the word: mm-MM-mm > attention.
- isolate the stressed syllable first 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 students to do the same when they write in their notebooks. Make sure that students know how word stress is marked in the *Mini-dictionary*.

8 ... and sentence stress

Sentence stress is one of the most important elements in helping students to be easy to understand when they speak, just as punctuation makes their written work more comprehensible. Try to focus on it little and often, for example when you teach a new structure or phrase. You can use the same methods as for word stress to help students to hear and reproduce the sentence stress.

9 Make students aware of weak forms and word linking

As students 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 students' attention to weak forms and linking as appropriate, and give students the opportunity to practise them. You can use the same method as for schwa sounds if they have problems. However, do not worry too much if students do not produce these weak forms, etc. spontaneously – this is more likely to come naturally when students are more fluent. All you can do at this stage is to sow the seeds for the future.

10 Make students aware of intonation

Intonation is a source of worry to many teachers and consequently students. Teachers worry that their students (or they themselves) cannot hear it and that whatever they do, their students 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 Elementary* we focus on these limited areas for intonation work. Again the key idea is 'awareness': you

probably won't 'teach' students the right intonation overnight, but by focusing on this problem you can help them to see the importance of it. They are more likely to improve their overall intonation via plenty of exposure to natural-sounding English, and this is something that will take time. If students 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 students are getting frustrated, or cannot 'get' the correct intonation, it is probably best to leave it and come back to it another time!

Working with lexical phrases

1 Become more aware of phrases and collocations yourself

Until recently, relatively little attention was given to the thousands of phrases and collocations that make up the lexis in English, along with the traditional one-word items. If necessary, look at the list of phrase-types, and start noticing how common these 'pre-fabricated 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.

1 Collocations: (common word combinations) including:

- nouns + verbs (*leave school, have a drink*)
- adjectives + nouns (*old friends, bad news*)
- adverbs + verbs (*work hard*)
- verbs + prepositions/particles, including phrasal verbs (*listen to, wait for*)
- adjectives + prepositions (*interested in*)

2 fixed phrases such as: *Excuse me. Here you are.*

3 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' – in teaching these phrases you will find that you are helping students 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 that it is a useful supplement.

2 Make your students aware of phrases and collocations

Students should also know about the importance of such phrases. *Learner-training worksheet C* on page 159 of the *Resource bank* aims to develop students' awareness of such collocations.

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

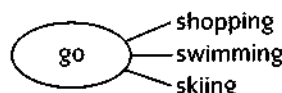
To avoid overloading students and ensure that your lexical input is useful, teach a few phrases relating to particular activities as you go along. For example, in a grammar practice activity, instead of simple answers such as *Yes, I do* or *No, I haven't*, feed in phrases like *it depends* or *I don't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

4 Introduce phrases in context, but drill them as short chunks

Phrases can be difficult to understand and be specific to certain situations, so it is important that they are introduced in context. However, students may retain them better if you drill just the phrase (for example, *have lunch, go for a walk*) rather than a full sentence with problems which might distract from the phrase itself. The drilling of such phrases can be a valuable opportunity to focus on pronunciation features such as weak forms and linking.

5 Point out patterns in phrases

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



6 Keep written records of phrases as phrases

One simple way to make your students 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 students see these words together, the more likely they are to remember them as a unit. Rather than just writing up *housework* or *piano* write up *do the housework* or *play the piano*. In sentences, collocations can be highlighted in colour or underlined – this is particularly important when the associated words are not actually next to each other in the sentence. Remind students to write down the collocations too, even if they 'know' the constituent words.

7 Reinforce and recycle the phrases as much as you can

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:

- **Making wall posters:** help students remember collocations by making a wall poster with a spidergram like those in some of the Vocabulary sections in the *Students' Book*. Seeing the phrases on the wall like this every lesson can provide valuable reinforcement. There are many other areas for which wall posters would be effective, for example common passive phrases, or common offers with *I'll ...* Always write the full phrase on the poster (*get married* not just *married*) and remove the old posters regularly as they will lose impact if there are too many.
- **A phrase bank:** copy the new words and phrases from the lesson onto slips of card or paper (large enough for students 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 the students of the phrases that you have studied – you can get them out whenever there are a few spare moments at the beginning or end of a lesson for some quick revision. Hold them up and, as appropriate, get students to give you:
 - 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, *to* in the phrase *listen to the radio*)
 - the phrase itself, based on a definition or translation that you have given them.

Making the most of the *Mini-dictionary*

The *Cutting Edge Mini-dictionary* has been especially designed to be useful to, and usable by, elementary students. It contains the following special features:

- a column where students can write in translations of new words themselves. We are aware that many learners at this level want the security of a translation in their own language, and felt that this column would be very practical for students, and would also involve them in creating their 'own' mini-dictionary.
- pictures of new words where possible, and if not, examples that are as self-explanatory as possible. We realise how difficult it may be for students of this level to understand definitions in English, although we have made a big effort to make these as simple as possible.
- a lot of very basic grammatical information that is not normally included in higher level dictionaries, such as the plural forms of all nouns, the comparative and superlative forms of all adjectives, and the different grammatical forms of all verbs, even regular verbs.

With these features we hope that students will develop the habit of using a monolingual dictionary, even if they cannot understand everything in it straightaway. Obviously, however, students will still need support from the teacher to use the *Cutting Edge Elementary Mini-dictionary* effectively.

1 Show students the *Mini-dictionary* at the beginning of the course

Explain what it is, and point out all the features, including the translation column, the pictures, the grammatical information, the phonemic alphabet page, etc.

2 Reassure students that they don't need to understand all the definitions and explanations to use it

Obviously students will not understand all the definitions immediately, or they would not be in an elementary class! Show them all the other information they can still find, such as plural forms, opposites or word stress.

(The *Learner training worksheets* in the Teacher's Resource bank will further familiarise students with such uses.) Point out, too, that often it is easier to work out the meaning of the word from the example, rather than the definition.

3 Encourage students to fill in the translation column regularly

Ideally after each lesson students should go back over the new words in the lesson, look them up in their *Mini-dictionaries*, fill in the translation column, and read through

the entry. This will provide invaluable revision and consolidation of what they have learnt. To begin with, it would be useful if you could allow some time for this in class.

4 Use the Mini-dictionary together as a class, or in pairwork

This will help to build up confidence in using a monolingual dictionary, as students work out together what they understand. Especially in the initial stages, it will help to make dictionary work less arduous and more sociable!

5 Use it where appropriate in grammar lessons

Whenever you teach a grammatical area that is covered in the *Mini-dictionary*, for example the spelling of the third person 's', the comparative and superlative of adjectives, or the past simple, show them how the *Mini-dictionary* can help to answer their questions, even when you are not available to do so!

6 Draw students' attention to information about collocation

The *Cutting Edge Elementary Mini-dictionary* provides a lot of basic information about collocation, which will help students to use what they know effectively. Elementary students probably won't be aware that collocations in English are often different from in their first language, so whenever you look up a word together which has a problematic collocation, show how the *Mini-dictionary* examples can help with this.

4 Vary your approach

If you always use the *Mini-dictionary* in the same way, students may get tired of it before long. Try using the *Mini-dictionary* in the following ways instead for a change:

- a **Matching words to definitions on a handout:** make a worksheet with the new words in column A and their definitions from the *Mini-dictionary* mixed up in column B. Students match the words with the definitions.
- b **Matching words to definitions on cards:** the same idea can be used giving each group two small sets of cards with definitions and words to match.
- c **I know it / I can guess it / I need to check it:** write the list of new words on the board, and tell students to copy it down marking the words ✓✓ if they already know it, ✓ if they can guess what it means (either from context, or because it is similar in their own language) and ? if they need to look it up. They then compare answers in pairs to see if they can help each other, before looking up any words that neither of them know.
- d **Look up the five words you most need to know:** instead of pre-teaching the vocabulary in a reading text, set the first (gist-type) comprehension activity straightaway, instructing students not to refer to their *Mini-dictionary* at this point. Check answers or establish that students cannot answer without some work on vocabulary. Tell them that they are only allowed to look up five words from the text – they have to choose the five that are most important to understanding the text. Demonstrate the difference between a 'key' unknown word in the text and one that can easily be ignored. Put students in pairs to select their five words, emphasising that they must not start using their *Mini-dictionary* until they have completed their list of five. After they have finished, compare the lists of words that different pairs chose and discuss how important they are to the text, before continuing with more detailed comprehension work.
- e **True / False statements based on information in the *Mini-dictionary*:** write a list of statements about the target words on the board, then ask students to look them up to see if they are true or false, for example:
The phrase ... is very informal – true or false?
The phrase means ... – true or false?

Cutting Edge companion website

Cutting Edge has its own dedicated website, with a wide variety of resources for you and your students, designed specifically to complement each level of the course. The site is updated regularly, taking into account your comments and suggestions (you can send them into us

using the 'Contact Us' button on the web page below.) Help make www.longman-elt.com/cuttingedge your site by exchanging ideas and opinions with other Cutting Edge users, and with the authors and publishers of the course. The website includes a separate page for teachers and students. On the *Students' page* opposite you will see some of the resources available for students. Below you will see the resources available to teachers on the *Teacher's page*, with an explanation of each.

The screenshot shows the Cutting Edge website interface. At the top, there are logos for Longman and Cutting Edge, and navigation links for Home, About CE, Site Search, and Join Us. The main content area is divided into sections for teachers and students. The 'teachers' page section includes a 'Join us for the latest news on Cutting Edge' banner with photos of authors Sarah Cunningham and Peter Moor. Below this, there are several callout boxes: 'Special Cutting Edge Resources - for every level of Cutting Edge you will find suggested web links and downloadable worksheets to use with each module of the course.'; 'Authors, Sarah Cunningham and Peter Moor, give teaching tips and suggestions on how to use the course.'; 'Keeps you up-to-date with English language and world culture.'; 'Suggestions and links to help keep the stress out of teaching!'; 'Teaching Tips from authors and users with practical advice on how to use Cutting Edge.'; 'Link to Cutting Edge Students' site.'; 'Chat area where you can share ideas with other Cutting Edge teachers.'; 'Readers and dictionary work.'; 'ONLINE CATALOGUE'; and 'Link to Dictionaries site.' The bottom of the page features the Pearson Education logo.

In addition to general *Cutting Edge* resources, there are specific web materials suggested for each module of the course. These are indicated by the *Cutting Edge* website logo at appropriate points in the teacher's notes for each module.

Module 1: This module deals with giving personal information. Get your students to register on the *Cutting Edge* Companion Website or in the chat room to practise completing personal details.

Module 2: In this module students describe the family relationships of famous people. Use online resources with your students to find out about famous people from around the world.

Module 3: In Module 3 students write paragraphs about their countries. Further writing practice is available in the *Resources* section of the website. Encourage your students to put their work online.

Module 4: Help create an online story with your students by voting on what happens next.

Module 5: In Module 5 students complete an electronic booking form. Try shopping online with your students.

Module 6: Read our jokes, then challenge your students to find some good jokes online.

Module 7: Take your students to the *Perfect Partners* section of the website and see a selection of Penguin Readers suitable for their level.

Module 8: Module 8 focuses on story telling. Use the online resources to practise story telling with a difference.

Module 9: In the task in this module, students choose souvenirs as gifts. Find vocabulary-building activities connected to souvenirs from round the world in the *Resources* section of the website.

Module 10: Use the *Language and Culture* section of the site to find out about up-to-the-minute use of English.

Module 11: If your students enjoy the quiz in Module 11, look in the *Resources* section for this module – you'll find a selection of Online Quizzes.

Module 12: This module involves planning a day out. Visit the suggested links for further activities for your students to use.

Module 13: The task in this module is to design a class web page – and you can do it for real! Design your class web page and display it on the *Cutting Edge* website.

Module 14: This module features a guided tour of Edinburgh. Use these links for guided tours of other cities.

Module 15: Win a prize! Encourage students to write a review of the book they have read and post it online.

Longman

COMpanion WEBSITE

CUTTING EDGE

Site Search

students' page

CE HOME

PERFECT PARTNERS

Perfect Partners
● Find out about the new selection of Penguin Readers.

Language and Culture
● Test your knowledge of English acronyms and abbreviations with this quiz.

Online Activities
● Explore Cutting Edge. There are useful web links organised module by module.

Edge Around the World
● Contact other students and make new friends.

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What English do you know?

(PAGES 6–7)

These two pages are not intended to be studied exercise by exercise before students begin Module 1. They are there for you to dip into if your students need some revision of basic areas. Decide which exercises you want your class to do, or if individual students in your class need extra help, they could do some or all of the exercises for homework. In the Teacher's notes for the first few Modules, suggestions for using some of the exercises in combination with the work of the Module.

1 Common words

ANSWERS

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

Exercise 1: additional suggestions

- Make cards with the words on them and lay them face down. Students have to try to pick up a pair. When they find a pair they can keep it.
- Students test each other in pairs, for example Student A says *man* and Student B has to say *woman*.

2 Numbers 0–20

ANSWERS

sixteen – 16	nine – 9
three – 3	five – 5
one – 1	seven – 7
six – 6	twelve – 12
eleven – 11	nineteen – 19
eight – 8	fourteen – 14
fifteen – 15	four – 4
zero – 0	ten – 10
seventeen – 17	two – 2
twenty-one – 21	thirteen – 13
eighteen – 18	

Exercise 2: additional suggestions

- Students, in groups of about five or six, stand in a circle with a ball. They throw the ball to each other and count: the first student catching the ball has to say *zero*. He/She then throws it to another student who says *one*, and so on. Students count first from zero to twenty and then back down again.
- Mutual dictation: students write down ten of the numbers in any order. They then work in pairs

and take it in turns to dictate the numbers to their partner.

3 Plurals

ANSWERS

a) 3 desks 4 pens 5 chairs 6 students
7 girls 8 boys 9 men 10 women

b) In the picture you can see: three books, four pens, six chairs, one woman teacher.

Exercise 3: additional suggestion

Check the plural form with *-es*. Draw or bring in: a box, a match and a watch. Elicit the words and ask students how to make the plurals. Show them that after *x* and *ch* we add *-es*. Check pronunciation and drill the words: *boxes* /bɒksɪz/, *matches* /mætʃɪz/, *watches* /wɒtʃɪz/.

4 The alphabet

a) Ask students to work in pairs to say the letters to each other. Then drill the letters chorally and individually, paying particular attention to *a, e, i, g, j, k, q, u, w* and *y*.

Exercise 4a: additional suggestion

If students need extra practice before they do b), put them in pairs. Student A says a letter and Student B has to point to the letter he/she heard.

b) Demonstrate with the class, by spelling your own name. Then students work in pairs and take turns to spell out their details to their partner, who writes them down.

5 Pronouns

ANSWERS

a 0 b 0 c 0 d 0 e 0 f 0 g 0
a he b they c we d I e you f it g she

6 Possessive adjectives

ANSWERS

b your c his d her e our f their

7 Numbers 1–100

ANSWERS

- a) thirty-six, thirty-seven, thirty-eight
 forty-four, forty-five, forty-six
 fifty-seven, fifty-eight, fifty-nine
 sixty-seven, sixty-eight, sixty-nine
 seventy-five, seventy-six, seventy-seven
 eighty-two, eighty-three, eighty-four
 ninety-eight, ninety-nine, a hundred
- b) seventeen, sixteen
 sixty-five, sixty-four
 eighty-six, eighty-five
 fifty-four, fifty-three
 eleven, ten
 forty-five, forty-four
 thirteen, twelve
 a/one hundred, ninety-nine
 twenty-five, twenty-four
 ninety, eighty-nine
 seven, six
 thirty-three, thirty-two
 eighteen, seventeen

Exercise 7: additional suggestion


Get students to play *Bingo!* They choose twelve numbers between 1 and 100, and write them in their notebooks. Call out numbers in any order, but make sure you have a note of which numbers you say. When students hear one of their numbers, they cross it out. The winner is the first student to cross out all their numbers. When they have done this, they shout out *Bingo!*

module 1

Language focus 1 (PAGES 8–9)

be; names and countries

1 a) Focus students on the picture and elicit ideas about what the people are saying. Put students in pairs to match the sentences with the answers.

b)  [1.1] Play the recording for students to check their answers.

ANSWERS

See tape-script Module 1, recording 1 on page 151 of the *Students' Book*.

2 Drill the phrases, then ask two students to demonstrate the activity in front of the class. Students then practise the conversation with a partner.

Grammar

Write *I ... from England* and *My name ... Emily Harman* on the board and ask students if they can complete the gaps with the verb *be*. Then elicit the questions for these answers (*Where are you from? What's your name?*) and write them on the board.

Highlight:

- the forms of *be* used here.
- that an apostrophe = a missing letter.

You may decide to look at the *Language summary* later in the lesson.

PRACTICE

1 a) Students mingle, asking each other the questions and noting down the answers.

Exercise 1a: alternative suggestions

- You may decide to do this activity after students have studied the names of countries on page 9.
- If your students already know each other and/or are from the same country: use activity 1B in the *Resource bank*.
- If you have a large class: students can work in groups of six or eight, and turn around in their desks if there is not enough room for them to move around the class.

b) First, ask a student to introduce another student to the class. Focus on the use of *This is ...* as the way we introduce someone in English. Students may try, wrongly, to introduce someone with *She/He is ...* Drill the phrases as necessary. Students then each introduce another student to the class or group, using either real information (in a multi-nationality

class) or imaginary names and countries (see activity 1A in the *Resource bank*).

Exercise 1b: alternative suggestion

If this is easy for your class: extend it to a mini-role-play, with students introducing each other at a party or conference and continuing the conversation.

Circulate and see what other language the students already know, noting down examples to look at together on the board.

Grammar

Write on the board *He ... from Milan*, *She ... from Brazil*, *They ... from New York*. Ask students to complete the gaps with the verb *be* and then see if they can provide the questions. Drill the phrases as necessary.

Highlight:

- the change in word order: *He's > 's he?*
- the use of apostrophes for contracted forms.
- pronunciation of the *s* so students are not saying *Where he from?*
- pronunciation of *Where are I/we/are!*

You may decide to look at the *Language summary* later in the lesson.


2 Students work in pairs and match the sentences with the pictures.

ANSWERS

a 2 b 6 c 5

Pronunciation

See *Teacher's tips: helping students with pronunciation* on pages 9–10.

 [1.2] Play the recording for students to listen to the words. Help them hear the word stress by tapping or clapping at the same time. Then play the recording again, stopping after each word for students to repeat.

LANGUAGE NOTE: You may wish to point out that we use capital letters for countries.

3 Demonstrate, using the example. Encourage students to use *I think* when they are not sure. Students work in pairs. Circulate, helping with word stress and the question form.

ANSWERS

- 1 They're from Argentina.
- 2 He's from Brazil.
- 3 She's from France.
- 4 They're from the USA.
- 5 They're from Spain.
- 6 She's from Britain.
- 7 They're from Japan.
- 8 He's from Italy.
- 9 She's from Poland.

ADDITIONAL PRACTICE

Workbook:

Name and countries, page 4; Vocabulary booster: names and nationalities, page 7
 source bank: 1A Nice to meet you, page 112

Language focus 2 (PAGES 10–11)

Personal information

Focus here is on short (contracted) forms of be in the positive and negative.

Language focus 2: additional activity

If you have a low elementary level class: you may wish to give students revision of pronouns and possessive adjectives by using Exercises 5 and 6 from *What English do you know?* on page 7 of the *Student's Book*.

- 1 a) Focus students on the photos and ask them to complete the gaps individually and then compare answers in pairs.
- b) [1.3] Play the recording for students to check their answers.

ANSWERS

See tapescript Module 1, recording 3 on page 151 of the *Students' Book*.

- 2 a) Students work in pairs to match the sentences with the pictures. You could check new vocabulary before the activity, or check a few words and encourage students to guess the others while they are doing the exercise, using the photos to help. Alternatively, encourage students to use the *Mini-dictionary* to find unknown words (see *Teacher's tips: using the Mini-dictionary* on pages 12–13) Circulate and help as necessary.
 Words and phrases to check: *about, student, university, tourist, on holiday, on business, years old, married, single, friends*. Drill the pronunciation of words as necessary, particularly *married* /'mæriɪd/ and *on business* /ɒn 'bɪznəs/.

LANGUAGE NOTE: If your students speak a language which does not use articles, you may wish to draw their attention to the use of *a* in *a student*. Point out that we also say *a tourist*. *On business* and *on holiday* are fixed phrases and don't have articles.

- b) [1.4] Play the recording for students to check their answers.

ANSWERS

See tapescript Module 1, recording 4 on page 151 of the *Student's Book*.

Exercise 2: alternative suggestion

If you have a low elementary class: you may wish to go more slowly through the presentation. You could use a picture, perhaps of someone famous, to present the negatives and some vocabulary, for example *He's from the USA, he isn't from Brazil. He's single, he isn't married. He isn't a student*. Highlight the negative (short and long) forms on the board. Then use another picture to present the *they* negative form, for example *They're on holiday. They're tourists. They aren't from Spain*.

- 3 [1.5] Ask students to complete the table individually and then compare in pairs. Circulate and monitor how they are doing. Then play the recording for students to listen and check their answers.

Grammar

Check that students are writing the apostrophe in the correct place and that they understand that short forms are normal in spoken English. Encourage them to use short forms when speaking.

ANSWERS

he's, he isn't; she's, she isn't; they're

You could also point out that:

- we also use short forms with nouns, for example *Maria's a student*.
- we use 's with *what's* and *where's* (but we say *what are* and *where are*).

Refer students to *Language summary A* on page 141 of the *Students' Book*.

LANGUAGE NOTE: It is also possible to use alternative negative short forms: *you're not, he's not*, etc. but we have decided to introduce only one possibility at this point. You may decide to show your students both.

Pronunciation

See *Teacher's tips: helping students with pronunciation* on pages 9–10.

[1.5] Play the recording for students to practise the short forms. Help them particularly with linking you aren't /ju:wa:nt/, he isn't /hi:jznt/, we aren't /wi:jant/ and drill as necessary.

PRACTICE

1 a) Demonstrate by writing some true and false sentences on the board. Read each sentence aloud and ask students to say if it is true or false, and to correct you if it's false. Students work individually to write their sentences.

b) Ask a student to read out a couple of sentences and the rest of the class corrects him/her. Students continue in pairs. Circulate, and help as necessary.

2 This activity helps students to personalise the language. Write the two examples on the board, and do them with one of the students in front of the class. Before students do the exercise you may wish to check all or some of the following: school, classroom, small, teacher, Scotland, politician, parents, and evening. Circulate and help as necessary. At the end, have a quick class feedback on each question.

ADDITIONAL PRACTICE

Workbook: Personal information: be, page 5; is or are, page 6; Negative sentences, page 6

Language focus 3 (PAGES 11–12)

be; personal questions

1 Focus students on the picture by asking *Where is it? Who are they?* Elicit some ideas about what the people are saying. Do the example with the class (perhaps on the board). Students continue individually and then compare in pairs. Circulate and help as necessary.

2 [1.6] Play the recording for students to listen and check their answers.

ANSWERS

See tapescript Module 1, recording 6 on page 151 of the *Students' Book*.

Grammar

Divide the board into two columns headed *Questions* and *Answers*. Write *Twenty-five / Yes, I am / I'm a teacher / Yes, she is* in the *Answers* column and guide students to give you the matching questions (or similar ones) from the *Grammar* box.

Point out:

- the word order in the questions, perhaps using coloured arrows to show the inversion of the subject and verb: you are > are you.
- the negative short answers *No, I'm not* and *No, she isn't* (students should be able to give you these).
- that we use short forms rather than repeating the full information in the question, for example *Yes, I am married*.
- that we don't contract the positive short forms, for example not *Yes, she's*.

Refer students to the *Language summary* on page 141 of the *Students' Book*.

PRACTICE

1 Students work individually and compare answer pairs before checking with the whole class.

ANSWERS

- b Are you married?
- c How old are you?
- d How are you?
- e How old is your mother?
- f What's your job?
- g Is your teacher married?
- h How old is your father?
- i Are you a student?
- j Is your teacher from Britain?
- k Are you on holiday?
- l Are you from the USA?
- m How old is your teacher?

2 Students work in pairs and ask each other seven of the questions. Circulate and help with any problems. Listen particularly for students' use of the short forms. You may wish to make a note of problems and write some up on the board after the activity. Students can then try to correct them.

ADDITIONAL PRACTICE

Workbook: Personal questions: be, page 6; Short answers, page 6

Language focus 4 (PAGE 12)

Indefinite articles: a, an; jobs

1 Students work in pairs to match the jobs with the pictures. In the feedback, it might be useful to drill the words, paying attention to the schwa /ə/ ending of *actor* /æktə/, *doctor* /dɒktə/, *teacher* /ti:tʃə/, *waiter* /weɪtə/, *officer* /ɒfɪsə/ and the stress of *manager* /ˈmænɪdʒə/, *police officer* /pəli: ɒfɪsə/, *engineer* /endʒɪnɪə/ and *musician* /mju:zɪʃən/.

LANGUAGE NOTE: We have included *actress* as the female form of *actor* because *actress* is still very common, particularly in newspapers, although women in the job often prefer to be called *actors*. However, nowadays *police officer* is used more commonly than *policeman/woman*.

ANSWERS

- a a sportswoman
- b an actor
- c a manager
- d a doctor
- e an artist
- f a musician
- g a police officer
- h an engineer
- i a waiter
- j a teacher

Exercise 1: alternative suggestions

- a Bring in your own pictures of jobs. Give one to a student and ask him/her to mime it while the other students guess the job. The word (with the stress marked) could be written on the back of the picture and the student could then 'teach' the class the name of the job.
- b Use your own pictures and write the name of the jobs on the back, with the stress marked. Each student has a picture and they mingle, ask each other *What's your job?* and teach each other the new words. Circulate and help with the pronunciation of the jobs.
- c *If you have a small class:* put pictures of jobs on a table/the floor. Say a job and students have to point to it. If no one knows the job, then teach it. After they've had time to listen to you, let them take it in turns to say a job and the others point to the correct picture. If you want to increase motivation, say a job and students try to pick up the picture before the others. The winner is the one with the most pictures at the end!
- d Students do Exercise 1, have one minute to memorise the words and then close their books and try to write all the jobs. The winning student is the one who remembers the most.

2 Students work in pairs. Circulate and note any problems with the use of *a(n)*.

LANGUAGE NOTE: Although *What does he/she do?* is a common expression, we have decided to keep the language simple here and continue to focus on questions with *be*.

Exercise 2: alternative suggestion

If you have a low elementary level class: you may wish to do the analysis of *a* and *an* before students start Exercise 2.

Grammar

Write *She's ... architect* and *He's ... manager* on the board and ask students to complete the gaps.

Go through the rule. You will need to teach the words *vowel* and *consonant*. Emphasise that in English we use *a* or *an* when talking about jobs.

In Module 5 we look at some different uses of articles. However, it's very useful to point out individual uses as they appear in earlier modules, particularly if your students have no articles in their own language.

Refer students to *Language summary C* on page 141 of the *Students' Book*.

PRACTICE

1 a)-b) Demonstrate this activity by making an example about a famous person on a large piece of card, with the information written in a box in the same way as on page 134, etc. of the *Students' Book*. Hold it so that students can't see. Check the meaning of *famous*. Tell students you have information about a famous person on the card and that they must ask questions to find out who it is, for example *Is it a man or a woman? How old is he? What's his job? Is he from Britain?* When students have guessed the person, show them the information on the card.

Put students in groups of four and ask them to number themselves 1, 2, 3 or 4. Direct Student 1 to page 134, Student 2 to page 136, Student 3 to page 139 and Student 4 to page 140. Students read about their famous person. Students can then work in their groups to find out who their partners read about. As they do the activity, circulate and note any problems and errors. At the end, put some errors on the board and look at them together.

2 Students repeat the activity, this time compiling their own information.

Exercise 2: alternative suggestions

- a If you want to practise *yes/no* questions more, you can limit the answers to *yes* or *no*, for example not *What's her job?* but *Is she an actress/a doctor?* etc.
- b If students cannot think of anyone else, prepare your own list of people they are likely to know from their own country, or you could use some of the following:

- Tony Blair – politician – Britain – married – born 1953
- 'Tiger' Woods – sportsman – not married – born 1975
- Jennifer Aniston – actress – the USA – married – born 1969
- Tom Cruise – actor – the USA – married – born 1962
- Kate Winslet – actress – Britain – married – born 1975

ADDITIONAL PRACTICE


Workbook: Indefinite article: *a/an*, page 8; Vocabulary: Jobs, page 7

RB Resource bank: 1B, *The English class*, page 113; 1C *Short answer snap*, page 115

Real life and writing (PAGE 13)

Giving personal information


Focus students on the first picture of Bruno and the clipboard, and prepare them for the listening task by asking *Where is he? What's his first name? Who is she? (Market researcher.) How old is he? What's his job?* etc. Encourage students to answer using *I don't know, I think he's ...* You may need to check *surname and address*. (Note: Leeds is a large city in the centre of England.) Focus them on the second picture and check they realise it is Bruno.

1  [1.7] As an initial listening task, students can match the two conversations to the pictures.

Play the recording a second time for students to complete the information about Bruno. Students may have difficulty catching all the information, so replay the recording in sections, pausing to allow time to write. They can work individually and then check their answers in pairs. Circulate and see if there are any problems. You can then find the part of the recording which is difficult and play that section as many times as students want to hear it. This will help them develop their ability to listen carefully.

ANSWERS

See tapescript Module 1, recording 7 on page 151 of the *Students' Book*.


2  [1.7] Play the recording again for students to complete the questions. You may wish to get students to predict the questions and then listen to check. It depends on whether you want to focus more on listening or on further question practice.

ANSWERS

See tapescript Module 1, recording 7 on page 151 of the *Students' Book*.

Pronunciation

See *Teacher's tips: helping students with pronunciation* on pages 9–10.

1  [1.8] Either play the recording and let students listen and look at the stress blobs at the same time, or model the questions yourself, exaggerating the stressed words.

Alternatively, ask students to cover the *Pronunciation* box and look at the questions in Exercise 2. Say sentences a–c and ask students to draw blobs over the stressed words. Do an example on the board. Make

sure you exaggerate the stress to help them. Students then listen to the recording and look at the stress blobs in the *Pronunciation* box.

2 Play the recording again, or provide a model yourself, and get students to repeat chorally and individually.

3 Demonstrate the activity by asking a student to interview you in front of the class. Then put the students in pairs to interview each other. Early finishers can interview a second student. Circulate and help as necessary.

4 a) Students correct the mistakes individually and then check in pairs.

ANSWERS

He's a **musician**. His address is 19A. His telephone number is 903 0294. He's **twenty-two**.

b) Using the model in a), students write sentences about their partner, based on the information they collected in Exercise 3.

Real life and writing: additional suggestion

Ideas for using dialogues

If you have a strong class or there are early finishers: you can ask them to work with the taxi dialogue, which contains very useful 'real life' language (see tapescript Module 1, recording 7 on page 151 of the *Students' Book*). They could do any of the following:

- underline useful phrases, try to learn them, and then reproduce the dialogue substituting their own name and address.
- read the dialogue aloud with a partner, then cover it and try to remember each line. If they can't remember it, they uncover it.
- for each line, look down, look up and then say the line. This helps them to memorise it.
- study it for two minutes, cover it, then sit back to back and role-play an approximation of the dialogue using their own name. They can extend the dialogue to provide more information, for example where the taxi is for.



Get your students to register on the *Cutting Edge Companion Website* or in the chat room to practise completing personal details.

Find information from documents

See *Teacher's tips: making speaking tasks work* on pages 7–8.

Preparation for task (PAGE 14)

Focus students on the photo of Nicky and on the medical card by asking *What's her name? How old is she?* There is no need to give any background about the NHS (National Health Service) since the aim of the activity is simply to give practice in extracting information quickly from this type of document.

Do the example with the whole class, showing how to find the answer. Students find the other answers individually, then check with a partner.

ANSWERS

- | | |
|-----|---------------------------|
| a ✓ | d ✓ |
| b ✓ | e x (it's 01206 439094) |
| c ✓ | f x (she's ... years old) |

Task (PAGE 15)

a) Divide the class into two groups, A and B. As look at Chrissie's documents on page 133 and complete the table about Chrissie, and Bs look at Jim's documents on page 134 and complete the table about Jim. Since there is not much space in the book, you may wish to ask students to copy the table into their notebooks. Before they start, check comprehension of *Mr, Mrs, Miss* and *Ms*. Students can work individually and then compare answers with another student in their group. Circulate and help as necessary. If they cannot find an answer, they can write ?.

LANGUAGE NOTE: *Mr, Mrs, Miss* and *Ms* are only used with full names or surnames, for example *Mrs Betty Schwarz, Mr Gray*. *Mrs* refers to a married woman, and *Miss* to an unmarried woman. Many women prefer to be addressed as *Ms*, as *Ms* does not unnecessarily draw attention to whether or not the woman is married.

ANSWERS

Chrissie	Jim
Christina Elizabeth Nagano	James Stuart Burden
*DOB: 10.10.76	*DOB: 24.08.83
4685 Sterling Drive, Boulder, Colorado 80301 United States	33b Stephen Street Edinburgh, EH3 8AG
Marketing Manager The United States chrissie@creations.com 324 809 6439 Married	Student Britain j.burden@edint.ac.uk 0131 228 4275 ?

*The date of birth is given here rather than the age, as this will vary according to the current date.

You may need to help students with the pronunciation of *Edinburgh* /'edɪnbʌrə/, *Boulder* /'bəʊldə/ and the e-mail addresses: *chrissie at creations dot com* and *J. Burden at ed dot ac dot uk*. (*com* /kɒm/ = a company, *ac* /æk/ = an academic institution such as a university).

b) Regroup students into A/B pairs. Check that they understand the task and focus them on the *Useful language* box. You could simply get them to read the language and try to remember it, but you may wish to do something with it so they remember it better.

Useful language box: alternative suggestion

Ask students to look back at Nicky's medical card. Read out one piece of information about her, for example *Nicola Rachel Slater*, and get students to find the matching question in the *Useful language* box: *What's her full name?* Continue to do this to prompt the other questions in the box (you'll have to get students to change *his* to *her*). To check the other useful phrases ask them *What's her job?* to match with *I don't know*. Finally ask *What's her doctor's number?* but very indistinctly to elicit *Sorry? I don't understand* (with a rising intonation, for when we want someone to repeat what they said).

Drill the questions if appropriate, then give them a minute to repeat the questions to themselves and to try and remember them.

Ask two strong students to start asking and answering questions about Jim in front of the class. Tell everyone to keep their written information 'secret' from their partner and to write down the answers in the table or in their notebook. Students work in their pairs. Circulate, helping as necessary and collecting examples of errors for correction later.

Task: additional suggestion

If you have a strong elementary class: ask them to role-play the situation in the pictures on pages 14–15 (registering with a doctor, crossing a border).

Do you remember? (PAGE 15)

ANSWERS

- | | |
|------------------------|--------------------------|
| b) How are you? | e) Is he married? |
| c) Where are you from? | f) What are their names? |
| d) How old is she? | g) What's your job? |
- | | | | |
|-----------|--------------|----------|----------|
| b) Japan | c) Poland | d) Italy | e) Spain |
| f) Brazil | g) Argentina | | |
- | | |
|------------|-----------|
| b) They're | e) name's |
| c) We're | f) I'm |
| d) isn't | g) It's |

manager doctor politician artist sportsman

musician teacher engineer sportswoman

5 b) I'm not c) he isn't d) I am e) it isn't

module 2

Language focus 1 (PAGES 16–17)

this, that, these, those

[2.1] Focus students on the pictures and ask them to circle the correct word. They can work individually and then compare answers in pairs. This will help you to see how much they already know. Then play the recording for students to check their answers.

ANSWERS

- b that, That's
- c these
- d those

Language focus 1: alternative suggestion

If you have a low elementary level class:

- before you start, revise basic singular and plural nouns, using Exercise 3 on page 6 of the *Students' Book*.
- hold up some common objects (a pen, a book, etc.) and ask students *What's this in English?* Then get a student to ask you the same question. Make sure they are holding the item or it is close to them. Students might benefit from some repetition practice at this point, focusing on the contracted form *What's*. Then point to something which is a distance from you and see if students can tell you the question *What's that?* If they can't, introduce it yourself and give students practice as a class, individually and then in pairs. When they are confident with *this* and *that*, you can focus on the plural forms in the same way. They can then try Exercise 1 with a partner.

Grammar

Write *here* and *there* in two columns on the board and ask students where to put *this (book)* and *that (book)*. Then elicit the plural forms in the correct columns:

here	there	
<i>this</i>	<i>that</i>	(singular)
<i>these</i>	<i>those</i>	(plural)

Refer students to *Language summary A* on page 141 of the *Students' Book*.

Pronunciation

- 1 [2.2a] Play the recording, then drill the four words, helping particularly with the difference between *this /ðɪs/* and *these /ði:z/*. To give further listening practice, write the four words on the board numbered 1–4. Say them a few times in a random order, at first by themselves and then with a noun (*this pen, those books*, etc.) Students have to listen and write down the number of the word they hear. They can then try the same activity in pairs.
- 2 [2.2b] Play the recording for students to listen to the words in questions. Help them to pronounce the /s/ in *What's this? What's that?* by backchaining: *this > sthis > What's this?* Do the same for *What are these/those?* focusing on the stressed words and weakening *are*. Students may also find it difficult to pronounce the consonants *What's this/tsð/*.
- 3 Students practise the original conversations on page 16, in pairs. Encourage stronger students to cover the words and try to remember the conversations.

PRACTICE

- 1 Students work individually to find the objects in the pictures. Check pronunciation of *mobile phone /'məʊbaɪl fəʊn/, identity card /aɪ'dentɪti kɑ:d/, diary /daɪəri/, comb /kəʊm/*. You can demonstrate the testing activity with a student using real objects, for example a rubber and some photos. Get a student to hold them and to ask the class questions. Students can then ask and answer in pairs using the pictures. Circulate and help as necessary, particularly with the pronunciation of the objects and questions.

ANSWERS

From left to right starting at the top: phone card, diary, apple, comb, postcard, identity card, credit card, dictionary, bottle of water, rubber, mobile phone, keys, watch, camera, photos, sweets.


LANGUAGE NOTE: If your students speak a language which does not use articles, remind them to use *a/an* in front of a singular noun.

Exercise 1: alternative suggestions

- a Bring in real objects to introduce all or some of the items before students try the exercise, or instead of the exercise. Either you can hold up an object and see if students know the word, or each student can have an object, check the English with you, and then mingle, asking *What's this? What are these in English?* and teaching the word to other students. To test students, you can then cover all the objects with a cloth and see who can remember and write down the most words in two minutes.

- b If you have a strong elementary level class: ask students to cover the word box and ask and answer about the objects in pairs, to see how much they already know. They can then look at the box and check any words they didn't know.

Pronunciation

- 1  [2.3] Play the recording for students to listen and look at the stress blobs on the words.
- 2 Play the recording again for students to repeat the words.


Pronunciation: alternative suggestion

Ask students to cover the *Pronunciation* box and to look at the words in the box in Exercise 1. Play the recording, or say the words yourself, and ask students to mark the stress with a blob (only words of more than one syllable are on the recording). They can then look at the words in the *Pronunciation* box to check.

2 Demonstrate the activity by pointing to an object across the room and asking *What's that in English?*, and seeing if students know. Then get them to ask you, to see if they can accurately reproduce the question. Check the plural form in the same way. Students work in pairs. Likely objects could include *cassette recorder, video, overhead projector, white/blackboard, pens, chalks, light, coats, scarves, chairs, noticeboard, picture, register, door, ceiling, wall, windows* and anything that can be seen outside the windows. Circulate and provide the word if students don't know it. Collect a list of the words, which you or the students could write on the board.

ADDITIONAL PRACTICE

Workbook: Identifying objects: *this, that, these, those*, page 10; *a/an* or \emptyset with objects and plurals, page 10

 Resource bank: 2A *What's this?* page 116

Language focus 2 (PAGE 18)

have got

1 Demonstrate the activity by saying three things you have and haven't got with you. After students have listened to you speaking, see if they can reproduce *I've got / I haven't got a(n) ...* If necessary drill the phrases, focusing on the short forms *I've* and *I haven't*. Students work in pairs to do the activity. Circulate, checking their use of the language and helping where necessary.

LANGUAGE NOTES:

- We realise it is more natural to use *any* with negative plurals, for example *I haven't got any keys*, but this language is introduced in Module 6. If you have a strong class, or if you think it's important, you may wish to teach *any* briefly at this point. Otherwise accept *I haven't got keys* – students only have a choice of three plurals and will probably choose singular items to talk about. You will need to make the same decision about the next two exercises.
- Students may know *I have* and *Do you have ...?* These mean the same as *I've got* and *Have you got ...?* *Do you have ...?* is slightly preferred in US English. In British English both are common.

2 Ask for a volunteer and invite the other students to ask him/her questions. See if students know or can work out the question form *Have you got a(n) ...?* It might be useful to drill the question. Ask students to suggest suitable answers and then highlight the two possible answers in the speech bubbles. Point out that we don't say *Yes, I've got*. Students continue the activity in pairs.

3 Invite a stronger student to tell the class about their partner and see if he/she can produce the third person form correctly. Highlight *He/She's got a(n) ...* Students might benefit from drilling of this phrase. Ask some other students to report back to the whole class or in smaller groups of four or five – it may become boring if you ask everyone to answer in front of the class.

Grammar

1 Write the examples on the board and ask students to complete the gaps, individually or in pairs. Encourage them to look back at Exercises 1–3, to find or guess the answers.

Check:

- the use of *'s* or *has* for the *he/she/it* forms.
- the contracted forms of *have* and *have not*.
- the word order of the questions.

2 Write on the board *He's American* and *He's got an American car*, and ask students what *'s* means.

You may also want to check short answer forms at this point. Elicit the full and short answer to the question *Have you got your passport?* Write up the short answer *Yes I have* and check the other short answer forms. Students can look at *Language summary E* on page 142 of the *Students' Book* for a full list of these.

PRACTICE

1 Check any new words, such as *rich, pet, brothers*. Students work individually and then check with a partner. Circulate and help as necessary. Check answers with the whole class.

ANSWERS

- b 've got
- c haven't got, 've got
- d 've got
- e Have ... got
- f 's got
- g Has ... got

2 a) You can arouse students' interest by personalising this activity. Ask students about their favourite car. Show them a picture of your car (it doesn't have to be real) and see if they can ask you questions about it. Students can then match the questions and answers, and complete the gaps. You may wish to drill the questions, working on natural stress and rhythm. Word to check: *make*.

ANSWERS

- 2 a 3 d 4 b 5 c
- 1 Have 2 is 3 is 4 How 5 colour

Exercise 2a: alternative suggestion

If you have a strong elementary level class: write the answers on the board or dictate them, and students, in pairs, try to work out the questions.

b) Choose one of the things in the box relevant to your class. Ask two (average level) students to demonstrate the activity, using the questions practised in a), and get the rest of the class to help them. Students work in pairs and ask and answer about the things in the box. After they've each talked about one thing, they should write down the information as in the example. They can then choose another thing to talk about. Circulate and help, particularly with the pronunciation of some of these words.

Exercise 2b: additional suggestion

If you have a strong elementary level class: encourage them to work without looking at the written questions in a). They can then go on to ask about other things such as a CD player, a camera, a video camera, a video. Also encourage them to ask further follow-up questions. Circulate and help with any extra language they need.

ADDITIONAL PRACTICE

Workbook: *have/has got*, page 11; Questions and short answers, page 11; 's = is or has?, page 11

RB Resource bank: 2B *Who's got a Rolls Royce?*, page 117

Reading and listening (PAGE 19)

My favourite thing!

Additional suggestion

If you have a low elementary level class: you may wish to revise basic possessive adjectives using Exercise 6 on page 7 of the *Students' Book*.

1 [2.4] Teach *favourite* by saying *My favourite actor is ... My favourite colour is ... What about you?* If you wish to personalise the activity, you could start by bringing in one of your favourite objects (or a photo of it) and either talk simply about it or get students to ask you questions about it. Then go on to the people in the photos.

Focus students on the photos and ask them not to read the texts yet. If you can put the pictures on an overhead transparency, this will be easier. Let students predict what the people's favourite things are.

TEACHER'S NOTE: We believe that sometimes it can be very useful for learners to listen and read at the same time, to help them to make sense of their reading and to see the relationship between sounds and spelling. However, this activity could first be used to give reading or listening practice, depending on which you think your class needs most.

Play the recording for students to listen and read and to check their predictions. The following words may be new to your students: *great, comfortable, brilliant, perfect, beautiful, friendly, professional, important, fantastic, new*. You may wish to preteach some of these and ask students to look up others in the *Mini-dictionary* after you have checked answers to the activity. You could write the words on the board, say them and ask students to listen and mark the word stress. Drill the words as necessary.

ANSWERS

- Annie: car
- Matt: car
- Ed: trumpet
- Lucy: computer

2 Students work in pairs and find the answers in the reading texts. Check answers with the whole class.

ANSWERS

- a computer; car; car, trumpet; computer; trumpet
- b Milly, the cat; Ed; Annie; Milly
- c Ed; Matt; Milly; Annie
- d computer; car; computer

LANGUAGE NOTE: You may wish to point out that British people tend to use *he* and *she* for their pets.

3 Make sure students cover the original reading texts as they try to remember the information. They can work individually or in pairs, before checking with the whole class.

Exercise 3: additional suggestion

You may wish to spend a little time on how we use adjectives in English. (See *Language Summary C* and *D* on page 142 of the *Students' Book*.) This is particularly important if your students speak a language where rules for the use of adjectives are different from English.

ANSWERS

- a car; comfortable/red; a CD player
- b cat; black and white; beautiful eyes
- c trumpets; America; about forty years old
- d computer; blue; games/a DVD player/Internet

Exercise 3: additional suggestion

Students can ask and answer about their own favourite thing.

Note

For the following sections, you may wish to bring in some of your own family photos and encourage students to do the same.

Language focus 3 (PAGE 20)

Family vocabulary and possessive 's

1 Focus students on the pictures and ask some questions about the people, for example check: the names of the Simpson Family (from left to right: Lisa, Marge, baby Maggie, Bart, Homer), the name of the Queen (Elizabeth), where Monaco is, Paul McCartney's job, etc. Then focus students on the vocabulary. Encourage them to use their *Mini-dictionary* to check any new words. It might be useful to drill all or some of the words, especially daughter /'dɔ:tɪəl/, parents /'peərənts/ and cousins /'kʌzənz/. Demonstrate the activity, encouraging students to use *I think they're ...* and *perhaps ...*. Students discuss the pictures in pairs.

2 [2.5] Play the recording for students to listen and check their ideas.

ANSWERS

See tapescript Module 2, recording 5 on page 151 of the *Students' Book*.

Grammar

Write on the board *the girlfriend of Mickey* and *the boyfriend of Minnie* and ask if students know another way to say this. Write the possessive 's form.

Highlight that we usually use possessive 's with people.

Refer students to *Language summary F* on page 142 of the *Students' Book*.

Pronunciation

- 1 [2.6a] Play the recording or say the phrases yourself.
- 2 [2.6b] Play the recording for students to identify the correct pronunciation of 's' in the phrases.

ANSWERS

Minnie's = b, Mike's = a, Paul's = b, Chris's = c

At this stage you may wish simply to help students hear the different pronunciations and not go into any 'rules.' However, a simple 'rule' at this level is that when a name ends in the sound /s/ or /dʒ/, we pronounce the possessive as /ɪz/. The use of /s/ after an unvoiced consonant (Bart's), and /z/ after a voiced consonant (Queen's) or a vowel (Lisa's), often comes naturally to learners. However, if they are having problems, you may wish to point it out and give some practice.

Students might also benefit from further practice using the names of the other people in the pictures:

b = Caroline's, Stephanie's, Homer's, Noel's, Liam's, William's, Harry's, the Queen's, Maggie's

c = Marge's, Astérix's, Obélix's

You could then practise with the names of the students in the class.

PRACTICE

- 1 a) Start by writing the example on the board and asking students to tell you if it is true or false. Students work individually and write true and false sentences. Circulate and help as necessary.
- b) Students read out their sentences in small groups. The other students have to say which are true and which false. Circulate and check pronunciation of the possessive 's.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Relationship vocabulary, page 13; Possessive 's, page 14

RB Resource bank: 2C *The family*, page 119

Real life (PAGE 21)

Classroom English

Note

You may decide to go straight on to the Task, which is related to the language work just done, and do this Real life section at another stage.

1 Focus the students on the picture and establish the situation of students asking a teacher questions. Students work in pairs to decide on the best reply in each conversation.

2 [2.7] Play the recording for students to check their answers. They should also cross out the wrong answers.

ANSWERS

- 1 a 2 a 3 b 4 b 5 a

Pronunciation

[2.7] First ask students to listen again to each sentence on its own and to tell you which words are stressed. Then play again for them to repeat each sentence.

You may wish to give the class two minutes to try and memorise the phrases, by repeating them quickly to themselves without looking, particularly *How do you spell ...? Can you write that please? How do you say this word? Sorry? I don't understand* and *What have you got for Number ...?* (this last one is very useful for them to use in pair work activities).

3 Students practise the conversations in pairs. Circulate, checking pronunciation.

Exercise 3: additional suggestions

- a To help students memorise the phrases, you could write prompts on the board, for example *spell 'cousin'? write that?* and elicit the full phrase.
- b Put the useful classroom phrases up on the wall on a poster or cards, and encourage students to use them as much as possible from now on.

Complete a family tree

See *Teacher's tips: making speaking Tasks work* on pages 7–8.

Preparation for task (PAGE 22)

1 Focus students on the family tree and check they understand how family trees are organised. Ask them to find Hannah on the tree and then to answer the questions in pairs. Check answers.

ANSWERS

- a John is Hannah's father and Sally is her aunt.
- b Hannah isn't married. John is married.
- c Marc and Lily are Hannah's cousins.
- d Serge is Marc and Lily's father.

2 [2.8] Focus students on the box and check comprehension of *the baby of the family* (= the youngest member of a family). Play the recording for students to complete the family tree. Do an example first so that students understand what to do.

ANSWERS

- John – 48
- Elaine – teacher
- Pat – very nice
- Serge – from France
- Sally – not married
- Marc – a student
- Lily – baby of the family



Use these online resources with your students to find out about famous people from around the world.

Task (PAGES 22–23)

1 a) The easiest way to demonstrate the activity is to draw your own family tree on the board and write in the names of six people. Then ask students to do the same.

b) Speak about each of your six people, giving some extra information, for example their jobs, age, personality, if they are married. You may wish to bring in some photos to show at the same time. Ask students to think of one extra piece of information about each of their six people. At this point they should not write this information on the family tree. If they like, they can make a note of it on another page in their notebooks. If they want to say something, but do not know the English, they should call you over and ask *How do you say ... in English?*

Have some silent time while they think or make notes, and circulate, helping students with any vocabulary they need.

2 a)–b) In order to focus students on useful language for completing the task, you could simply refer them to the *Useful language* box. However, they are more likely to remember and use this language if you turn it into a problem-solving activity. Divide the sentences in part a) into halves and write them on the board or an overhead transparency, or on cards:

- | | |
|-----------------------|----------------------------|
| <i>This person is</i> | <i>'s five years old.</i> |
| <i>She</i> | <i>are Richard and Jo.</i> |
| <i>He</i> | <i>'s not married.</i> |
| <i>I've got</i> | <i>name is Sarah.</i> |
| <i>I'm an</i> | <i>my uncle.</i> |
| <i>His wife's</i> | <i>two cousins.</i> |
| <i>Their names</i> | <i>only child.</i> |

Students match the beginnings and endings and then check in the *Useful language* box. Then cover the endings on the OHP or rub them off the board, or turn over the cards, and students can try to remember them. Drill the phrases as necessary. Then check the questions in part b).

Students work in pairs and show their family tree to their partner. Encourage them to respond and ask questions, both the ones practised and anything else that arises naturally. Circulate, collecting examples of good language and any errors for analysis and correction later.

Do you remember? (PAGE 23)

- 1 a) red, white
 b) television, cassette player, CD player
 c) beautiful, comfortable, brilliant
 d) coffee, sweets, bottle of water
 e) cousin, aunt, grandfather
- 2 a) 2) Has Sylvia got a brother?
 3) Where is your camera from?
 4) Have you got your identity card with you?
 5) What does 'brilliant' mean?
 6) How do you say this word?
- b) 1c 2e 3b 4a 5f 6d
- 3 b) grandmother
 c) uncle
 d) daughter
 e) parents
- 4 b) has c) is d) possessive e) possessive

ADDITIONAL PRACTICE

RB Resource bank: *Learner-training worksheet A*
 (Using the *Mini-dictionary*), page 121

[Faint, illegible text from the resource bank worksheet, likely containing exercises and instructions.]

[Faint, illegible text from the resource bank worksheet, likely containing exercises and instructions.]

module 3

Vocabulary (PAGE 24)

Common verbs

See *Teacher's tips: working with lexical phrases* on pages 11–12 and *making the most of the Mini-dictionary* on pages 12–13.

1 Write the five verbs and the example on the board, leaving the circle empty and get students to choose the correct verb. Students work individually and then compare answers with a partner. Let them check the meaning of any unknown words in their *Mini-dictionaries*.

2 [3.1] Play the recording for students to check their answers. Then play again for repetition of the phrases. Check pronunciation of *parents* /'peərənts/ and *economics* /'ekɒnəmiks/.

ANSWERS

b speak c live d study e drink

3 Ask students to add the words and phrases to the 'legs' in Exercise 1. They could then think of more words or phrases for each verb. It might be useful to drill *classical music* /'klæsɪkəl 'mju:zɪk/, *law* /lɔ:/ and *chocolate* /'tʃɒklət/.

ANSWERS

a classical music, chocolate
b German
c in a house, in a flat
d Law
e coke

LANGUAGE NOTE: In the UK people live in a *flat*, in most other countries they live in an *apartment*.

ADDITIONAL PRACTICE

Workbook: Vocabulary: collocations with common verbs, page 18

Language focus 1 (PAGE 25)

Present Simple: questions

1 [3.2] Play the recording or say the questions yourself. Demonstrate the activity first by writing *Yes, I do* and *No, I don't* on the board, then saying the first question and getting students to tick the answer that is true for them. Students listen and tick the answers to the other questions.

2 [3.3] Play the recording. Students complete the questions and answers individually and then compare in pairs. Be prepared to play individual questions and answers as many times as necessary. Check answers. Words to check: *love, not very well*.

ANSWERS

a Tokyo
b chocolate, Yes, it
c Do you, No
d Do you speak, speak Spanish
e Do, live, parents, do
f Do you drink, drink coffee

Exercise 2: alternative suggestion

Students predict the words for the gaps and then listen to check.

Grammar

See if students can remember the first answer on the recording, and write *I live in Tokyo* on the board. Under it write ... *Spanish*, and ask students to provide the subject and the verb.

Highlight the meaning of the Present Simple, i.e. that it is something which is always true (and not only at the present time). This is particularly important if your students speak a language which only has one present tense, where English has two.

See if students can remember the question about Italian and write *Do you speak Italian?* on the board. You may wish to use boxes/arrows/colours to show how we add the auxiliary verb *do* to make a question. Ask students to give you the answer to this question and write the short answers *Yes I do, No I don't* on the board. Highlight that:

- we use *do* in these answers and not the main verb, i.e. not *Yes, I speak*.
- an apostrophe = a missing letter. Ask them what it is in *don't*.

You may wish to point out that we can also answer using a different verb, for example *Do you like chocolate? Yes I love it*.

Refer students to the *Language summary* on page 142 of the *Students' Book*.

Pronunciation

See *Teacher's tips: helping students with pronunciation* on pages 9–10.

[3.3] Play the recording or say the sentences yourself, tapping the stresses at the same time. Play the recording again and ask students to say the questions and answers at the same time, in order to work on speed and rhythm. You may wish to drill *Do you ...?* /dʒə/ several times in isolation and then build up the sentence on the board: *Do you > Do you live > Do you live in a big city?*

PRACTICE

1 Students practise further by asking and answering the questions in pairs. Demonstrate the activity with a student in front of the class. Make sure that students realise they should answer truthfully and not just repeat the answers on the recording. Circulate and help, particularly with the use of natural replies.

2 a)-b) Students can write five more questions in pairs, referring back to the phrases on page 24. If they are a strong group, they can think of questions using other phrases, too. Focus students on the speech balloons, and ask two students to demonstrate the activity in front of the class. Students circulate, asking their questions to as many people as possible. They do not need to write the answers because there is no feedback stage. Circulate, helping weaker members of the group in particular.

LANGUAGE NOTE: If stronger students think of more questions with *Do you like ...?*, check that they are using plural nouns where appropriate.

ADDITIONAL PRACTICE

Workbook: Present Simple, Exercise 1, page 16

RB Resource bank: 3A Pick six cards, page 122

Language focus 2 (PAGES 26-27)

Present Simple: positive and negative

1 Ask students to find the pairs of words. Encourage them to use their *Mini-dictionary* to find the meaning of unknown words.

ANSWERS

2 e 3 a 4 b 5 c

2 a) Before students read the text, you could arouse their interest by getting them to look at the photos, and help them to predict the content of the text by asking what they think or know about people living in Britain. Perhaps some students have been to Britain or seen aspects of British life on television or in films. Possible questions to ask: *Do British people live in apartments? What do they eat? What do they drink? What time do they start work/school? What time do shops open and close?*

Check comprehension of: *all, most, many + plural noun - you could use percentages to help convey the meaning. You could also check the following words before reading: work, office worker, (have) lunch, leave (school), go home, usually, stay (open).*

Students read the text and complete the gaps individually, and then compare with a partner. Circulate and help as necessary.

b) [3.4] Play the recording for students to check their answers.

ANSWERS

See tapescript Module 3, recording 4 on page 152 of the *Students' Book*.

Grammar

Draw a table on the board and ask students to tell you the *I, you, we, they* form of *live*:

+		-
I		I
You	... in Paris.	You
We		We
They		They

They should be able to work out the forms by thinking back to Language focus 1, and the information in the text *Life in Britain*.

Refer students to *Language summary A* on page 142 of the *Students' Book*.

PRACTICE

1 Do the example with the class on the board, and then ask students to complete the exercise individually in their notebooks. Circulate and check their answers.

Exercise 1: alternative suggestion

This activity will obviously generate more discussion in a multi-nationality class. With a mono-nationality class you could ask half the students to write about life in a big city and the other half about life in the countryside, or they could write about different regions in their country, or a country they have visited on holiday.

2 a) Students compare answers with a partner. You may wish to teach them *What about (in Argentina/your country/the north?)* to encourage them to interact.

b) Write an example sentence on the board, then ask students to write individually or with a partner. Alternatively, you may wish to set this written work for homework.



Further writing practice is available in the Resources section of the website. In this module, encourage your students to add their work online.

ADDITIONAL PRACTICE

Workbook: Present Simple, Exercises 2 and 3, page 16

RB Resource bank: 3B Who am I, page 123; 3C Pronoun ice cream, page 124

Real life (PAGES 27–28)

Telling the time

Real life: additional activity

If you have a low elementary class: you might wish to start by revising numbers, using Exercise 2 on page 6 of the *Students' Book*.

1 [3.5] Focus on the picture of the clock in London (Big Ben) and teach *four o'clock* if this is new to students. Elicit where the cities are (Los Angeles – United States, São Paulo – Brazil, Moscow – Russia, Tokyo – Japan, Auckland – New Zealand). Play the recording and do the first one as an example on the board. Continue playing the recording for students to write the times on the other clocks. Replay any problematic parts and let students compare with a partner. Check with the whole class.

ANSWERS:

Los Angeles: 9am	Moscow: 8pm
São Paulo: 1pm	Tokyo: 1am
London: 4pm	Auckland: 4am

Grammar

Check *morning, afternoon, evening* and *night*. Write the sentences from the *Grammar* box on the board with gaps, and ask students to complete them in pairs.

one o'clock morning

three o'clock afternoon etc.

Highlight:

- the use of *at* and *no the* with *night*.
- that we tend to use *evening* to describe the early part of the night, between the time when most people leave work up to when they go to bed.

2 Students try this matching activity. Circulate and see what they already know about telling the time or what they can work out. Go through the answers with the whole class. Check the use of *to* and *past*, particularly if you have students who use a very different system for telling the time. Students can then test each other by pointing at one of the watches and asking *What's the time?*

ANSWERS

a five past six	d twenty to eleven
b ten to four	e twenty-five past three
c quarter past eight	f half past nine

3 a) [3.6] Play the recording for students to complete column A (tell them not to write in column B yet). They will probably need to listen several times to some of the more difficult times. They can work individually and then compare answers with a partner. Check answers with the whole class.

ANSWERS

b seven	g to five
c three	h past two
d eleven	i to five
e to one	j ten past eight
f past nine	k quarter past four

b) Students write the times in figures in column B individually, and then compare in pairs. Check answers. You may wish to point out that we can use both ways to say the time, for example *five to twelve* or *eleven fifty-five*.

ANSWERS

b 7.15	c 2.40	d 11.30	e 12.45	f 9.05	g 4.50
h 2.30	i 4.35	j 8.10	k 4.15		

4 Students read the four texts and find the times. It is probably best for them to do this in pairs. Encourage them to add *in the morning, evening*, etc. where they can.

ANSWERS

a 11.10: ten past eleven (in the morning)
 b 12.05: five minutes past twelve (in the afternoon)
 c 6.35: twenty-five to seven (in the evening), 1.10pm: ten past one (in the afternoon), 3.40pm: twenty to four (in the afternoon), 6.10pm: ten past six (in the evening), 10.30am: half past ten (in the morning)
 d 6.00: six o'clock (in the evening), 6.30: half past six (in the evening), 7–9pm: seven o'clock to nine o'clock (in the evening), 9am–9pm: nine o'clock in the morning to nine o'clock in the evening, 7.00: seven o'clock (in the evening), 7.55: five to eight (in the evening), 8.00: eight o'clock (in the evening)

LANGUAGE NOTE: Point out that when we have, for example 11.01 (02, 03, 04) we use *minutes*: *one minute past eleven*, etc.

ADDITIONAL PRACTICE

[RB] Resource bank: 3D, *Time pelmanism*, page 125

Exercise 4: additional suggestion

For further practice: students can draw twelve circles, which are clock faces. They should draw in hands for six of these – they can choose the times and number them 1–6. They should also number the blank clocks

1-6. Keeping their pictures hidden, students work in pairs and ask and answer about the times in the blank clocks, for example *What's the time in number 1?* They draw in the hands and then check answers with each other.

5 So far students have only practised questions with *Do you ...*, so before the activity you may wish to highlight a couple of the more difficult questions which use nouns. Write *English lessons start at five o'clock* and *My family have dinner at seven* on the board and ask students, in pairs, to try and make the questions. Drill the questions, working on sentence stress.

Do the example with the whole class and then get students to ask and answer the other questions in pairs. Encourage them to use *in the evening*, *at night*, etc. At the end, you could ask some students to tell the class one thing that was very different about their partner and themselves.

Words to check: *weekend*, *(have) dinner*.

Exercise 5: alternative suggestion

- a *If you have early finishers:* ask them to interview another student or to think of two or three other questions about time.
- b Stronger students may try to use *usually* in their answers. Encourage this and perhaps teach *sometimes* to any student who needs it.

Find things in common with your partner

See *Teacher's tips: making speaking Tasks work* on pages 7-8.

Preparation for task (PAGE 29)

1 [3.7] Focus students on the photos and elicit ideas about who and where the people are, and what they are talking about. Refer students to the list of topics and let them check any new words in their *Mini-dictionary*. Words to check from the listening: *hungry*, *horrible*, *sometimes*. Play the first conversation and elicit the correct topic as in the example. Students continue listening and number the rest of the topics. Replay any conversations they are finding difficult and give them time to compare answers.

ANSWERS

- 6 - nationality
- 4 - jazz
- 5 - where they live
- 2 - their ages
- 3 - married or not
- 7 - brothers and sisters

2 [3.7] Teach *different* and *something in common* by asking a pair of students some questions and listing their answers on the board, for example:

Maria	Juan
a student	a student
is 17	is 17
has got a brother	is an only child

Highlight what they have in common and how they are different. Then write *breakfast* on the board. Let students listen to extract 1 again and establish that the speakers are different. Get students to write an X beside *breakfast* in Exercise 1. Then play extract 2 and establish that here the speakers have something in common so they can tick the topic. Students continue individually and then compare with a partner. Replay the conversations as many times as necessary. Check answers.

ANSWERS

See tapescript Module 3, recording 7 on page 152 of the Student's Book

3 [3.8] Play the recording for students to complete the gaps. Encourage them to ask you *How do you spell it?* during the feedback. Highlight the meaning of the phrases, particularly *Me too!* (positive) and *Me neither* (negative) when we are agreeing about something. Also *Really?* to show interest. Play the recording again for students to practise the phrases and help them to sound interested by copying the intonation.

ANSWERS

- 1 Really
- 2 Me
- 3 Me
- 4 about
- 5 I don't

Task (PAGE 29)

1 Put students in pairs and tell them they are going to write ten questions to ask another student. Focus them on the topics in the box and elicit possible questions for *married?* *university?* *lives in?* *likes/dislikes?* Then focus them on these questions in the *Useful language* box. Students then work together to think of ten questions. Make sure both students write down all the questions. Circulate and help them write accurate questions. Encourage them to write a variety of questions, otherwise they may tend mainly to use *Do you like ...?*

2 Students work with a new partner and ask and answer all the questions. Ask them to find six things they have in common, positive or negative. Take your time over instructions here. Demonstrate with a strong student, showing how they can use the phrases in Exercise 3, for example:

S: *Do you like computers?*
T: *Yes, I do. How about you?*
S: *Me too.*

Demonstrate that they can mark this on their question sheets by writing two big ticks, to show that both people agree.

Give another example where you agree on something negative, for example A: *I'm not married.* B: *Me neither,* and write two big crosses. Then an example where you have different opinions, for example A: *I like football.* How about you? B: *I don't like it,* which is a tick and a cross. Ask a couple of average students to demonstrate in front of the class. Then students continue the activity in pairs. Circulate and help as necessary.

3 Demonstrate with a student and write the results on the board:

Do you like dogs? Me ✓ Maria ✓ Both of us like dogs.

If students want to talk about two negatives they will need *Neither of us (like cats).* Students then report back in small groups or with the whole class.

Do you remember? (PAGE 30)

ANSWERS

- 1 b) go/come
c) study
d) drink/have/take
e) have
f) speak/study
- 2 b) Do you live in Tokyo? No, I don't.
c) I don't speak English.
d) What time do people finish work in your country?
e) Do Wayne and Carla live in Miami?
f) Do you like pasta? Yes, I do.
- 3 b) Do your cousins live with their parents?
c) What time do you have lunch?
d) I usually go home at about 11 at night.
e) We've got an English lesson at 8.30 in the morning.
f) My sister and her family live in the city centre.
- 4 a) S half /haɪ/, past /paɪst/
b) D where /weə/, we're /weə/
c) D live /lɪv/, three /θri:/
d) S love /lʌv/, lunch /lʌntʃ/
e) S four /fɔː/, law /lɔː/
f) D good /gʊd/, food /fuːd/

module 4

Language focus 1 (PAGES 31–33)

Present Simple *he* and *she*; *like ...ing*

Exercise 1: alternative suggestion

If the verbs in 1b) are likely to be new to your class: you may wish to check the meaning of *love*, *like*, *don't like*, *hate* before students do the activity. You could do this with simple pictures of four faces showing the four emotions, and ask students to match the verbs to the faces. Alternatively, mime the four emotions and talk about yourself and what you love, like, etc. It is probably best to start with nouns, for example *football*, *cars*, *mobile phones*, etc., making sure students use the plural form where appropriate. For each verb, students can write down one thing which is true for them, and tell each other. They can then do Exercise 1a.

1 a) Focus students on the pictures of famous people and tell them to cover the text. In pairs, students try to name the people and their jobs.

ANSWERS

Clockwise from top right: Whitney Houston (singer and actress), Sylvester Stallone (actor), Harrison Ford (actor and director), Dean Cain (actor), Cameron Diaz (actress), Kim Basinger (actress).

b) Students keep the text covered. Get them to read the statements about likes and dislikes and look up any unknown vocabulary in their *Mini-dictionary*. They can then work in pairs to try and match the statements to the people.

2 [4.1] Play the recording for students to check their answers. Make sure they still keep the text covered.

ANSWERS

See tapescript Module 4, recording 1 on page 152 of the *Students' Book*.

3 a) Students can now look at the text and try to complete the gaps. They should work individually and then compare with a partner. Encourage them to use the *Mini-dictionary* for unknown words.

b) [4.1] Play the recording again for students to check their answers.

ANSWERS

See tapescript Module 4, recording 1 on page 152 of the *Students' Book*.

Grammar

1 Ask students to close their books and tell you what they remember about Whitney Houston and Kim Basinger. Write on the board: *She loves dogs* and *She doesn't like crowds*.

Highlight:

- the third person *-s*.
- the use of *doesn't*.
- that we *don't* say *She doesn't likes*.

It might be useful to use colours/arrows/boxes to highlight this information.

2 Ask students about Harrison Ford and Dean Cain, and write on the board: *He likes do... housework* and *He doesn't like fly...* See if students can remember the *-ing* ending.

Refer students to *Language summary A/B/C* on pages 142–143 of the *Students' Book*.

PRACTICE

1 It might be useful to drill the phrases in the *Grammar* box first, especially *doesn't /dʌznt/*. Students work in pairs to try and remember something about each of the famous people. Circulate and help as necessary.

2 a) Students match the words and pictures. They might benefit from some help with pronunciation, particularly of *spiders /spɑɪdəz/* and *salad /sæləd/*.

ANSWERS

- | | |
|-------------------|--------------------------|
| 1 flying | 8 cooking |
| 2 cats | 9 playing computer games |
| 3 crowds | 10 swimming |
| 4 coffee | 11 running |
| 5 spiders | 12 walking |
| 6 doing housework | 13 salad |
| 7 pasta | |

b) Demonstrate the activity by getting students to ask you about some of the pictures. Model some possible replies: *Yes, I love it/them. / Yes, I do. / It's/They're okay. / No, I don't. / No, I hate it/them*. Remind them that we *don't* say *Yes I like* or *Yes I like cooking*. Students work in pairs, asking and answering the questions. Circulate and help, particularly with natural replies. You may wish to allow time for reporting back. Students could tell you one thing that they had in common and one thing that was different.

Exercise 2b: alternative suggestion

If you think your students will have difficulty with the pronouns: write on the board:
 Do you like football? Yes, I love football.
 Do you like cats? No I hate cats
 Tell students it's not correct to repeat the noun. Ask for suggestions and replace the noun with the pronouns *it* or *them*, using colours/ arrows/boxes.

3 Focus students on the box. Demonstrate the activity by using the prompts to talk about yourself, and at the same time writing the information on the board. Ask students to write about themselves on a piece of paper. Circulate and help with any vocabulary.

4 You may wish to do the *Pronunciation* box first, to help students pronounce the *he/she* forms.

Collect in all the pieces of writing and distribute them to different students. Focus them on the example in the speech bubble. Get a strong student to start, and make sure he/she does not say the name. The other students listen and guess who it is. Continue the activity. Keep checking that students are using the final *-s*, and encourage them to correct themselves and each other.

Exercise 4: alternative suggestions

- a If you have a large class: students can work in groups of six or eight.
- b Because the final *-s* is difficult for students to remember, you may wish to put a big *s* on the board, or on a card on the wall, so that you can use it as a reminder and correction aid.

Pronunciation

1 [4.2] Write *likes*, *closes* and *finishes* on the board and say them or play them on the recording. Elicit how many syllables there are in each word, and draw circles over each syllable. Then ask them to listen again to *closes* and tell you which is the stressed syllable. Make the circle over this syllable bigger.

Play the recording for students to mark the syllables and stress on the other verbs.

ANSWERS

loves hates watches opens starts
 understands lives speaks

2 Play the recording again for students to listen and repeat, chorally and individually.

LANGUAGE NOTE: We are concentrating on syllables and stress because we believe that this will help students more than studying */s/*, */z/* and */ʒ/*. The difficult area for students is to pronounce the */ʒ/* in *watches*, *closes* and *finishes*, so you could give extra practice of these.

ADDITIONAL PRACTICE

Workbook: Present Simple with *he/she/it*, pages 22–23; *like*, *love*, *hate* and *-ing*, page 26

RB Resource bank: 4A *Things you love and hate*, page 126

Language focus 2 (PAGES 33–34)

Present Simple questions: *he* and *she*

- 1 Ask the students to discuss the questions, first in pairs and then as a whole group.
- 2 Before students read you may wish to check: *beach*, *exciting*, *weather* either as a class, or individually, using the *Mini-dictionary*. There are other new words in the text, for example *near*, *accent*, but students should be able to guess them from context. If you want to have a single vocabulary stage, you could also check the words in the listening text about Bob at this point (see Exercise 3 below).

Focus students on the questions and then ask them to read the text silently and write the answers. They then ask and answer the questions in pairs. Check answers.

ANSWERS

- a She's from Manchester.
- b She's an actress.
- c She lives in Santa Rosa, California in the United States.
- d Yes.

3 [4.3] Words to check: *village*, *town*, *Europe*, *traditions*, *want to*, *happy*. Play the recording. Students listen and write their answers individually. Replay the recording as necessary. Students then ask and answer the questions with a partner.

ANSWERS

See tapescript Module 4, recording 3 on page 152 of the *Students' Book*.

Grammar

1 Write the answers *He lives in England* and *Yes, he does* on the board and ask students to give you the questions. Write the questions up above the answers and use colours/arrows/ boxes to show students how to make the question form. Highlight that the *-s* from *lives* has 'moved' to the auxiliary verb *do* to make *does*, and therefore we don't say ~~Where does he lives?~~

2 Focus on the short answer *Yes, he does* and ask students to tell you the negative form.

Highlight:

- the use of the auxiliary *does* in the short answers.
- that we don't say *Yes, he lives*.

Refer students to *Language summary D* on page 143 of the *Students' Book*.

Grammar: alternative suggestion

If you have a small class: you can use Cuisenaire rods (small coloured rods traditionally used for mathematics) to show the transformation from the statement to the question form. Use four rods to show:

He likes England.



Show:

Does he like England?



using the same four colours plus a new colour to represent *do*. This shows how the *s* rod has moved from the verb *likes* to the auxiliary *does*.

PRACTICE

1 a) You may wish to do the example on the board before students work individually on the exercise. They can then compare in pairs before checking with the whole class.

ANSWERS

- 2 Does she like going to the beach?
- 3 Does she like life in the United States?
- 4 Does it rain a lot in California?
- 5 Does Anna speak with an American accent?

b) Students now make questions about Bob. This is probably easier to do if they look at the tapescript on page 152 of the *Students' Book*. Encourage them to think of some questions which have *yes* answers and some which have *no* answers. They can do this in pairs.

ANSWERS

Possible questions:

- 1 Does Bob write travel books?
- 2 Does he write only about England?
- 3 Does he like life in England?
- 4 Does his daughter go to university?
- 5 Does he drink tea with milk?

c) It might be useful to drill the questions first. Say the first question a couple of times and ask students which words are stressed:

Does Emma live in England?

Show them how we weaken *does* to /dəz/ and build up the sentence with them: *England > in England > live in England > Emma live in England > Does Emma live in England?*

You can contrast the weak form of *does* /dəz/ in the questions with the strong form /dʌz/ and /dʌznt/ in the short answers and drill both.

Students work with a new partner and ask and answer about Emma and Bob. Circulate, checking pronunciation and accuracy of grammar.

ADDITIONAL PRACTICE

Workbook: Questions, page 24

RB Resource bank: 4B *Three people I know*, page 127

2 Ask students to think of someone to write about. Have some suggestions of famous people, if the students can't think of anyone.

Help students to notice how the information is ordered in the paragraph. You could elicit the order on the board: name, nationality, where she lives, etc.

Circulate and help students individually while they are writing.

3 Students work in pairs and ask and answer about the people they have written about. Before they start, you may wish to work on the pronunciation of the questions. Get students to listen to you and mark the stresses, i.e. *What/name – What/job – Where/come – Where/live – What/like/country – What /think/weather – What / think/people*). Then drill the questions, focusing on the rhythm and keeping the *does* weak. Circulate while students are working and help as necessary.

Help create an online story with your students by voting on what happens next.



Language focus 3 (PAGES 35–36)

Activity verbs and adverbs of frequency

1 Focus students on the pictures. You could ask them *What do you like?* and see what language they give you.

Ask students to put the four verbs in the empty circles. Encourage them to use their *Mini-dictionaries* to check unknown words. Circulate and help. Students can work individually and then compare answers in pairs. Check answers with the whole class. Pronunciation to check: *radio* /ˈreɪdiəʊ/, *newspaper* /ˈnjuːspəpə/.

ANSWERS

c play d write e listen to f watch

2 a) Demonstrate the activity by asking students where they could put *shopping*. Students can then add the other words from the box. Encourage them to use the *Mini-dictionary* to check unknown words. Circulate and help as needed. Pronunciation to check: *magazine* /mægə'zi:n/, *guitar* /gi'ta:/ and *grandparents* /græn'peərənts/.

ANSWERS

- a a magazine
- b shopping
- c the guitar
- d an e-mail
- e CDs
- f a video
- g the cinema
- h your grandparents

Exercise 2a: additional suggestion

Ask students if they can think of any other words that could go with the verbs and write them on the board, for example:

- read a book, a diary
- go dancing, skiing, home
- play tennis, the piano
- write a book, a diary
- listen to music, to your teacher
- watch a film, football
- go to university, the theatre
- visit your cousins, your uncle

Students can then add these words to the verbs in the *Students' Book*.

LANGUAGE NOTE: You could point out that we use *the* in *listen to the radio* (but not in *watch television*) and we talk about *the cinema* (also *the theatre/the pub*) and *play the guitar* (*piano, flute, etc.*). Students can learn these as fixed phrases without having any other explanation. This is particularly important if students speak a language which doesn't have articles.

b) Get one student in each pair to close their book. The other student tests him/her. Then swap roles.

3 a) Students can work in pairs to place the adverbs on the line. Or you could draw the line on the board, write the adverbs on cards and invite the class to stick them in the correct place. As a rough guide we include some percentages to help students.

ANSWERS

Always (100%) > usually (90%) > often (70%) > sometimes (30%) > not ... often (10%) > never (0%)

Exercise 3a: alternative suggestion

Put students in groups of six and give each student an adverb on a card. They should try and stand in the order of frequency.

b) Tell students about yourself, for example *I often go shopping on Saturday*, and write a tick on the board. Then say *I never read the newspaper in the morning* and show them that you cannot tick it. Students then tick the statements which are true for them.

Exercise 3b: additional suggestion

- a Students could change the untrue statements so that they are true, by altering the adverb, for example *I always go shopping on Saturday*.
- b Students can compare their statements with a partner, for example *I often go shopping on Saturday. What about you?*

Grammar

Write *He watches football on television* on the board and ask students where you can put *never, always, usually, etc.* Establish the rule that they go before the verb, and between the auxiliary and the verb in the negative form.

Refer students to *Language summary E* on page 143 of the *Students' Book*, where position with the verb *be* is also covered, or you can leave this till later.

LANGUAGE NOTE: *Sometimes, usually* and *often* can also go at the beginning and ending of phrases, but at this level we feel it is better to start with a simple rule of position. *Not often* can be separated as in *I don't go there often*, but again we have started with the simpler rule.

PRACTICE

1 Demonstrate the activity by writing some examples about yourself on the board. Students can work individually and then compare their sentences in pairs.

Exercise 1: alternative suggestion

Students write three true sentences and three false ones. They read out their sentences to a partner who guesses which are true and which are false. Begin by giving your own examples, and the class has to decide if they are true or false.

2 a) Students could start by asking you the questions so that you can give examples of natural answers. Check they understand that *ever* means *at any time*. Also point out that if they answer using *always* or *usually*, they need to give more information. So *Do you play football?* cannot just be answered by *usually* or *always*. We have to say *I usually/always play on Saturday*. The other adverbs can stand alone. Encourage students to use *How about you?* to continue the conversations instead of repeating the question. Make sure they make a brief note of each answer

because they will need the information for the following exercise.

Circulate and help students to express what they want to say. Stronger students might ask you how to say things like *once a week, every Thursday*, which you could teach them. Collect examples of good language and any errors for analysis and correction later.

b) Demonstrate the activity on the board, highlighting the third person form, especially with *doesn't often* and then ask students to write individually. Circulate and help.

ADDITIONAL PRACTICE

Workbook: Adverbs of frequency, page 24; Activity verbs, page 24; Word order: frequency adverbs, auxiliaries, page 25

RB Resource bank: 4C *Always, sometimes, never*, page 128; 4D *Verb dominoes*, page 129

Find an e-mail friend for Laura

See *Teacher's tips: making speaking Tasks work* on pages 7–8.

Preparation for task (PAGE 36)

You may wish to start by teaching *hobbies* and asking students *Have you got any hobbies?* Then focus students on the photos and ask about Laura's hobby (computers). Elicit where the second photo is: It's a *cybercafé*. Ask students if they go to cybercafés and if they know any good ones, how much it costs, etc. Don't go into too much detail about using computers and the Internet at this point because it is a major theme in Module 13.

Focus students on the information about Laura and establish the situation. Make sure students understand questions a–f: *enjoy* may be new to them. Ask them to read about Laura and answer the questions.

ANSWERS

- a She's from Greenock, in Scotland.
- b Yes, at Glasgow University.
- c Twenty-one.
- d Yes, she does (she likes writing and playing music).
- e Yes, she does.
- f She likes going to the cinema and writing and receiving e-mails.

Task (PAGE 37)

1 Check students understand the situation, that Laura has got answers from four possible friends. Focus students on the table on page 37. Ask them to give you the questions for Ariel, for example *age? How old is he? student? Is he a student?* etc. Build up the questions gradually, drilling as necessary and recapping regularly.

When you have finished, students can look at the *Useful language* box, part a) to compare their ideas with the suggested language.

Divide the class into A/B pairs. Student B turns to page 139 and looks at the information about Ariel and Johanna. Student A asks questions about Ariel and Johanna and writes the answers in the table. The clearest way to give instructions here is to ask two students to start doing the activity in front of the class so that everyone can see what to do.

Then Student A turns to page 140 and looks at the information about Peter and Rachel. Student B asks questions and completes the table for each person.

Circulate and help as necessary. Note down any common errors for correction later.

2 a) Ask students individually to decide who is the best e-mail friend for Laura, and to put the people in order. Let them look at part b) in the *Useful language* box and think of some reasons for their first and last choices (1 and 4). You may wish them to write down their reasons before they discuss their answers.

b) Put students in small groups, if possible with some people who have different first choices, and get them to discuss their answers and come to a group decision. Someone from each group can then report back to the class on their decision. You may wish to give each group three minutes to choose their spokesperson and help them prepare and rehearse what they are going to say.

Real life (PAGE 38)

Classroom English

1 [4.4] You may wish to begin by asking students to remember the classroom language from Classroom English on page 21 of the *Student's Book*. Give them some situations and see if they can remember what to say. Students complete the gaps in the conversations individually and then compare in pairs. Then play the recording so they can check their answers.

ANSWERS

See tapescript Module 4, recording 4 on page 152 of the *Students' Book*.

2 [4.5] Students can practise the student's part together. It might be useful to drill the questions, particularly *What does ... mean?* (they often say *What means ...?*) Students could also practise the dialogues in pairs, with one student taking the part of the teacher. After they have practised, play the recording again, and this time they can say the student's part without looking at the book.

3 Students think of a word in their language which they want to know the English for. They should take turns in asking you *How do you say ... in English?* and

asking for the spelling. All the students can write down the words. Then ask students to find a word in the *Mini-dictionary* that they don't know and to ask *What does ... mean?*

Exercise 3: alternative suggestion

If you have a multi-nationality class: ask them to think of a word which they think is the same in English but they're not sure. If they ask you for a word you cannot guess, then ask them *What does ... mean?* and see if they can explain/draw/mime it, or if any other students can help.

Exercise 3: additional suggestions

If you want to provide more practice of the classroom language:

a Students may not easily be able to think of a word to ask you about. The following words all come from Module 5. Write them on the board and students can choose one and ask you *What does ... mean?* and *How do you say it?*

a queue fast crowded a river traffic a tram

b To practise *Is it correct to say ...?*, write up some of the phrases below. Students choose one of them and ask you the question (the phrases all come from Module 5).

- a I come to school with train e we drive on the right
 - b the capital city of England f wait a bus
 - c in the city centre g people drive very good
 - d a lot people h in United States
- (a *by train* b correct c correct d *a lot of people* e correct f *wait for a bus*, g *very well* h *in the United States*)

d My daughter doesn't often help me in the house.

- 4
- computer cooking accent languages
- housework exciting magazine cinema,
- piano guitar

Do you remember? (PAGE 38)

- 1 studies, thinks, hates, does, wants, goes, has, closes, finishes
- 2 b) Does your grandfather live with you?
- c) Sonia really likes flying.
- d) correct
- e) My wife often goes to Peru on business.
- f) Where does your brother live?
- g) Doctor Milego doesn't speak English.
- h) Does Ben ... Yes, he does.
- 3 b) Javier sometimes leaves home at six in the morning.
- c) You never listen to me.
- d) I don't usually like fish but this fish is good.
- e) New York is a very exciting city.

module 5

Vocabulary (PAGE 39)

Means of transport

1 Students work in pairs to find the means of transport in the pictures. Go through the answers with the whole class. Check pronunciation of *motorbike* /'mɔ:təbaɪk/, *scooter* /'sku:tə/, *aeroplane* /'eərəpleɪn/, *bicycle* /'baɪsɪkəl/, *bus* /bʌs/, *underground train* /'ʌndəgraʊnd treɪn/.

ANSWERS

a a scooter b an aeroplane c a bus d a tram
e a car f a bicycle g an underground train
h a motorbike i a train

2 Write *fast* at the top of the board and *slow* at the bottom. Check students understand and then ask them where to put *aeroplane*. Write it at the top and number it 1, then ask them for number 10 at the bottom (*bicycle*). Students work in pairs to put the rest of the words in order.

3 [5.1] Play the recording for students to see if they have the same order.

ANSWERS

See tapescript Module 5, recording 1 on page 153 of the *Students' Book*.

4 Introduce this activity by asking a student *How do you usually travel to school?* and see if he/she uses the correct preposition, for example *by train*, *by bus*. Highlight the use of *by* for all the means of transport and the use of *on foot* when we walk. Students work in pairs to talk about how the various people travel.

LANGUAGE NOTES:

- We usually travel *by underground*, not *by underground train*.
- You may wish to point out that we don't use *a* or *the* with *by* here. In the text and exercises in the next section students will need to know that we say *take* or *catch a/the bus* or *train*.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Means of transport, page 31

Reading and vocabulary (PAGE 40)

See *Teacher's tips: making the most of the Mini-dictionary* on pages 12–13.

Reading and vocabulary: additional activity

You may wish to begin this whole section with some

revision of numbers from 1–100. See Exercise 7 on page 7 of the *Students' Book*.

1 Focus students on the pictures in the text. Ask *What can you see?* and *Where is it?* Then get them to check the meaning of the words in the *Mini-dictionary*, or teach them yourself. Drill the words, to help with the pronunciation.

2 [5.2] Ask students if they know anything about Bangkok. Then ask them to read the first paragraph and elicit which number from the box might fit the gap. They can then work individually and put the numbers in the other gaps. There should be enough information in the text for students to guess the meaning of unknown words, but you may want to check how to say *per cent* and *more than* (+ number). Students can compare their guesses with a partner. Then play the recording for students to check their answers.

ANSWERS

See tapescript Module 5, recording 2 on page 153 of the *Students' Book*.

Note: you may wish to point out that we say *fifty-three million*, not *millions*.

3 a) Do the example on the board, and then get students to complete the exercise in pairs.

ANSWERS

2 ride	6 get on
3 by	7 get off
4 to	8 walk to
5 wait for	9 take

b) Students work in pairs and take it in turns to test their partner, by saying the verbs only. Get a strong pair to demonstrate the activity in front of the class.

4 Before doing this activity, remind students of *most* and *many* (covered in Module 3) and introduce *a lot of*, *some* and *not many* (you could use the diagram in *Language summary A* on page 143). You may also wish to check *fast*, *well* and *a queue*. Students work individually and can either write the sentences out in full or underline the appropriate answer. Circulate and help with any problems.

If you have a *mono-nationality class*: students can compare their answers to see if they agree. If any students have visited another country, or know another region of their country well, you could encourage them to write about that.

If you have a *multi-nationality class*: put students from different countries together. In this case, you can extend the activity to a small discussion on similarities and differences.

ADDITIONAL PRACTICE

Workbook: Vocabulary booster: travel, page 32

Language focus 1 (PAGE 41)

Articles: *the, a, an* and zero

You could start by revising what students know already from previous modules. Write *He's got new computer, She's actress, We live in city centre, I like the cats, I go home by the bus* on the board and ask students to correct them. Use the corrected examples to teach *article* and write up *a, an* and *the*.

Focus students on the pictures. Ask them to read the information about Carl and to underline all the articles.

ANSWERS

He's *an* artist ... *a* large city... *the* United States

Grammar

1-2 Students work in pairs to answer the questions.

ANSWERS

- 1 We use *an* before vowel sounds, for example *an apple, an engineer, an hour*.
- 2 We don't usually use an article with names, for example *Carl Wilson*.
- 3 Ask the pairs to try and complete the gaps in a-g. Make sure they know that sometimes there is no article and that we call this zero article (show them the symbol for this in d). Since students have met most of these examples before, they should be able to do them and begin to work out 'rules'.

When going through the answers with the class, ask or guide them to giving reasons for their choices. At this early stage of the course we have simplified explanations, and so have not included the idea of countable/uncountable nouns or shared knowledge (*the city centre vs a big city*). However, if you are working with a group whose language does not have articles, you may wish to give students more information.

ANSWERS

- b a (jobs)
- c the (fixed phrases)
- e the (countries which are collectives)
- f zero (fixed phrases: means of transport after *by*)
- g zero (fixed phrases with *work, school, home*)
- h zero (fixed time phrases)

Refer students to *Language summary B* on page 143 of the *Students' Book*.

PRACTICE

- 1 a) Students can do this individually and then compare with a partner.
- b) [5.3] Play the recording for students to check their answers. You may need to play sections more than once because it is often difficult for students to hear *a*.

ANSWERS

See tapescript Module 5, recording 3 on page 153 of the *Students' Book*.

- 2 Students work in small groups of four or five and write down their answers. To make it even more motivating, you could give them a time limit. Conduct the quiz in a lively manner. Establish a points system, for example 1 point for a correct answer and 1 point for correct English, and say that your decision is final!

ANSWERS

Answers could vary, but check the use of articles.

- a by bus, by bicycle, by motorbike, by scooter, by underground, by train, on foot, by tram.
- b Most people ... get up at seven in the morning, have breakfast at half past seven in the morning, go home from work at five in the evening, watch TV in the evening.
- c Kate Winslet is an actress, Ricky Martin is a pop star, Martina Hingis is a sportswoman/tennis player, Tony Blair is a politician/the Prime Minister.
- d People usually ... go to church on Sunday(s), eat out on Saturday(s), watch football on Saturday(s), stay at home on Monday(s)/weekdays.

Exercise 2: additional suggestion

If your students are enjoying the quiz, ask some extra questions:

- *Where are these places?*
Lisbon Cairo Los Angeles Buenos Aires Manchester
(Answers: Lisbon is in Portugal, Cairo is in Egypt, Los Angeles is in the United States, Buenos Aires is in Argentina, Manchester is in the United Kingdom/in England.)
- *What are these in English?* Point to things in the classroom or use some pictures from the *Students' Book*, or your own: for example a clock, a table, an underground station, a scooter, an aeroplane.

Note

We suggest that if your students speak a language which does not have an article system, you continually draw their attention to the use or non-use of articles, for example by always including the appropriate article when you teach new

lexis (a tram) and particularly lexical phrases (near the city centre). It may take students a long time to absorb how and when articles are used, so a principle of 'little and often' is probably best.

ADDITIONAL PRACTICE

Workbook: Articles: *a* and *the*, page 29

Language focus 2 (PAGES 42–43)

Can and can't

Language focus 2: additional suggestion

Because this activity requires students to read and talk about money, you may wish to start by checking knowledge of British money and how to say it, for example £1.50 = one pound fifty, £3.25 = three pounds twenty-five. If you have some British coins you could give some practice.

LANGUAGE NOTE: We introduce *can* and *can't* for possibility before *can* and *can't* for ability because this use is more common. The 'ability' use is covered in Module 11.

1 Focus students on the picture, by eliciting where it is. Ask students to read the information and answer the questions. Check that they realise that Heathrow Airport is a long way outside London. Ask students: *How much time have you got?* (1 hour and 20 minutes).

2 Ask students to read the texts and answer the questions. They can do this individually and then compare with a partner. Students may need help understanding the questions, so it is probably a good idea to do journey 1 with them.

ANSWERS

- 1 a underground to Paddington, then train to Heathrow
- b thirty minutes
- c £13.50

- 2 a a walk to Victoria, then bus to Heathrow
- b an hour and thirty minutes
- c £8.00

- 3 a taxi
- b about forty-five minutes
- c £30.00

- 4 a underground
- b about fifty minutes
- c £3.50

3 Refer students back to the information in the box. Students work in pairs to decide how to go to the airport and give reasons for their decision. Circulate and listen to see if they already know and use *can* or *can't* when they are speaking. Have a class discussion about the best way to travel.

ANSWERS

- They haven't got enough money for a taxi.
- The bus would be too late because it goes at 5 o'clock.
- The fast train from Paddington or the underground from Piccadilly would both be fine.

Grammar

Write the gapped sentences on the board and ask students to think how to complete them, in pairs. Point out that we are talking about something which is possible (+) or impossible (-). This should be particularly clear in the negative example.

Highlight:

- that after *can* we use the base form of the verb.
 - that we make questions by inverting *can* and the subject.
- Refer students to *Language summary C* on page 144 of the *Students' Book*.

Pronunciation

1 [5.4] You may wish to start by saying a positive sentence yourself, for example *I can go*, and asking students where the stress is (on *go*). Show them how *can* is weakened to /kən/ and let them listen to your example again. Then give them the negative *I can't go* and ask about the stress. Here we stress both *can't* /kɑnt/ and *go*. Then say the two sentences several times, randomly, and ask students to say positive or negative (or lift up their right hand for positive and their left for negative) until they become more confident. Play the recording, more than once if necessary, for students to complete the activity.

ANSWERS

- a+ b- c? d- e+ f? g+ h- i?
- j+ k?

2 Play again for students to listen and repeat.

PRACTICE

- a) Students write sentences individually. There are some unknown words here, but they are more easily checked in context, for example *safely, find, easily, food, meet*.
- b) Students then compare their answers in small groups.

Practice: alternative suggestion

If you have a mono-nationality class: students can check to see if they have got the same answers. Some students may have visited other countries/cities, so you could ask them to complete the information about those places rather than their own country/city.



Do a class survey on transport

See *Teacher's tips: making speaking Tasks work* on pages 7–8.

Preparation for task (PAGE 44)

1 Set the scene by taking the role of a market researcher, holding a clipboard and going up to a student to ask some of the questions in the survey. Students were introduced to *market researcher* in Module 1. Ask what the questions are about, and check they remember *transport*.

Students read the questionnaire and use their *Mini-dictionary* to check any new words or phrases. These may include: *survey, personal, How far ..., public, excellent*.

2 [5.6] Play the recording for students to number the questions. They can work individually and then compare answers with a partner. Check with the whole class.

ANSWERS

See tapescript Module 5, recording 6 on page 153 of the *Students' Book*.

Task (PAGE 44)

1 Put students in groups and ask them to write questions for 7 and 8. If they cannot think of any, possible ones are: *Do you use taxis? What do you think of taxis in your town? How far do you travel in a normal day? What is your favourite means of transport? How much does it (the journey to work or school) cost?* Circulate and check the accuracy of their questions.

2 Tell students they are going to ask each other the questions. Since a lot of the speaking will simply be reading aloud from the questionnaire, you may wish to give spoken practice from the *Useful language* box first. This could be done by writing some of the answers on the board, for example *Yes, often / About five kilometres / By train / I walk*, and asking students, in pairs, to try and remember the questions: *Do you use public transport?* etc. Then get them to check in the *Useful language* box. Drill the questions and answers as necessary. They may particularly need help with *How long does it take?*

Useful language box: alternative suggestion

Write questions and answers on cards – the questions on one colour, the answers on another – and give a set of cards to groups of three or four students. Students have to match the questions and answers. They then put the question cards face down and try to remember the questions accurately. After this they can look at the *Useful language* box.



ADDITIONAL PRACTICE

Workbook: Vocabulary: *can / can't*, page 28

RB Resource bank: 5A, *The perfect holiday*, page 130; 5B, *Transport crossword*, page 132.

Listening (PAGE 43)

How to go to ...

1 [5.5] Focus students on the photos and ask them to read the information about the people. You may wish to start by playing the recording and asking students to look at the photos and decide who is talking. Words to check before listening: *subway, office*.

Play the recording again for students to complete the table (they can copy it out and write in their notebooks). They may want to hear parts of the recording more than once. They can compare answers in pairs before checking with the whole class.

ANSWERS

See tapescript Module 5, recording 5 on page 153 of the *Students' Book*.

2 Demonstrate by choosing a journey and talking about it. You may want to start by asking students to remember how Ara talks about her journey. Write on the board *It ... 25 minutes ... train* and ask students to listen again and complete the gaps. You can do the same for *It costs about ...* and then drill the phrases. Use the phrases when you talk about your journey.

Students work in pairs and choose two journeys to tell their partners about. It might help if you write up some possibilities on the board, for example:

- from where you are now to your home.
- from where you work to where you are now.
- from the airport to the city centre.
- from your town to another town.
- from your house to a friend's house.
- from where you are now to the capital city of your country.
- from the centre of town to a famous tourist site.

Students listen to their partner and write the information in the table (or in their notebook). Circulate and help as necessary. Note any common errors for correction later.

LANGUAGE NOTE: You could draw students' attention to the varied ways we grade quality: *excellent, very good, good, not bad (= it's okay), not very good (= it's bad), terrible*. British people tend to use *not very good* rather than *bad*. In the same way we say *he's not very tall, she's not very slim* rather than *he's short, she's fat*.

Students interview someone from another group. To make it more authentic, they could stand up and role-play the whole situation (complete with a clipboard!), starting with *Excuse me, have you got five minutes? Can I ask you some questions about transport?* Circulate and note any problems for analysis later.

Task: alternative suggestions

- a Get students to interview someone from another class, or (if in an English speaking environment) students in the restaurant, other staff in the school, or their homestay host.
- b *If you have time and a strong class:* you might want to do a proper reporting back stage where students work in slightly bigger groups and pool their information. One of them has to give a report on the group's findings. For this they would need to use: *Most people ... A lot of people ... Some people ... Not many people (walk), and Everyone/Everybody/No one/Nobody (+ walks)*. They would need preparation and rehearsal time first. They could also write up their findings as a report or make a poster.

Real life and writing (PAGE 45)

Buying a ticket

1 Focus students on the photos and check they understand Florence's situation. Waterloo Station is the terminus for the Channel tunnel trains from London to Paris. Students work individually to put the conversation in the correct order. They can compare in pairs before checking with the whole class. Check they understand that we use *Here you are* when we are handing something to someone. Words to check: *platform, ticket, single, return, sign*.

Exercise 1: alternative suggestion

- a Write each line out on cards and ask students to reorder them, either in groups or as a whole class, sticking the cards to the board.
- b *If you have a strong class:* show the photo of Florence, set the scene and ask students, in pairs, to try acting out the conversation. This will enable you to see how well they can manage before they look at the conversation and do the exercises. They can then do Exercises 1 and 2.

2 [5.7] Play the recording for students to check their answers.

ANSWERS

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

Before students practise similar conversations, it might be useful to drill some of the phrases. They can repeat after the recording, or after you. Highlight the intonation of *Single or return?* and make sure the customers sound friendly and polite when they ask questions. Tell students to practice the original dialogue first and then to substitute information as suggested.

Exercise 2: additional suggestion

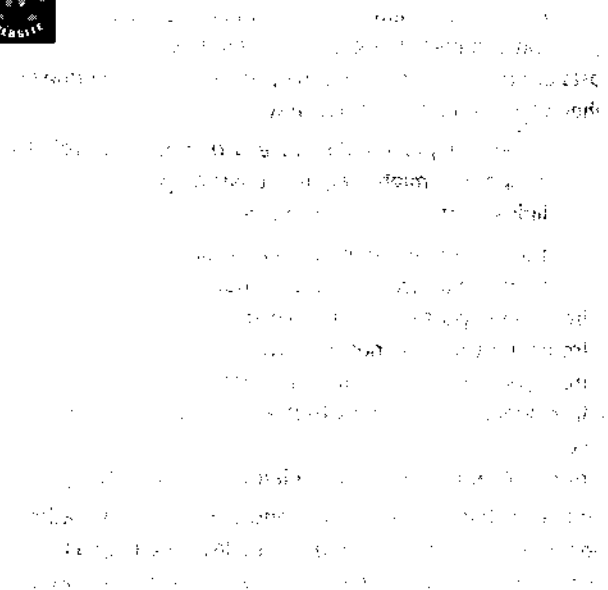
Since students may not find real-life ticket clerks in English-speaking countries so clear and responsive, you could develop this role-play slightly. Take the part of the clerk yourself and answer unclearly or too quickly. Encourage students to stop you (*I'm sorry, I don't understand, can you say that again?*) and to repeat information, to check they have got it right (*Okay, Platform 3*). This will help equip them with very useful clarifying strategies. They can role-play a similar situation in pairs.

3 a) Ask students if there are any other ways to buy a ticket. They will probably suggest the Internet. Tell students they are in London and they want to take the train to Paris. They should write down when they want to travel and who they want to travel with.

b) Students complete the order form. If they don't understand something, they should ask another student or call you over to help. Circulate and respond to their questions.



Go online with your students to try and buy online.



Consolidation modules 1-5 (PAGES 46-47)

ANSWERS

A

See tapescript Consolidation 1-5, recording 1 on page 153 of the *Students' Book*.

B

- 1 Where (a)
- 2 What (b)
- 3 How old (a - it was completed in 1973)
- 4 When (a)
- 5 Where (a)
- 6 How old (b - it was first constructed 1793-1801)
- 7 Who (c)
- 8 What (c)

C

- 1a See tapescript Consolidation Modules 1-5, recording 2 on page 153 of the *Students' Book*.
- 1b
- 2 When does it arrive in Dublin?
 - 3 How much is it?
 - 4 What time does the zoo open?
 - 5 What time does it close?
 - 6 How much does it cost for a ten-year-old child?
 - 7 How can you travel there?
 - 8 When does the football start?
 - 9 When does it finish?
 - 10 What time is the film?
- 1c For answers to the questions, see tapescript Consolidation 1-5, recording 2 on page 153 of the *Students' Book*.

E

- | | | |
|-------------|-------------|-----------|
| 2 brother | 10 jams | 18 ride |
| 3 close | 11 know | 19 single |
| 4 diary | 12 law | 20 travel |
| 5 exciting | 13 musician | 21 uncle |
| 6 favourite | 14 night | 22 visits |
| 7 get | 15 open | 23 wait |
| 8 have | 16 police | 24 years |
| 9 identity | 17 queue | 25 zoo |

module 6

Vocabulary (PAGES 48–49)

Food: countable and uncountable nouns

1 Focus students on the picture and check they know/remember *food* and *meal*, and the names of the meals: *breakfast*, *lunch*, *dinner*. Elicit which meal the picture shows.

ANSWER

breakfast

2 Students work in pairs and find the things in the picture including the words crossed out (the crossings out relate to Exercise 3). Check with the whole class.

Drill the words, particularly: *fruit* /fru:t/, *juice* /dʒu:s/, *cereal* /'sɪəriəl/, *bananas* /bə'nɑ:nəz/, *oranges* /'ɒrɪndʒɪz/, *toast* /təʊst/, *jam* /dʒæm/, *yoghurt* /'jɒgət/, *biscuits* /'bɪskɪts/, *sausages* /'sɔ:sɪdʒɪz/.

3 a) Use eggs, *butter* and *cheese* to demonstrate that we can count some things and not others. Students then work in pairs to put the words into two groups. Check answers.

ANSWERS

Countable nouns: bananas, apples, oranges, bread rolls, biscuits, grapes, sausages

Uncountable nouns: milk, coffee, fruit juice, cereal, fruit, meat, toast, jam, yoghurt

LANGUAGE NOTES:

- If you have a *mono-nationality class*: pay particular attention to words which are countable in their language but uncountable in English, or the other way round.
- Point out generalities, for example that liquids and meat are uncountable in English: *water*, *tea*, *beef*, etc.
- With drinks, point out that we can ask for *a coffee*, meaning *a cup of coffee* and *a tea*, *a beer*, *a wine*, etc.

Exercise 3a: alternative suggestion

Dictionary training

Show students how to use the *Mini-dictionary* to find if a word is countable or uncountable. They can then check their answers to Exercise 3a using their *Mini-dictionary*.

b) Ask students the question about the plural form. Refer them to *Language summary A* on page 144 of the *Students' Book*.

ANSWER

No, only countable nouns have a plural form.

4 [6.1] Focus students on the photos. If you think they might know something about the three countries, ask *What do you think he/she/they have for breakfast?* You may wish to check the meaning of *bowl* and *tropical* before the recording, but students don't need to know exactly what *guava* and *mango* are, just that they are tropical fruit. Play the recording for students to make notes about the different people. You may need to play parts of the recording a few times and allow students to compare with a partner. Check answers.

ANSWERS

See tapescript Module 6, recording 1 on page 154 of the *Students' Book*.

5 Demonstrate the activity by telling students about your breakfast, and remind them how to use the adverbs *always*, *usually*, *often*, *sometimes*, *not often*, *never* from Module 4. Students then talk about their breakfasts in pairs. Circulate and help, noting any errors for correction later. Early finishers can move on to talk about other meals in the day.



Add to the food chain online to tell other *Cutting Edge* users from around the world about food in your country.

ADDITIONAL PRACTICE

Workbook: Countable and uncountable nouns, page 34; **Vocabulary:** Food, page 34; **Vocabulary booster:** things to eat, page 37

Language focus 1 (PAGE 49)

There is and there are

[6.2] Before students listen, teach *pot*, *jar* and *jug* using the coffee pot, the jam jar and the jugs of orange in the picture on page 48. Play the first sentence and ask students to look at the picture and say whether it is true or false. Then play the rest of the recording. They can work individually and compare answers in pairs.

ANSWERS

b False c True d True e True f False g False

Grammar

Write the sentences on the board and elicit the correct answer.

ANSWERS

There's a jug of milk. There's a lot of cheese. There are eight bread rolls.

Highlight particularly that we use *There's* with uncountable nouns. At this point, just work with *a lot of + uncountable noun*. Students will look at *some* in the next section.

You may wish to work on pronunciation, particularly the short (contracted) form *There's a* /ðəzəl/ and also *There are* /ðəə/. Drill both and work on sentence stress, getting students to stress the information words, for example:

• • • • •
There's a bottle of milk. There are eight bread rolls.

You may wish to refer students to *Language summary B* on page 144 of the *Students' Book*, or you may decide to leave this until later in the lesson.

PRACTICE

1 Ask students to look at the picture on page 48 again. Write the example sentences on the board and ask if they are true or false, then ask for another example. Students write their own true and false sentences individually. Circulate and check the accuracy of their language.

2 Students work with a partner. Student A closes his/her book and Student B reads out some of his/her sentences. Student A says if they are true or false. Circulate and note any errors for correction later.

ADDITIONAL PRACTICE

Workbook: *there is / there are*, page 35; *Short answers*, page 35

Language focus 2 (PAGES 50–51)

Some and any

1 a) Check the meaning of *healthy* foods. Then focus students on the pictures around the reading text. Ask them to match the words with the pictures. They can work individually and then compare answers in pairs. Check with the whole class. It might be useful to drill some of the words, particularly *vegetables* /vedʒtəbəlz/, *french fries* /frentʃ 'fraɪz/, *hamburgers* /hæmbɜːgəz/, *soup* /suːp/, *sugar* /'ʃʊgəl/ and *grilled fish* /grɪld 'fɪʃ/.

Demonstrate the ticking activity by doing two examples with the whole class. Students can continue individually.

LANGUAGE NOTE: We have used *french fries* rather than *chips* as this is more international and is nowadays used more in restaurants.

b) Students compare their answers. At this point, you could teach them to say *... is good for you*, which is more natural than *healthy* and is also used in the text. Circulate and help with any pronunciation problems.

2 Before students read the text, you may wish to check the following words/phrases, either yourself or by asking students to check in their *Mini-dictionary*: *to go on a diet*, *pasta*, *a dessert*, *calories*, *delicious*.

Check students are clear about the task before they read silently. They can work with a partner and see if their ideas were the same as those in the text. Circulate and help with any difficulties.

ANSWER

Healthy: grilled fish, vegetables, soup, nuts

Not healthy: sugar, french fries, hamburgers, cream



Exercise 2: alternative suggestion

Developing reading skills

If you have a strong class and/or you want to encourage students to read and learn to guess unknown words: you could decide *not* to check any of the words/phrases suggested earlier. Instead ask students to read quite quickly and underline everything they *do* understand. Then you can encourage them to decide which of the unknown words or phrases are really important. Tell them they can look up *three* of them in the *Mini-dictionary*, or ask you. Each student can choose their own words. If you do this regularly and encourage students to use strategies to guess words, this will help improve their reading skills.

3 Write the two sentence beginnings on the board. Check *lose weight* and complete the first sentence with the whole class. Students work individually to complete the second sentence. At this stage there is no need to go into the meaning of *some* and *any*.

ANSWERS

- a grilled fish with green vegetables or some pasta, some fruit or some nuts, and some water.
- b sugar, fried foods, cheese, tomato sauce, desserts which contain cream, butter or chocolate.

4 You could start by talking about yourself and then get students to ask and answer the questions in pairs. Circulate and help. *What's your favourite food?* is quite a wide question, so you could get them to say what they like eating in restaurants, or for a particular meal, for example lunch.

Grammar

Ask students to close their books and remember some of the ideas for healthy food. Write the following on the board in two columns:

- | | |
|---------------------------|-----------------------|
| Try ... green vegetables. | Eat ... fruit. |
| Don't eat ... biscuits. | Don't drink ... coke. |

See if students, in pairs, can complete the gaps with *some* and *any*. Ask if the nouns are singular, plural or uncountable, and write *plural* above the first column and *uncountable*

above the second. Elicit which sentences are positive and which are negative, and highlight these on the board. Then get students to tell you the rule, and write this on the board.

Then ask students to open their books and underline examples of *some* and *any* in the text. Get students to tell you in each case whether it is positive or negative, plural or uncountable.

Elicit the question form: *Have you got any biscuits? Have we got any milk?* You could give them a context, for example they are in a shop and want to ask about biscuits, or they are at home and making coffee and want to know about milk. Write the questions in the appropriate column on the board.

Highlight that we use *any* with questions.

Write on the board *Water hasn't got ... calories* and *Water's got ... calories*. Draw students' attention to the use of *any* and *no*.

Refer students to *Language summary C* on page 144 of the *Students' Book*.

LANGUAGE NOTES:

- We realise that this basic *some* = positive and *any* = negative does not give the full picture of how these words work. However, we believe that this rule is helpful for elementary learners and that we often do use *some* and *any* in this way to talk about food.
- With the questions *Do you want ...? Or Would you like ...?* we often use *some*. There is no need to point this out now. You can deal with it later in the *Real life* section.

PRACTICE

- 1 a) Focus students on the picture of Katie. Give them two minutes to memorise her shopping list on page 134.
b) Students work in pairs and try to write down the list. Circulate, checking that they are using *some* and the correct plural or uncountable form. See who remembered the most.

ANSWERS

She wants to buy ... some nuts, some orange juice, some mineral water, some oranges, some grapes, some apples, some bananas, some green vegetables, some fish, some yoghurt, some pasta and some bread.

When students are telling you their answers, help them with the weak pronunciation of *some* /səm/ and encourage them to stress the following noun, for example:

She wants to buy **some** apples.

Check the pronunciation of *mineral water* /'mɪnərəl 'wɔ:təl/ and *orange juice* /'ɒrɪndʒ dʒu:s/.
 • • •

- 2 Use the picture to establish the situation and get students to work in pairs to answer questions a) and b). They may need reminding of *she's got* (Module 2). Circulate and check students are using *some* and *any* correctly. Then ask them to answer question c). They can use *There's some ...*

Check pronunciation of *sausages* /'sɔ:sɪdʒɪz/ and *chocolate* /tʃɒklət/.

ANSWERS

- a She's got some nuts, mineral water, grapes, apples and yoghurt.
- b She hasn't got any orange juice, oranges, bananas, green vegetables, fish, pasta or bread.
- c Unhealthy food: there's some pizza, wine, jam, chocolate, sausages, biscuits.

Practice: additional suggestion

You may wish to focus on the question forms: *Is there a/an ...? / Are there ...? / Is there any ...? / Are there any ...?* and their correct usage with singular/plural countable and uncountable nouns (see *Language summary B* on page 144 of the *Students' Book*). Students can then practise, using activity 6A in the *Resource bank*.

ADDITIONAL PRACTICE

Workbook: *some* and *any*, page 36; *some*, *any*, *a(an)* and *no*, page 36

[RB] Resource bank: 6A *Food battleships*, page 133; 6B *The recipe game*, page 134

Language focus 3 (PAGE 51)

How much? and how many?

Ask students to match the questions and the answers. They can do this individually and compare with a partner. Check with the whole class.

ANSWERS:

1 b 2 d 3 a 4 c

Grammar

Ask students to cover the *Grammar* box and look at questions 1–4. Get them to work in pairs to explain when we use *how much?*, and when we use *how many?*

Highlight the fact that *brothers*, *sisters* and *days* are plural and *milk* and *money* are uncountable.

Refer students to *Language summary D* on page 144 of the *Students' Book*.

PRACTICE

You could organise this as a quiz in groups of three or four. Students work together and decide on the correct question and answer. Encourage them to use their *Mini-dictionary* to check whether a word is countable or uncountable.

Questions b and d obviously have no correct answer, so ask students to find the average for the group. To increase motivation, you could set a time limit. Conduct the quiz in a lively way with 1 point for each correct question and 1 for a correct answer.

ANSWERS

- a How many - 100,000
- b How much
- c How much - 4 litres
- d How many
- e How many ... are - 16
- f How much

Practice: additional suggestion

Add other questions to the quiz with open answers, for extra points:

- students are there in the class?
- money have I got in my pocket?
- teachers are there in the school?
- wine is there in a normal bottle? (give a choice of answers)

ADDITIONAL PRACTICE

Workbook: Questions with *how much* and *how many*, page 38

RB Resource bank: 6C Sports stars, page 136.

Listening (PAGE 52)

'Waiter! Waiter!' Jokes

1 Words to check: *restaurant, waiter, waitress, customer.* Focus students on the pictures and ask where the people are. Students use their *Mini-dictionary* to find the meanings of the words, then match them to the pictures.

ANSWERS

- a fly
- b surprise, feathers
- c cherry, ice cream

2 [6.3] To help students understand the jokes, check possible flavours of ice cream, for example *vanilla, strawberry, chocolate.* Also a *scoop* of ice cream. Ask *What does a waiter call a customer? (Sir or Madam.)* You could also use the pictures to check *knife, fork* and *spoon.*

Exercise 2: alternative suggestion

If you have a strong class: get pairs of students to look at the pictures and try to act out the scenarios. This will naturally bring up the vocabulary above and help them predict some of the content of the recordings. They can then listen and see if the situations are similar to their ideas.

Play the recording for students to match the jokes with the pictures.

ANSWERS

- 1 c 2 a 3 b

TEACHER'S NOTE:

In exercises 2-4, we ask students to listen intensively to jokes. This is because in jokes it is especially important to understand the punch (last) line accurately and because we feel it could be very motivating for students to be able to tell one of the jokes. It also gives good practice in listening intensively for specific language.

3 Students try and complete the last line of each joke. Play the recording again for them to check.

ANSWERS

See *tapescrpt* Module 6, recording 3 on page 154 of the *Students' Book.*

Exercise 3: additional suggestion

Remind students about sentence stress. Play the recording again and ask them to mark the main stresses with a blob.

Play again and ask students to say the jokes with the recording. They might benefit from some drilling of the phrases.

Students can then practise telling the jokes in pairs.

4 [6.4] Draw a picture of a spider and see if students remember the word. Students complete the gaps in the joke individually, then compare in pairs. Play the recording for them to listen and check.



Challenge your students to find some good jokes online.

Real life (PAGES 52-53)

Ordering food and drink

1 Arouse students' interest in the topic by asking them about their favourite restaurants, and if they ever order take-away food (for example in the UK, pizzas, Chinese food and Indian food are popular *take-aways*, which are delivered to people's homes). Focus students on the three pictures and ask them to match the food and the restaurants. They can work in pairs. Check answers.

ANSWER

- a 3 b 1 c 2

2 [6.5] Words to check before listening: *large, burger, lemonade, the bill, change.*

Play the recording for students to answer the first question. Then they can listen a second time to answer the next two questions. They may need to listen to parts of the conversations again. Let them check answers with a partner.

ANSWERS

See tapescript Module 6, recording 5 on page 154 of the *Students' Book*.

3 Students listen again and complete the gaps.

ANSWERS

See tapescript Module 6, recording 5 on page 154 of the *Students' Book*.

LANGUAGE NOTE:

We include *Would you like ...* and *I'd like ...* as phrases in context here rather than making them a major language focus. You could simply highlight them as an alternative and politer way of saying *Do you want ...* and *I want ...*

It might be useful to drill the language in the conversations, focusing on sentence stress. Get students to predict the main stresses and then listen to check. Give particular practice of *Can I ...*, *I'd like to order ...* and *Would you like ...?*

Exercise 3: additional suggestions

a Students could look at the tapescript on page 154 and underline any other useful expressions, and then tell the group. Answer any questions about the language. Encourage students to use some of the classroom language they have previously studied, for example *What does ... mean? Can I say ...?*

b If you want to work further with the dialogues, see Ideas for using dialogues in the teacher's notes for Module 1, Real life and writing (page 22).

4 Divide the class into A/B pairs. Ask one pair to demonstrate in front of the class and then let pairs continue with their own role-play. Circulate, collecting examples of good language and any errors for analysis and correction later.

You may wish to check students' pronunciation of the prices. The most common way to say these are, for example, *one pound forty, two pounds ten, fifty-five pence, ninety pence.*

Describe the differences between two pictures

See *Teacher's tips: making speaking Tasks work* on pages 7-8.

Preparation for task (PAGE 54)

[6.6] Start by asking students when and where they or their family usually shop for food. This may bring up the topic of markets. Focus students on the picture. Ask them to look at it for a half a minute. You may want to check how we say prices in this situation, for example *fifty-four pence a kilo*. Also check *right* and *left* in phrases such as *on the right/left of the picture, in his right/left hand*.

Play the first sentence of the recording and demonstrate the activity. Continue playing the recording. Students work individually and then compare answers with a partner. They may need to hear sections of the recording more than once.

ANSWERS

See tapescript Module 6, recording 6 on page 154 of the *Students' Book*.

Task (PAGE 54)

1 a) Divide the class into A/B pairs. Student B turns to page 135. Establish that the pictures are different and that they have to find eight differences between them. At this point focus them on the *Useful language* box. Rather than just getting them to read it, see how much they can already manage. Write on the board:

- In my picture ...*
- There's dog and there potatoes.*
- There any apples.*
- a cat?*
- Are oranges?*
- How are the bananas?*
- £1.16 a kilo.*
- the left there's a cat, the middle there's a man.*

Ask students to complete the gaps. Then see if they can tell you how to make the questions, including asking about price and colour. It might be useful to drill the phrases and questions. After this, refer them to parts a) and b) in the *Useful language* box.

b) Students work in A/B pairs to find the eight differences and mark them on their picture. It is very important that they do not look at each other's picture, so ask them to turn facing each other with their books up, or they could work back to back. Circulate and help with language problems and/or make a note of them for correction later.

2 a) Refer students to part c) in the *Useful Language* box then ask them to describe the differences between the two pictures, in their pairs. You may wish to get them to write down the differences or just to practise saying them.

b) After a few minutes, ask them to work in small groups, or as a whole class, to compare their answers.

ANSWERS

The differences in picture B are:

- 1 There's only one woman, not two.
- 2 The man hasn't got any paper in his hand.
- 3 The cat is white, not black.
- 4 The sign at the back says 'Fred's fruit & veg'.
- 5 Potatoes are a different price.
- 6 There aren't any grapes.
- 7 There are only two apples, not four.
- 8 There are some bananas in the box.

Do you remember? (PAGE 55)

ANSWERS

- 1 across: meat, yoghurt, vegetables, sugar
down: hamburger, potato, milk
- 3 b) How much fruit do you eat?
c) How much sugar do you have with your coffee or tea?
d) How many hours' sleep do you have at night?
e) How much time do you work on a computer every day?
- 4 a) wife
b) eggs, healthy
c) milk, grilled
d) meat, cheese
e) juice, spoons

module 7

Language focus 1 (PAGES 56–57)

Past Simple: was and were

1 Focus students on the photos and ask them to work in pairs to see if they know the names of the people and why they were famous. Have a general discussion to see how much they know and if any of them are already using *was/were*.

2 a) Introduce *icon* to mean a famous person, then ask students to read through the information and look up any unknown vocabulary in the *Mini-dictionary*, or ask you. New words may include: *popular, group, originally*. Also check *was born* as a phrase. You can do this quickly by using the dates of a famous dead person (for example Walt Disney 1901–1966).

Go through the example with the class. Students then do the activity in pairs, first finding the photo and then underlining the correct answer. Circulate and listen to their ideas. They should be able to do the activity without any explicit focus on *was* and *were* beforehand.

b) [7.1] Play the recording for students to check their answers.

ANSWERS

- | | |
|----------------|--------------------|
| b Sweden | f Warsaw |
| c writer | g Liverpool |
| d South Africa | h Norma Jean Baker |
| e in the 1990s | |

2 Students now have the opportunity to personalise the language. Do the first example with the whole class and then students can work individually on the others. Circulate and check their answers.

3 a) Students complete the gaps. Words to check: *birthday, programmes, late*.

ANSWERS

- | | |
|-------------|--------|
| 1 were | 4 were |
| 2 were | 5 Was |
| 3 was, were | |

b) Students match the answers with the questions individually, then compare with a partner.

c) [7.2] Play the recording for students to check their answers.

ANSWERS

- 1 d 2 e 3 a 4 b 5 c

4 Before students start this activity, it might be useful to drill some of the language, for example:

born > you born > were /wə/ you born > Where were you born?

in Rome > born in Rome > I was /wəz/ born in Rome.

Demonstrate the activity with a couple of questions to a student in front of the class, then get students to ask and answer in pairs. Encourage them to make brief notes about their partner's answers. Circulate and help students with their answers. When they have finished, students report back on their partner to the class, or in small groups.

ADDITIONAL PRACTICE

Workbook: Past simple: *was/were*, page 40; Short answers, page 40

Grammar

Focus students on the table and check the meaning of *I was*. Ask students to look back at Exercise 2 to try and work out the answers. They can also use their previous knowledge of the negative and question forms of *be* in the present, to work out these forms in the past.

ANSWERS

+	-	?
he/she/it was	he/she/it wasn't	Was I?
you/we/they were	you/we/they weren't	Was he/she/it?
		Were you/we/they?

Refer students to *Language summary A* on page 145 of the *Students' Book*.

PRACTICE

1 Demonstrate the example on the board, getting students to tell you what to write, then ask them to write sentences about five of the other people. If you are short of time, students could simply say the sentences.

Pronunciation

See *Teacher's tips: helping students with pronunciation* on pages 9–10.

1 [7.3] It is often very difficult for students to hear the present and past forms of *be* accurately, and this activity is intended to practise this. Play the recording. Do the first one together and then get students to complete the gaps in the other sentences. They may want to hear each sentence a few times.

ANSWERS

- b were c was d 's e weren't f 're g aren't h were

It may be helpful afterwards to model the present and the past form of each sentence so that students get

practice in hearing the difference. Highlight the weak pronunciation of *was* /wəz/, *were* /wə/ and *are* /ə/.

- 2 Play the recording again for students to practise chorally and individually. You may wish to give particular help with the question *Where were you?* so that students can hear, and say, the difference between *where* /weə/ and *were* /wə/.

Reading (PAGE 58)

Ordinary lives, important ideas

Reading: additional suggestion

If you have a low elementary class: The text on Tim Berners-Lee is used as a context for introducing regular and irregular past tense verbs. You may wish to introduce regular past tense verbs on their own first, using a different context and including verbs such as *lived, liked, loved, finished, started, worked*, which students have already met. A possible context could be telling them about your own life and asking them to remember the verbs you used. They could then do Exercise 4 on page 41 of the Workbook, before going on to the Reading activities and *Language focus 2*.

- 1 Focus students on the photo of Tim Berners-Lee. Check the meaning of *invent*, and see if anyone knows what he invented.

- 2 Get students to check the meaning of the words in their *Mini-dictionary*. *Graduate* here is being used as a verb.

Exercise 2: alternative suggestion

To encourage collaboration and learner independence: write out the words in the box on the board, an OHT or cards (a set for each group). Also add some easier words and phrases from the text, for example *normal, the world, a company, have an idea, international, information, a university, home, to exchange*.

Ask students to put all the words into three columns:

✓	X	?
(I know this word)	(I don't know this word)	(I think I know this word, but I'm not sure)

If they do this in small groups of three or four, they can help and teach each other. Circulate and check they really do understand the words in the ✓ column. Each group can help other groups and then use the *Mini-dictionary* for any words they are still unclear about. It is important that you check the meaning of the words, especially if they say they

understand them but you are not sure that they actually do!

- 3 In order to give students a focus for reading, ask them to look at the fact file before they read. It is probably a good idea at this stage to stop them using their dictionaries and to emphasise that they don't need to understand every word in the article to do the activity. Students read silently and complete the file. They can then check answers with a partner.

ANSWERS

His important idea: the World Wide Web
 Place of birth: England
 Place(s) of study: London, Oxford University
 Place(s) of work: Dorset, Switzerland, the United States
 Personal details: about 45 years old, long hair,
 Now lives in: the United States



Take your students to the Perfect Partners section of the website and see a selection of Penguin Readers suitable for their level.

Language focus 2 (PAGES 58–59)

Past Simple: regular and irregular verbs

TEACHER'S NOTE: We introduce regular and irregular past forms together so that students can work with interesting texts rather than ones which have been specially written to avoid all irregular verbs. The rule about regular verbs is very simple, and the irregular verbs focused on here are very common.

- 1 a) Ask students, in pairs, to find two sentences about Tim's life now and two about his life in the past. Ask them to look for verbs other than *be*, for example *Tim B-L looks ordinary ... has long hair / Tim had a very important idea. He invented the World Wide Web / Tim went to school / He loved computers*. Write the sentences on the board. Try to get at least four past tense examples. Get students to help you to underline the verbs on the board. Focus on the past tense verbs, for example *had, invented, went, loved*. Show them how to look in the *Mini-dictionary* to find if a verb is regular or irregular.

- b) Students underline the verbs in their chosen sentences.

Grammar

- 1 a) Students look in the text to find the regular past forms. They can work individually and then check with a partner.

ANSWERS

worked, loved, studied, graduated, decided

b Write the past forms on the board and elicit the rules for regular verbs.

Highlight that:

- for most verbs we add *-ed*.
- for verbs ending in *-e*, we add *-d*.
- for verbs ending in *-y*, we change this to *-ied*.

Check how they would form the past form of some other regular verbs, for example *love, open, like, start, close, finish* (all found in previous modules) and *cry* (as an example of the *-y* ending).

2 Students find the irregular forms in the text.

ANSWERS

had, went, left, became, made, got, wrote

Refer students to *Language summary B* on page 145 of the *Students' Book* (there is a list of irregular verbs on page 150).

PRACTICE

1 Focus students on the photos and write on the board: *What was her job? Where was she from? Why was she famous?* Students can guess. Ask them to check the meaning of the words in their *Mini-dictionaries*. Then as a first reading task, ask them to read texts 1 and 2 quickly to check their guesses about her life and her job.

Ask students to put the verbs in text 1 into the past tense. See if they can remember the past forms without looking at the *Grammar box* on the previous page.

ANSWERS

b had c became d wrote e left f went

2 This is slightly more difficult because students have to select the correct verb. However, this time the verbs are all regular. Circulate and help with the choice of verbs and the spelling. Encourage students to use their *Mini-dictionaries* if they don't understand some of the verbs.

ANSWERS

b studied c worked d loved e believed
f helped g died

Pronunciation

[7.4] Traditionally, coursebooks have made a distinction between past simple forms which end in /t/, /d/ or /ɪd/. In our experience, this does not always produce the hoped-for results and can be confusing for students. We believe that the important thing to focus on is when we don't pronounce the *e* in *-ed*, so, for example, we don't say *worked* /wɜ:kəd/. The best way to help with this is to focus on the number of syllables in the verb rather than the sounds /t/ and /d/, which will often come naturally.

Write the verbs on the board and say some of them, helping students to hear the syllables and stress, and clearly crossing out the *e* where we don't say it (for example *worked, helped*). Play the recording for students to listen to the other verbs and to mark the syllables and stress. Give plenty of repetition practice, both chorally and individually.

ANSWERS:

helped finished decided believed studied
graduated travelled started loved walked
wanted

You could ask students to underline the verbs where we do pronounce the *e* and to tell you what is the same about them (the verbs all end in *-ted, -ded, or -ied*). The pronunciation here is /əd/ or /ɪd/.

3 Use this activity as an opportunity to continue practising dictionary skills. Students use their *Mini-dictionaries* to help them complete the exercise. The following verbs are new: *spend, sell, meet, change, discover, win*. There are some other new words which you could check before they do the exercise: *prison, lawyer, songs, records, prize*. Alternatively, students could guess the meanings as they work.

Students work individually and then compare answers in pairs. Circulate and help. Check with the whole class.

ANSWERS:

a spent b was c wrote d sold e met f were
g changed h became i discovered j won
k left l lived m died

ADDITIONAL PRACTICE

Workbook: Past Simple, pages 41–42

Resource bank: 7A *The history quiz*, page 137

Listening (PAGE 60)

My great-grandfather

1 [7.5] Before they listen, focus students on the two photos and ask questions such as: *Who is he? Where's he from? When was the first photo? Who are the people in the second photo? When was it?* Students guess the answers. Then tell them that the photos are of the same man and that the time of the first photo is about 1940. See what they know about that time. At this point, you may wish to introduce some vocabulary to help their listening: *the Second World War, to begin, to end, a soldier, a village, great-grandfather*. Or you could write some of these words on the board and ask students to check them in their *Mini-dictionary*.

ANSWERS

- a In Poland
- b In the village where he was born.
- c In England
- d Polish

2 a) Focus students on the example. Students can work individually and then check in pairs, using the *Mini-dictionary* if there are any words they don't know. Circulate and help as necessary. Encourage students also to use the *Mini-dictionary* when they don't know/have forgotten a past form.

b) [7.5] Play the recording for students to check their answers.

ANSWERS

See tapescript Module 7, recording 5 on page 155 of the *Students' Book*.

3 Demonstrate by talking about your own grandparents or great-grandparents, using the prompts here. Students may need a minute to think and make some notes to help them. They can then talk in pairs or small groups. If they don't know very much about their grandparents they could choose another older relative or older person they know. Circulate, helping students and collecting examples of good language and any errors for analysis and correction later.

Vocabulary (PAGE 61)

Past time phrases

See *Teacher's tips: working with lexical phrases* on pages 11–12 and *making the most of the Mini-dictionary* on pages 12–13.

1 a) [7.6] Start by seeing if students know how to say these years. Then play the recording and ask them to repeat the dates. Pay special attention to the pronunciation of 1905 (*nineteen oh five*).

b) Ask students to write down five more years and show them to a partner, who has to say them.

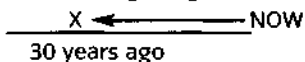
2 Focus students on the pictures and the exercise. They should then work individually to complete the sentences with one of the time phrases. Check answers.

ANSWERS

- b when he was eight
- c in the 1950s
- d about 30 years ago
- f in the sixteenth century

Highlight:

- the different prepositions.
- the use of *the ...s* to talk about a decade.
- the use of *the ... century*.
- the meaning of *ago* – a time-line showing this could help:



3 a) Students now have the opportunity to personalise the time phrases. Ask them to put the verbs into the past tense and then complete the gaps with time phrases. Encourage them to check any new past forms in their *Mini-dictionaries*. If you have a mono-nationality class: you can add a few examples for *in the ... century* using historical events/people. Circulate and help as necessary.

b) Students compare their answers in pairs. Refer them to *Language summary C* on page 145.

ADDITIONAL PRACTICE

Workbook: Past time phrases, page 42; Prepositions of time, page 43

[RB] Resource bank: 7B *Past Simple board game*, page 138

Exercise 3b: alternative suggestion

Students could read out sentences, some of which are true and some false. Their partner listens and says *True!* or *False!* Start by making true and false sentences about yourself using the time phrases.

Tell a life story

See *Teacher's tips: making speaking Tasks work* on pages 7–8

Preparation for task (PAGE 62)

1 Focus students on the pictures of Marlene's life. Check they know where Wales is, and then ask them to work in pairs to say what they can see in the pictures. Check that they remember phrases such as *graduated* and *played the piano*, and introduce the following words which are in the recording: *mum, dad, professional singer, toy piano*.

2 [7.7] Play the recording for students to write in the number of the picture for each extract.

ANSWERS

See tapescript Module 7, recording 7 on page 155 of the *Students' Book*.

Task (PAGE 63)

1 Tell students they are going to talk about their lives. Demonstrate by showing them some very simple pictures about your own life and using these to talk for about a minute. It is important that students see that your pictures are very basic (you can draw them quickly on the board), so that they don't waste time on drawing their own – the pictures are just to act as prompts and something for the listener to look at. If you have any students who won't draw, they could write simple key words.

Task: alternative suggestion

If your students are still at school:

- they could talk about their life up to now and give more detail about primary and secondary schools (*I left primary school when I ..., I started secondary school ...*), their interests at different ages, and where they lived.
- they could use their imagination. Write a date ten years in the future on the board. Tell students that this is the date today. They have to imagine their life and the dates when things happened to them.

Students should spend a few minutes thinking about what they are going to say. They can refer to the *Useful language* box to help them. They could look at the phrases and practise saying them quietly in combination with their notes/pictures, and then cover the phrases and try again, only looking if they forget.

Task, Exercise 1: additional suggestion

The phrases are very common and are worth memorising. You could let students look at the *Useful language* box, then put up on overhead transparency of the phrases, with the prepositions missing, and see if students can complete them. Drill the phrases you think are most useful.

2 Students then talk to a partner about their lives, this time just using the notes/pictures without looking at the *Useful language* box. Circulate, helping and collecting examples of good language and errors for correction and analysis later.

Task, Exercise 2: additional suggestion

Give students a mini-lesson on how to be a good listener in English. Choose a strong student to start talking to you about his or her life. Pretend that you are bored. Exaggerate this. Give no encouragement to the student. Stop and ask the other students if you are a good listener, and why not.

Start again and this time look interested, say things like *Mmm, Right, Really?* and ask some questions to help the speaker keep talking, for example *Did you like it?* Stop and have a discussion on the effect of showing interest. You could also ask students if this is different in their own cultures, and what sort of sounds or words they use to show that they are interested.

Students can then work on being an encouraging listener during the activity.

3 Students tell the rest of the class three interesting things about their partner. If your class is large, this could be done in small groups.

Real life (PAGE 63)

Ordinal numbers, dates and years

LANGUAGE NOTE: We have decided to use *January the first* rather than *the first of January* because, in our experience, learners at this level have great difficulty remembering to use *the* and *of*. In the US *January first* is correct.

1 [7.8] Begin by checking that students remember the months of the year. This could be done with a ball game where students stand in a circle/circles and throw the ball to each other. The person catching the ball has to say the next month.

Ask for today's date to see if students are able to pronounce dates and ordinal numbers. Don't worry at this point if they can't, and let them match the dates and the numbers. They can do this individually and check with a partner. The numbers have been chosen to focus on particularly difficult sounds.

ANSWERS

- b second c third d fifth e twelfth f twentieth
g thirtieth

It might be useful to drill the sound /θ/ and the ordinal numbers before students work on the full dates. Then play the recording for students to practise saying the dates. Emphasise that we say *January the first*, although we don't write *the*.

You may wish to check how many ordinal numbers students already know before they look at *Language summary D* on page 145 of the Students' Book to see the full list.

2 [7.9] Play the first number as an example and then let students complete the activity individually. They can then compare answers with a partner and ask you to replay any numbers that caused particular difficulty.

ANSWERS

- b 2nd c 24th d 21st e 30th f 11 g 23rd
h 1500 i 1798 j 1980 k 1999

3 Students work in pairs. One student should choose and say a date and their partner has to point to it. Circulate and help with pronunciation.

4 a) Focus students on the pictures and elicit what they know about the men. You could write their ideas on the board.

b) Divide the class into A/B pairs and refer them to the relevant information. Ask them to focus on the information they have about George Washington. Choose mid-level students to demonstrate the activity in front of the class. Student A reads out sentence 1 and Student B supplies the missing information for Student A to write down. In this activity students have to speak very clearly to make themselves understandable. Emphasise that they must not look at each other's books.

Students work in pairs. Circulate and help as necessary. When they have completed the information about George Washington, they should go on to Christopher Columbus. Circulate and help with the pronunciation.

Do you remember? (PAGE 64)

ANSWERS

- | | |
|---------------|-----------|
| 1 b) was, was | i) wasn't |
| c) were | j) was |
| d) was | k) were |
| e) weren't | l) were |
| f) was | m) wasn't |
| g) wasn't | n) were |
| h) wasn't | |

- 2 **Present** **Past**
- | | |
|--------|--------|
| make | made |
| write | wrote |
| become | became |
| know | knew |
| get | got |
| meet | met |
| take | took |

- 3 1) g 2) d 3) b 4) e 5) f 6) a 7) c
- 4 b) The artist Leonardo Da Vinci lived **in** the fifteenth century.
- c) The lesson finished half an hour **ago**.
- d) My uncle started riding a motorbike when he **was** thirteen.
- e) *The Simpsons* was a popular television show **in** the 1990s.
- f) Chris first met Sally about two months **ago**.
- g) Angela worked as an engineer **from** 1992 to 1998.
- h) Vladimir Putin became President of Russia **in** 2000.

ADDITIONAL PRACTICE

RB Resource bank: *Learner-training worksheet B*, page

module 8

Vocabulary (PAGE 65)

Common verbs in the Past Simple

See Teacher's tips: *making the most of the Mini-dictionary* on pages 12–13.

1 Start by getting students, in pairs, to write any of the past forms they already know. They can then look up the meaning of any new verbs and find the past forms in their *Mini-dictionaries*. Alternatively, if they already know the meaning of the verbs, they can check in the verb list on page 150 of the *Students' Book*.

ANSWERS

b drank	f found	j slept
c drove	g gave	k woke up
d ate	h read	l wore
e fell	i saw	m wrote

It might be useful to drill the verbs, particularly *ate* /et/, *read* /red/, *woke up* /wəʊk ʌp/ and *wore* /wɔː/. Students sometimes think the past of *fall* is *felt*.

Exercise 1: additional suggestion

For learner training: show students how to record verbs in their notebooks, for example, *walk (reg.)*, *wake up/woke up*, and get them to write out the list of verbs, and some of the verbs from the previous module, in this way. Each time they meet a new verb from now on, encourage them to record it fully.

Also show them how to record common phrases, for example *fall asleep/fell asleep*.

2 a) Do the first example with the whole class and then ask students to complete the gaps individually and compare in pairs. Check answers.

ANSWERS

a 6 woke up, saw	d 5 gave, ate, fell
b 1 bought, drove	e 4 wore
c 2 found, drank	f 3 wrote, read

b) Students work in pairs or groups of three to see if they can name the films. Encourage them to say or translate the name from their own language if they don't know the English.

ANSWERS

- 1 *Thelma and Louise*
- 2 *Alice in Wonderland*
- 3 *The Diary of Anne Frank*
- 4 *Mrs Brown*
- 5 *Snow White*
- 6 *Jurassic Park*

Pronunciation

1 [8.1] Play the first example, or say it yourself, and elicit whether the sound is the same or different. Students can then continue the activity. They may need to hear each pair more than once.

ANSWERS

b S c D d S e S

2 Play the recording again for students to repeat. You could also ask where they could add *saw* (a) and *wrote* (b).

ADDITIONAL PRACTICE

Workbook: Common verbs in the past tense, page 46

[RB] Resource bank: 8A *Past tense bingo*, page 140

Language focus 1 (PAGES 66–67)

Past Simple: negative

1 a) If possible, make an overhead transparency of the pictures and ask students what they know about the people. Otherwise, ask students to cover the texts and say what they know.

b) Ask students to work in pairs to underline the false information and to see if they can correct it. Encourage them to use their *Mini-dictionaries* to help with unknown vocabulary. Note that *rode* will be a new past form for them and so will be the expression *fell in love*.

2 a) [8.2] Play the recording for students to check their answers.

ANSWERS

See tapescript Module 8, recording 2 on page 155 of the *Students' Book*.

b) [8.3] See if students can complete the gaps before they listen and then play the recording for them to check.

ANSWERS

1 gave 2 didn't live, lived

Exercise 2: additional suggestion

Write the two negative examples from 2b) on the board and elicit how to make the negative.

Highlight:

- that we use the base form of the verb *didn't + live*, not the past form, *didn't lived*.
- the short (contracted) form *didn't*.

Help them notice how the structure is similar to the present simple:

he lives > he doesn't live

he lived > he didn't live

Refer students to *Language summary A* on page 145 of the *Students' Book*.

PRACTICE

1 a) Write *Romeo and Juliet* on the board and see what students know about the story. Focus students on the picture. Check the date, and ask students to find the eight mistakes. You could do the example of roller blades with them. They can work individually or in pairs. Circulate and encourage them to ask you for any vocabulary they don't know: *What's this/What are these in English?* Words to check: *baseball cap, sunglasses, personal stereo*. (Note: don't check these before the activity or it will be too obvious where the mistakes are.)

b) Students then write sentences, using the words in the box. Circulate and help as necessary.

ANSWERS

- 500 years ago ...
- ... people didn't wear baseball caps.
- ... people didn't wear sunglasses.
- ... people didn't ride scooters.
- ... people didn't use mobile phones.
- ... people didn't have hamburger bars/there weren't any hamburger bars.
- ... people didn't use personal stereos.
- ... people didn't read newspapers.

2 a) Students now have the opportunity to personalise the language. Check the meaning of *last*, and ask students to tell you the time words that can go with it: *last (night, Monday, week, weekend, year)*. You could contrast this with *yesterday morning, afternoon, evening*.

Also check the meaning of *before* and that we can use it with a noun (*breakfast, the lesson*) or a verb (*before I went, before I came*).

Focus students on the example and emphasise that they should put the verb into the positive or negative past form so that it is true for them. Students work individually. Early finishers could write three or four more sentences about *yesterday evening* or *last Sunday*.

b) Students compare their answers in pairs. Encourage them to reply naturally and to add extra information as in the speech balloons.

ADDITIONAL PRACTICE

Workbook: Past simple: Negative, page 46

Language focus 2 (PAGES 68–69)

Past Simple: questions

1 a) Focus students on the pictures and ask them to find the three things. You may wish to ask students, in pairs, to predict the order of the story and what happens since similar legends occur in many different countries. Introduce the word *legend* and *to kill*. You could also get them to predict the order of the pictures.

b) [8.4] Establish the situation of a tour guide at a castle. Then play the recording for students to order the pictures.

ANSWERS

Clockwise from top left: 1, 3, 4, 2.

2 [8.4] Students listen again and write the questions. They may want to hear the questions more than once. Alternatively, ask students to predict the questions in pairs and then listen to check.

ANSWERS

See tapescript Module 8, recording 4 on page 155 of the *Students' Book*.

Grammar

[8.5] Elicit the full questions and answers on the board. Get students to tell you how to make the question form and the short answers.

Highlight that:

- we don't use the past form of the verb in the question, i.e. not *Did he lived?*
- we use a short answer, for example *Yes, he did* and not *Yes, he lived*.

It might be useful to remind them of the Present Simple and how questions are formed in the same way:

he lives > does he live?

he lived > did he live?

Refer students to *Language summary B/C* on page 145 of the *Students' Book*.

PRACTICE

1 a) You might like to introduce the activity by answering questions about your own childhood and, if possible, bringing in a photo of yourself when you were about ten. Students could ask you questions and you could check any new vocabulary as you go along. New words or phrases might include: *go abroad, jeans, go out*. Alternatively, students start by reading the phrases and looking up any new words in the *Mini-dictionary*.

Students then remember when they were ten and put ticks and crosses next to the items.

b) Demonstrate with two students in front of the class. Encourage them to answer with *I don't remember* if necessary. Circulate and check their use of the past question and short answer forms.

c) Write on the board:

What did you have in common? What was different?

1	1
2	2

Ask the pairs to write two answers for each question. This revises language done in the Task in Module 3. You could encourage them to use *Both of us*, *Neither of us* and *I ... but Maria did/didn't*. They can then read out some of their sentences in front of the whole class or in small groups.

ADDITIONAL PRACTICE

Workbook: Past Simple: Questions, page 46; Question words, page 47

RB Resource bank: 8B Looking back, page 141

2 Focus students on the picture and establish the situation: they're talking about last weekend. Students complete the questions individually and then compare with a partner. Check answers.

ANSWERS

- 1 c
- 2 Who did you go with? – g
- 3 How did you get there? – b
- 4 Why did you go there? – f
- 5 What did you think of it? – e
- 6 What did you do there? – a
- 7 When did you come back? – d

LANGUAGE NOTES:

- We say *think of* when we are talking of a place or person or film, etc. We use *think about* when we are talking about something more complex, for example *What do you think about the situation in ...?*
- *How did you get there?* is more commonly used than *How did you go there?*

Exercise 2: alternative suggestion

If you have a strong elementary class:

- a Bring in a photo of a place or tell students *I went to ... last weekend*. They have to ask you questions. Help them form the questions (but don't worry too much about accuracy at this point – the focus should be on communication), and then answer them naturally. This will help you to see how much they can already work out about making questions using question words. They can then do Exercise 2.
- b Invite another English-speaking member of the school to come into the class. Have a 'live' conversation about your weekends. Students

listen and work with a partner to write down what you both did. They then try to remember some of the questions before doing Exercise 2.

Exercise 2: additional suggestion

Students might benefit from some pronunciation practice at this point, working on sentence stress in the question forms. Ask students, in pairs, to predict where the stressed syllables are on the questions, and then say the questions for them to check:

The stresses are as follows:

Where did you go?

Who did you go with?

How did you get there?

Why did you go there?

What did you think of it?

What did you do there?

When did you come back?

Drill the questions, first focusing on the weakened pronunciation of *did you* /dɪdʒə/ and building up the sentences: *go > you go > did you go > Where did you go?*

3 Demonstrate by getting students to ask you questions about one of the times. If the questions are a little too general, you could make them more specific, for example *Where did you go on holiday last year/when you were young?* Students continue the activity in pairs. Emphasise that they should make very brief notes about their partner. Circulate, helping weaker students and collecting examples of good language and any errors for analysis and correction later. This is an opportunity for students to speak more freely and try to express their ideas, so it is better not to correct answers while you are listening.

Exercise 3: alternative suggestion

If you have a strong elementary level class: continue to work on phrases which a listener can use to show interest and to encourage someone to talk: *Oh ... So ... Mmm ... Yes, I'd like to go there, It sounds brilliant/great/nice!* Students can then try to use some of this language to show interest.

4 Refer students to the example and then ask them to use their notes to write about their partner. Circulate and help as necessary.

ADDITIONAL PRACTICE

RB Resource bank: 8C *John Wayne*, page 142; 8D *Safe at last!*, page 144

Listening (PAGE 70)

Interview with a writer of a very short story

1 [8.6] Introduce the topic by asking: *Who are your favourite writers? Do you like stories or factual books? Do you like short stories or long books?*

Focus students on the picture of Tina. Check they understand the information about her and that they're going to listen to an interview with her. Give them a minute to read the questions and ask you about anything they don't understand. You may need to check *title, short, expect, and What's the story about?* Play the recording for students to write the answers. They can work individually and then compare in pairs. Check answers.

ANSWERS

See tapescript Module 8, recording 6 on page 155 of the *Students' Book*.

a) Students work in pairs to order the story. Words to check as they do the task: *government, incredible, street party, lottery ticket, neighbours, coin.*

b) [8.7] Play the recording for students to check the order. They can then give their reactions to the story.

ANSWERS

See tapescript Module 8, recording 7 on page 155 of the *Students' Book*.

Do it yourself story

See Teacher's tips: *making, speaking Tasks work on pages 7–8.*

Preparation for task (PAGES 70–71)

Focus students on the pictures and ask them to match them to the words and phrases in the box.

ANSWERS

- | | |
|---|-----------------------------------|
| 1 woke up | 5 'Hello?', 'I've got a problem.' |
| 2 looked out of the window, a beautiful day | 6 got in his car and drove to ... |
| 3 had breakfast | 7 looked at his watch |
| 4 telephone rang | 8 Suddenly, René saw |

Task (PAGES 70–71)

1 Complete the first gap with the whole class, to encourage them to use their imagination. There is no right answer. For gaps (j) and (k) they should write several

sentences in their notebooks to finish the story. You may prefer students to work in pairs so that they can get more speaking practice and give each other ideas for (j) and (k). However, *both* of them should write down their ideas. In Exercise 2a) they can then work with new partners.

2 a) Before students look at the *Useful language* box, see if they can work out the questions. Go through the text with them, stopping at each question word in brackets, trying to elicit the question, for example (a) *When did he wake up?* They can then look at the questions in the *Useful language* box.

Students work in pairs to ask and answer about their stories.

b) If you are short of time, ask students to report back verbally or they could write down three or four examples which are different, using language from the *Useful language* box. Also, if your students originally created their story in pairs, they could go back to their first partner and tell him/her about the differences, particularly the endings.

3 [8.8] Students listen to the original story and see if they like it as much as their own version.



Use the online resources to practise story telling with a difference.

Real life (PAGE 72)

Keep a diary in English

1 Start by asking students *Do you keep a diary? What do you write in it?* Perhaps you could show them your diary, if you have one. Focus students on the photo of Martina, and establish that she is learning English and why she writes a diary. Elicit ideas about what Martina writes in her diary, and put these on the board. Students then read the diary and check.

2 Students check the words in their *Mini-dictionary* and then answer the questions individually. They can compare with a partner before checking with the whole class.

ANSWERS

- a about eighteen
- b She's a student.
- c Monday was good – the exam wasn't difficult and she had a coffee with Alex. Tuesday was bad and good – the exam was horrible, but she met Alex again and he asked her to the cinema. Wednesday was good and bad – they had a fantastic time at a club, but they got home late and it was awful.
- d ... very angry because it was so late.

3 Ask students why it is a good idea to write a diary in English; it can help their vocabulary, grammar and writing. It can also help them to try to express their ideas in English. Encourage them to use a special book. You can ask them to keep a diary instead of more traditional homework. At the end of the week they can discuss the experience with other students.

Task: additional suggestions



- a Decide with the class whether the diary is private or whether they will show it to you or their classmates. If they are happy for you to read it, you can collect it in at the end of the week. You might decide simply to respond to their entries *This sounds really interesting. Did you buy anything there?* rather than correct them.
- b Use this lesson as an introduction to a discussion on ideas for improving their English. Students make a list of ways to improve English. If you are able to give one-to-one tutorials, help them to plan self-study work, perhaps using a Self Access Centre or opportunities outside the class (TV, films, host families, Tourist Information Centres) to practise.

Do you remember? (PAGE 72)

ANSWERS

- 1 2) g 3) d 4) a 5) h 6) b 7) c 8) f
- 2 drove drive brought bring
 slept sleep woke up wake up
 sent send wore wear
 wrote write ate eat
 found find gave give
 fell fall
- 3 b) correct
 c) She didn't live in Ireland.
 d) Did they go to Russia?
 e) correct
 f) Did you sleep well?
 g) I didn't have breakfast this morning.
- 4 b) Who did you go with?
 c) Why did you go (there)?
 d) How did you get there?
 e) What did you do (there)?
 f) What did you think of it?
 g) When did you come back?

module 9

Language focus 1 (PAGES 73–74)

Comparative adjectives

1 a) You may wish to bring in some magazine pictures of cars to stimulate discussion. Begin by finding out if anyone has a car. In pairs, they could say why they like their car or what car they would like to have and why. Listen and see which adjectives they are already using.

Focus students on the activity and ask them to think of a car for each category individually, and then compare their answers in pairs or small groups. They can look up any new adjectives in their *Mini-dictionary*.

Have a brief class discussion about the answers. Drill the adjectives as you go along, particularly *comfortable* /kəm'fətbəl/ and *expensive* /ɪk'spensɪv/. You could also point out the construction *easy to* (*drive, park*).

b) Students match the opposites. If you think this will be easy for your students, ask them to cover the box and see if they already know the opposites. They then look at the box and check.

Students could then tell a new partner about the car they would like to have, using the adjectives to explain why. At this stage they should be able to explain more fully than at the beginning of the lesson.

ANSWERS

expensive – cheap
small – big
comfortable – uncomfortable
ugly – attractive
old – new
easy – difficult

LANGUAGE NOTE: The opposite of *ugly* can also be *beautiful*, but we have given *attractive* here because it can be used in more situations: with objects, with women and with men.

Exercise 1: additional suggestion

Students might benefit from extra work on the word stress of some of the adjectives. Ask students to mark the syllables and word stress with blobs, and then listen to you and see if they are correct. They could then practise pronouncing the adjectives, particularly the more difficult ones. The stress on words of more than one syllable is as follows:

•••	•	••	••••
expensive	comfortable	uncomfortable	
/ɪk'spensɪv/	/kəm'fətbəl/	/ʌn'kəm'fətbəl/	
••	••••	••	••••
ugly	attractive	easy	difficult
/'ʌɡli/	/ə'træktɪv/	/'i:zi/	/'dɪfɪkəlt/

See also *Teacher's tips: helping students with pronunciation* on pages 9–10.

2 Focus students on the pictures of Juliana, and the *Micro* /maɪkrəʊ/ and *Victa Deluxe* /vɪktə drɪ'lʌks/. Ask them to read the short text about Juliana and answer the questions.

ANSWERS

- She wants to buy an old car because she wants to drive to university with her four friends.
- She wants to spend about £500.

3 a) Focus students on the advertisements and the pictures and get them to answer the questions in pairs. They should be able to work out the meaning of the comparatives without an explicit language focus, but help them if they have problems. You may decide to do a brief analysis of the grammar first, particularly if you have a low elementary level class.

ANSWERS

The Deluxe is older, bigger and more expensive.

b) Focus students on the pictures of the two cars and discuss if the first sentence is true. Then students work in pairs to decide on true sentences and correct wrong ones. Check the meaning of *expensive to run* (= *expensive to drive*) and *better*. Again, they will be noticing and repeating the language but may not need an explicit language focus yet.

ANSWERS

- correct
- The Deluxe is more comfortable than the Micro.
- The Micro is easier to park than the Deluxe.
- The Deluxe is more expensive to run than the Micro.
- correct (she only has £500)

LANGUAGE NOTE: If your students speak a language which does not have articles, you may wish to point out that we use *the Micro* and *the Deluxe* here because we are talking about a particular Micro and Deluxe – the ones in the pictures.

Grammar

- Write the sentences on the board and ask students to complete the gaps, using the language from the activity they have just done. Check that they understand the meaning of the comparative form.
- Write *old* on the board and ask students how many syllables it has, then add *-er*. Gradually build up the information in **b** and **c** in the same way, asking students questions all the time until you have all the rules. Students can then add all the adjectives from Exercise 1 onto your table on the board.

ANSWERS

- a fast, small, old, cheap, new, slow, big
- b ugly, easy
- c expensive, comfortable, uncomfortable, difficult, attractive

3 Point out the irregular forms of *good* and *bad*.

Refer students to *Language summary A* on page 146 of the *Students' Book*, and particularly focus on the rules for when we double the final consonant, for example *bigger*.

Grammar: additional suggestion

For learner training: students can check their answers by using the *Mini-dictionary*. Each adjective in the *Mini-dictionary* has its comparative and superlative forms.

PRACTICE

1 Students work individually to make comparative sentences. They can compare in pairs before checking with the whole class. Check the meaning of *in good/bad condition*.

ANSWERS

- b The Micro is cheaper than the Deluxe.
- c The Deluxe is more difficult to park than the Micro.
- d The Deluxe is bigger than the Micro.
- e The Deluxe is in better condition than the Micro.
- f The Micro is in worse condition than the Deluxe.

Exercise 1: additional suggestion

Students might benefit from some choral and individual repetition practice at this point. Say the first four sentences. Students listen and mark the stresses:

- a *The Micro is slower than the Deluxe.*
- b *The Micro is cheaper than the Deluxe.*
- c *The Deluxe is more difficult to park than the Micro.*
- d *The Deluxe is bigger than the Micro.*

Work on helping them to quicken the comparative phrases, for example *smaller than the* /'smɔ:lə ðən ðə/.

- 2 a) Focus students on the pictures and ask them to check the meanings of any new adjectives.
- b) Demonstrate the activity, using the example. Encourage students to use *Mmm, I'm not sure ... I think ...* as well as *No it isn't!* when they disagree with their partner. Circulate

and check students are using the correct form of the comparatives. You may need to help with pronunciation, particularly of *mineral water* /'mɪnərəl 'wɔ:tə/, *healthier* /'helθiə/ and *more attractive* /mɔ:ə ə'træktɪv/.

Exercise 2: additional suggestion

If you have a strong elementary level class: give early finishers other topics to talk about, for example laptops and PCs, videos and films, two different TV channels, vegetables and French fries, two famous actors, etc., and they have to think of adjectives to compare them.

ADDITIONAL PRACTICE

Workbook: Comparative adjectives, page 52

RB Resource bank: 9A New Year's Eve, page 145

Language focus 2 (PAGE 75)

Superlative adjectives

- a) Focus students on the photos. In pairs, they can see if they recognise any of the people or objects, or know why they are famous.
- b) Students read and check if their ideas were right. They can look up unknown words in the *Mini-dictionary*, or ask you.

Grammar

- 1 Write the sentences on the board and ask students to complete the gaps. If they are unable to, then ask them to look in the reading text to find the language. Check they understand the meaning of the superlative form.
- 2 Refer students to the text to complete the table.

ANSWERS

the richest the biggest the most popular

Get students to tell you the rules about syllables and spelling for comparative forms again, so they can see that the rules are the same for the superlative forms.

Highlight:

- the use of *the* in front of the superlative form.
- that we say *the ... -est in the world (not of)*.

Refer students to *Language summary A* on page 146 of the *Students' Book*.

PRACTICE

- a) Students can work in small teams to choose the correct superlative form and to find the answer. To motivate them further, give them a time limit. You may wish to design a points system, for example 1 point for correct language and

1 point for the correct answer. Conduct the quiz in a lively manner!

b) [9.1] Play the recording for students to check their answers.

ANSWERS

- 1 the busiest
 - 2 the most expensive
 - 3 the tallest
 - 4 the most successful
 - 5 the oldest
 - 6 the most common
- Answers to quiz: 1b 2a 3c 4c 5b 6c

ADDITIONAL PRACTICE

Workbook: Superlative adjectives, page 53; Comparative and superlative adjectives, page 54

RB Resource bank: 9B A superlative survey, page 146

Vocabulary (PAGE 76)

Shops and shopping

1 Students match the pictures to the shops in the box. They can work individually and then check in pairs.

Check pronunciation of: *kiosk* /ki:ɒsk/, *newsagent* /nju:zæɪdʒənt/, *baker's* /'beɪkəz/, *clothes shop* /'kləʊz ʃɒp/, *butcher's* /'bʊtʃəz/, *greengrocer's* /'ɡri:ngrəʊsəz/.

ANSWERS

- a a supermarket
- b a street market
- c a newsagent's
- d a post office
- e a bookshop
- f a baker's
- g a clothes shop
- h a butcher's
- i a greengrocer's
- j a pharmacy

LANGUAGE NOTE: Increasingly in the UK shops are calling themselves a *pharmacy* rather than a *chemist's*, possibly because this is the more internationally recognised word. You may wish to teach your students *chemist's* as an alternative. Also point out that in the past we said a *baker's/butcher's shop* and this is why we have an apostrophe.

2 Establish the situation of a stranger or tourist needing to find a shop, and see if the students can suggest a question. Introduce *Where is/Where's the nearest ...?* and get students to ask and answer questions in pairs. If they don't know, they can say *I'm sorry, I don't know*. You could also teach them *Excuse me, where's ...* when approaching a stranger. Circulate and check students' pronunciation.

3 a) This activity offers further practice and also recycles can for possibility (from Module 5). Demonstrate, using the example and then students work in pairs or small groups to discuss the other items. Check students know all the items and check pronunciation of *aspirin* /æsprɪn/, *toothpaste* /tu:θpeɪst/ and *dictionary* /dɪkʃənəri/.

LANGUAGE NOTE: Ask students why some of these words do not have *a* or *an* (they're uncountable, including *aspirin*, which is seen as uncountable unless you are talking about one tablet).

Exercise 3a: alternative suggestion

This activity is obviously more interesting in a multi-nationality class. If you have a mono-nationality class ask them to do the activity as a role-play at a tourist information centre, with students taking turns at being the tourist. Or ask students to talk about other countries they have visited on holiday.

b) Students make a list of two more items for each shop. Circulate and help with any necessary vocabulary.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Shops and shopping, page 54; Vocabulary booster: a supermarket, page 57

Reading and writing (PAGES 76–77)

1 a) Arouse interest in the topic by asking students if they like markets and why, and what they buy in markets. Ask students to check the meaning of the words in their *Mini-dictionaries*. Check pronunciation of *jewellery* /dʒu:ələri/ and *medicine* /'medsən/ in particular.

b) Focus students on the pictures and get them to discuss the questions in pairs. They can check any unknown words in the *Mini-dictionary*. Ask them not to read the text yet.

2 Ask students to read the text quickly and write the names of the markets next to the pictures. (On the left is The Grand Bazaar, and on the right from top to bottom: Camden, Damnoen Saduak, Grand Place and Sonora Market.) At this point you could check *floating*.

Ask students to read the text a second time and answer questions b–d. Encourage them to read without a dictionary and to guess the meanings of unknown words. A table on the board might help them organise their answers:

Name of market	Where is it	What can you buy?	When is it open?
Camden Market	London	etc.	

Students can work individually and then compare in pairs. Check with the whole class.

ANSWERS

Name of market	Where is it?	What can you buy?	When is it open?
Camden Market	London, England	street fashion, jewellery, CDs, tapes	every weekend
Damnoen Saduak	Thailand, 100 km from Bangkok	fresh tropical fruit, vegetables	every day from 6 a.m. to midday
Grand Bazaar	Istanbul, Turkey	almost anything, rugs and carpets	all day, every day
Grand Place	Brussels, Belgium	flowers birds	Tuesday – Sunday Monday
Sonora Market	Mexico City, Mexico	toys, birds, herbs, natural medicines	every day from early in the morning till late at night

3 Tell students they are going to write about a market. They can choose one they go to, one that is famous in their country or one they visited on holiday. Elicit ideas about how to organise the writing, and put these on the board, or you could simply refer them to the sentence starters in the book. Students write individually. Circulate, helping with extra vocabulary.

Exercise 3: additional suggestion

Students role-play a situation in a Tourist Information Office, telling a tourist about a famous market in their city/country.

Choose souvenirs from your country

See *Teacher's tips: making speaking Tasks work* on pages 7–8

Preparation for task (PAGES 78–79)

1 a) Introduce the activity by bringing in or talking about a souvenir from a place you have visited. Students could ask you questions about it, and about your holiday. Then ask students to match the pictures with the words in the box.

ANSWERS

a doll b pasta c wine d book e tartan scarf f CD

b) Students discuss the question in pairs and then report back to the whole class.

ANSWERS

doll – India, pasta – Italy, wine – France, book – Poland, scarf – Scotland, CD – Brazil.

2 [9.2] As an initial listening activity you could write on the board:

Country Souvenir

Play the recording and ask students to list the information. Then get them to look at the quotes in the book, and to try and predict the missing words and phrases. Play the recording again for students to complete the gaps. They may need to hear each person more than once.

ANSWERS

See tapescript Module 9, recording 2 on page 156 of the *Students' Book*.

3 Focus students on the four people. You may wish to check each situation by asking some questions, for example *Who's got a family?*

Task (PAGE 79)

1 Students individually choose three of the people and write down a suitable souvenir(s) for them from their own country.

2 Students work in small groups and choose the best souvenir(s) for each of the people. They will need to use some of the language in the *Useful language* box. Elicit how they could present their ideas and prompt them to produce some of the phrases in the box. If possible, put the phrases on an overhead transparency and drill them. Help students to memorise some of the phrases by gradually covering the overhead transparency.

Students work in their groups to choose the best souvenir. Circulate, collecting examples of good language and any errors for analysis and correction later.

Task: alternative suggestion

If you have a multi-nationality class: you could group students in regions or continents and explain that the people in the pictures are on a tour, but they only want to bring back one thing from that region/continent. Students can then try to persuade each other that their ideas are the best.

3 Each group can choose a spokesperson to report back on their decisions. Focus the groups on part c) of the Useful language box. The spokesperson can rehearse what he/she will say with the group for a few minutes before speaking in front of the class. Students may feel nervous about this, so it's probably best to let them speak without interrupting them, and deal with any language points after everyone has spoken.



Find vocabulary building activities connected to souvenirs from round the world in the Resources section of the website.

Real life (PAGE 79)

Asking in shops

1 a) If students are studying in their own country, ask *Where did you go on holiday last year? Were the shops good? Did you have any problems?* If students are studying in another country, ask them what they think of the shops and if they have any problems. Focus students on the pictures and ask them to name the shops.

ANSWERS

- | | |
|----------------|--------------------|
| a market | d general store |
| b baker's | e bookshop |
| c clothes shop | f department store |

b) [9.3] Students match the conversations with the pictures.

ANSWERS

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

2 a) Ask students to match the questions and answers in pairs.

b) [9.3] Play the recording for students to check their answers.

ANSWERS

See tapescript Module 9, recording 3 on page 156 of the *Students' Book*.

Students might benefit from some individual and choral repetition, particularly of the questions. Ask them to listen to the recording, or to you, and mark the stressed syllables. Then do a back-chaining drill, for example *these > these please > one of these please > have one of these please > Can I have one of these please?* Encourage a friendly, polite intonation. Get them to copy the voices on the recording, or exaggerate the intonation yourself.

Students work with a partner and test each other on the questions. They should cover the questions and use the answers to try and remember the questions.



Exercise 2: alternative suggestion

Make several sets of cards, with the questions and answers on, and students, in groups, have to match them. They listen to the recording, check and practise the pronunciation. They can then turn the question cards face down and try to remember them, only looking if they forget.

3 a) Check that students know where Malta is, and establish that Peter is on holiday there (he's from Canada). Elicit what kinds of things you often buy when you're on holiday, and use students' suggestions to revise or introduce any new vocabulary from the shopping list, for example *batteries, sunglasses, baseball cap*.

b) [9.4] Play the recording. Students listen and tick the things Peter buys. They can work individually and then check their answers in pairs. They may want to hear some parts of the recording more than once.

ANSWERS

See tapescript Module 9, recording 4 on page 156 of the *Students' Book*.

c) Refer students to the tapescripts on page 156 and let them practise the conversations. See also Ideas for using dialogues in the teacher's notes for Module 1, Real life and writing (page 22).

4 Divide the class into A/B pairs and refer them to the relevant page. Ask them to look at the first situation. Demonstrate the opening part of the activity with two students in front of the class: A is buying things from B's shop. When students understand what to do they can role-play the situation in their pairs. Circulate and help with problems, noting use of language for analysis and correction later. When they have finished, they move on to the second situation and swap roles.

Do you remember? (PAGE 80)

ANSWERS

- 2 a) 2 the most expensive 3 better 4 the most difficult 5 easier 6 more comfortable 7 nicer
- 3 • • • • • • • •
- | | | |
|-------------|--------|------------|
| popular | modern | fantastic |
| interesting | common | successful |

ADDITIONAL PRACTICE

[RB] Resource bank: 9C Shopping crossword, page 147

module 10

Vocabulary 1 (PAGE 81)

Describing people

See *Teacher's tips: working with lexical phrases* on pages 11–12.

1 a) Focus students on the pictures and do the example on the board. Students work in pairs and write the names of the other people. Encourage them to guess any unknown words, or to ask you. Alternatively, you may prefer to check some of the words before they do the activity, for example *eyes, head, short/long hair, slim, a beard, a moustache*.

ANSWERS

- | | |
|-------------------|-------------------|
| 2 Paolo, Mike | 10 Paolo |
| 3 Mike | 11 Sheena |
| 4 Paolo | 12 Kamilla, Paolo |
| 5 Sheena | 13 Mike |
| 6 Kamilla | 14 Sheena |
| 7 Kamilla, Sheena | 15 Kamilla |
| 8 Kamilla | 16 Paolo, Sheena |
| 9 Paolo | |

Drill some of the new words and phrases, particularly *moustache* /mə'sta:ʃ/, *beard* /biəd/, *ponytail* /'pəʊnɪteɪl/, *is in her thirties* /ɪzɪn'hæθɜ:tiz/, *good-looking* /gʊd'lʊkɪŋ/, *medium-length* /'mi:diəmleŋθ/, *shaved* /ʃeɪvd/ and *earring* /'ɛərɪŋ/.

Also check that students are aware of the forms used in the different phrases (students may make mistakes such as *she has got tall*). Write the following on the board and ask students for examples:

has got + noun

is + adjective

wears + noun

Point out that *hair* is uncountable (students may say ... *has got a blonde hair*, or ... *blonde hairs*).

b) Do an example with the whole class. Ask students to cover the phrases in a) and to tell you about Kamilla. Then students work in pairs and talk about the other pictures. Circulate and help with language and pronunciation.

2 a) Focus students on the rubric and example. Still in pairs, students write about another student in the class. Emphasise that they should write clearly so that someone else can read their descriptions. Circulate and help as necessary.

b) Pairs exchange descriptions with another pair. They try to guess who the person is and check to see if they are correct.

Exercise 2: alternative suggestions

- a To give an example, write five sentences about someone in the school who all the students know (another teacher, a receptionist) and they could guess who it is.

- b Ask students to write their sentences on a piece of paper. Put the papers on the classroom walls, with numbers. Students write the numbers in their notebooks, then walk round in pairs, putting a name by each number.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Describing people, page 61

Language focus 1 (PAGES 82–83)

Present Continuous

1 a) Focus students on the picture by getting them to look at Dan (the man using his mobile) and asking *Where is he?* Ask them what they think he is doing and what he is saying, and this will give you an idea of whether any of them know the Present Continuous. Establish that he is phoning his girlfriend, Jane. Ask students to put the conversation in the correct order individually, and to compare with a partner. The first and last lines of the conversation are given.

b) [10.1] Play the recording for students to check their answers.

ANSWERS

See tapescript Module 10, recording 1 on page 156 of the *Students' Book*.

2 If your class is a strong elementary level, you may decide to do this exercise before the *Grammar* box. If your class is lower, then it may be best to start with the grammar.

Refer students to the picture again and ask them to complete the sentences individually before checking with a partner. Circulate and help with any new vocabulary, for example *looking at, couple, an envelope*, or introduce this before they start.

ANSWERS

- b doing, talking
c 's, doing, writing.
d woman, She, looking
e What are, doing, They're playing

LANGUAGE NOTE: If your students' language does not have articles, you may wish to point out that we use *the* here because we are talking about a specific couple, girl, etc., the one in the picture.

It may be useful to drill the questions, focusing particularly on the stress of the questions *What's he doing?* and *What are they doing?* Students can copy, trying to keep to the same speed and rhythm. Ask them to cover Exercise 2 and look again at the picture. They can work with a partner, pointing at different people in the picture and asking and

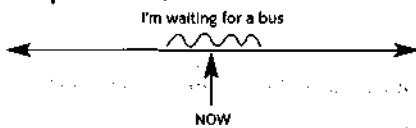
answering the questions. Alternatively, you could add this as practice after looking at the Grammar box.

Grammar

1 Write the example sentences on the board and ask students to underline the verbs. See if anyone knows the name of the tense. Tell them it is the Present Continuous and ask them to look at the dialogue and tell you when we use it.

Highlight:

- that we use the Present Continuous for speaking about an action happening now. You could also draw a time line to help show this:



- the form of the tense: *be + -ing*.

2 Ask students to complete the gaps, or build up tables with them on the board to show the positive, negative and question forms.

Refer students to *Language summary A/B/C* on pages 146–147 of the *Students' Book*.

PRACTICE

1 Write the three verbs on the board: *eat, live, stop*, and show students how to find the *-ing* forms in the *Mini-dictionary*. Write them on the board. Students then find the other *-ing* forms.

ANSWERS

- d drinking e giving f swimming g studying
h coming i running

Exercise 1: additional suggestion

Spelling rules

You may wish to see if students, in pairs, can work out the spelling rules. They can look at each line of verbs and see what is the same.

Highlight that:

- most verbs add *-ing* > *eating, drinking, studying*.
- verbs ending with *-e* take away the *-e* and add *-ing* > *living, giving, coming*.
- verbs ending consonant – vowel – consonant, double the final consonant and add *-ing* > *stopping, swimming, running*.

Check further by getting students to write the *-ing* form of some other verbs, for example *think, make, begin, start, play, have, get*.

2 Focus students on the picture of Popp and check *mime artist*. Students work in pairs to guess what he is doing, using the verbs in the box. They can either write or speak. Check students know *sing* and *dance*. The pictures are deliberately ambiguous so that students have a real reason to discuss them. Encourage them to use *I think ...* and *I'm not sure, I think ...*

ANSWERS

- b he's eating
c he's drinking tea
d he's dancing
e he's singing
f he's getting up
g he's reading a book
h he's running

3 Demonstrate by miming an action yourself and getting students to guess it. Then ask a student to come up and mime something in front of the class. Emphasise that the students must not speak, then put them into groups to do the activity. They can decide for themselves what to mime, or give each group a pile of cards with actions on them. The first student picks up a card and mimes it. The student who guesses correctly picks up the next card.

Possible actions could include:

- | | |
|--------------------|---------------------------------|
| riding a motorbike | playing a computer game |
| watching tennis | eating spaghetti |
| having breakfast | sitting in an aeroplane |
| riding an elephant | drinking some very hot coffee |
| waiting for a bus | watching football on television |

ADDITIONAL PRACTICE

Workbook: Present Continuous, pages 58–60

RB Resource bank: 10A *What's Sam doing?*, page 148

Vocabulary 2 (PAGE 84)

Clothes

1 Ask students to match any words they already know and to check others in their *Mini-dictionaries*. They can work individually and check in pairs.

ANSWERS

- a jacket b tie c pullover d jeans e shirt
f trainers g tights h coat i shoes j top
k skirt l trousers m earrings n suit

LANGUAGE NOTE: A *top* is a general term for something which is difficult to describe because it is not exactly a T-shirt, shirt or pullover.

Check pronunciation of: *shirt* /ʃɜːt/, *skirt* /skɜːt/, *trousers*, /traʊzəz/ and *suit* /suːt/, and drill as necessary. Point out the plural words.

Exercise 1: additional suggestions

If you think students need practice with the singular and plural words:

- a Ask them to add *a/an* in front of all the singular words.
- b Put them in pairs to compliment each other on their clothes: *Your shirt's nice, your shoes are nice.*
- c They can point to items and ask *What's this? What are these? It's a ... They're ...*

2 Ask students to do the activity in pairs. Check with the whole class.

ANSWERS

- men: tie
- women: skirt, tights
- both: trousers, pullover, top, trainers, jeans, earrings, suit, jacket, coat, shoes, shirt

3 a) Demonstrate the activity on the board and then ask students to complete the questions in pairs. Circulate and help as necessary. You may need to remind them about the possessive 's, for example *What colour is Ayhun's shirt?* You could also encourage them to use *Who's wearing ...?*

b) Students change partners. One student asks a question. Emphasise that the other student must look down, or close their eyes, and try to remember!

ADDITIONAL PRACTICE

- Workbook: Vocabulary: Clothes, page 61
- RB Resource bank: 10B Identity parades, page 150

Listening (PAGE 84)

1 Focus students on the photos of Andy and Michelle. Elicit their jobs and check that students understand *uniform*.

ANSWERS

Andy = a guardsman, Michelle = a policewoman

2 [10.2] Pre-teach *hat, leather, wear and move (your head)*. Refer students to the rubric and let them read the questions before they listen. They may want to listen to the recording more than once, to get all the information. They can work individually and then compare answers in pairs.

ANSWERS

See tapescript Module 10, recording 2 on page 156 of the *Students' Book*.

3 Students can discuss the questions in small groups. If you have a *mono-nationality class*: students can list who wears a uniform and talk about the uniforms they all know, and also ones from different countries that they have seen in films or on holiday.

If you have a *multi-nationality class*: students can describe uniforms worn by schoolchildren, the police, guards, soldiers, doctors, perhaps even teachers, and say whether they like or hate them.

Language focus 2 (PAGE 85)

Present Simple and Present Continuous

- a) Focus students on the photo and see if they recognise Michelle. Encourage them to tell you how she looks different.
- b) Ask students to read the information and to look up any new words in the *Mini-dictionary*. Students answer the questions individually. Check with the whole class.

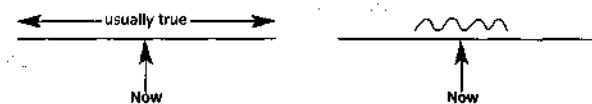
ANSWERS

- a She's getting ready to go out.
- b She's wearing a new pink top and a blue skirt.
- c She wears dark colours.
- d She wears bright colours.
- e No, she doesn't.
- f Yes, she is.

Grammar

1 Focus students on the box and ask them to circle the best explanations.

Demonstrate the difference visually by drawing two timelines:



ANSWERS

She wears = usually true *She's wearing* = happening now

2 Draw students' attention to the two sets of words. Alternatively, write all the words on the board, in no particular order, and ask students to tell you which they think go with the Present Simple and which with the Present Continuous.

Refer students to *Language summary C* on page 146 of the *Students' Book*.

PRACTICE

Students can work individually and compare answers in pairs before checking with the whole class. There are some new words and phrases which you may need to check: *go for a jog, shorts, shine, normally, rain, snow*. Circulate and help as necessary.

ANSWERS

- a 'm going b 'm wearing c don't wear d hate
e hate f 's shining g are wearing h 'm having
i rains j snows

ADDITIONAL PRACTICE

Workbook: Present Continuous and Present Simple, page 60

RB Resource bank: 10C A letter home, page 151

Describe and draw a picture

See *Teacher's tips: making speaking Tasks work* on pages 7–8.

Preparation for task (PAGE 86)

- 1 Focus students on Picture A and get them to ask and answer the questions.

ANSWERS

- a It's morning. b It's sunny. c He's smoking a cigarette. d It's running after the cat. It's black and white. e She's wearing a black dress and trainers, she's listening to her walkman and eating and drinking. f He's wearing a baseball cap, a top, jeans and shoes. g The man's got a moustache. He's wearing a jacket, trousers, shoes and a tie. The woman has got long blonde hair. She's wearing a dress and shoes.

- 2 [10.3] Play the recording for students to find the mistakes. They can put crosses on the picture where there are mistakes.

ANSWERS

- 1 The girl is wearing a black dress, not a white skirt.
2 The dog is black and white, not black.
3 There's a man and woman on the right, not two women.
4 She's got long blond hair not short black hair.

Task (PAGES 86–87)

- 1 a) Refer students to the picture on page 137 and tell them it is in the evening. They will notice that the picture is unfinished. Draw their attention to the words in the box.
b) Students draw ten new things on their pictures. They can use the *Mini-dictionary* to check the meanings of any unknown words in the box. Emphasise that they should keep their picture hidden from their partner. Circulate and help as necessary.

- 2 a) Put students in pairs. One student in each pair turns back to page 86 and looks at Picture B. Explain that they are going to ask questions about their partner's picture and then draw the additions on Picture B. You can briefly demonstrate this with a student.

In order to encourage students to think about possible questions to ask their partners, write some prompts on the board and ask them, in pairs, to write the questions in full. For example:

- Tell me / the weather / your picture?
What / cat / do?
What / man / hold?
he / smile?
What / they / eat?
Have / he got / long hair?

LANGUAGE NOTE: If your students speak a language which does not have articles, remind them to use *the* to refer to the particular people and things in the picture.

Then draw students' attention to the full questions in the *Useful language* box. Get them to ask you about any new words or phrases they don't understand. Drill the phrases as necessary. Circulate while students are doing the activity. When they have finished, they change roles and the second student completes Picture B. Collect examples of good language and any errors for analysis and correction later.

- b) When students have finished drawing, they can look at each other's pictures.

Real life (PAGE 87)

Street talk

- 1 Focus students on the photo and elicit what the people might be saying. If they are studying abroad, ask them to suggest questions they might ask on the street. If they are studying in their own country, ask them for questions that strangers and tourists might ask.

Go through the example. Ask students to do the others individually and compare answers with a partner. Emphasise that at this point they should not write the answers, just choose from the three possibilities, A, B or C.

- 2 a) [10.4] Play the recording for students to check their answers. Then play again so they can write in the missing parts of the conversation. You may need to allow students to listen several times and to check with a partner.

ANSWERS

See tapescript Module 10, recording 4 on page 156 of the *Students' Book*.

Exercise 2a: alternative suggestion

If you have a stronger class: you could get students to predict and write down what is said before they listen. They then check their ideas with the recording.

b) Students practise the conversations in pairs, working on polite intonation. They can start by just reading aloud, but then encourage them to read the situations, cover the actual conversations and try to remember them. Circulate, helping particularly with polite intonation.

Exercise 2b: additional suggestion

Working on intonation

Ask students to listen to the questions again and notice what happens to the speaker's voice. Write the conversations on the board, or use an overhead projector, and use arrows to show a polite intonation pattern for requests:

Excuse me, have you got the time, please?

Is this seat free?

Is this bus going to the city centre?

Is it OK to smoke here?

Excuse me, how do I get to the railway station?

Students listen again and practise the intonation.



Use the Language and Culture section to find out up-to-the minute use of English.

Consolidation modules 6-10 (PAGES 88-89)

ANSWERS

- A**
 (2) I'm sitting (3) got (4) comes (5) works
 (6) met (7) decided (8) didn't have
 (9) came back (10) 're staying (11) wants

- B**
 1 (2) a (3) a (4) some (5) any (6) a
 (7) some (8) some/an (9) some (10) some
 (11) no

C
 See tapescript Consolidation 6-10, recording 1 on page 157 of the Students' Book.

- D**
 1 Courchevel - France; Ölüdeniz - Turkey;
 Pelion Peninsula - Greece;
 African Adventure - Kenya, Tanzania, Namibia,
 Botswana, South Africa, Uganda, Zambia and
 Malawi
 a African Adventure
 b Ölüdeniz, Pelion Peninsula

- c Courchevel
 d Ölüdeniz
 2 a Courchevel is best for them. It's busier and more exciting than Pelion Peninsula and they can ski and swim, and dance in clubs.
 b Ölüdeniz is best for them. It's quiet and it's nearer to the sea than Pelion Peninsula. There's an old town 15km away.
F
 a nuts, cereal
 b orange juice, wine, beer
 c trousers, suit, jeans,
 d decide, believe, graduate
 e fell, bought, wrote
 f busy, new, young
 g butcher's, baker's, kiosk

module 11

Language focus 1 (PAGE 90)

Can and can't for ability

With books closed, ask students, in groups, to write down as many different animals as possible. The first group to reach twelve is the winner. Ask students to open their books and focus on the *Did you know?* box. Ask them to read the facts and tell you which ones they already know. They should be able to guess the meaning of *can* and *can't* here.

Grammar

Write the sentences on the board and ask students to complete the gaps. Check the meaning of *can* and *can't* for ability. Students have already learnt *can* for possibility in Module 5 so they shouldn't have any problems with the form. Drill the sentences, working on stressing the verb, and the weakening *can* /kən/ and the pronunciation of *can't* /kɑ:nt/. This revises work they did in Module 5 on pronunciation.

Refer students to *Language summary A* on page 147 of the *Students' Book*.

PRACTICE

1 Students can find a parrot, a chimpanzee, a dolphin and a kitten in the pictures, and use the *Mini-dictionary* to check new words and phrases such as *communicate* and *feed itself*. Demonstrate the activity, and ask students to write sentences about each of the animals or people in the first column.

2 Encourage students to ask others if they are unsure of any facts. Circulate and check their writing.

Exercise 2: additional suggestion

To practise further: say *It can feed itself and it can walk. I think it can paint pictures, but it can't read and write.* Ask students to guess what you are talking about (a chimpanzee). Students can then do the same thing in pairs, taking turns to guess what their partner is describing.

ADDITIONAL PRACTICE

Workbook: *Can / can't* for ability, page 64

RB Resource bank: 11A *Can you or can't you?*, page 152

Reading (PAGE 91)

1 Focus students on the pictures and ask them to work in small groups to discuss the questions.

ANSWERS

a puffer fish (Pacific Ocean) b parrot (warm regions worldwide) c labrador dog (UK) d koala (Australia) e wolf (forests in Northern hemisphere) f ant (worldwide) g camel (Central Asia) h chimpanzee (native to Africa) i kitten/cat (worldwide) j Arctic tern (North America) k blue whale (oceans worldwide) l dolphin (oceans worldwide) m tuna (oceans worldwide) n cheetah (Africa, SW Asia)

2 Before students read, make sure they understand the task. You may also wish to check the meaning of *up to*. Students should be able to guess the meaning of vocabulary they do not know, such as *sign language*, *poison*, *leaves*, *attack*, *billion*. Alternatively, you might decide to pre-teach these. Students read the text individually, then discuss, in pairs, which one of the statements is false. They can check their answer on page 136 of the *Students' Book*.

3 Students work in pairs to talk about the most amazing fact.

Language focus 2 (PAGES 92–93)

Question words

1 a) Put students in pairs and ask them to see how many questions they can answer in the quiz. Set a two-minute time limit and give 1 point for each correct answer.

b) Students can look back at the text on page 91 to check their answers and can tell you how many points they got.

2 Do the example together on the board and then ask students to continue by themselves or in pairs.

ANSWERS

b What kind of c How long d Which e How f What g How far h How much i How many

Grammar

Students can work on all these questions individually and compare with a partner before checking with the class. Tell them to look back at the questions in Exercise 1 to help them with their answers.

1 Make sure they understand *only a few*.

ANSWERS

a many b only a few

2 Students studied *how much* and *how many* in Module 6, so this should be revision for them.

ANSWERS

how many > countable nouns
how much > uncountable nouns

3 You may need to pay particular attention to *How long* for time (students often say *How long time ...*) and check that students don't use *Which kind of* when they are asking a question which has many possible answers.

ANSWERS

- | | |
|---------------------------------|----------------|
| b every day | e New York |
| c ten kilometres | f lions |
| d a hundred kilometres per hour | g rock and pop |

Refer students to *Language summary B* on page 147 of the Students' Book.

PRACTICE

1 Students can work individually and compare with a partner before checking with the class. You may wish to check the meaning of *need* before they start.

ANSWERS

- | | | |
|------------|-------------|-------------|
| b How much | e What | h How fast |
| c How many | f How long | i How far |
| d Which | g How often | j How often |

It might be useful to drill the questions, particularly the questions with *How ...?* Ask them to listen to you saying the last four questions and to mark the stressed words. Encourage them to ask the questions as fast as possible so that they weaken the auxiliary verbs and pronouns. The stresses are as follows:

- How often do you need to feed a baby?
- How fast do most people walk?
- How far can you swim?
- How often do you go swimming?

2 a) This activity helps students to use the question words with different verb forms, and also serves as useful revision of verb forms and modals. Start by writing on the board:

- | | |
|----------------------------------|-----------------------|
| When/start/learning English? | 6 months ago. |
| Which other languages/you/speak? | Spanish and Japanese. |
| How far/you/swim? | 1 kilometre. |

See if students, in pairs, can make the question forms correctly. Then ask them to write questions using the three boxes. Do an example with them first, then circulate and help. Encourage stronger students to make more than six sentences. Ask them to leave a space under each question (they will need this to make notes later).

b) Give students a few minutes to learn their questions, by saying them to themselves. Circulate and help with

pronunciation. Students can then stand up and mingle or turn and ask their questions to three (or more) different students. They should write down the answers. Circulate, noting any language points for discussion later.

c) If you have a small class, choose one student, and other students tell the class one fact they know about him/her, for example *Maria likes classical music, she has toast for breakfast ...* With a larger class, students can do the same in groups.

ADDITIONAL PRACTICE

- Workbook: Question words, page 65; Word order in questions, page 66
- RB Resource bank: 11B *The dinner party*, page 153

Listening (PAGE 93)

Man's best friend?

1 Focus students on the pictures. If you have, or had, a pet, students could begin by asking you about it. Put students in pairs to ask and answer the questions.

2 Write *having kittens* on the board and get students to tell you whether it refers to dogs or cats. Encourage them to use the *Mini-dictionary* to help them with the other phrases. They can then do the activity individually and compare with a partner. Check answers.

ANSWERS

- b D c D d C e D f C g C

3 a) Ask students to work in pairs to predict the answers before they listen. Check the meaning of *pregnant* and *special* and refer them to the picture of a *sphinx* cat (bottom right photo). Encourage students to make guesses and write something down, even if they don't know very much about cats, because this will give them a focus for listening.

b) [11.1] Play the recording for students to check their predicted answers. Discuss whether they found any of the answers surprising.

ANSWERS

See tapescript Module 11, recording 1 on page 157 of the Students' Book.

4 [11.2] Help students to read quickly, for overall understanding, by writing on the board:

- | | |
|----------------|-----------------------|
| a a famous dog | c the history of dogs |
| b racing dogs | d dogs and jobs |

Ask students to read the text quickly and number the above in the order they appear (c, d, b, a). You may wish to check the meaning of *spend ... on ...* and refer to the photo on page 93 (top left) for a *greyhound*. Then play the recording for students to complete the gaps. You may need to pause

the tape several times, to give them time to write. They can compare answers with a partner and you could replay any sections where there is disagreement.

ANSWERS

See tapescript Module 11, recording 2 on page 157 of the *Students' Book*.

5 Do the example with the class. Ask students to look at the answer in gap 1, then try to make a question together on the board. Students work in pairs to write the other questions. Circulate and help, especially with the correct tenses. When students have finished they can work with a new partner and ask and answer the questions. To make it more challenging, stronger students could cover the text and try to remember the answers.

ANSWERS

- 2 How many dogs are there in the USA?
- 3 How much do the Americans spend on dog food every year?
- 4 How many breeds of dog are there?
- 5 Where is greyhound racing popular?
- 6 How fast can the fastest greyhounds run?
- 7 When did Rin Tin Tin die?
- 8 How did he earn his money?
- 9 How many films did he make?

Do a general knowledge quiz

See *Teacher's tips: making speaking Tasks work* on pages 7-8.

Preparation for task (PAGE 94)

1 a) Ask students to read the quiz and check any unknown words in their *Mini-dictionaries*. They can work individually and compare in pairs.

b) [11.3] Play the recording for students to check answers.

ANSWERS

See tapescript Module 11, recording 3 on page 157 of the *Students' Book*.

2 Put students into groups or four to answer the questions.

3 [11.4] You could organise this as a real quiz, asking them to say their answers before you play the recording. Award one point for each correct answer.

ANSWERS

See tapescript Module 11, recording 4 on page 157 of the *Students' Book*.

Task (PAGE 95)

1 Students can stay in the same teams. Write the categories on the board and check students understand them. They could then try to match the questions in the *Useful language* box with the categories.

Task, Exercise 1: additional suggestion

If you want to give more practice of questions: choose some of the questions from the *Useful language* box and write the key words on the board. Students then have to form the full questions, for example:

- Where - Marilyn Monroe - born?
- How far - Paris - Rome?
- What - biggest - diamond - world?
- How many - metres - kilometre?

They can then match these questions with the categories.

LANGUAGE NOTE: Strong students might ask you why there is no auxiliary verb *did* in the question *Who invented (the telephone)?* This is a subject question, as opposed to an object question *What did he invent?* etc. Just tell students that it is a different kind of question and not to worry about it now. They will study it in *Cutting Edge Pre-Intermediate*. For the moment they can just copy it. Alternatively, you may wish to give a mini-lesson on how we form this type of question.

2 Students write questions while you circulate and help with the English. Encourage them to write at least one question for each category.

Task, Exercise 2: additional suggestion

Bring in some books from the school library or home. Let students look in these to find information to base their questions on. This may make the questions more interesting and varied, and will also give some reading practice.

It is very important that students can pronounce the questions clearly, otherwise they will not be able to understand each other. In each group, different students can each practise saying one of their group's questions. Circulate and check how clear their pronunciation is. Also get the group members to check each other's pronunciation.

3 Make the quiz as lively as possible and emphasise that your decision is final! The teams could start by choosing a name for their team. Write the categories up on the board in a table.

Possible scoring systems:
If you have two teams:

Student 1 from Team A, chooses a category, for example History. A member of Team B reads out the History question. Student 1 gets two points if he/she can answer it alone, or one point if he/she asks the rest of the team for help. Student 1 from Team B then chooses a category and gets a question.

If you have three or more teams:

Each team has to choose a noise, like in a TV quiz. Team A starts and asks their first question. The members of each team discuss possible answers. When they think they have the correct answer, they make the team noise. You decide which team was first, and they have the first chance to answer the question. If their answer is correct, they get two points. If it is incorrect, they lose a point and a second team can try, but they only get one point for a correct answer.

Optional writing

This should be quite motivating for students. You could set the number of questions depending on how strong your class is. Don't worry if you can't answer their questions!



In the Resources section for this module you'll find a selection of Online Quizzes.

Real life (PAGE 96)

Different ways of saying numbers

1 Start by dictating some simple numbers, and then more complicated ones, to give students basic revision practice. Ask them to do the matching activity in pairs. They could then cover column B and test each other on how to say the numbers.

ANSWERS

b10 c9 d1 e6 f8 g7 h3 i2 j4

2 [11.5] Students work with a new partner and try to say each of the numbers in the box. Circulate and help as necessary. Play the recording for students to check and then repeat. Drill the numbers as needed.

3 Do the first one with the whole class, then ask students to work individually to complete the activity. They should write the numbers in figures, not words. Make sure they realise their numbers do not have to be exact.

4 Students compare their numbers in small groups, this time practising saying the numbers correctly. Circulate and help as necessary.

ADDITIONAL PRACTICE

RB Resource bank: 11C *The numbers game*, page 155

Do you remember? (PAGE 97)

ANSWERS

- 2 a) 2 What kind
- 3 Who
- 4 Which
- 5 How many/What
- 3 b) How long did Paul live in Tokyo?
- c) Which football team do you support?
- d) How much does this book cost?
- e) How far are the shops?
- f) How fast can you get to the airport?
- g) What would you like for dessert?
- 4 b) one hundred and seven
- c) two thousand and one
- d) six hundred and eighty-one thousand, six hundred and four
- e) student's own answer
- f) eighty
- 5 kilometre /'kiləmitə/ metre/'mitə/
- billion /'biljən/ football /'fʊtbɔ:l/
- restaurant /'restrɒnt/ television /'telɪvɪʒən/

module 12

Vocabulary (PAGES 98–99)

Going out and staying in

See *Teacher's tips: working with lexical phrases* on pages 11–12.

Begin by focusing students on the questions and telling them about your last weekend, using the adjectives naturally. Check students understand the adjectives. Put them in small groups to ask and answer about their weekend. Circulate and help with any expressions they need.

2 a) Focus students on the quiz and check they understand it refers to every weekend, not just last weekend. Revise the meanings of the frequency adverbs and check *spend weekends*. Students work individually, using their *Mini-dictionary* to check any unknown words or phrases. Encourage them to write two or three other things for question e). Circulate and help with any vocabulary questions.

b) Students work in small groups of three or four. Focus them on the speech balloons and check they remember where to put the frequency adverbs. You may wish to do a few examples with the whole class before students talk to each other. Circulate, noting any language points for analysis or correction later.

LANGUAGE NOTE: You may wish to point out the following common phrases using *the*: *at the weekend, go to the gym, go to the cinema*. You could also point out that there is no article with *bed*: *go to bed, stay in bed*.

3 a) Ask students to do this exercise individually, then compare with a partner before looking in the text to confirm the answers.

ANSWERS:

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

b) You might like to remind students of other common combinations they have already met in the course, for example *have breakfast, listen to music, get on a bus, ride a bicycle, go on foot*. Give students time to memorise the words and then ask them to test each other in pairs.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Ways to spend the weekend, page 71; Word combinations with *go, have, stay*, page 72.

Language focus 1 (PAGES 99–100)

Future intentions: *going to, would like to* and *want to*

[12.1] Begin by asking some students about their plans for next weekend. This will help you to see if they know any ways of talking about the future. It's probably best not to correct anything at this stage, just to listen.

Focus students on the picture. Refer them to the table and show them how to make notes of the main information. It is probably easiest if they copy the table into their notebooks. Play the recording for students to complete the table. Pause the tape several times so that they have time to write. They can compare answers with a partner and then listen to any problematic sections again. Words to check: *quiet, a present, to pack, to iron*.

ANSWERS

See *tapescript Module 12, recording 1* on page 157 of the *Students' Book*.

Grammar

1 Either work directly with the *Grammar box*, or ask students to look at their notes about Aphra on Sunday and what she said. Write: *I'm going to cook a meal* on the board. You can do the same about Amir's plans: *I'm not going to do much*.

Highlight:

- the meaning of *going to* for future intention.
- the form: *be + going to + verb*.

See if students can make the question form. You could prompt them with *television/tonight?* and elicit on the board *Are you going to watch television tonight?* Check the inversion: *are you going to ...?*

2 Ask students about Amir and his book. They could listen to the recording again to see what he says. Write *I want to finish my book* and *I'd like to finish my book* on the board.

Highlight:

- that *want* is stronger and more direct than *would like to*.
- the form: *want to + verb; 'd (would) like to + verb*.

Also check the question form: *Do you want to ...? Would you like to ...?* Then elicit the *he/she/it* forms of all the sentences on the board.

Refer students to *Language summary A* on page 147 of the *Students' Book*. You could particularly draw their attention to the way we usually say *I'm going shopping* instead of *I'm going to go shopping*.

Grammar: alternative suggestion

Ask students to look at the tapescript on page 147 of the *Students' Book* and underline all the ways the people use to talk about the future. Write some of them up on the board and examine the meaning and the form.

PRACTICE

- Go through the example then ask students to write six sentences individually. Circulate and check the accuracy of their sentences.
- Focus students on the pictures and ask them to decide what the people in the picture are going to do. They can look up new words in the *Mini-dictionary*. Students compare their answers with a partner. Encourage them to say *I think he's going to ...* and *I think so, too* or *No, I think ...*. Remind them that it is possible to say *he/she's going swimming/shopping* or *he/she's going to go swimming/shopping*. Circulate and help as necessary.

ANSWERS

- | | |
|---------------------------|----------------------------|
| a go shopping | d have a cigarette outside |
| b meet his girlfriend | e go swimming |
| c take the dog for a walk | f catch a plane |

Exercise 2: additional suggestion

For extra practice: write some actions on small cards. Students take a card and mime the build-up to the action but 'freeze' just before the action. The other students have to guess what they are going to do. Demonstrate an example. Students could do this activity in small groups and the first group to finish is the winner. Possible ideas:

- You're going to do a bungee jump.
- You're going to cook some fish.
- You're going to play the piano in a big concert hall.
- You're going to run in a race.
- You're going to ask someone to marry you.
- You're going (to go) to the dentist.
- You're going to do an exam.
- You're going to watch a film.
- You're going to play tennis.

- [12.2] Students complete the gaps individually. They can compare with a partner and then listen to the recording to check their answers.

ANSWERS

- | | |
|--------------|-------------|
| b Are, are | f would |
| c Do, Do | g Do |
| d Are, would | h Do, would |
| e Are, are | |

Pronunciation

- [12.3] Write the sentences below on the board (without the stress blobs) and say them several times. Students have to identify where the stressed words are. Add the stress blobs and show the weak form of to, then let students listen to the recording.

Are you going to have a busy weekend?

What do you want to do?

- Play the recording again for students to practise the questions. You could also work on *Would you (like) /wʊdʒə'laɪk/* and *Do you (want)? /dʒə'wɒnt/* to help students say these questions more quickly and naturally.

- Ask a student to ask you question a) and answer about yourself as fully as possible. Then put students in pairs to ask and answer the questions. Circulate, noting language points for discussion later. You could ask some of the students to tell the class one thing they learnt about their partner.

Exercise 4: additional suggestion

You may wish to refer students to the future time expressions in *Language summary B* on page 148 of the *Students' Book*.

ADDITIONAL PRACTICE

- Workbook:** Future plans, pages 70–71
- [RB] Resource bank:** 12A *Future walkabout*, page 156; 12B *Collocation snap*, page 157

Language focus 2 (PAGE 101)

Suggestions and offers

- [12.4] Focus students on the pictures. Ask them to work in pairs to answer these questions: *Where is it? What are they doing? What are they saying?* This might be easier to do if you make an overhead transparency of the two pictures.

Students can stay in their pairs to order the conversations. Then play the recording for them to check. Words to check: *a break, tiring, bored.*

ANSWERS

See tapescript Module 12, recording 4 on page 157 of the *Students' Book*.

Students could practise the conversations before or after you have gone through the *Grammar* box with them.

Grammar

1a Write the following on the board:

have a break go out tonight go to the cinema

See if students can remember possible expressions to go before these. Add *Let's*, *Shall we* and *We could*. Label these expressions *making suggestions*. Highlight:

- the meaning of these three expressions.
- that *let's* = *let us*.
- that we use the base form after these expressions.
- the sentence stress, and pronunciation of *Shall we* and *We could*:

Let's have a break.

Shall we go out tonight?

/ʃəlwi/

We could go to the cinema.

/wɪkəd/

Drill each expression as necessary.

b Encourage students to look at the conversations to find possible answers.

ANSWERS

Good idea./Okay then./Okay, if you like.

2a Elicit what the older woman in picture A says about coffee and how the younger woman replies. Write on the board:

Shall I make some coffee?

/ʃəltaɪ/

I'll make it.

/aɪl/

Label these expressions *making offers*. Highlight:

- the meaning of the expressions.
- the use of the base form after both expressions.
- the sentence stress, and the pronunciation of *Shall I* and *I'll*.

Drill the expressions and help students with the intonation, emphasising how the voice starts quite high for an offer.

b Encourage students to look at the conversations to find possible answers.

ANSWERS

Good idea./Okay then, thanks.

Refer students to *Language summary C/D* on page 148 of the *Students' Book*.

PRACTICE

Ask students to read through all the sentences and to check any new words in their *Mini-dictionaries*. Then ask two students to demonstrate the activity in front of the class. Students continue the activity in pairs. Circulate and help as necessary.

Practice: additional suggestion

If you have a strong class: after practising for a while, students can cover the two lower circles and try and make conversations, starting with the sentences from the top circle.

ADDITIONAL PRACTICE

Workbook: Suggestions and offers, page 72

Plan a day out

See *Teacher's tips: making speaking Tasks work* on pages 7–8.

Preparation for task (PAGES 102–103)

1 Arouse students' interest in the topic by asking them if they know any famous places in Britain outside London, and what you can see there. Some students may have visited Britain, or seen it on TV or films. If your students are studying in a foreign country, you could ask them where they have visited and what they thought of the places.

Focus students on the pictures of Bath, Lyme Regis /laɪm 'rɪdʒɪs/ and Leeds Castle. You could check some vocabulary, using the pictures: *a river, a lake, a castle, a harbour, architecture, a boat, a bridge*. Ask students to read the three texts and match them with the photos. They can use their *Mini-dictionaries* to check any new vocabulary.

ANSWERS

a Lyme Regis b Bath c Leeds Castle

2 Ask students to read a–m and to check any words they don't know. Check pronunciation of: *architecture* /ˌɑːkɪtɛktʃə/, *museum* /mjuːziəm/, *harbour* /'hɑːbəl/ and *islands* /aɪlənz/. Students then match a–m with the places. Make sure they realise they can write about more than one place, and they should get the information from what they read not from what they can see in the pictures. When they have finished, they can compare answers with a partner.

ANSWERS

- b Lyme Regis
- c Leeds Castle
- d Bath
- e Bath
- f Bath, Lyme Regis, Leeds Castle
- g Bath, Leeds Castle
- h Bath
- i Leeds Castle
- j Bath, Lyme Regis, Leeds Castle
- k Lyme Regis

- l Lyme Regis
- m Leeds Castle

ADDITIONAL PRACTICE

RB Resource bank: 12C *The school party*, page 158

3 [12.5] Start by asking students, in pairs, to choose which of the three places they would like to go to and why. They can then listen to the three friends making the same decision. Make sure they read through and understand the questions *before* they listen. You may need to check some of the vocabulary, or ask students to look it up in their *Mini-dictionary*. You may also want to check *It's too far/it's not too far*.

Play the recording for students to circle the correct information. They may want to hear the recording, or part of the recording, more than once. They could also confer with a partner.

ANSWERS

See tapescript Module 12, recording 5 on page 158 of the *Students' Book*.

4 [12.6] Ask students to listen to the recording at the same time as reading the phrases in the *Useful language* box. Check the meaning of the phrases, particularly *pick you up*, and remind students that *get there = go there*. Drill the phrases as necessary.

You may wish to encourage students to memorise some of the phrases. Do this by asking students to study the phrases first, then give them prompt words, for example *go/there*, and see if they can remember the phrase.

Exercise 4: alternative suggestions

a Write the sentences on the board with gaps, then play the recording for students to complete the gaps:

- I' _____ go there.
- It _____ to get there.
- It's _____.
- I' _____ there.
- What _____ pick you up?
- ' _____ o'clock.
- ' _____ a picnic.
- What _____ – sandwiches? Fruit?
- I' _____ drinks.
- Is _____ everyone?

Students check their answers with the *Useful language* box.

b If you can get two cassette recorders, and copies of the cassette, students could take control of the machines in two groups and listen as many times as they need to. This would give them good practice in very intensive listening.

Task (PAGE 103)

1 Tell students they are going to plan a day out together. Make a list of possible places on the board. These should be places they would be able to visit in a day from their town/city. Don't use places *in* the town/city because there is a Task relating to this in Module 14.

Task, Exercise 1: additional suggestion

You could bring in a selection of leaflets of places to visit. Students could each choose one.

2 a) Put students into small groups to reach agreement on where to go. First, each student could suggest a different place. Tell them to think for a few minutes and make notes on why they want to go to that place, how they want to travel, etc. Encourage students individually to call you over and ask for any special vocabulary. They should use the *Useful language* box to help them plan what to say.

Each student proposes their place to the group and the group has to decide where to go. Circulate, collecting examples of good language and any errors for analysis and correction later.

b) Each group plans their day out. Encourage them to practise reporting the plan using *We're going to ... because ... We want to visit ...*. Circulate as before.

3 a) Put students into new groups and ask each student to present their planned day out. Circulate as before.

b) The whole class can decide which sounds the best day out. You could ask them to write out their plans for homework.

Real life (PAGES 104–105)

Talk about the weather

1 Use this activity to check the names of the seasons in students' countries, but don't let them talk for too long, because they will be speaking more about this in Exercise 4. Vocabulary could include: *spring, summer, autumn* (UK), *fall* (US), *winter, the rainy season, the monsoon season, the dry season*, depending on where your students come from.

2 Ask students *What's the weather like today? What was the weather like yesterday?* to introduce the activity, and to see if they know any vocabulary to describe the weather. Students work in pairs to choose phrases to match the pictures.

ANSWERS

- a It's windy/It's raining/It's wet.
- b It's foggy.
- c It's sunny/It's hot.
- d It's snowing/It's cold.

Drill the phrases as necessary. Check the use of *raining* and *snowing* it is possible to say *rainy* and *snowy*, but these are uncommon. Students could test themselves and each other by covering the words and trying to describe each of the pictures.

3 [12.7] Focus students on the map and ask them *What's the weather like in Canada?* Check students know the name of the capital city *Vancouver* /vaen'ku:vəl/, and pronounce the other places for them, to help them with their listening: *Yukon Territory* /ju:kən 'tɛntəri/, *the Prairies* /preəri:z/, *Quebec* /kwɪ'bek/. Before students listen, check *north, south, east, west, coast* and *average*.

Start by asking students to cover the text and just look at the map. Play the recording and ask them to write 1 by the first place Cathy talks about, 2 by the second, and so on. Students then look at the text and listen again to complete the gaps. You may need to pause the tape several times to give them time to write. Students can work individually and then compare answers with a partner.

ANSWERS

See tapescript Module 12, recording 7 on page 158 of the *Students' Book*.

4 Ask students to draw a simple map of their country individually. They can then describe the seasons and the weather to a partner.

If you have a mono-nationality class: students work in pairs, taking it in turns to role-play a visitor to their country, who wants to know about the weather. The other student describes the weather.

If you have a multi-nationality class: students can work in pairs, or small mixed groups, and talk about their different countries.

Circulate and help as necessary. Collect examples of good language and any errors for analysis and correction later.



Visit the suggested links for further activities to use with your students.

Do you remember? (PAGE 105)

ANSWERS

- 1 a) visit b) make c) watch d) do
- 2 b) Because he'd like to/wants to lose weight.
c) Because he's going to visit his mother.
d) Because she'd like to/wants to be rich.
- 3 b) **Shall** I telephone Pete?
c) Let's have a break.
d) We could go to that new exhibition.
e) **Shall** we stay in tonight?
f) I'll pay.

ADDITIONAL PRACTICE

RB Resource bank: *Learner-training worksheet C*, page 159

(This section contains a large, faint, and mostly illegible document, likely a learner-training worksheet, with various text and graphics.)

module 13

Reading (PAGE 106)

1 a)-b) Words to check: *news, seconds, months*. Focus students on the three pictures and ask them to read the information. Students work in pairs to answer the questions in a) and b).

ANSWERS

- a 500 years ago; message by ship; five months
- b 1969; radio, via satellite; 1.3 seconds
- c 150 years ago; message by ship; two weeks

2 a) Students can work in pairs to order the inventions. Encourage them to use their *Mini-dictionaries* to find any new words.

b) Students read the text on page 107 to check their answers.

ANSWERS

- 1 pen 3 telephone 5 e-mail
- 2 typewriter 4 walkie-talkie

3 Words to check from the text: *carry, send, receive, machine, keyboard*. Explain that the sentences come from the text. Ask: *How many sentences are there? How many gaps are there?* and check that students realise the sentences come *either* from the beginning *or* the end of the paragraphs. Students work individually. Encourage them to first match the sentence with the paragraph, and then decide whether it comes at the beginning or end. They can compare answers with a partner before checking with the class.

ANSWERS

- A 4b) B 1a) C 2b) D 5b) E 3b)

4 Do the example with the class and then ask them to continue individually. They can check answers with a partner.

ANSWERS

- b Alexander Graham Bell c walkie-talkies
- d walkie-talkies

Vocabulary (PAGE 108)

Ways of communicating

See *Teacher's tips: working with lexical phrases* on pages 11-12 and *making the most of the Mini-dictionary* on pages 12-13.

1 Focus students on the pictures. Use the computer as an example and ask students to tell you one thing you can do with it. Tell them to look in the box to find more

things. Students work in pairs to complete the activity and should use their *Mini-dictionary* to help with any unknown words.

ANSWERS

- computer: receive or send e-mails, write a letter, surf the internet, buy online
- fax machine: send a fax
- pen: write a letter, send cards, write a note
- stamp: send cards
- telephone: leave a message, make cards

2 Students can work individually on this and compare with a partner before checking with the class.

ANSWERS

- a send cards f receive or send e-mails
- b leave a message g write a note
- c buy ... online h surf the Internet
- d make calls i write a letter
- e send a fax

ADDITIONAL PRACTICE

Workbook: Vocabulary: Ways of communicating, page 79;
Vocabulary booster: the post, page 80

Language focus 1 (PAGES 108-109)

Present Perfect

Focus students on the photo and see if they can suggest what job she does. Then ask them to read the text and answer the two questions. They can use the *Mini-dictionary* to check any new vocabulary.

ANSWERS

- She's an author. She doesn't use any new technology – she uses a typewriter.

Grammar

1 Ask students to begin by underlining all the verbs in the text. Then elicit examples of the Present Simple and Present Continuous. Ask for other verbs and write them up on the board:

She's written sixteen novels ...

She's never sent an e-mail ...

I've always used the same old typewriter ...

Tell students that these verbs are in the Present Perfect form. Highlight the meaning by asking *Did she write the novels before now?* (Yes.) *Do we know when exactly?* (No.)

If you have a mono-nationality class: it might also be useful to translate the sentences.

2 Highlight the form of the Present Perfect and check how to make regular past participles.

Suggest to students that they write the three parts of irregular verbs in their notebooks and do this in future when they encounter a new verb:

write/wrote/written send/sent/sent

3 Students work out how to write the negative and question forms. Check answers.

ANSWERS

I haven't sent an e-mail.

Have I sent an e-mail?

Refer students to *Language summary A* on page 148 of the *Students' Book*.

PRACTICE

1 Show students how to use their *Mini-dictionary* to find past participles. They can then work individually to complete the activity.

ANSWERS

been had bought lost
seen met made broken

2 a) Show students the list of verbs on page 150, as an alternative way to find past participles of regular verbs. Focus them on the example and check *a few* and *a lot of*. Ask students to write true sentences about themselves. Circulate and help as necessary. Words to check: *emergency call* and *cybercafé*.

b) Students can talk about their answers with a partner. Circulate and help. Ask some students to tell the whole class one thing that was the same as their partner, and one thing that was different.

ADDITIONAL PRACTICE

RB Resource bank: 13A *Life boxes*, page 160

LANGUAGE NOTE: Before you do the next exercise you might like to check the difference between the two past participles of *go*: *He's gone to the bank* and *He's been to the bank*.

3 You may wish to focus students on the example immediately or go more slowly. Write on the board: *see/a real tiger?* Check students know the meaning of *tiger* and ask them what the full question is. Write *Have you seen a real tiger?* Add *ever* and check students understand this means 'in your life'. Students then write six (or more) questions using the ideas given. Circulate and help as necessary.

Exercise 3a: alternative suggestion

Pronunciation

Students might benefit from some work on sentence stress in the questions. Write two or three of their questions on the board and say them at a natural speed. Ask students to mark the stressed words.

Have you ever seen a real tiger?

Have you ever written a poem?

Have you ever been to Paris?

Then focus on the pronunciation of *have you ever* /həvjuː'vevə/ and drill the phrase. Help students to copy your pronunciation of the questions, chorally and individually, as necessary.

b) Demonstrate this initially yourself. Hold up the book and mime ticking all the things you have done in Exercise 3a). Get all the students to do the same individually. Then demonstrate with two students. Show the class that you are asking about one of your ticked examples, for example *Have you ever been to the USA?* and invite answers from the two students. Help with the short answer form *Yes, I have* or *No, I haven't*. Continue with other examples until you find one thing you have done that neither of them have and elicit the phrase *Me neither*. Students can then work in groups of three. Emphasise that each student has to find two things that they have done that their partners haven't done. Circulate, noting any language points for discussion later.

Exercise 3b: additional suggestion

If you have a strong elementary class: encourage them to talk more about some of these experiences. Give some examples yourself. *Have you ever lost a lot of money?* – *Yes, I have. When I was in France, I lost 2,000 francs on the metro.* You would need to highlight the use of the Past Simple, to give more information as soon as the time or place becomes specific. If you have a mixed level, the stronger students could be encouraged to do this additional activity.

ADDITIONAL PRACTICE

Workbook: Present Perfect, pages 76–77

RB Resource bank: 13B *The Traveller's Club*, page 161

Language focus 2 (PAGE 110)

Articles: *the, a, an* and zero

Focus students on the pictures and ask them to work in pairs to match them with the three sentences.

ANSWERS

- a I love getting letters!
- b Did you read the letter I sent you?
- c There's a letter for you!

Language focus 2: alternative suggestion

If you have a strong elementary level class: start this section by asking students to do Practice Exercise 1a) as a diagnostic test of how much they already know. Then look at the pictures and the Grammar box, and ask students to check their answers to 1a) again before listening to the recording.

Grammar

Focus students on the rules. To check, you could give some more examples and ask students which rule they follow, for example *She hates jazz music/British people can be very friendly/I've got a boyfriend/It's an identity card/Did you see the e-mail from John?/Could you close the door?*

Refer students to Language summary B on page 149 of the Students' Book.

PRACTICE

a) Words to check: to enter a competition, next door, excitedly, through, a cheque. Begin by asking *Have you ever entered a competition?* or *Have you ever won a competition?* Explain that the text is about a man who entered a competition, and let them work individually to complete the gaps. They can compare answers with a partner before checking with the class. Encourage them to use the Grammar box to justify their answers. Circulate, listening to what they have decided and why.

b) Play the recording for students to check their answers. It may be very difficult for them to hear *a*, so you may need to replay various sections. Help students work out why they have made any mistakes.

ANSWERS

See tapescript Module 13, recording 1 on page 158 of the Students' Book.

ADDITIONAL PRACTICE

Workbook: Definite and zero article, page 78; Articles: *a*, *an* and *the*, page 79

Real life (PAGE 111)

Telephoning

1 [13.2] Start by asking students *Have you ever made a phone call in English? Who to? Did you find it easy or difficult? Why?* Then focus students on the picture of Jane and ask them to read Jane's notes. Check they understand these, then play the recording so they can number the calls that Jane makes.

ANSWERS

See tapescript Module 13, recording 2 on page 158 of the Students' Book.

2 [13.2] Students listen a second time and complete the gaps. They can work individually and then check answers with a partner. They may need to hear sections of the recording more than once.

ANSWERS

See tapescript Module 13, recording 2 on page 158 of the Students' Book.

Pronunciation

1 [13.3] Play the recording or say the questions yourself. Highlight the polite intonation by saying the questions in a very flat tone, to sound less polite. You may find you get the best results by simply asking students to copy the voices. However, if you want to go into more detail, you could use arrows to show the movement of the voice:

Hello, can I speak to Paul, please?

Is that Julia Thomson?

Can you ask him to phone me?

2 [13.4] Play the recording for students to listen and repeat. Encourage them to start higher, to make them sound more polite.

3 a)-b) Students can work in pairs to complete the phone conversations. They should look up any new words in the Mini-dictionary. Circulate and help as necessary.

POSSIBLE ANSWERS

- a) (1) Hello, can I speak to Joe, please?
- (2) Can you ask him to phone me?
- (3) (give your telephone number)
- (4) Thank you. Bye.
- b) Hello, Sergio, this is ... Can you phone me back? It's about ... My number is ... / Hello, Sergio, this is ... I'm just ringing to ...

4 Students work in pairs to practise the telephone conversation and the answerphone exchange.

Complete a class web page

See *Teacher's tips: making speaking Tasks work* on pages 7-8.

Preparation for task (PAGE 112)

- 1 Have a brief class discussion about the two questions.
- 2 Establish the situation, and focus students on the three extracts. Get them to read the web pages and answer the questions. They can work individually and then discuss their opinions in groups of three or four.

ADDITIONAL PRACTICE

RB Resource bank: 13C *On the phone*, page 162

Task (PAGE 113)

1 a) Most classes will probably want to do this Task as an imaginary project. However, if you and your class are really keen, you can develop it into a real web page. A good alternative is to create a poster. If you can, bring in poster-sized paper, coloured pens and magazine pictures so that students can be as creative as they want.

Students work in a group. They need to decide on the information they wish to include. Elicit phrases they could use for the discussion. Refer them to *Let's ...* and *We could ...* in part a) of the *Useful language* box and remind them of *How about ...*, *Shall we ...*, *Why don't we ...* from Module 12.

b) When they have decided what to include, get them to actually design a web page on paper. First, ask them to look at part b) of the *Useful language* box or ask them to cover it and read through the three extracts again, underlining useful phrases. They could then compare these with the phrases in the box. Encourage them to use these phrases when writing, and to call you over if they need any other language.

2 Put up the 'pages' on the wall so that students can go round and decide which one they like best.



Design your class website and display it on the Cutting Edge website.

Do you remember? (PAGE 113)

ANSWERS

- 1a b) send/write c) send/write d) use e) surf
f) buy
- 2 b) written f) given j) won
c) bought g) flown k) taken
d) done h) made
e) seen i) met
- 3 b) Has c) 's never e) 've f) ever
- 4 (2) a (3) the (4) a (5) the (6) a (7) the
(8) Ø (9) Ø (10) Ø (11) Ø

ADDITIONAL PRACTICE

RB Resource bank: *Learner-training worksheet D*, page 163

module 14

Vocabulary (PAGE 114)

Town facilities

See *Teacher's tips: working with lexical phrases* on pages 11–12.

Exercise 1: additional suggestions

- a If your students come from Hungary or Brazil: you could ask them which four sights they think should be on a postcard of Budapest or Rio de Janeiro, and then compare them with the actual ones in the book.
- b If you have a multi-nationality class studying in another country: you could ask them which sights they would put on a postcard of, for example, London or Sydney, or wherever they are, as a way to lead in to the postcards in the book.

1 Focus students on the two postcards. Tell them to look closely and to say which place they'd like to go to and why. Then ask them to find the items in the pictures. They can guess new words or ask you for help. Students can work in pairs, or start individually and then compare answers with a partner. You may wish to drill the words, particularly: *square, stadium, pedestrian, statue, museum, castle, fashionable*. Also check the stress on compound nouns:

sports stadium pedestrian street
shopping centre art gallery

ANSWERS

Postcard 1: a bridge, a pedestrian street, a castle, fashionable shops

Postcard 2: a beach, a sports stadium, a statue, a hill

2 [14.1] Start by telling students they are going to listen to people talking about the two places on the postcards. Check the pronunciation of the names so that students can identify them on the recording: *Váci* /'vɑ:tsi/, *Budapest* /'bʊ:dæ'pest/, *Heroes'* /'hi:əʊz/, *Maracanã* /'mæ:æ'kæ:nə/, *Copacabana* /kə'pəkə'bænə/, *Corcovado* /kə:kə'vɑ:də/, *Rio de Janeiro* /ri:ə'dʒeɪ'nɪərə/. You could listen as a whole class to the speaker talking about Elizabeth Bridge, and show students how to complete the answer. Then play the rest of the recording. They may wish to listen to some parts a second time before conferring with a partner. Check answers.

ANSWERS

See tapescript Module 14, recording 1 on page 158 of the *Students' Book*.

3 [14.2] Students look at the gapped sentences and work in pairs to suggest the missing words. They can then check with the recording.

ANSWERS

- a These
- b there's
- c one of
- d a picture
- e see

4 Put the students in pairs and get them to look at the postcards. See if any of them know the places at all. If so, they should choose that postcard to talk about. Each student in turn takes a postcard and talks about it. Encourage them to use some of the expressions in Exercise 3.

For your information (clockwise from top left): the Barcelona postcard shows Placa Real, Guadi House, a section of the Ramblas and a park; the Sydney postcard shows Sydney Harbour Bridge, Sydney Olympic Stadium, Sydney Opera House and Bondi Beach; the London postcard shows Tower Bridge, Nelson's Column and The Serpentine Gallery in Hyde Park.

Exercise 4: additional suggestions

For further practice:

- a If you have a mono-nationality class: either bring in a postcard of the city/country, or ask students to quickly draw a four-part postcard and then to explain it as if to a friend from a different country.
- b If you have a multi-nationality class: students quickly draw a simple four-part postcard from their own country and talk about it in pairs or small groups.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Town facilities, page 83; Vocabulary booster: a shopping centre, page 86

Language focus 1 (PAGE 115)

have to, don't have to, can and can't

Focus students on the four signs, and ask them to match them to the meanings. They should be able to guess the answers without necessarily knowing *have to* and *don't have to*. They can do this individually and compare in pairs before checking with the class.

ANSWERS

- 1 b 2 a 3 c 4 d

Grammar

Check students understand *necessary*, and then ask them to match the verbs in a–d with the meanings 1–4. You can highlight the meaning of *permitted* and *prohibited* by showing students they mean the same as *it is okay/not okay*. Students could work individually and compare with a partner before checking with the class.

ANSWERS

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

Highlight:

- the meaning of the four modal verbs as you go along, for example by using the classroom situation: *You don't have to bring a big dictionary*, etc. and by asking questions *Is it necessary to bring a big dictionary?* – No. *If you want to bring one, can you?* – Yes.
- the *he/she/it* form: *has to*.

Refer students to *Language summary A* on page 149 of the *Students' Book*.

LANGUAGE NOTE: We are not introducing *must* and *mustn't* at this level because *have to* is more useful in different situations and students can sound too direct if they overuse *must*. *Can't* will be easy because students have already met it to mean 'it is not possible' and this meaning is very similar.

Pronunciation

- Say the two phrases several times, isolating and repeating /hæftə/.
- [14.3] Students listen and copy the recording, or you could say the sentences yourself and get students to repeat them chorally and individually.

PRACTICE

Focus students on the pictures and ask them to complete the gaps. They can work individually and compare with a partner before checking with the class.

ANSWERS

b have to c can't d don't have to e can
f have to g can't h can't i can

Students might benefit from some extra pronunciation practice to remind them about *can* /kən/ and *can't* /kɑnt/. Read out some sentences and elicit whether you are saying *can* or *can't*. For example, *You can/can't smoke here. You can/can't park here. You can/can't eat here. You can/can't take photographs here. You can/can't drink here. You can/can't sit here.*

Practice: additional suggestion

To give more practice: write the following places on the board:

a school a church a cinema a museum a park
a swimming pool a library a restaurant a train

Put students in pairs, and give each pair a card with one or two of the places written on it, or ask them to choose one or two from the list. They have to write five rules for each place, for example cinema: *You can wear what you want. You can't smoke*. Circulate and check the accuracy of their sentences. Make sure both students in the pair write.

Ask students to regroup in threes or fours. Each student reads out a set of rules to the others, who have to guess the place.

ADDITIONAL PRACTICE

Workbook: *have to, don't have to*, page 82; *have to, don't have to, can, can't*, page 83

RB Resource bank: 14A *Springfield Hotel*, page 164

Language focus 2 (PAGES 116–117)

Prepositions of movement

As a lead-in, teach *depressed*, and ask students what they usually do when they feel depressed. Then focus students on the picture of Richard and establish that he is very depressed. Students can work in pairs to complete the gaps in the story. The pictures should make this quite simple even though students probably don't know the prepositions yet.

ANSWERS

b building c road d park e bridge f river
g statue h steps i taxi j airport

Grammar

Give students time to look at the prepositions and diagrams in the *Grammar* box. Then ask them to close their books. Draw the diagrams on the board, or put them on an overhead transparency, and elicit the correct prepositions. Refer students to *Language summary C* on page 149 of the *Students' Book*.

PRACTICE

- Students close their books and work in pairs to try to remember Richard's walk. Circulate and monitor.

Exercise 1: additional suggestions

- a Use a TPR (Total Physical Response) approach. Ask for a couple of volunteers and begin telling the story of Richard. The two students have to act out the story as you speak. After a couple of examples, put the students in pairs. One student reads the story, the other acts it out. Then they change over. At some point, ask them to retell the story from memory while their partner does the movements. The use of physical actions should help them to memorise the prepositions.
- b Students write down what instructions they would give to a new student, on how to get to a certain place in the school.
- c Students imagine they have to describe to a visitor how to get from one point to another in town.

2 a) Focus students on the picture and establish that it is in Switzerland. Students work in pairs to identify the things in the box, using their *Mini-dictionary* to check unknown words.

b) [14.4] Students work individually to complete the gaps and can compare with a partner. Then play the recording for students to check.

ANSWERS

See tapescript Module 14, recording 4 on page 159 of the *Students' Book*.

Exercise 2: additional suggestion

For some personalised practice: students could describe a journey they really like, by car or train, and say why they like it.

ADDITIONAL PRACTICE

Workbook: Prepositions of movement, page 84

RB Resource bank: 14B *Preposition pelmanism*, page 165

Listening (PAGE 118)

1 Students can talk about the questions in pairs, using the pictures to help them. Then discuss what they know as a class.

Notes

Edinburgh /edɪnbərə/ is the capital of Scotland and is in the south-east of the country. It is built on a volcanic rock and has a castle and some interesting architecture. It is a university city and a tourist centre, famous for its castle, museums, whiskey, bagpipes, kilts, shops and pubs. In the Summer the Edinburgh Festival is an internationally famous festival of theatre and music.

2 [14.5] Focus students on the picture of Rosa and Rodney, and the photos of Scotland. Check they all understand the situation. Play the recording so they can match the extracts with the pictures. They can work individually and check with a partner.

ANSWERS

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

3 Give students time to read the sentences and to check any unknown vocabulary in their *Mini-dictionary*, or with you. New words are likely to be: *chapel, mile, religious, reformer*. Play the recording for students to complete the information. They may need to hear certain sections more than once, and you may wish to pause the recording after each extract. When most students have written their answers they can check with a partner.

ANSWERS

See tapescript Module 14, recording 5 on page 159 of the *Students' Book*.

4 This is a good opportunity to practise making questions. Students work in pairs. Half the class write questions for a–d and the other half for e–h. Circulate and help. Then students work with a different partner from the other half of the class and ask their questions. To make it more challenging, students could close their books and try to remember the answers.

Possible questions:

- How old is St. Margaret's Chapel?
- How long is the Royal Mile?
- How old is John Knox's house?
- When did John Knox die?
- How many works of art are there in the Scottish National Gallery?
- When does the Gallery open?
- When did the Our Dynamic Earth Exhibition open?
- How much does a family ticket for five people cost?



After the guided tour of Edinburgh, use these links for guided tours of other cities.

Real life (PAGE 119)

Directions

1 a) Establish the situation and get students to find the Scottish National Gallery on the map, and also where Rodney and Rosa are. Ask students, in pairs, to decide a route to get to the Gallery.

Exercise 1a: additional suggestion

Ask students to try and give the directions at this point, in order to see how much they already know.

b) Students use the map to put the directions into the correct order. They can start this individually and then help each other in pairs. The first and last directions are already given. (Note: We usually find a *Floral Clock* in a public garden or park. It is made of flowers planted to look like a clock.)

c) [14.6] Play the recording for students to check their answers.

ANSWERS

See tapescript Module 14, recording 6 on page 159 of the *Students' Book*.

2 Students can work in pairs to complete the phrases. Circulate and help as necessary.

ANSWERS

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

Check the meaning of *until* and that *go straight on for .../until ...* means *carry on for .../until ...*. It might be useful to drill the phrases. Point out also the use of *turn left vs it's on your left* and the use of *the third street on your left* and *until the end*.

3 Demonstrate this activity by giving directions from a place on the map and getting students to tell you where they end up. Students then do the same in pairs.

Exercise 3: additional suggestions

- a *If you have a strong class:* encourage the listener to ask the speaker for clarification as he/she is speaking, and to confirm the route at the end: *So, I go straight on until X street and then ... Thank you very much.*
- b Students role-play a resident and a tourist in the city/town where their lessons are taking place, and practise giving directions. First check they have the language for asking for directions: *Excuse me, could you tell me the way to ... How can I get to ...?*
- c *If you have a multi-nationality class studying in an English speaking environment:* they will probably need to understand directions rather than to give them. For homework, get them to ask for directions from some members of the public.

ADDITIONAL PRACTICE

[RB] Resource bank: 14C *It's the first on the left*, page 166

Advertise a local tourist attraction

See *Teacher's tips: making speaking Tasks work* on pages 7-8.

Preparation for task (PAGE 120)

1 Lead in to the topic by checking *sightseeing* and asking if they enjoy sightseeing, and what type of places they like. If they don't like sightseeing, then what do they like doing when they visit other cities?

Ask students to read the title of the text and the instructions for the activity. Check the meaning of *attraction*, *advertisement* and *nearby*. Encourage them to read and not worry about any words they don't understand.

ANSWERS

1 c 2 b 3 d 4 a

2 Ask students to read through the text again and underline four things that visitors can do in Adam Square. Then students work in pairs to talk about the things that visitors can do.

ANSWERS

They can ... walk around the shops/have a cup of coffee in a café, for example Domino/have a meal, for example in Pete's Pizzeria.

Task (PAGE 121)

1 Put students into groups of three or four. You could do this by asking the whole class to call out some places which they think would be good for tourists. They can then choose which place they'd like to write about and form groups to do this. Each group should work on a different place.

Task: alternative suggestions

- a *If you have a multi-nationality class studying in another country:* students work on a tourist attraction in the city/town where they are studying.
- b *If, within a multi-nationality class, you have groups of students from the same country:* they could work together in mono-nationality groups and design a poster about one of their towns.

First, get students to write some notes about their place using the ideas suggested. They can appoint a secretary from within the group. Circulate and help as necessary. Encourage them to call you over for any phrases or words they need.

2 You (or the students) can choose whether to make a poster or a cassette recording. Focus students on the Useful language box. The phrases are quite simple. Check the meaning of the phrases and drill as necessary.

Tell students they can use the same four questions as in the text on page 120, if they want. Give them a time limit to make their poster or their recording. Circulate, helping if you are asked. Make sure you allow enough time to display and read each others' posters, or listen to cassette recordings.

Task: alternative suggestion



Students make a film if you have a camera. They could film the place and then add a commentary.

Do you remember? (PAGE 121)

ANSWERS

- 1 b) beach e) shopping centre
- c) art gallery f) stadium
- d) castle g) park
- 3 a) across/over e) up/down
- b) into/out of/through/past f) into/out of
- c) out of/into/past g) through/into/out of
- d) along/across/past
- 4 b) S c) S d) D e) S f) D

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module 15

Vocabulary (PAGE 122)

Education and learning

1 Start by asking students, in pairs or groups, to write down as many school subjects as they know. Then focus them on the pictures and see if they can match them to the list of subjects on the page. Students can then work in pairs to ask and answer the questions.

Pronunciation

See *Teacher's tips: helping students with pronunciation* on pages 9–10.

[15.1] Play the recording, or say the words yourself, and ask students to mark the stressed syllable.

ANSWERS

Mathematics	university
History	secondary
English	qualification
Geography	foreign languages
Information technology	

Build up the words gradually, starting with the stressed syllable, to help students with the pronunciation, for example *ca > cation > fication > qualification*.

2 Ask students to read through the questions and check the bold words in their *Mini-dictionary*. Alternatively, they could try and guess the meanings and then check with you, or their *Mini-dictionary*. Pronunciation to check: primary /praɪmri/, secondary /sekəndri/, graduate /grædʒuət/, foreign /fɔːrən/, languages /læŋgwɪdʒɪz/. Students can then interview each other in small groups. Circulate, and help as necessary.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Education and learning, page 90

[RB] Resource bank: 15A Education crossword, page 168

Language focus 1 (PAGES 123–124)

Infinitive of purpose

[15.2] Focus students on the photos of Francine and Bill and check they understand the information about them. Ask students to read the questions. You could get them to predict possible answers before they listen. This will show if they are already using the infinitive of purpose. Play the recording for students to answer the questions. Replay any parts of the recording they found difficult.

ANSWERS

See tapescript Module 15, recording 2 on page 159 of the Students' Book.

Grammar

Write the sentences on the board and ask students to complete the gaps using the verbs in brackets:

Next year I'm going to Lisbon ... Portuguese. (study)

I went to college ... some qualifications. (get)

Students may write *because I want to study* or *for study*. Show them the use of the infinitive as a shorter alternative to the first, and that *for study* is incorrect.

Refer students to *Language summary A* on page 149 of the Students' Book.

PRACTICE

1 a) Ask students to check any unknown words in their *Mini-dictionary*. They can then work in pairs to match the verbs to the pictures. The ideas in the pictures are open to interpretation so students might use some of the verbs more than once.

POSSIBLE ANSWERS

- 1 borrow, study, use
- 2 go sightseeing; look for, improve
- 3 pass her exams, find a better job, go to a good university

b) Focus students on the pictures and ask them to make sentences, using the phrases in the box. Again, encourage them to make their own interpretation of the pictures.

POSSIBLE ANSWERS

- a to borrow a book; to study; to use a computer.
- b to go sightseeing; to look for a job; to improve his English.
- c to pass her exams; to go to a good university; to find a good job.

2 Students can work in pairs to see who can find the most reasons for a–g.

POSSIBLE ANSWERS

- b to find/look up/check a word
- c to pay for something; to buy a coat/car, etc.
- d to go/come to the city centre/the school; to save time.
- e to buy some food/drink
- f to have a holiday; to have new experiences; to practise a different language; to go sightseeing

to send e-mails, to surf the internet, to find information; to buy something online

In some of the answers it will be correct and natural to use *because*, for example c – *because it is easy to use*. You can use **this** to highlight the difference in use of *because* and *to*.

ADDITIONAL PRACTICE

Workbook: Infinitive of purpose, page 88

Listening (PAGE 125)

An expert talks about the English language

1 Ask students to discuss the four statements with a partner. Make sure they underline their answers so that they can refer to these in Exercise 2.

2 [15.3] Focus students on the photo of John Summers, and explain that he is a professor who is interested in languages. Before students listen, you might wish to check the word *Latin*. Ask students to look back at their answers to Exercise 1 and to listen and see if their answers match the speaker's (you will need to play both parts of the recording for this). Students can make notes individually and compare in pairs.

3 Let students look at the questions for Part A. Then play the recording so they can answer the questions. They can work individually and check in pairs. Then repeat the procedure for Part B.

ANSWERS

See tapescript Module 15, recording 3 on page 159 of the *Students' Book*.

Reading (PAGES 126–127)

1 Ask students to discuss the question in small groups. *If you have a multi-nationality class:* ensure each group is composed of students who speak different languages.

2 Ask students to read a–e and check they understand all the words. Then ask them to read the text silently and to match paragraphs 1–5 to a–e. Students should be able to guess the meanings of unknown words in the text and you may decide to encourage them to do this. Alternatively, they can check with you. Possible new words include: *global, basic, explain, sweet, sadly, even, simple*.

ANSWERS

a 2 b 3 c 1 d 5 e 4

3 Students can find the answers in the text individually, and then ask and answer the questions with a partner.

ANSWERS

- a In 1930. It had 850 words.
- b To make spelling simpler. It never became popular.
- c It uses a few simple phrases for every possible situation.
- d The language that people use in e-mails.
- e People don't use Anglic, so it isn't a good idea to learn it.
If you are a ships' captain then it's a good idea to learn Seaspeak. If you aren't, then no!



Win a prize! Encourage students to write a review of a book they have read and post it online.

Language focus 2 (PAGE 127)

Modal verbs for possibility: *might* and *will*

- a) Do the first one as an example with the whole class. Encourage students to work out the meaning of *will/won't, might* and *might not* from the context.
- b) Discuss the answers with the whole class.

Grammar

a Students number the sentences.

ANSWERS

- 1 English will be the global language.
- 2 English might be the global language.
- 3 English might not be the global language.
- 4 English won't be the global language.

b Students underline the verbs of possibility: *will/might/might not/won't*.

Highlight:

- the meaning of the verbs.
- the use of the base form of the verb after these modal verbs.

c Highlight:

- the short (contracted) forms.
- the fact that we don't usually contract *might not*.

Drill the sentences, paying particular attention to *'ll* and *won't*.

Refer students to *Language summary B* on page 149 of the *Students' Book*.

PRACTICE

1 Students complete the gaps in the sentences. They can work individually and then check their answers together. More than one answer is possible.

ANSWERS

- a might/'ll pass your exams.
- b won't/might not go to university; 'll/might study at home
- c might go to university; might go abroad
- d might need
- e might/'ll change
- f might/'ll take

2 Students have an opportunity to personalise the language here. Check the meaning of *ever* as 'in all my life in the future', and elicit a few more examples for a). Students write their ideas. Circulate and check for accuracy.

3 Demonstrate with a student in front of the class, to show them how to continue the conversations. Students work in pairs. Circulate, noting language use for analysis and correction later. You could also help students individually with pronunciation at this point.

Exercise 3: additional suggestion

You could use some current news items and ask students to predict what will happen. Good examples might be sports, elections or political crises. Students can write their predictions and then have short discussions about them in small groups.

Practice: additional suggestion

Students often find the pronunciation of *won't* /wɒnt/ difficult and confuse it with *want* /wɒnt/. To give practice, write up *won't* and *don't* on the board. Say both and show how the pronunciation is the same. Drill the two words. Then write up *want* and show students how this is different from *won't*. Say *want* and *won't* several times in a different order and ask students to identify which one you are saying. They can then try this with a partner.

Say the sentences below. Students listen and copy you.

- I won't live here.* *He won't get married.*
- They won't have children.* *I won't be rich.*

ADDITIONAL PRACTICE

Workbook: *Might, might not*, page 88; *will and won't (probably)*, page 89; *might (not), will and won't*, page 89

RB Resource bank: 15B *Looking into the future*, page 169

Find the right course

See *Teacher's tips: making speaking Tasks work* on pages 7–8

Preparation for task (PAGE 128)

1 Begin by asking students if they have been, or would like to go, to college or university. They could talk to each other for a few minutes about their experiences, or their plans.

Focus students on the photos. Let them read about the three people. Do a quick check by quickly asking questions, for example *Who likes music? Who likes playing football? Who doesn't come from England?* etc.

2 Ask students to read the course information. They can use their *Mini-dictionary* to check any unknown vocabulary or you may wish to preteach some words. Students work individually to answer the questions and then compare with a partner.

ANSWERS

- a Sports studies
- b Art and Design
- c Leisure and Tourism, Basic Information Technology

Task

1 a) Students read the course information again individually, and choose a course for each student. They should note down their reasons for choosing a particular course. Circulate and help as necessary.

b) Focus students on the *Useful language* box. You could do this slightly differently by writing up each phrase with an error, and students have to correct each one, for example:

- I think best course for Taka is ...*
- I think Clara will to choose ...*
- She might like to make a course in Performing Arts.*
- ... because she's good in singing.*
- Are you agree?*
- I think Leisure and Tourism is more better for Taka.*
- I think she won't choose ...*

Students can try to correct the sentences in pairs and then check in the *Useful language* box. Drill the sentences as necessary.

Put students in pairs to compare their ideas. Pairs can report back to the whole class about their choices.

2 [15.4] Play the recording. Students listen to the choices made by the three people and see how they compare with theirs.

ANSWERS

See tapescript Module 15, recording 4 on page 159 of the *Students' Book*.

Real life: writing (PAGE 130)

Completing an application form

1 a) If you have a mono-nationality class: ask them if they'd like to go to an English-speaking country to do some English classes, and why/why not. Also, how they would go about finding a good school.

If you are working in an English-speaking country with a multi-nationality class: ask them why they chose your institution, and how they found out about it.

Focus students on the photo of Adriana and check they understand her situation. Ask them to do the task individually. Make sure they do not write on the application form at this point. Just ask them to put numbers by each detail. Circulate and help with any problems.

ANSWERS

- | | |
|------------------------------------|-----------------------------|
| 1 Ms | 8 a) 7-53-58-285 |
| 2 Farinelli | b) Same as daytime number |
| 3 Adriana Paola | 9 n/a |
| 4 20-11-1983 | 10 farinelli@bellquellat.it |
| 5 female | 11 02426439 |
| 6 Italian | 12 a) no visa |
| 7 Via Ezio 60, 04300 Latina, Italy | b) n/a |

b) Students can work in pairs to decide on Adriana's answer for question 3 in Section B (they can write this in their notebooks). Check students' answers to see if they have used the infinitive of purpose.

2 Students now complete the application form using information about themselves. Encourage them to invent any information that they don't have. Circulate and check their writing.

Exercise 2: alternative suggestion

If you have class Internet access, get students to investigate some different schools and colleges where they could learn English in a relevant English-speaking country. They could compare information about location, courses, special features and prices of different institutions, and download an application form to practise filling it in.

Exercise 2: additional suggestion

Follow up the writing activity with a role-play, where students phone a language school and ask for particular information and a brochure.

Consolidation modules 11-15 (PAGES 00-00)

A

- (2) watch (3) was born (4) was (5) started (6) invented (7) gave (8) has got/s got (9) were (10) paid (11) made (12) have made (13) love

B

- (2) Ø (3) the (4) a (5) the (6) a (7) a (8) Ø (9) a (10) the (11) the (12) the (13) Ø (14) the (15) a (16) the (17) the (18) the

D

- | | |
|-------------------|--------------------|
| 2 Line 2: journey | Line 13: come back |
| Line 5: carried | Line 14: wait |
| Line 6: are | Line 15: wait |
| Line 7: ring | Line 17: watch |
| Line 10: carried | Line 18: land |
| Line 11: country | Line 20: here |

3

Trains and boats and planes are **passing by**. They mean a **trip** to Paris or Rome To someone else but not for me. The trains and boats and planes **Took** you away, away from me.

We were so in love, and high above We had a **star** to wish upon. Wish And dreams come true, but not for me The trains and boats and planes **Took** you away, away from me.

You are from another part of the **world**, You had to go back a while and then You said you soon would **return** again. **I'm waiting** here like I promised to. **I'm waiting** here but where are you?

Trains and boats and planes took you away, But every time I see them I pray And if my prayers can cross the **sea**, The trains and the boats and planes Will bring you back, back **home** to me.

4 b

ADDITIONAL PRACTICE

RB Resource bank: 15C Revision board game, page 170

Resource bank

Index of activities

Activity	Language point	When to use	Time (minutes)
1A Nice to meet you	Names and countries; <i>to be</i>	after Language focus 1, Practice Exercise 3, page 9	15–25
1B The English class	Personal information; third person of <i>to be</i>	after Language focus 4, Practice Exercise 2, page 12	15–30
1C Short answer snap	Short answers with <i>to be</i>	after Language focus 4, Practice Exercise 2, page 12	15–20
2A What's this?	<i>This, that, these, those</i>	after Language focus 1, Practice Exercise 2, page 17	15–25
2B Who's got a Rolls Royce?	<i>Have got</i>	after Language focus 2, Practice Exercise 2, page 18	20–30
2C The family	Family vocabulary; possessive adjectives and 's	after Language focus 3, Practice, page 20	20–35
Learner-training worksheet A	Using the <i>Mini-dictionary</i>	any time after the end of Module 2	15–30
3A Pick six cards	Present Simple questions with <i>you</i>	after Language focus 1, Practice Exercise 2, page 25	15–25
3B Who am I?	Present Simple; statements and negatives with <i>I</i>	after Language focus 2, Practice Exercise 2, page 27	15–25
3C Pronoun stars	Subject and object pronouns	after Language focus 2, Practice Exercise 2, page 27	15–25
3D Time pelmanism	Ways of telling the time	after Real life, Practice Exercise 5, page 28	15–25
4A Things you love and hate	Present Simple; <i>like + -ing</i>	after Language focus 1, Practice Exercise 4, page 33	15–30
4B Three people I know	Present Simple <i>yes / no</i> questions <i>he</i> and <i>she</i>	after Language focus 2, Practice Exercise 4, page 34	20–30
4C Always, sometimes, never	Present Simple; adverbs of frequency	after Language focus 3, Practice Exercise 2, page 36	15–25
4D Verb dominoes	Verbs and nouns that go together	after Language focus 3, Practice Exercise 2, page 36	15–25
5A The perfect holiday	<i>Can</i> and <i>can't</i> for possibility	after Language focus 2, Practice, page 43	25–40
5B Transport crossword	Vocabulary related to transport	after Language focus 2, Practice, page 43	20–30
6A Food battleships	<i>There is / there are</i> ; food vocabulary; <i>some</i> and <i>any</i>	after Language focus 2, Practice Exercise 2, page 51	20–30
6B The recipe game	<i>Some</i> and <i>any</i> ; food vocabulary	after Language focus 2, Practice Exercise 2, page 51	25–35
6C Sports stars	<i>How much</i> and <i>How many</i> with the Present Simple	after Language focus 3, Practice, page 51	25–35
7A The history quiz	Past Simple and past time phrases	after Vocabulary Practice Exercise 3, page 61	15–25
7B Past Simple board game	Past Simple and past time phrases	after Vocabulary Practice Exercise 3, page 61	20–40
Learner-training worksheet B	Past Simple; regular and irregular verbs	at the end of Module 7	15–25
8A Past tense bingo	Irregular past tenses	after Vocabulary Exercise 2, page 65	10–20

Activity	Language point	When to use	Time (minutes)
8B Looking back	Past Simple <i>yes / no</i> questions	after Language focus 2, Practice Exercise 1, page 69	20–30
8C John Wayne	Past Simple and question words	after Language focus 2, Practice Exercise 4, page 69	25–35
8D Safe at last!	Past Simple	after Language focus 2, Practice Exercise 4, page 69	30–45
9A New Year's Eve	Comparative adjectives	after Language focus 1, Practice Exercise 2, page 74	20–30
9B A superlative survey	Superlative adjective	after Language focus 2, Practice, page 75	15–25
9C Shopping crossword	Vocabulary related to shopping	at the end of Module 9	20–30
10A What's Sam doing?	Present Continuous	after Language focus 1, Practice Exercise 3, page 83	20–30
10B Identity parades	Vocabulary for describing people and clothes	after Vocabulary 2, Exercise 3, page 84	15–30
10C A letter home	Present Simple and Continuous (question forms)	after Language focus 2, Practice, page 85	25–40
11A Can you or can't you?	<i>Can</i> and <i>can't</i> for ability	after Language focus 1, Practice Exercise 2, page 90	15–25
11B The dinner party	Question words and tenses	after Language focus 2, Practice Exercise 2, page 93	25–40
11C The numbers game	Different ways of saying numbers	after Real life Exercise 4, page 96	15–30
12A Future walkabout	Future intentions <i>going to</i> , <i>would like to</i> and <i>want to</i>	after Language focus 1, Practice Exercise 4, page 100	15–25
12B Collocation snap	Verb / Noun collocations	after Language focus 1, Practice Exercise 4, page 100	15–25
12C The school party	Suggestions and offers	after Language focus 2, Practice, page 101	25–35
Learner-training worksheet C	Recording new vocabulary	any time after the end of Module 12	20–30
13A Life boxes	Present Perfect (statements)	after Language focus 1, Practice Exercise 2, page 109	20–30
13B The Travellers' Club	Present Perfect questions with <i>ever</i>	after Language focus 1, Practice Exercise 3, page 109	20–30
13C On the phone	Language for telephoning	after Real life Exercise 4, page 111	25–35
Learner-training worksheet D	Irregular verbs	after the end of Module 13	15–30
14A Springfield Hotel	<i>have to</i> , <i>don't have to</i> , <i>can</i> , <i>can't</i>	after Language focus 1, Practice, page 115	25–35
14B Preposition pelmanism	Prepositions of movement	after Language focus 2, Practice Exercise 2, page 117	15–25
14C It's the first on the left	Language for giving directions	after Real life Exercise 3, page 119	20–35
15A Education crossword	Vocabulary related to education	after Vocabulary, Practice Exercise 1, page 123	20–30
15B Looking into the future	Modal verbs for possibility: <i>might</i> , <i>will</i>	after Language focus 2, Practice Exercise 3, page 127	20–35
15C Revision board game	All the language from the Students' Book	at the end of the course	25–45

Test one (modules 1–5) pages 172–174 Test two (modules 6–10) pages 175–177 Test three (modules 11–15) pages 178–180

Instructions for activities pages 99–111 Resource bank key pages 181–182

Instructions

1A Nice to meet you

You will need: one role card per student

- Pre-teach the following countries: *Thailand; Russia; Australia; Turkey; China; Colombia.*
- Give one role card to each student and deal with any pronunciation problems individual students may have. If you have more than sixteen students, distribute duplicate role cards or make your own.
- Students move around the room and ask each other questions to find out their classmates' new names and countries. If it is not possible for your class to move around the room, they should talk to as many people as possible sitting near them. **Students must try to remember the answers, but they are not allowed to write anything down.**
- Encourage students to include *Nice to meet you. / You too. and How are you? / I'm fine, thanks.* in their conversations, and to introduce students to each other using *This is ..., He's / She's from ...* wherever possible.
- Students work in pairs and ask each other the names / nationalities of the other people in the class using *What's his / her name? and Where's he / she from?* If necessary, students can make notes of their answers at this stage.
- Students check their answers with another pair of students or with the whole class.

1B The English class

You will need: one copy of Worksheet A and one copy of Worksheet B per pair of students

- Divide the class into two groups, A and B. Give a copy of Worksheet A to the students in group A, and a copy of Worksheet B to the students in group B. **Students are not allowed to look at each other's worksheets.**
- Students take it in turns to ask their partner questions about the people in the picture in order to complete the information boxes on their worksheets. For example, for the box about Frank, Student A needs to ask *How old is Frank? and What's his job?*, while Student B needs to ask *Where's Frank from? and Is he married?* If the box relates to two people, students should ask questions with *they* where appropriate.
- Students continue asking questions until both students have all the information. If a pair of students finishes early, they can check their answers by reading out the information on their worksheet to each other.

1C Short answer snap

You will need: one set of Question cards and one set of Answer cards for each pair of students

- Students work in pairs. Give a set of *Question cards* to Student A and a set of *Answer cards* to Student B. Tell students to shuffle the cards and put them face down in

a pile in front of them. Students will also need a pen and paper and to keep score.

- Both students turn over a card from their pile at the same time and place them down next to each other. If the answer matches the question, the first student to say *Snap!* gets a point. Students then pick up **their own cards only**, shuffle their pack, and play again. Students **do not** pick their partner's cards.
- If the answer doesn't match the question, the students continue turning over cards from their piles until someone says *Snap!*
- If a student says *Snap!* when the answer **doesn't** match the question, his / her partner gets a point and the students continue with the activity. If there is disagreement about whether the cards match, the teacher adjudicates. The first student to get 10 points is the winner.
- It would be advisable to demonstrate this activity with the whole class before allowing the students to work in pairs.

2A What's this?

You will need: one copy of Worksheet A and one copy of Worksheet B per pair of students

- Pre-teach the following new items of vocabulary: *a computer; cigarettes; a pencil.*
- Divide the class into pairs. Give each pair a copy of Worksheet A and allow students two minutes to memorize where everything is in the picture. Students are not allowed to write anything down.
- Take away all the copies of Worksheet A and distribute a copy of Worksheet B to each pair. Students take it in turns to point at the outline of a missing item and ask: *What's this / that? or What are these / those?* The other student responds by saying: *It's a ... (computer) or They're ... (pencils).* Encourage students to use *this / these* for items in the foreground of the picture and *that / those* for items in the background.
- If students are having difficulty remembering what all the items are, redistribute Worksheet A and allow the students to look at it for fifteen seconds.
- Students continue until they can both name all fifteen missing items in the picture.

2B Who's got a Rolls Royce?

You will need: one worksheet per student; one role card per student

- Pre-teach the following items of vocabulary: *a Rolls Royce; an elephant; famous; a swimming pool; an aeroplane.*
- Give each student a role card in random order, and allow them time to read the information on the card. **They are not allowed to look at one another's cards.** (If you have

Instructions

more than ten students, the cards can be duplicated without affecting the outcome of the activity.)

- Revise the following 'getting to know you' language from Module 1 of the *Students' Book* if necessary: *Hello, what's your name? My name's ... / Nice to meet you. You too. / Where are you from? I'm from ... / What's your job? I'm a ...*
- Give each student a copy of the worksheet. Tell the class that the line at the beginning of each sentence corresponds to a person's name.
- Students move around the room and have short conversations with one another in order to find out who has the items listed on the worksheet. Encourage students to introduce themselves and use 'getting to know you' questions to start the conversation, rather than just the questions required to complete the worksheet. When students find someone who has got a particular item, they write his / her name in the appropriate place on the worksheet.
- Finally, students check their answers in pairs or with the whole class.

2C The family

You will need: One copy of the family tree per student; one copy of Worksheet A or Worksheet B per student

- Give each student a copy of the family tree and check they understand how the people are related.
- Divide the class into two groups, A and B. Give a copy of Worksheet A to all the students in group A and give a copy of Worksheet B to all the students in group B.
- Put students in pairs with someone who has the same worksheet. Students look at the information and write the names of the family in the correct place on their family trees (see Key). When they have finished, allow students to check their answers with another pair that have the same worksheet.
- Rearrange the class so that one student who has Worksheet A is working with a student who has Worksheet B. If you have extra students, have some groups of three.
- Students ask each other questions with *Who is ...?* in order to complete the family tree. For example: *Who is Molly's sister? Who is Tom's grandfather? Who is Mark and Laura's son?*, etc. **Students are not allowed to look at each other's family trees.** When they have a new name, they should write it under the pictures in the space provided.
- Students should check each new name by referring to other people on the family tree. For example: *Have Jack and Emma got three children? Mark's got two sisters, Molly and Liz. Is that right?* etc.
- Check the answers with the whole group, either by using an overhead transparency or drawing the family tree on the board.
- As a follow-up activity, students can work in pairs and take it in turns to make up sentences about the family. The other student has to decide if the sentence is true or false.

Learner-training worksheet A (Using the *Mini-dictionary*)

You will need: one copy of the worksheet per student

This worksheet gives students an overview of the type of information contained in the *Mini-dictionary* (see *Making the most of the Mini-dictionary* on page 12 for more details). Before starting the worksheet, check students understand that the *Mini-dictionary* only contains words and meanings used in the *Students' Book*.

- 1 Students do part a) on their own, then discuss part b) in pairs. The aim is to show students that they don't always have to understand the definition to grasp the meaning – sometimes the example can be more useful.
- 2 Students work individually before checking the answers with the whole class.
- 3 Check students understand how the parts of speech are marked in the *Mini-dictionary* before they do the exercise on their own or in pairs. Check the answers with the whole class (see Key).
- 4 Check that students understand what word stress is and how it is marked in the *Mini-dictionary* (there is a stress mark **before** the stressed syllable). Students do the exercise individually or in pairs before checking the answers with the whole class (see Key).
- 5 Check students know where the pronunciation table is in their *Mini-dictionary*. Students work in pairs before checking their pronunciation with the teacher.

3A Pick four cards

You will need: one set of cut-up cards per pair of students

- **Before the class** cut up the cards and put them in a big envelope.
- Pre-teach the following items of vocabulary: *a lot of; a town; fruit juice; business; medicine*.
- Students take four cards from the bag. They must fill in the space in the speech bubble using one of the options provided, or their own ideas. Students may swap any cards they have duplicates of, or ones that they can't answer. Set a time limit of three or four minutes, and remove any blank cards in the envelope.
- Students put all their completed cards back in the envelope. Mix up the cards, then allow each student to take four completed cards from the envelope. Students should swap any cards they filled in themselves.
- Students move around the room and try to find the people who wrote the cards they are holding. In order to do this they must ask questions beginning with *Do you ...?* based on the sentence in the speech bubble.
- If Student A finds someone who says yes to his / her question, he / she shows Student B the card and asks: *Is this your card?* If it is Student B's card, Student A writes his / her name on it. If it isn't Student B's card, Student A must continue looking for the person who wrote the card.
- The activity continues until all the students have found the people who wrote the cards they are holding.

3B Who am I?

You will need: one copy of the worksheet per student

- **Before class** write a number in the box at the top for each student in the class. For example, if you have ten students, write the numbers 1 to 10 at the top of the worksheets.
- Distribute the worksheets in **random order**. Students work individually and complete the sentences by choosing the correct italicized alternative or filling in the gaps with their own ideas. **They must not write their name on the paper, and are not allowed to look at their classmates' worksheets.**
- As the students are filling in their worksheets, move around the room and help with any vocabulary problems they may have. If you think students will be able to recognise each other's handwriting, you can ask them to complete the worksheet in capital letters.
- Collect all the worksheets and shuffle them, then put them up around the classroom. Students work individually or in pairs. They walk around the room reading the worksheets, and must decide which wrote each one. Students should make a note of the number on each worksheet and the name of the student they think wrote it.
- Check the answers with the whole group. The students who have guessed the most correct answers are the winners.

Alternative procedure: If it is not possible for your students to move around the room, the activity can be adapted as follows:

- Put the students into pairs and redistribute the worksheets in random order, giving two worksheets to each pair. Students read the worksheets and try to guess which members of the class has written them.
- Students share their ideas with the class, giving reasons for their answers.

3C Pronoun stars

You will need: one set of Sentence Cards and two sets of Pronoun Cards for each group of three students.

- Check that students know the meaning of *star*.
- Students work in groups of three. Give Student A a set of Sentence Cards, face down in pile. Give Students B and C a complete set of Pronoun Cards each, and tell them to spread them out in front of them, face up. Shuffle the cards beforehand. If you have extra students, have some groups of four, and give the extra student another set of Pronoun Cards.
- Student A turns over the first Sentence Card and reads the sentence(s) in the speech bubbles only out loud. Instead of using a pronoun, he / she should say *star* in the appropriate place.
- Students B and C must find the correct Pronoun Card from their set as quickly as possible and give it to Student A, saying the pronoun at the same time. Student A should check the card against the answer on his / her Sentence Card. The student who finds the correct card

first takes both cards as a 'trick'. The student with the most tricks at the end is the winner.

- It is advisable to demonstrate this activity to the whole class before getting students to work in their groups.
- Students can repeat the activity with a different student turning over the Sentence Cards.

3D Time pelmanism

You will need: one set of cards per pair of students

- Students work in pairs (or in groups of three). Give each pair / group a set of cards (shuffled) and tell them to spread them out in front of them **face down** without looking at them first.
- The students take it in turns to turn over any two cards. If a student finds two cards that match, he / she keeps the cards as a 'trick' and has another turn. If the cards do not match, he / she must put them back in **exactly the same place**.
- The activity continues until all cards are matched up. The student with the most tricks is the winner.
- At the end of the activity students can play again, or test each other on the times using the clock cards.

4A Things you love and hate

You will need: one copy of the worksheet per student

- Before distributing the worksheets, pre-teach the following vocabulary: *to wash up; to get up early; juice; to buy; ice cream.*
- Students mingle and ask questions beginning with *Do you like ...?* for each of the activities or items on the worksheet. They must find one student who likes / loves the item or activity, and one student who doesn't like / hates it.
- When they find someone, they write his / her name in the correct space on the worksheet. Students should try and collect as many different names as possible.
- Encourage students to use the following short answers during this stage of the activity: *Yes, I do. / Yes, I love it. / No, I don't. / No, I hate it. / It's okay.* If necessary, write them on the board before they begin.
- Students continue asking questions until they have filled in as many spaces as possible. Alternatively, set a time limit of ten minutes.
- Students work in pairs and tell each other what they have found out about the other people in the class. For example: *Erika loves classical music, but she doesn't like watching football.* Finally, each student tells the whole group some things he / she has found out about his / her classmates.

4B Three people I know

You will need: one copy of the worksheet per student

- Give a copy of the worksheet to each student. Tell them to write the names of three people they know in the top line of the table in Question 1. Students should write

- names of friends and family, not acquaintances, classmates or famous people. Students should **not** write anything else in the table at this stage.
- Students write five things about each person they have named in the boxes at the bottom of the page. Students should write short answers (such as *France, swimming, a doctor or going to the cinema*) not whole sentences. They must also write the answers in **random order**.
- Students work in pairs and **swap worksheets** with their partners. They must ask **yes / no** questions about the people named, based on the information in the boxes at the bottom of their partner's worksheet. (Students are not allowed to ask questions with *What, Where, etc.*) For example, if Student A has written the names *Pedro, Susannah and Michel* in the table, and the word *Paris* appears in one of the boxes, Student B could ask: *Does Pedro come from Paris?*
- If the answer is **yes**, then Student B writes *Paris* in the table under Pedro's name. If the answer is **no**, then Student B must continue asking questions until he / she has found out which person *Paris* relates to, and in what way.
- Encourage students to use the correct short answers (*Yes, he / she does. No, he / she doesn't.*) when responding to their partner's questions.
- Students take turns asking **yes / no** questions until they have both completed the grid with five pieces of information about each person.
- At the end of the activity students can find a new partner and tell each other about the people on the worksheet. Alternatively, students can write a paragraph about each person on the worksheet, based on the information in the table.
- Note:** It is useful to demonstrate this activity to the whole class before they begin, either by drawing the worksheet on the board or using an overhead transparency.

4C Always, sometimes, never

You will need: one copy of Worksheet A or Worksheet B per student

- Pre-teach the following items of vocabulary: *to go to sleep; to wake up; to go to the gym; the news.*
- Divide the class into pairs. If possible, pair students with someone they don't usually work with or don't know very well.
- Give one student in each pair a copy of Worksheet A and the other student a copy of Worksheet B. Each student should write their partner's name in the space at the top of the worksheet. **Students are not allowed to look at their partner's worksheets.**
- Students work individually and choose the word or phrase in italics that they think is true for their partner. Students are not allowed to ask their partners any questions at this stage of the activity.

- Students then take it in turns to tell their partner what they have written, beginning with *I think ...*. For example, Student A might say: *I think you sometimes listen to classical music. Is this true?* Student B tells Student A if this statement is true or not. If the statement is not true, Student B should explain why. For example: *No, it's not true. I never listen to classical music. I hate it!*
- For each statement students get right they put a tick in the second column on the worksheet, and for each one they get wrong they put a cross. The student who gets the most statements correct is the winner.
- As a follow-up activity, students can find a new partner and tell each other what they found out about their original partners. For example: *Pablo usually watches TV in the evening, and he always goes to sleep after midnight.*

4D Verb dominoes

You will need: one set of dominoes per pair of students

- Students work in pairs. Give one set of dominoes to each pair, and ask them to share them out equally.
- One student places a domino in front of them, and the other student has to make a complete sentence by placing one of his / her dominoes at either end of the first domino. Students then take it in turns to put down their dominoes at either end of the domino chain, paying particular attention to the words in **bold**.
- If a student thinks his / her partner's sentence is not grammatically correct or doesn't make sense, he / she can challenge the other student. If the students cannot agree, the teacher adjudicates. If the sentence is incorrect, the student must take back the domino and miss a turn.
- If a student cannot make a sentence, the turn passes to his / her partner.
- The game continues until one student has used all his / her dominoes, or until neither student can make a correct sentence. **The student who finishes first, or has the fewest dominoes remaining, is the winner.**
- Students who finish early can test each other on the collocations in **bold**. One student says the noun, and his / her partner must say which verb is used with it.

5A The perfect holiday

You will need: one set of four worksheets for each group of four students

- Pre-teach the following items of vocabulary: *a swimming pool; a club; to hire a car / bicycle; a museum; on the coast; a Jacuzzi.*
- Tell the class that they are going on a two-week holiday to Helena Island, and must decide which of four hotels to stay in. All the hotels cost the same!
- Divide the class into four groups and give copies of Worksheet A to all the students in the first group, copies of Worksheet B to all the students in the second group, etc. Allow students time to read the information and ask any questions.

- Students work together in pairs or groups with students who have the **same** worksheet, and decide what you can (and can't) do on holiday in the hotel and in the city / town / village nearby. Students should use *You can ...* and *You can't ...* during their discussion.
- For example, students with Worksheet A might say: *At the Ayala Hotel you can go swimming, and you can eat Italian food. In Helena City you can go to the cinema or you can visit a museum.* Students can make notes at this stage, but they do not need to write down all the sentences.
- Rearrange the class so that one student from each of the four groups is sitting together. If you have extra students make some groups of five. Students take it in turns to tell the group what you can and can't do in the hotel, and the place nearby. The whole group must then decide which hotel they are going to stay in. At this stage encourage students to discuss the advantages and disadvantages of each hotel, again using *You can ...* and *You can't ...*
- Each group tells the whole class which hotel they have chosen, giving reasons for their decision.
- Use the pictures to teach the following vocabulary items: *a fridge, a freezer, a cooker, a cupboard.*
- Divide the class into pairs and assign **Picture A** to one student and **Picture B** to his / her partner. If you have an odd number of students, allow two students to work together on one of the pictures.
- **Students work alone** and write the words for each of their eight items on their picture. They must write the words in the boxes provided, but they can put the items anywhere they like. **Students are not allowed to look at each other's pictures.**
- Students work in pairs. They take it in turns to ask their partner yes / no questions to find out where the items are hidden. Each student must begin each question with: *Is there a ...? / Is there any ...? / Are there any ...?* For example, Student A might ask: *Is there any cheese in the fridge?* or *Are there any sausages on the table?* Encourage students to answer the questions with *Yes, there is / Yes, there are.* and *No, there isn't. / No, there aren't.* where appropriate.
- When a student guesses correctly, he / she writes the item in the correct place on his / her copy of the worksheet. The first student to find all his / her partner's items is the winner.
- At the end of activity students can check their answers by telling each other what is in their partner's kitchen, using *There's a ... / There's some ... / There are some ...* where appropriate.

5B Transport crossword

You will need: a copy of Crossword A and Crossword B per pair of students

- Divide the class into two groups, A and B. Give a copy of Crossword A to all students in group A, and a copy of Crossword B to all students in group B. Check that students understand how to refer to words in a crossword, i.e. *3 across* and *7 down*.
- Students work together in their separate groups to check they know all the meanings of the words on their worksheet. All the vocabulary is taken from Module 5 of the *Student's Book*. Students can refer to the *Mini-dictionary* if necessary.
- Put students into pairs, so that one student with Crossword A and one student with Crossword B are working together. **They are not allowed to look at each other's crossword.**
- Students take it in turns to give clues (either verbal or visual) for the words that appear on their half of the crossword. The other student must guess the words and write them on his / her own crossword. They should tell their partner if the answer is one or two words, but they are not allowed to give letters as clues.
- The activity continues until both students have a completed version of the crossword.

6A Food battleships

You will need: one copy of the **whole** worksheet per student

- Distribute copies of the worksheet to each student. Allow students time to check they know the English words for all the food and drink items on the worksheet (all the words are taken from Module 6 of the *Student's Book*).

6B The recipe game

You will need: one Food card and one matching Recipe card per student

- Pre-teach the following items of vocabulary: *recipe; onion; green pepper; mushroom; carrot; rice; beans; potato; flour; strawberry; lemon; pineapple; ice cream.* Make sure students know which of these food words are countable and uncountable.
- Give each student a Food card and explain that these are the items each student has in his / her kitchen. Allow them time to check they know all the words on their card before continuing. (You will need a minimum of six students for this activity.) If you have more than six students you can use multiple copies of the cards without affecting the outcome of the activity.
- Give each student a Recipe card. **The letter on each student's Recipe card must be the same as the letter on their Food card** (i.e. a student with Food card A should also be given Recipe card A, etc).
- Tell the class they are planning to make the food shown on their Recipe card. In order to do this, they must get the ingredients from the other students.
- Students move around the room and ask each other if they have got the food items they need, using *Have you got a / any ...?* and *I've got a / some ...* in their conversations. Encourage students to try and swap items, rather than merely giving them away.
- When a student hands over an item of food, he / she must cross the item off their Food card. **Each item on**

Instructions

the Food card can only be given away once. When students receive a food item, they must cross it off their Recipe card.

- Students are only allowed to obtain **one item at a time from each student**. Once they have obtained an item, they must move to talk to another student. If necessary, they can return to students they have already talked to later in the activity.
- The first student to find all the food they need for their recipe is the winner.
- Finally, students can work in pairs and tell their partners what they have got and they haven't got.

6C Sports stars

You will need: one copy of Worksheet A or Worksheet B per student

- Pre-teach the following items of vocabulary: *a medal; the marathon; a weightlifter; a tennis court; a bank; to train (for a sport)*.
- Divide the class into two groups, A and B. Give a copy of Worksheet A to all the students in group A and a copy of Worksheet B to all the students in group B. Allow students time to read their worksheets and ask any questions.
- Students work in pairs or groups with people who have the **same** worksheet, and write down the questions they will need to ask in order to complete the spaces on the worksheet. **Each question must begin with either *How much* or *How many***. For example, students with Worksheet A should write: *How many Olympic gold medals has Sergei got?* for the first gap, while students with Worksheet B should write: *How many hours does he train every day?*
- Rearrange the class so that one student with Worksheet A is sitting next to a student with Worksheet B. **Students are not allowed to look at each other's worksheets**. They take it in turns to ask their partner the questions they have prepared, then write the answers on their worksheets.
- Finally, students check the answers with the whole class.

7A The history quiz

You will need: one copy of the worksheet per student

- Pre-teach the following items of vocabulary: *a car crash; on stage; a cartoon; a hit record; a journey*.
- Divide the class into teams of three or four, and give a copy of the worksheet to each student. Each team must decide on one correct answer for each question. Set a time limit of ten minutes.
- Check the answers with the whole class (see Key), and give one point for each correct answer. The team with the most points are the winners.

7B Past Simple board game

You will need: one copy of the board for each group of three or four students; dice and counters

- Pre-teach the following expressions: *to get presents; the last time*.
- Students work in groups of three or four. Give each group a board, counters and dice. If one student in each group has a watch with a second hand, make him / her the timekeeper.
- Students take it in turns to throw a number. When they land on a Past Simple square, they have to talk about the topic for fifteen seconds without stopping. With a less confident class you can allow students an extra fifteen seconds thinking time before they start talking.
- If a student can't think of anything to say or stops talking before the fifteen seconds are up, then he / she has to move back to his / her previous square.
- The student who reaches the *Finish* square first is the winner.

Learner-training worksheet B (Past Simple: regular and irregular verbs)

You will need: one copy of the worksheet per student

The aim of this worksheet is to encourage students to use the *Mini-dictionary* to find out if verbs are regular or irregular, and to revise / teach some Past Simple forms.

- 1 Go through the dictionary entries with the whole class, and check that students understand how the *Mini-dictionary* shows whether a verb is regular or irregular.
- 2 Students work individually or in pairs before checking the answers with the whole class.
- 3 Students work individually. Set a time limit of five minutes. Students check their answers in pairs or small groups or with the whole class. Students should use the *Mini-dictionary* for this exercise, rather than look at the irregular verb table in the Students' Book. All the verbs in this exercise appear in Module 8 of the Students' Book.
- 4 Students work in pairs, and take it in turns to say one of the verbs on the worksheet. The other student must respond with the past tense of the verb.

8A Past tense bingo

You will need: at least one Bingo card per student

- Give one Bingo card to each student, and allow them a few moments to check the past tenses on their cards.
- Sit or stand in front of the class with a copy of the Master bingo card. Call out the infinitives on the card in any order, and cross them off the card at the same time.
- If a student has the past tense of the infinitive on his / her card, he / she should put a line through it. For example, if the teacher calls out *buy*, all the students with *bought* on their Bingo Cards should cross it out.
- The first student who crosses out **all** the past tenses on his / her card is the winner. The card can be checked against the Master Bingo Card if necessary.
- To repeat the activity, distribute new cards to the students and play again.

8B Looking back

You will need: one copy of the worksheet per student

- Pre-teach the following items of vocabulary: *primary school; to give presents*.
- Give a copy of the worksheet to each student and check they understand the instructions. Make sure they write their answers in **random order**, and encourage them to answer as many questions as possible. They should write single words, names or short phrases, **not complete sentences**.
- Put the students into pairs and tell them to swap worksheets with their partner. Students take it in turns to ask *yes / no* questions beginning with *Did you ...?* to find out why their partner has written the words in the bubbles at the bottom of the worksheet. For example, if Student A has written *Pedro*, Student B can ask: *Did you go on holiday with Pedro last month? / Did you talk to him on the phone last week?* etc. Students can refer back to the prompts if necessary.
- Encourage students to ask follow-up questions for each point if possible. For example, for 'a place in your country you went to last year', students could ask: *Did you enjoy it? What did you do there? Where did you stay?* etc.
- At the end of the activity, students report back to the class on the most interesting things they found out about their partner.

8C John Wayne

You will need: one copy of Worksheet A or Worksheet B per student

- Ask the class what they know about John Wayne and write their ideas on the board. Pre-teach the following items of vocabulary: *ugly; a film studio; a western; to appear in a film; a director; a role in a film; a success*.
- Divide the class into two groups, A and B. Give a copy of Worksheet A to each student in group A and a copy of Worksheet B to each student in group B. Allow students time to read their worksheets and ask any questions about the vocabulary.
- Students work in pairs or groups with people who have **the same worksheet** and write down the questions (in the Past Simple) they will need to ask in order to complete their version of the text. For example, students with Worksheet A should write *When was John Wayne / he born?* and *Where did his family move to when he was a child?* for questions a and b.
- Rearrange the class so that each student with Worksheet A is working with a student with Worksheet B. **Students are not allowed to look at each other's worksheets.** Students take it in turns to ask the questions they have prepared. They should write the answers in the spaces on their worksheet.
- When they have finished they can look at each other's worksheets and check their answers.
- As a follow-up activity, students can see how much their partner remembers about John Wayne by turning over the worksheets and asking their questions again.

8D Safe at last!

You will need: one copy of the newspaper article per student; one set of role cards per pair of students

- Pre-teach the following items of vocabulary: *to sail; a sailor; an island; sand; to rescue somebody; a pilot; to interview somebody; a reporter*.
- Give each student a copy of the newspaper article to read, and check they have understood the main points.
- Divide the class into pairs. You need an **even number of pairs** for this activity. If there are extra students, have some groups of three. Give half the pairs / groups Reporters' role cards and the other half Sailor role cards.
- Students prepare questions and answers in their pairs, following the instructions on the card. Allow about ten or fifteen minutes for this and help students with vocabulary as necessary.
- Rearrange the class so that each pair of 'reporters' can interview a pair of 'sailors'. (With a strong class, reporters can interview sailors individually.) The reporters should make brief notes during the interview, in order to report back later.
- Reporters tell the whole class the most interesting things they have found out about their sailor.
- Finally, each reporter can work with one of the sailors they interviewed and write the newspaper article together.

9A New Year's Eve

You will need: one copy of each picture per student

- Pre-teach the following items of vocabulary: *a sofa; a plant; curtains; a moustache; a toy car; champagne*.
- Give each student a copy of Picture A, and tell the class that this is a picture of the Jones family on New Year's Eve 1995. Set a time limit of three minutes, and tell the students that they must remember as much as possible about the picture.
- Collect in the copies of Picture A and distribute copies of Picture B. Check the class understand that Picture B the same family on New Year's Eve in the year 2000.
- Students work in pairs and write down as many differences as possible between Picture B and Picture A. There are 16 differences in total (see **Key**), not including the fact that all the people are older. Students must use comparative adjectives in their answers, for example: *In Picture B Mr Jones is fatter*.
- If students are finding it hard to remember the differences, collect in Picture B and redistribute Picture A. Allow the class one minute to look at Picture A again, then collect them back and redistribute Picture B. Alternatively, you can allow students to see both pictures at the same time.
- The students who find all the differences first, or who find the most differences in a set time, are the winners.
- Students check their answers with another pair or with the whole class.

9B A superlative survey

You will need: one card per student

- Pre-teach the following items of vocabulary: *a relative; large; near.*
- Give one card to each student. If you have more than twelve students in the class, use duplicate cards. Students must find out the answer to the question on the card by talking to all the other students in the class.
- Allow students time to write down either one or two questions with 'you' they will need to ask the other students. For example, a student with Card A will need to ask **two** questions: *Have you got any brothers and sisters?* and *How old are they?*, but a student with Card B will only need to ask **one** question: *What time did you go to bed last night?* Go round the class and check that all the students have appropriate questions before continuing.
- Students move around the room and ask the questions they have prepared. They must talk to every student in the class, and should make brief notes of the answers on the back of their cards or in a notebook.
- Students work out the answers to the questions on the cards and report back to the class. For example, a student with Card A might say: *Julia's got the oldest brother or sister. Her brother Antonio is 37.*

9C Shopping crossword

You will need: a copy of Crossword A and Crossword B per pair of students

- Divide the class into two groups, A and B. Give a copy of Crossword A to all students in group A, and a copy of Crossword B to all students in group B. Check that students understand how to refer to words in a crossword, i.e. *3 across* and *7 down*.
- Students work together in their separate groups to check they know all the meanings of the words on their worksheet. All the vocabulary is taken from Module 9 of the Students' Book. Students can refer to the *Mini-dictionary* if necessary.
- Put students into pairs, so that one student with Student A crossword and one student with Student B crossword are working together. **They are not allowed to look at each other's crossword.**
- Students take it in turns to give clues for the words that appear on their half of the crossword. For example: *You can buy bread there. / You buy this in a pharmacy.* etc. The other student must guess the words and write them on his / her own crossword. Students should tell their partner if the answer is more than one word, but they are not allowed to give letters as clues.
- The activity continues until both students have a completed version of the crossword.

10A What's Sam doing?

You will need: one copy of the picture per student; one Activity card per student

- Pre-teach the following items of vocabulary: *to steal; a sandcastle; to play volleyball; to windsurf.*
- Give each student a copy of the picture and one of the Activity cards. **Students are not allowed to look at each other's pictures or cards.** Tell them to write the person's name in the correct box in the picture. They must also cross the person's name off the list next to the picture. If you have less than sixteen people in your class, give two cards to some of the students. If you have more than sixteen students, distribute duplicate cards.
- Students move around the room and ask questions to find out what all the people in the list are doing. For example: *What's Joe doing? He's selling ice cream. / I don't know.* When students find out what someone is doing, they write their names in the space on the picture and cross them off their list. Again, students are not allowed to look at each other's pictures.
- **The aim of the activity is to find out what Sam is doing.** (Sam is the girl eating an ice cream, and is the only one without a card.) In order to find this out students need to have written the other sixteen names on their picture, so Sam is the only one left.
- Students are only allowed to obtain **one** name at a time from each person they speak to. When they have written the name on their picture they must find a new partner. When a student discovers what Sam is doing, he / she sits down.
- Students work in pairs and check they have all the names in the correct places. The answers should be checked with the whole group.
- As a follow-up activity students can test each other. Student A turns over the picture and Student B asks him / her what the people are doing. Students can then swap over, so that Student B turns over the picture and Student A asks the questions.

10B Identity parades

You will need: one copy of the worksheet per student

- Distribute copies of the worksheet to each student, and allow them a few moments to study the pictures.
- Put students into pairs. Students take it in turns to describe a person on the worksheet to their partner. They should describe the person's appearance and clothes in **as much detail as possible**, using the vocabulary on pages 81 and 84 of the Students' Book (and the word *T-shirt*). Students are not allowed to say the person's name, or where they are in the pictures. If necessary, demonstrate this beforehand by describing one of the people to the whole class and asking them to guess who it is.
- When Student A has finished his / her description, Student B must guess who his / her partner is describing. If Student B is unsure, he / she should ask questions

about the person. For example: *Is he wearing a jacket?*
Has she got a ponytail?

- Students take it in turns to describe a person until all the people have been discussed.
- For further practice, allow students a further two minutes to look at the pictures and tell them to remember as much detail about the people as possible.
- Student A turns over his / her worksheet, and Student B says the name of one of the people. Student A must try to describe that person in as much detail as possible. After describing four or five people, students swap over so that Student A is saying the names of people and Student B is describing them from memory.
- Finally, students can write descriptions of some of the people in class or for homework.

10C A letter home

You will need: one copy of Letter A or Letter B per student

- Pre-teach the following items of vocabulary: *a square (in a town); to play cards; dangerous; to carry something; a box; souvenirs.*
- Divide the class into two groups, A and B. Give a copy of Letter A to all the students in group A, and a copy of Letter B to all the students in group B. Allow students time to read their version of the letter and ask any questions.
- Students work in pairs or groups with people who have the same worksheet and write down the questions they need to ask to complete their version of the letter. The questions should be either in the Present Simple or Present Continuous. For example, students with Letter A should write: *Where is she sitting (at the moment)?* for number 1, and *What time do (their) classes start?* for number 5.
- Pair one student with Letter A with one student with Letter B. **Students are not allowed to look at each other's letters.** Students take it in turns to ask the questions they have prepared, and write the answers in the spaces on their worksheet.
- When they have finished they can look at their partner's letter and check their answers.

11A Can you or can't you?

You will need: one copy of Worksheet A or Worksheet B per student

- Pre-teach the following items of vocabulary: *to add; to multiply; chess; backgammon; to type; a keyboard; to ski.*
- Divide the class into pairs. If possible, put students with someone they don't usually work with or don't know very well.
- Give one student in each pair Worksheet A and the other student Worksheet B. Each student should write their partner's name in the space at the top of the worksheet. Students are not allowed to look at their partner's worksheets.

- Students work individually and try to guess if their partner can or can't do the activities listed on their worksheet. **Students are not allowed to ask their partners any questions at this stage of the activity.**
- Students then take it in turns to ask their partner if they can do the activities listed on their worksheet. For example, students with Worksheet A should ask: *Can you swim 100 metres? / Can you say all the months in English?*, etc.
- For each statement students have guessed right they put a tick in the second column on the worksheet, and for each one they get wrong they put a cross. Students should ask for proof that their partner can do these things if possible!
- The student in the pair who gets the most answers correct is the winner.
- As a follow-up activity students can work with a new partner and tell him / her about the person they have just been talking to. For example: *I talked to Yoko. She can swim a hundred metres, but she can't play a musical instrument.*

11B The dinner party

You will need: one copy of the worksheet per student; one role card per student

- Pre-teach the following items of vocabulary: *an inventor; to invent; a sailor; a diplomat; a marathon runner; a millionaire; a translator; a film director; to win the lottery; a painting.*
- Tell the class that they are all going to a dinner party, and give each student a copy of the worksheet. Also tell them that the gap at the beginning of each line corresponds to a person's name.
- Students work in pairs or small groups and write down the questions they will need to ask in order to complete the second gap for each person. Students must begin each question with one of the question words in the box above the picture. For example students should write: *What did you invent last month?* for number 1 on the worksheet. Note that all these questions should have 'you' as the subject. Check these questions with the whole group before continuing (see Key).
- Give each student a role card in random order and allow them time to read the information on the card. **They are not allowed to look at one another's cards.** (If you have more than ten students, the cards can be duplicated without affecting the outcome of the activity.)
- Students move around the room and have short conversations with each other. Encourage students to begin by introducing themselves and using 'getting to know you' questions (*Where are you from? What do you do?*, etc.), rather than just asking the questions required to complete the worksheet.
- When a student finds out who someone is, he / she writes the person's name in the first gap on the worksheet. Then he / she must ask the question he / she has prepared and write the answer in the second gap.

Instructions

The activity continues until the students have filled in all the gaps on their worksheet.

- Students check their answers in pairs or with the whole class.

11C The numbers game

You will need: one copy of both sets of cards per three students

- Before class cut out the two sets of cards, ensuring that you keep the cards for Game 1 and Game 2 separate.
- Divide the class into groups of three and distribute the cards for Game 1. Give the first student Card A, the second student Card B, and the third student Card C. If you have extra students, put two students together so that they are working with one card.
- Students must listen to the numbers their partners say and find them in the **HEAR** column on their card. They must then say the corresponding number in the **SAY** column for the other students to recognise. Tell students that there are some years (e.g. 1690) on the cards as well as numbers.
- The student with **START** on his / her card begins by saying the number indicated. The turn then passes from student to student until they reach the **FINISH** square. Students can tick off the numbers on their cards if they wish.
- If necessary, demonstrate the activity before students begin working in their groups.
- When the students have finished, distribute the cards for Game 2 and allow the groups to repeat the activity with the new cards. Alternatively, this second set of cards can be used for revision later in the course.

12A Future walkabout

You will need: one copy of the worksheet per student

- Distribute one copy of the worksheet to each student. Tell the class that they must find one student who is going (to) / would like to / wants to do each activity on the worksheet.
- Check that the students can make the correct questions with 'you' as the subject for each sentence. For example: *Are you going away for the weekend? Do you want to stay in this evening and watch TV?*, etc. With a weak class, tell them to write down the questions before continuing.
- Students move around the room asking each other questions based on the prompts. When they get a positive answer, they write the student's name in the second column on the worksheet. Students should then ask at least one follow-up question. For example: *Where are you going? / Who are you going with?*, etc for prompt number 1.
- When they have written someone's name down and asked a follow-up question, they should move on and talk to another student. Students should collect as many different names as possible on their worksheet.

- Students work in pairs or small groups and tell each other what they have found out about their classmates. Finally, students can share the most interesting things they have found out with the whole class.

12B Collocation snap

You will need: one set of Snap! cards per pair of students

- Check / Pre-teach the following collocations: *to have a meal; to watch the news / a video; to stay at home; to do an exam / an exercise / some studying*. All the other collocations in the activity are taken from Module 12 in the Students' Book (pages 98–100).
- Write the following verbs on the board: **GO TO; DO; WATCH; STAY; HAVE; GO**.
- Students work in pairs. Give one set of Snap! cards to each pair. Tell them to share the cards out equally and put the cards face down in a pile in front of them. (If you have a group of three, two students should work together and take turns in playing the game with the third student.)
- Students turn over a card from the top of their pile at the same time and place them down in front of them. If a student thinks **both** words or expressions on the cards collocate with one of the verbs on the board, he / she says *Snap!*. The student must then say which verb goes with the two words or expressions. For example, if the two cards say *SHOPPING* and *ON HOLIDAY*, then a student can say *Snap* because they both collocate with the verb **GO**. (Note that *A PARTY* can collocate with both **HAVE** and **GO TO**.)
- If the student is correct, he / she picks up all the cards in front of them and puts them at the bottom of his / her pile. If **both** students say *Snap!*, then the student who says it first takes the cards.
- If the student is not correct, his / her partner picks up all the cards instead. If the students cannot agree, the teacher adjudicates (see **Key**).
- If **neither** student says *Snap!*, then they both continue turning over cards until there is a match. If students use all their cards and there is still no match, they collect up their own cards, shuffle them, and play again.
- The student who collects all the cards first is the winner.
- It is advisable to demonstrate this activity with the whole class before allowing the students to work in pairs.

12C The school party

You will need: one copy of the worksheet per student

- Pre-teach the following items of vocabulary: *to organise a party; to invite people to a party; entertainment; a DJ (disc jockey); balloons; to put up decorations*.
- Distribute copies of the worksheet and put students into pairs. (You need an even number of pairs for this activity, so include some groups of three if necessary.)
- Students work in pairs and do **Part A** of the worksheet. Encourage students to use the language for making suggestions from page 101 of the Students' Book

(*Let's ... / Shall we ...? / We could ...*), and write these expressions and suitable responses on the board if necessary.

- Put two pairs together so that students are now working in groups of four. Students do **Part B** on the worksheet, using ideas and suggestions from both pairs. Students should write the details of their party, and which student is going to organise each part, in the boxes provided.
- Encourage students to use the language for making suggestions (see above), and also the language for making offers from page 101 of the Students' Book (*Shall I ...? / I'll ...*) in their discussions. Again, write these expressions and suitable responses on the board if necessary.
- Rearrange the class so that each student is sitting next to another student from a different group. Students work with their new partner and tell each other about the party they have planned, using *going to / want to / would like to* where appropriate.
- Finally, each group can tell the whole class about the parties they have planned, and the class can decide which party they think would be the best.

Learner-training worksheet C

(Recording new vocabulary)

You will need: one copy of the worksheet per student

Students at this level often record vocabulary in lists, with a translation in their own language. This worksheet aims to make students aware of other information they can include in their lists, such as parts of speech and common word combinations.

- 1 Check that students remember the difference between countable and uncountable nouns, and understand how they are shown in the *Mini-dictionary*.
- 2 Students do the exercise individually before checking the answers in pairs or with the whole group (see **Key**).
- 3 Students do the exercise in pairs or small groups. Check the answers with the whole group. List B contains the following extra information: part of speech (including putting *to* in front of a verb and *a / an* in front of a countable noun); common word combinations and examples; regular / irregular verbs; countable / uncountable nouns; opposites; word stress.
- 4 Students do the exercise in pairs or small groups. Encourage them to use the *Mini-dictionary* to find more information. Check the answers with the whole class (see **Key**).
- 5 Students work on their own before comparing their ideas in groups. Alternatively, this exercise can be set for homework.

13A Life boxes

You will need: one worksheet per student

- Pre-teach the following items of vocabulary: *a relative; done* (past participle of *do*).
- Give each student a copy of the worksheet. Students

work individually and write their answers in the boxes. Make sure they write their answers in **random order**, and encourage them to write twelve answers if possible. They should write single words or short phrases, **not** complete sentences, and can write film titles and names of countries in their own language if necessary.

- Students work in pairs and swap worksheets with their partner. Students take it in turns and ask questions to find out why their partner has written the words in the boxes. For example: *Why have you written 'Madrid' here? / Who's Petra?* etc. The other student must reply using the Present Perfect tense. For example: *I've been to Madrid twice, and I liked it a lot. / I've been on holiday with her.* etc.
- Students must ask at least one follow-up question on each topic. (e.g. *When did you go to Madrid? Which country did you and Petra go to?*)
- At the end of the activity, students report back to the class on the most interesting things they found out about their partner.

13B The Travellers' Club

You will need: one role card per student

- Pre-teach the following items of vocabulary: *to climb a mountain; a whale; a temple; a sunrise*. Also check that students know the past participles of the following irregular verbs: *swim; drink; ride; sleep; work; drive*, and that they can pronounce all the place names that appear on the role cards.
- Tell the students they are all members of The Travellers' Club, which is for people who have travelled all over the world. They are going to a meeting at the club, where they will meet lots of other travellers.
- Give each student a role card and allow them time to check the information. (Role cards 1 to 8 are needed to for all students to complete the activity; Role cards 9 to 12 are optional. If you have more than 12 students, use duplicate role cards.)
- Students move around the room and start conversations with each other. **The aim of the activity is for each student to find at least one person who has done each of the things on his / her own role card.** In order to do this, they must ask questions with *Have you ever ...?* based on the points on the cards.
- When they find someone who has done the same thing as them, they should write his / her name on their role card. Encourage students to ask suitable follow-up questions where appropriate.
- The activity continues until all the students have found at least one person for each of the activities on their role card.
- Finally, students discuss their answers in small groups or with the whole class.

13C On the phone

You will need: one set of role cards per pair of students

- Pre-teach the following items of vocabulary: *to collect something; to repair something.*
- Put students into pairs. Give one student in each pair a set of Student A Role cards and the other student a set of Student B Role cards. Each set of cards should be placed face down in a pile in order, with Role card 1 on the top and Role card 4 at the bottom.
- Students turn over the top card of their pile (Role cards 1A and 1B). Allow students time to read the information on the card before doing role play 1. Encourage students to use the language for telephoning on page 111 of the Students' Book where appropriate.
- When students have finished the role play 1, they turn over the second cards in their piles and do role play 2. Students continue until they have done all four role plays.
- Finally, Student A and Student B can swap their sets of cards and repeat the activity.

Learner-training worksheet D (Irregular verbs)

You will need: one worksheet per student

The aim of this worksheet is to encourage students to look up and learn past tenses and past participles of irregular verbs, and to raise their awareness of common sound patterns.

- 1 Check that students know how to find the past tense and past participles of irregular verbs in the *Mini-dictionary*.
- 2 Students do the exercise individually before checking the answers with the whole class.
- 3 Students work individually and complete the table. They can refer to the **Irregular verb table** on page 150 of the Students' Book during the activity (note that not all of these verbs are in the *Mini-dictionary*). The first student to complete the table correctly is the winner. Check the pronunciation of the verbs with the whole class.
- 4 Check the students know how to pronounce the irregular verbs in the boxes. Draw students' attention to the phonemic symbols in the first row of the table, which represent the **vowel** sounds in each verb.
- 5 Students work in pairs or small groups. Note that in Groups B and C the infinitive can have any vowel sound. Check the answers with the whole class (see Key). Practise saying the verbs in each group with the whole class. Finally, students can work in pairs and test each other on irregular verbs from the worksheet.

14A Springfield Hotel

You will need: one worksheet per student

- Pre-teach the following items of vocabulary: *a guest; staff (plural noun); reception; to check out; to be ill.*
- Distribute one worksheet to each student. Allow them to read the advertisement at the top of the worksheet and check they have understood the main points.

- Tell the class that they have bought the Springfield Hotel, and are going to decide what rules to have in the hotel, both for guests and for staff.
- Put the students into pairs (or groups of three) and tell them to work out the rules using the prompts provided. Students should write the rules in the second column of the worksheet, using the expressions in bold in the Useful language box where appropriate.
- If necessary, do one or two examples with the whole class beforehand. For example: *Guests have to check out before 12 o'clock. Guests can pay by cash or credit card.* etc.
- Students who finish early can think of some more rules and put them in the Other rules box at the bottom of the worksheet.
- Put two pairs / groups together and tell them to compare rules. Students should make a note of which rules are the same and which are different. If one pair / group doesn't agree with a rule, they can try to persuade the other pair / group to change it!
- Finally, students compare their rules with the whole class and discuss any different or unusual rules they have discovered.

14B Preposition pelmanism

You will need: one set of cards per pair of students

- Put students into pairs. Give each pair a set of cards and tell them to spread them out in front of them **face down**, with the bigger cards on one side and the smaller cards on the other. Shuffle the cards before the class. (All the prepositions of movement and vocabulary items are taken from the Students' Book pages 116–117.)
- Students take it in turns to turn over one big card and one small card. If the preposition is the correct one to fill the gap in the sentence, the student keeps the cards as a 'trick' and have another turn. If the cards do not match, the student must put them back in **exactly the same place**. If the students cannot agree on the correct answers, the teacher adjudicates.
- The activity continues until all the cards are matched up. The student with the most tricks is the winner.
- If one group finishes early, they can test each other by holding up the picture cards and asking their partner for the correct sentence.

14C It's the first on the left

You will need: one Worksheet A and one Worksheet B per pair of students

- Check that you students know how to ask for directions. For example: *Excuse me, where's the (nearest) bookshop? How do I get to the art gallery?*
- Put students into pairs. Give a copy of Worksheet A to one student, and a copy of Worksheet B to the other. **Students are not allowed to look at each other's worksheets.**

- Check that students know where they are on the map (at the railway station). Tell the class that the places that are shaded (the bus station, the shops, the bank, the coffee shop, the Sun Restaurant and the cinema) are on both maps, so they may refer to them when giving directions. For example: *Go past the bus station and turn left. When you come to the Sun Restaurant, turn right.*
- Students take it in turns to ask each other for directions to the places listed on the worksheet. Encourage students giving directions to use expressions from the Useful language box where possible.
- When a student has found the place he / she wants to go to, he / she writes the name of the place on his / her copy of the map. Students are not allowed to look at each other's worksheets until they have both found all five places listed.
- Finally, students compare their maps and see if they have marked the places correctly.

15A Education crossword

You will need: a copy of Crossword A and Crossword B per pair of students

- Divide the class into two groups, A and B. Give a copy of Crossword A to all the students in group A, and a copy of Crossword B to all the students in group B. Check that students understand how to refer to words in a crossword. For example: *3 across and 7 down.*
- Students work together in their separate groups to check they know all the meanings of the words on their worksheet. All the vocabulary is taken from Module 15 of the Students' Book. Students can refer to the *Mini-dictionary* if necessary.
- Put students into pairs, so that one student with Student A crossword and one student with Student B crossword are working together. **They are not allowed to look at each other's crossword.**
- Students take it in turns to give clues for the words that appear on their half of the crossword. For example: *It's a subject you do at school, about things that happened in the past. If you study a lot, you will ____ your exam. etc.* The other student must guess the words and write them in his / her own crossword. Students can tell their partner if the answer is more than one word, but they are not allowed to give letters as clues.
- The activity continues until both students have a completed version of the crossword.

15B Looking into the future

You will need: one worksheet per student

- Pre-teach the following items of vocabulary: *a robot; pollution; to be extinct; a planet.*
- Distribute a copy of the worksheet to each student. Check students understand that all the sentences relate to the year 2100. Students work individually, and choose a word or expression from the box of each gap.

- Put students into groups of three or four. Students tell each other what they have written for each point, giving reasons for their answers. Students should discuss any differences of opinion they have and come to a consensus for each point. When they have reached agreement each student should write Yes or No in the second column on the worksheet, depending on whether the group agrees with their original opinion or not.
- Each group shares their ideas with the whole class, giving reasons for their answers.


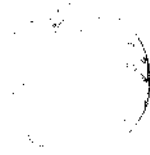














15C Revision board game

You will need: one copy of the board and one set of Question cards per group of three students; dice and counters

- Put students into groups of three. Give each group a copy of the board, a set of Question cards (shuffled), dice and counters. Tell students to put the Question cards face down in a pile on the appropriate space on the board, and their counters on the *Start* square.
- Students take it in turns to throw a number. If Student A lands on a square with a question mark on it, he / she must pick up a Question card. He / She should place the card down so that all the students can read it, then attempt to answer the question.
- If the other students think that the answer is correct, Student A stays on the square. If the answer is not correct, or Student A cannot answer the question, he / she should move back to his / her original square. If the students cannot agree, the teacher adjudicates (see **Key**).
- If a student lands on a square with a speech bubble on it, he / she must talk about that topic for fifteen seconds without stopping. (If one of the students in each group has a watch with a second hand, make him / her the timekeeper). If he / she cannot think of anything to say, or stops talking before the fifteen seconds are up, he / she must return to his / her original square.
- The first student to reach the *Finish* square is the winner. Groups who finish first can go through the Question cards and check their answers.

1A Nice to meet you

Names and countries; to be

<p>Name: Alessandra</p> <p>Country: Brazil</p> 	<p>Name: Diego</p> <p>Country: Argentina</p> 
<p>Name: Olga</p> <p>Country: Russia</p> 	<p>Name: Stefan</p> <p>Country: Germany</p> 
<p>Name: Marie-Claire</p> <p>Country: France</p> 	<p>Name: Wang Yong</p> <p>Country: China</p> 
<p>Name: Susie</p> <p>Country: Australia</p> 	<p>Name: Carlos</p> <p>Country: Colombia</p> 
<p>Name: Victoria</p> <p>Country: Italy</p> 	<p>Name: Toshi</p> <p>Country: Japan</p> 
<p>Name: Magda</p> <p>Country: Poland</p> 	<p>Name: Peter</p> <p>Country: Britain</p> 
<p>Name: Ana</p> <p>Country: Spain</p> 	<p>Name: Ali</p> <p>Country: Turkey</p> 
<p>Name: Carol</p> <p>Country: the USA</p> 	<p>Name: Sunan</p> <p>Country: Thailand</p> 

1B The English class

Personal information; third person of *to be*

Worksheet A

Names: Fabio and Barbara
Country:
Ages: Fabio 59; Barbara 47
Jobs:
Married? ✓

Name: Frank
Country: England
Age:
Job:
Married? X

Name: Gabriela
Country:
Age: 35
Job: actress
Married?

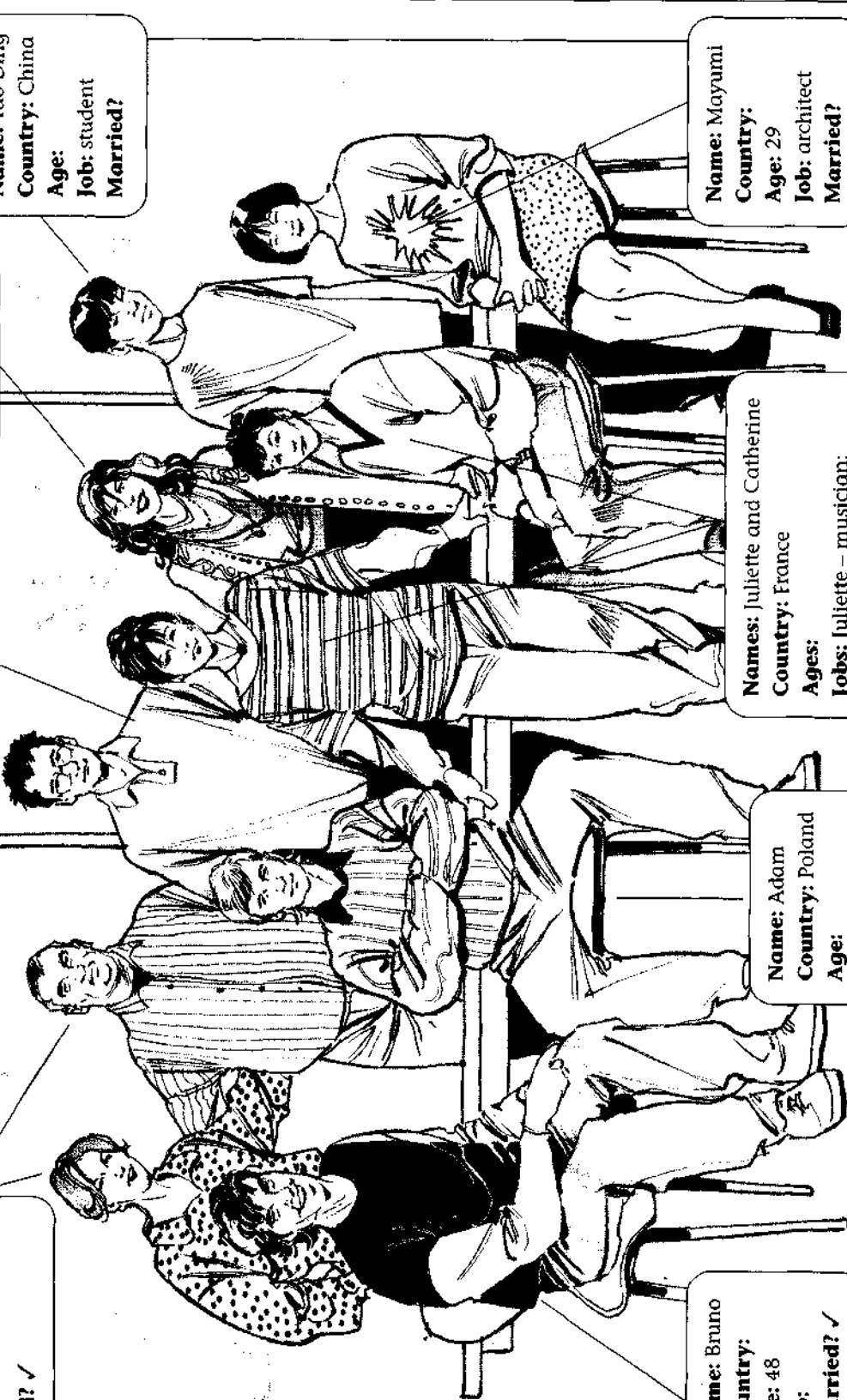
Name: Yao Ding
Country: China
Age:
Job: student
Married?

Name: Bruno
Country:
Age: 48
Job:
Married? ✓

Name: Adam
Country: Poland
Age:
Job:
Married? X

Names: Juliette and Catherine
Country: France
Ages:
Jobs: Juliette – musician;
 Catherine – sportswoman
Married?

Name: Mayumi
Country:
Age: 29
Job: architect
Married?



Worksheet B

Names: Fabio and Barbara
Country: Italy
Ages:
Jobs: Fabio – doctor; Barbara – manager
Married?

Name: Frank
Country:
Age: 30
Job: teacher
Married?

Name: Gabriela
Country: Spain
Age:
Job:
Married? ✓

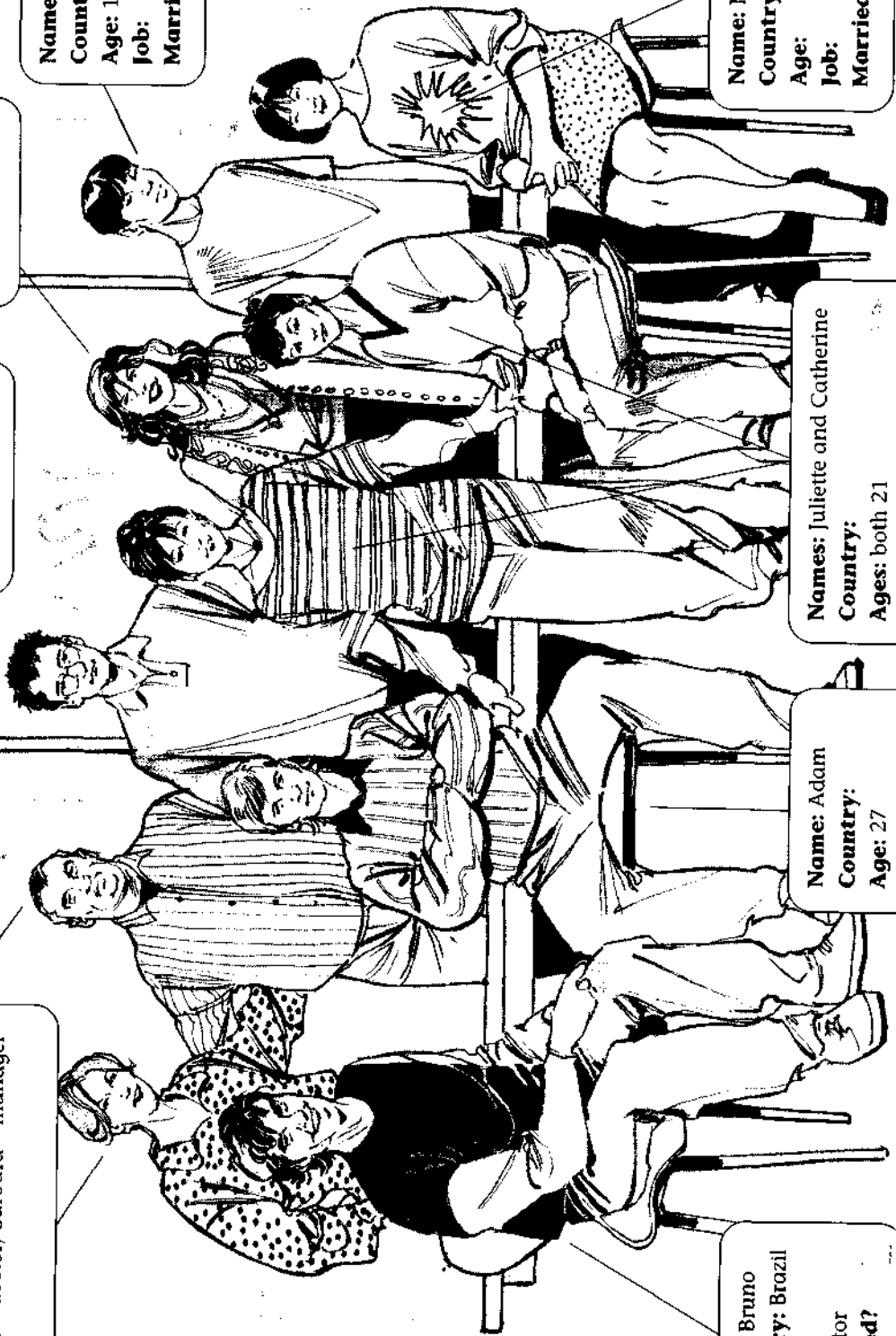
Name: Yao Ding
Country:
Age: 19
Job:
Married? X

Name: Bruno
Country: Brazil
Age:
Job: actor
Married?

Name: Adam
Country:
Age: 27
Job: engineer
Married?

Names: Juliette and Catherine
Country:
Ages: both 21
Jobs:
Married? X

Name: Mayumi
Country: Japan
Age:
Job:
Married? ✓



C Short answer snap

Short answers with *to be*

Question cards

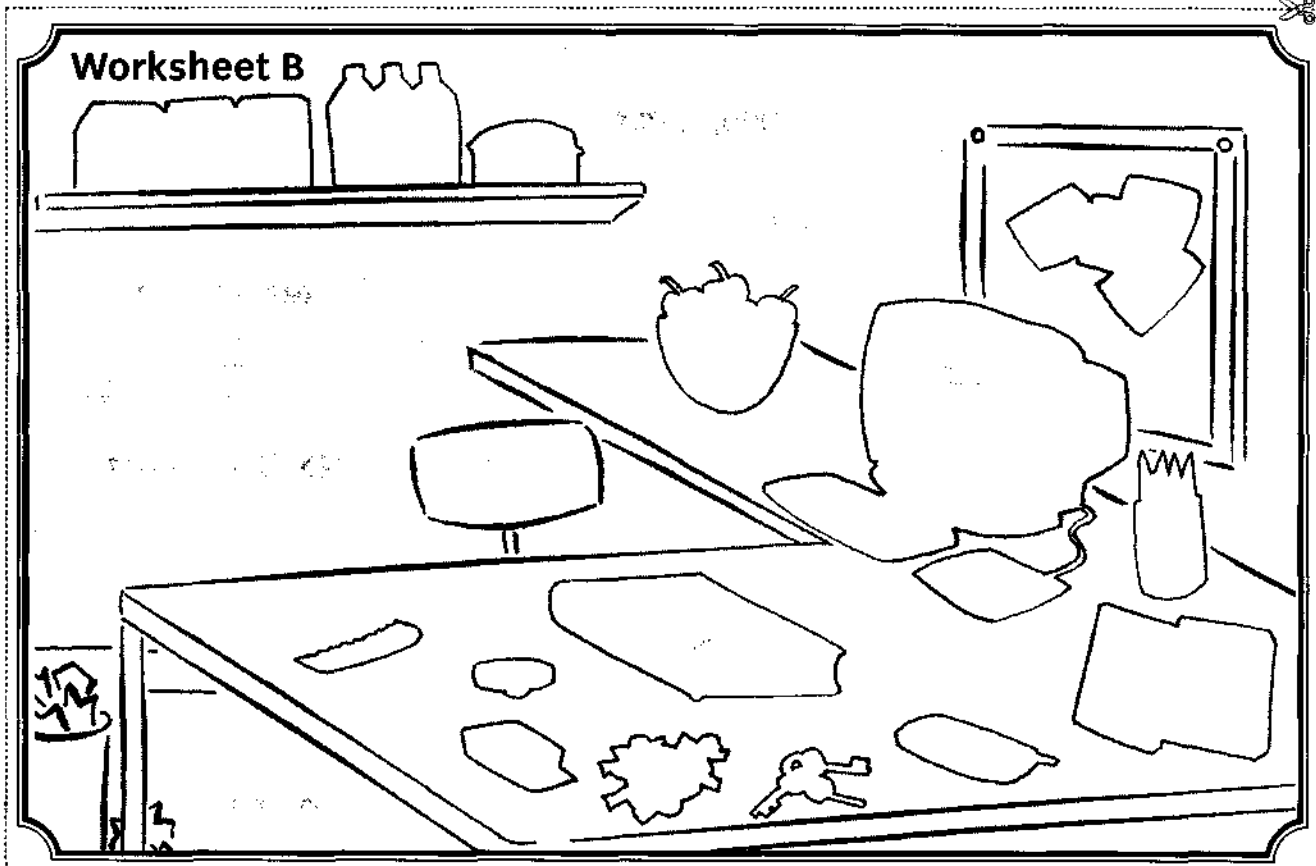
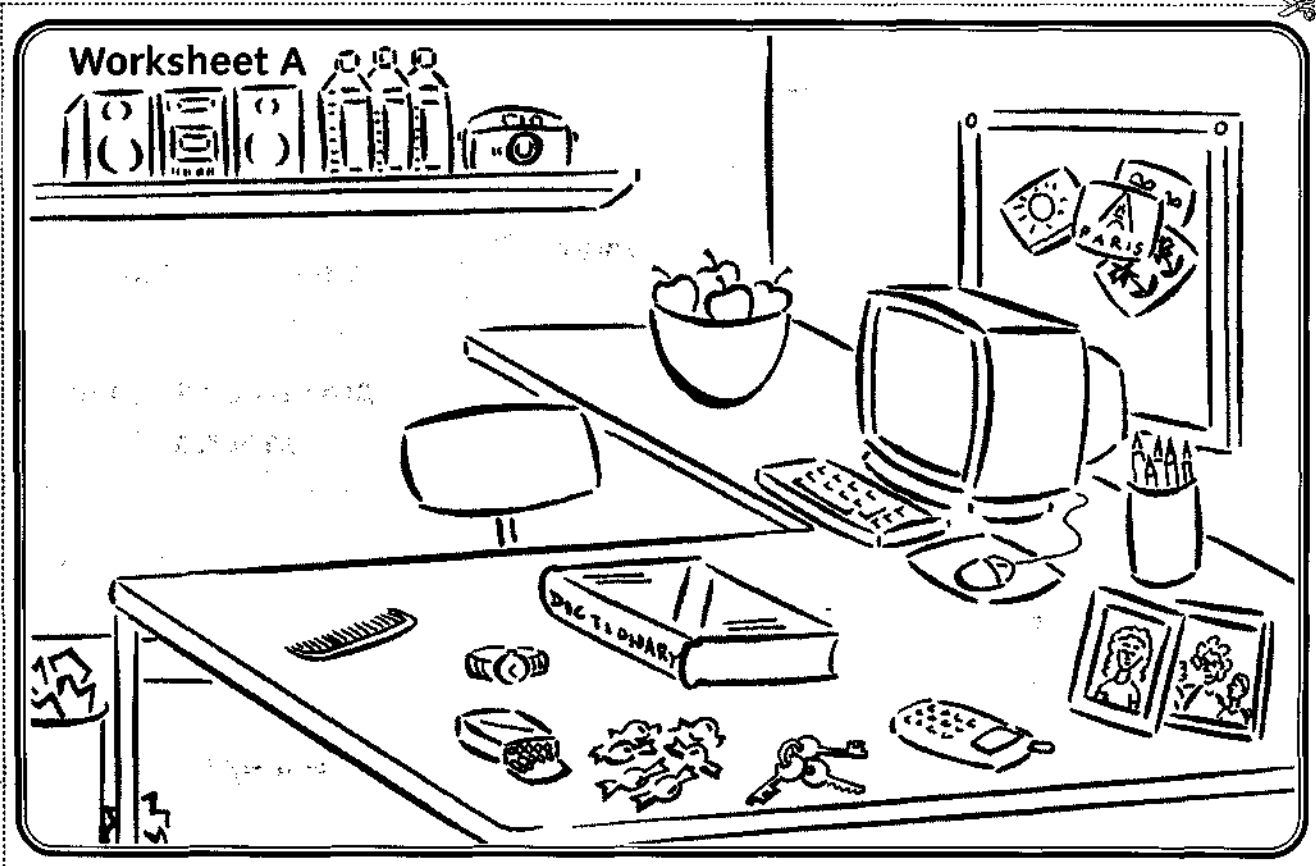
Are you from Argentina?	Is he from Spain?	Are you police officers?
Are you an actor?	Is your sister married?	Are you and your friend on holiday?
Are you a doctor?	Is your mother a teacher?	Are Sue and Tim at university?
Is your brother at university?	Is she from Japan?	Are his parents from the USA?
Is your father an engineer?	Are you from Italy?	Are they tourists?

Answer cards

Yes, I am.	No, he's not.	No, we're not.
No, I'm not.	Yes, she is.	Yes, we are.
Yes, I am.	No, she's not.	No, they're not.
Yes, he is.	Yes, she is.	Yes, they are.
No, he's not.	Yes, we are.	No, they're not.

2A What's this?

This, that, these, those



Who's got a Rolls Royce?

Have got

WHO'S GOT WHAT?

1 has got a Rolls Royce.

2 has got a hundred cats.

3 has got ten children.

4 has got an elephant.

5 has got a famous girlfriend / boyfriend.

6 has got a big swimming pool.

7 has got seven brothers and seven sisters.

8 has got an aeroplane.

9 has got a famous father.

10 has got twenty thousand books.

Role card 1

Your name is Tom / Sally and you live in London, England. You're a musician, and you've got a Rolls Royce!

Role card 2

Your name is Carlos / Rosa and you live in Madrid, Spain. You're a teacher, and you've got a hundred cats!

Role card 3

Your name is Franco / Francesca and you live in Rome, Italy. You're a police officer, and you've got ten children!

Role card 4

Your name is Ali / Gita and you live in Calcutta, India. You're a taxi driver, and you've got an elephant!

Role card 5

Your name is Nick / Nicola and you live in Hollywood, in the USA. You're an actor / actress, and you've got a famous girlfriend / boyfriend.

Role card 6

Your name is Martin / Suzannah and you live in Sao Paolo, Brazil. You're an engineer, and you've got a big swimming pool.

Role card 7

Your name is Adam / Monika and you live in Warsaw, Poland. You're an architect, and you've got seven brothers and seven sisters!

Role card 8

Your name is Toshi / Yumi and you live in Tokyo, Japan. You're a sportsman / sportswoman, and you've got an aeroplane!

Role card 9

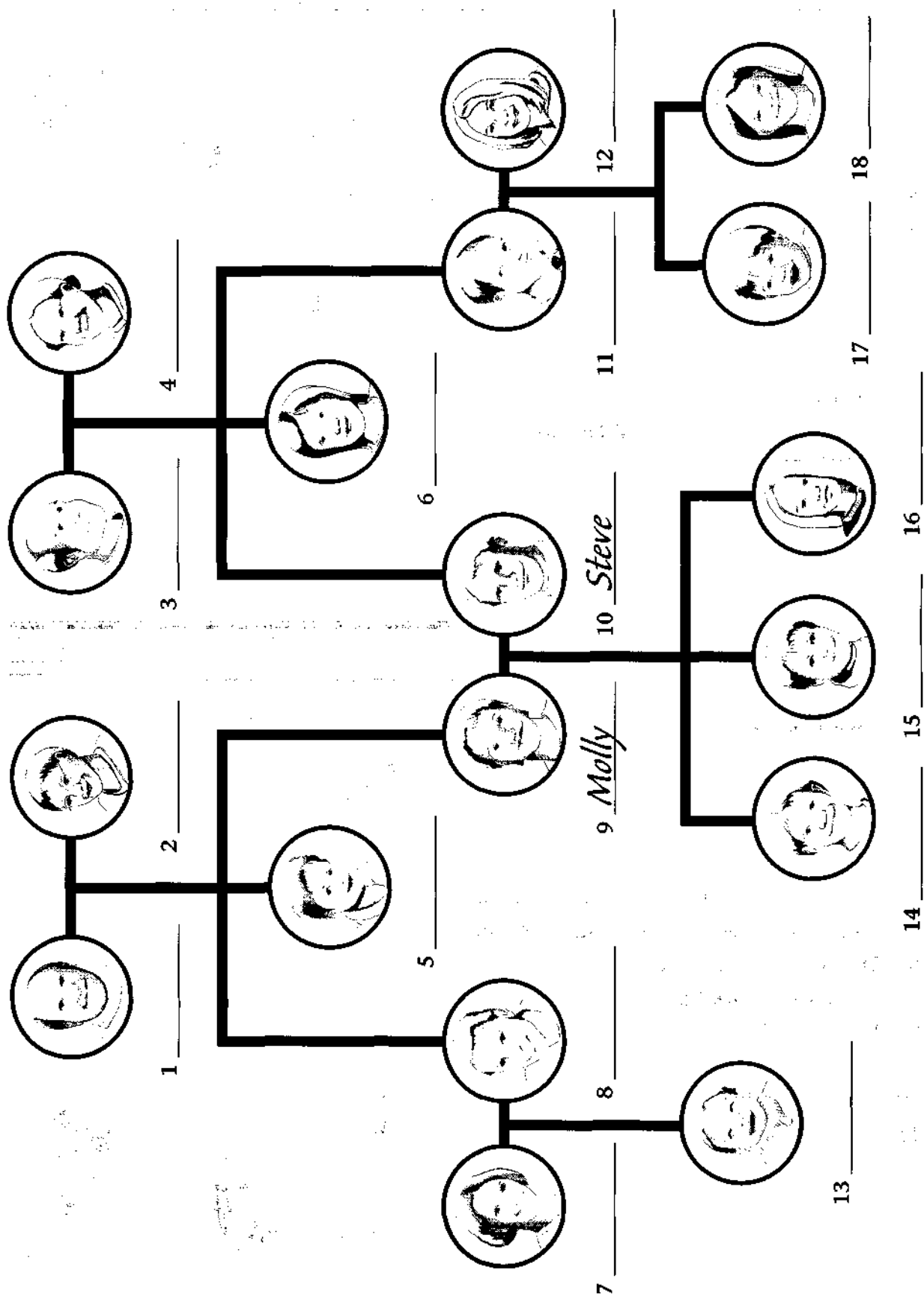
Your name is Tim / Jenny and you live in New York, in the USA. You're a manager, and you've got a famous father.

Role card 10

Your name is Hans / Rita and you live in Berlin, Germany. You're a doctor, and you've got twenty thousand books!

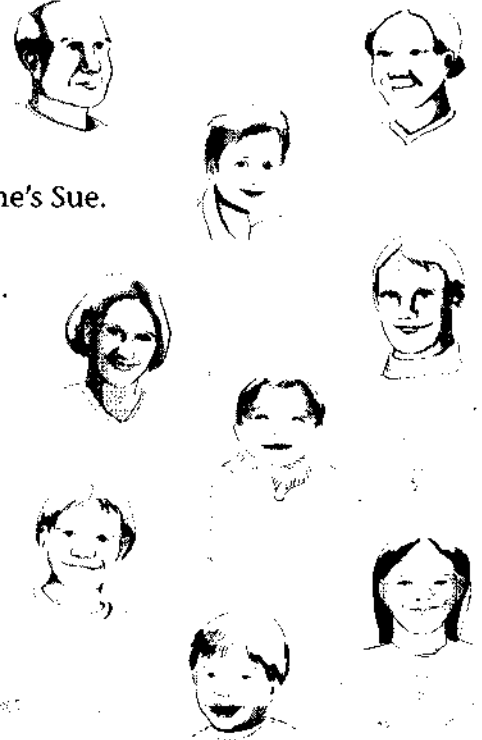
C The family

Family vocabulary; possessive adjectives and 's



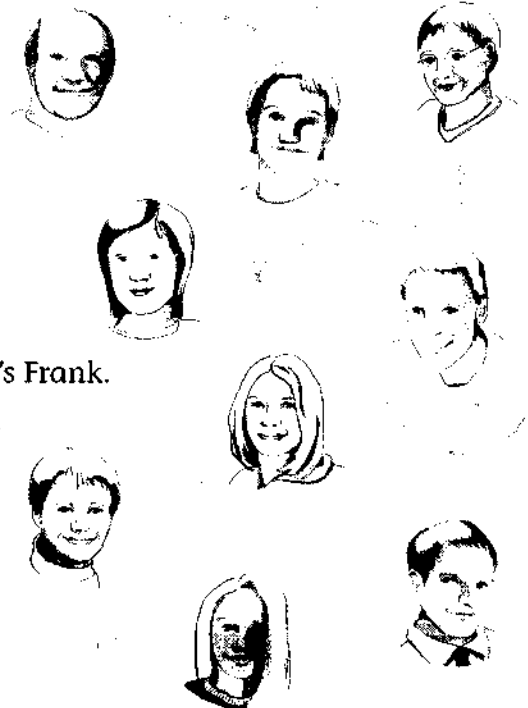
Worksheet A

- 1 Bob is Steve's brother.
- 2 Bob is married. His wife's name is Sally.
- 3 Molly and Steve have got one daughter. Her name's Sue.
- 4 Molly's got one sister. Her name's Liz.
- 5 Sally and Bob have got one son. His name's Tom.
- 6 Tom's got a sister. Her name's Maria.
- 7 Mike is Liz's father.
- 8 Jack is Tom's grandfather.
- 9 Steve is Tom's uncle.
- 10 Jack's got two granddaughters, Maria and Sue.
- 11 Sue and Maria are cousins.
- 12 Mike's got two daughters, Molly and Liz.



Worksheet B

- 1 Steve's got one sister. Her name's Pam.
- 2 Steve and Molly are Peter's parents.
- 3 Billy is Peter's brother.
- 4 Molly's got a brother. His name's Mark.
- 5 Mark is married. His wife's name is Laura.
- 6 Emma is Pam and Steve's mother.
- 7 Laura and Mark have got one son. His name's Frank.
- 8 Victoria is Frank's grandmother.
- 9 Molly is Frank's aunt.
- 10 Frank and Billy are cousins.
- 11 Peter and Billy are Emma's grandchildren.
- 12 Molly is Victoria's daughter.



Learner-training worksheet A

Using the *Mini-dictionary*

MEANING

1 a) Find these words in your *Mini-dictionary* and read the definitions and examples.

- thirsty
- packet
- shave

b) Do you understand the words? If you do, is this because of the definition, the example, or both?

GRAMMAR

2 Look at the words in Exercise 1 again.

- Which word is:
- a a noun?
 - b a verb?
 - c an adjective?

3 See how the *Mini-dictionary* shows you that a word is a noun, verb or adjective.

boyfriend /bɔɪfrend/ *noun C* **boyfriends**
a boy or man that someone has a special, romantic relationship with:
Leo is Anya's boyfriend

favourite /feɪvərɪt/ *adjective*
your **favourite** person or thing is the one you like more than any other.
What was your favourite subject at school?

walk /wɔːk/ *verb I* **walks, walking, walked, have walked**
to move somewhere on your feet: *It's better for children to walk to school than to go by car.*
** We walked around the old city for hours.*

Look at these words from Modules 1 and 2 of the *Students' Book* and write **noun**, **verb** or **adjective** next to the word. Use your *Mini-dictionary* to check your answers.

- | | | |
|-------------------------|------------------|--------------------|
| a cassette player | c remember | e understand |
| b brilliant | d tourist | f married |

PRONUNCIATION

4 Word stress is marked like this in the *Mini-dictionary*.

address /ə'dres/ *noun C* **addresses**
the number of the house and the name of the street and town where someone lives or works: *What's your address? * My address is 21 Charles Street.*

Look up these words in the *Mini-dictionary* and mark the stress.

- fantastic
- information
- professional
- e-mail

5 Say the words to your partner. Use the pronunciation table on the inside of the front cover of the *Mini-dictionary* to help you pronounce them correctly.

3A Pick four cards

Present Simple questions with you

I live in _____.

- a big house
 - a big flat
 - a big city
 - a small house
 - a small flat
 - a small town
- (or the name of your town / city)

*I like _____
and _____.*

- dogs
 - cars
 - pop music
 - cats
 - computer games
 - classical music
- (or your own answers)

I drink a lot of _____.

- milk
 - coffee
 - fruit juice
 - tea
 - water
- (or your own answer)

*I speak _____
a little / very well.*

- French
 - Italian
 - Portuguese
 - another language
 - Spanish
 - Russian
 - German
- (Don't write your first language!)

I like _____ food.

- Chinese
 - Japanese
 - Indian
 - Italian
 - French
 - Mexican
- (or your own answer)
(Don't write the food from your country)

I eat a lot of _____.

- apples
 - sweets
 - pizzas
 - chocolate
 - hamburgers
 - pasta
- (or your own answer)

I study _____.

- at university
 - business
 - medicine
 - economics
 - law
 - languages
- (or your own answer)

*I live with my _____
(and my _____).*

- parents
 - sister(s)
 - son
 - brother(s)
 - children
 - daughter
- (or your own answer)

3B Who am I?

Present Simple statements and negatives with I

Who am I?

Student number

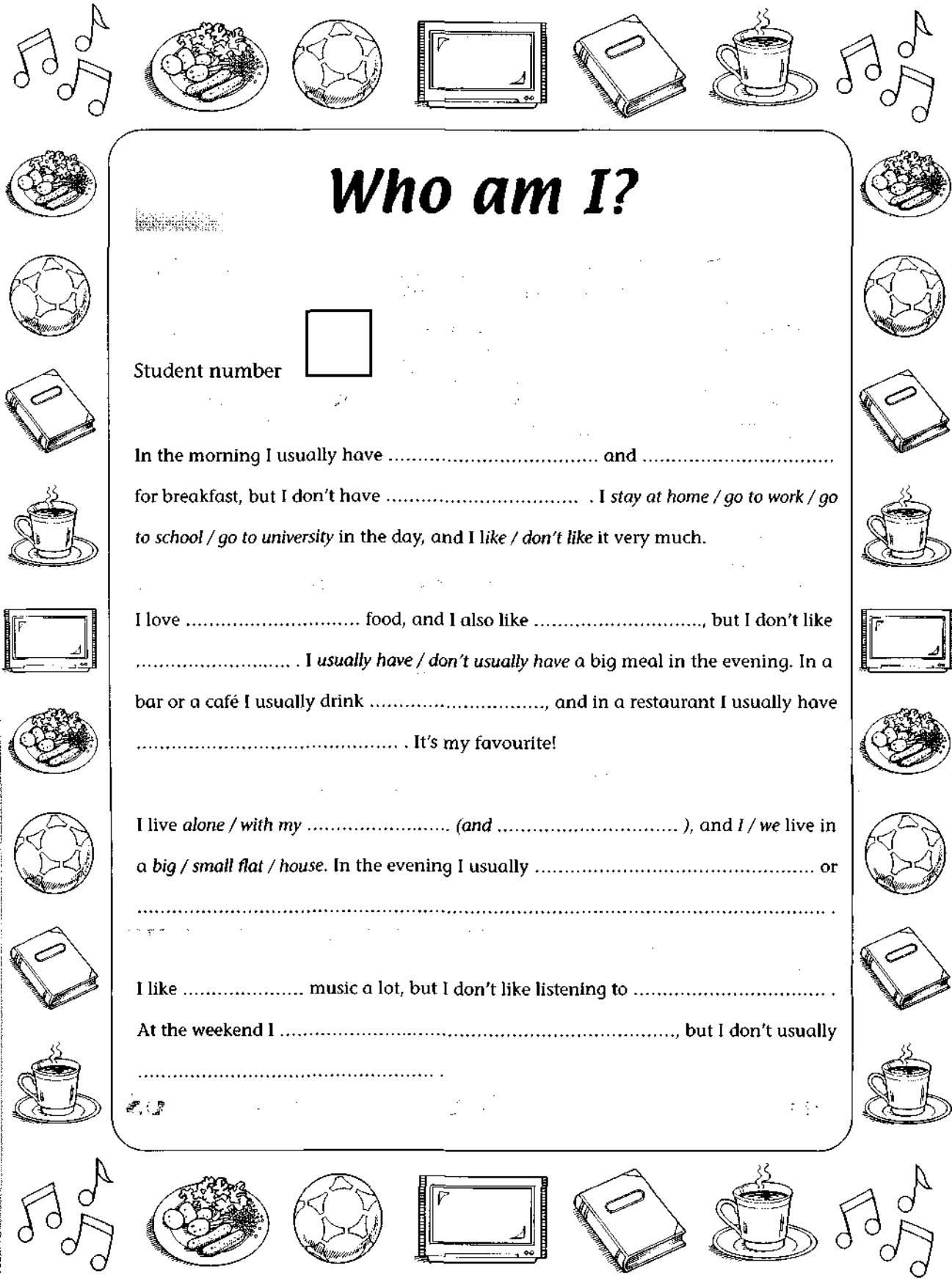
In the morning I usually have and
 for breakfast, but I don't have I *stay at home / go to work / go*
to school / go to university in the day, and I *like / don't like* it very much.

I love food, and I also like, but I don't like
 I *usually have / don't usually have* a big meal in the evening. In a
 bar or a café I usually drink, and in a restaurant I usually have
 It's my favourite!

I live *alone / with my* (and), and I / we live in
 a *big / small flat / house*. In the evening I usually or

I like music a lot, but I don't like listening to

At the weekend I, but I don't usually



3C Pronoun stars

Subject and object pronouns

Sentence cards

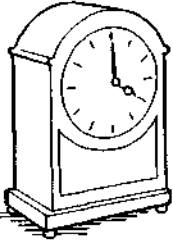

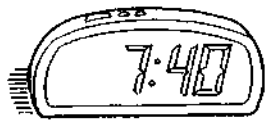
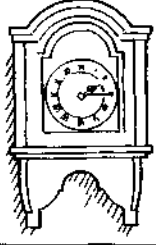
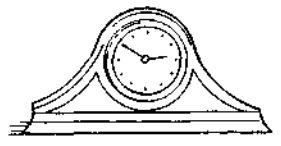
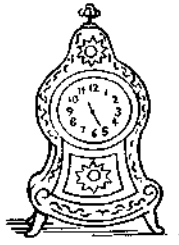
<p>My name is Joe, and ☆ am from Scotland.</p> <p>Answer: I</p>	<p>A: Do you live here?</p> <p>B: No, ☆ are on holiday.</p> <p>Answer: we</p>	<p>Peter's our teacher, and we like ☆ very much.</p> <p>Answer: him</p>
<p>A: Do ☆ live in a big city?</p> <p>B: No, we don't.</p> <p>Answer: you</p>	<p>A: John and I are at university.</p> <p>B: What do ☆ study?</p> <p>Answer: you</p>	<p>Look, that's Madonna! Go and speak to ☆.</p> <p>Answer: her</p>
<p>This is my son. ☆ is a teacher.</p> <p>Answer: he</p>	<p>My parents love classical music, but ☆ hate pop music.</p> <p>Answer: they</p>	<p>I love coffee, and I drink ☆ every morning.</p> <p>Answer: it</p>
<p>My sister's 28 years old and ☆ is married.</p> <p>Answer: she</p>	<p>I've got a big house, and my parents live with ☆.</p> <p>Answer: me</p>	<p>Sue and I live in Monaco. Come and stay with ☆!</p> <p>Answer: us</p>
<p>A: What's this?</p> <p>B: ☆ is a mobile phone.</p> <p>Answer: it</p>	<p>Happy Birthday, Jane! This is for ☆.</p> <p>Answer: you</p>	<p>My children like cats, but I hate ☆.</p> <p>Answer: them</p>

Pronoun cards

I	WE	HIM
YOU	YOU	HER
HE	THEY	IT
SHE	ME	US
IT	YOU	THEM

D Time pelmanism

Ways of telling the time

four o'clock		half past five	
five past nine		twenty-five to one	
ten past twelve		twenty to eight	
a quarter past two		a quarter to ten	
twenty past six		ten to three	
twenty-five past eleven		five to seven	

4A Things you love and hate

Present Simple; like + -ing

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	Someone who likes / loves this	Someone who doesn't like / hates this
1 doing homework		
2 classical music		
3 washing up		
4 Chinese food		
5 getting up early		
6 watching football on TV		
7 apple juice		
8 buying new shoes		
9 chocolate ice cream		
10 living in this town / city		

B Three people I know

Present Simple yes/no questions; *he* and *she*

1 Write the names of **three** people you know (either friends or people in your family) in the boxes below. Do not write anything else in the table.

Name:	Name:	Name:

2 Write **five** things about each person in the boxes below. Write short answers, not whole sentences. Write your answers in any box you want, but not in the same order as the questions. Choose from the following:

- the country (or city) he / she comes from
- something he / she likes doing
- where he / she works or studies
- a sport he / she likes watching
- the town or city he / she lives in now
- some food or drink he / she likes
- a foreign language he / she speaks
- something he / she hates

4C Always, sometimes, never

Present Simple; adverbs of frequency

Worksheet A

Underline the answer in *italics* that you think is correct for your partner. You can only choose **one** answer for each sentence. You cannot ask him / her any questions.

Partner's name	Right or wrong?
1 He / She <i>often listens</i> / <i>sometimes listens</i> / <i>doesn't often listen</i> / <i>never listens</i> to classical music.	
2 He / She <i>often goes</i> / <i>sometimes goes</i> / <i>doesn't often go</i> / <i>never goes</i> to the gym.	
3 He / She <i>always</i> / <i>often</i> / <i>sometimes</i> / <i>never goes</i> to the cinema at the weekend.	
4 He / She <i>always drinks</i> / <i>usually drinks</i> / <i>doesn't often drink</i> / <i>never drinks</i> coffee in the morning.	
5 He / She <i>always</i> / <i>usually</i> / <i>sometimes</i> / <i>never goes</i> to sleep before ten o'clock.	
6 He / She <i>often plays</i> / <i>sometimes plays</i> / <i>doesn't often play</i> / <i>never plays</i> tennis at the weekend.	
7 He / She <i>always</i> / <i>usually</i> / <i>sometimes</i> / <i>never wakes up</i> before seven o'clock.	
8 He / She <i>always does</i> / <i>usually does</i> / <i>doesn't often do</i> / <i>never does</i> his / her English homework!	

Worksheet B

Underline the answer in *italics* that you think is correct for your partner. You can only choose **one** answer for each sentence. You cannot ask him / her any questions.

Partner's name.....	Right or wrong?
1 He / She <i>always</i> / <i>usually</i> / <i>sometimes</i> / <i>never wakes up</i> after nine o'clock at the weekend.	
2 He / She <i>often goes</i> / <i>sometimes goes</i> / <i>doesn't often go</i> / <i>never goes</i> to expensive restaurants.	
3 He / She <i>always</i> / <i>usually</i> / <i>sometimes</i> / <i>never watches</i> the news on TV in the evening.	
4 He / She <i>often goes</i> / <i>sometimes goes</i> / <i>doesn't often go</i> / <i>never goes</i> dancing at the weekend.	
5 He / She <i>often</i> / <i>sometimes</i> / <i>never writes</i> e-mails or letters in English.	
6 He / She <i>always</i> / <i>usually</i> / <i>sometimes</i> / <i>never goes</i> to sleep after midnight.	
7 He / She <i>always has</i> / <i>sometimes has</i> / <i>doesn't usually have</i> / <i>never has</i> toast for breakfast.	
8 He / She <i>always</i> / <i>usually</i> / <i>sometimes</i> / <i>never studies</i> English at the weekend!	

D Verb dominoes

Verbs and nouns that go together

... in a big city in Scotland. We like it there very much.	I often read ...	... a newspaper when I have my breakfast.	Many people read ...
... magazines when they travel by train.	Sally always plays ...	... tennis on Tuesday evenings with her friends.	Alice's sister plays ...
... guitar in her friend's rock band.	Many Japanese men like playing ...	... golf in their free time.	Richard usually listens to ...
... the radio when he drives to work.	My daughter listens to ...	... CDs on her Walkman.	Katy often watches ...
... videos at her boyfriend's house.	Do you usually watch ...	... television at the weekend?	His sister sometimes goes ...
... shopping with her friends on Saturdays.	My grandfather goes ...	... swimming in the sea every day, and he's 78!	All the children want to go ...
... home . They don't like this place at all!	My brother studies ...	... law at Oxford University. He loves it!	Susan and I study ...
... English , but we think it's very difficult.	My friend Laura writes ...	... about 100 e-mails a day!	Nick's grandmother writes ...
... letters to all her grandchildren every month.	Jimmy hates going to ...	... school . He wants to stay at home and watch TV!	On Wednesday evening I usually go to ...
... the cinema with my girlfriend.	My husband and I visit ...	... our friends in Australia every Christmas.	Neil's son usually visits ...
... his grandparents in the summer holidays.	My mother never drinks ...	... coffee . She hates it!	Old people often drink ...
... tea in the afternoon. They love it!	Most Spanish people don't live ...	... in houses , they live in flats.	Bill and I are married, and we live ...

5A The perfect holiday

Can and can't for possibility

Worksheet A

Read the information below and decide what you can (and can't) do if you stay at this hotel.

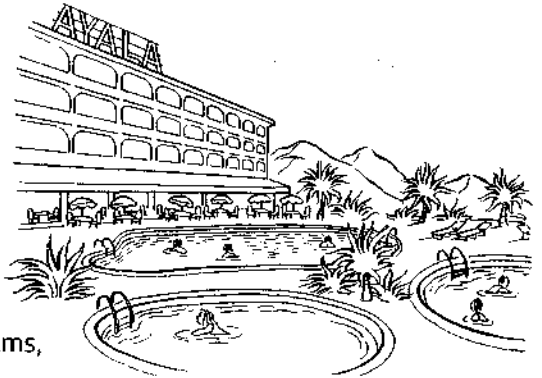
Helena Island – Ayala Hotel

Going on holiday? Then come to the beautiful **Ayala Hotel** on Helena Island.

- * swim in three swimming pools
- * eat in two restaurants
(we have the best Italian food on the island)
- * go to the *Club Ayala* every evening
- * hire cars and bicycles
- * walk to three quiet beaches
(only five minutes from the hotel)
- * go by bus to the beautiful Helga mountains

The Ayala Hotel is only twenty minutes from **Helena City**, where there are cinemas, museums, clubs and lots of interesting shops.

For the perfect holiday, come to The Ayala Hotel!



Worksheet B

Read the information below and decide what you can (and can't) do if you stay at this hotel.

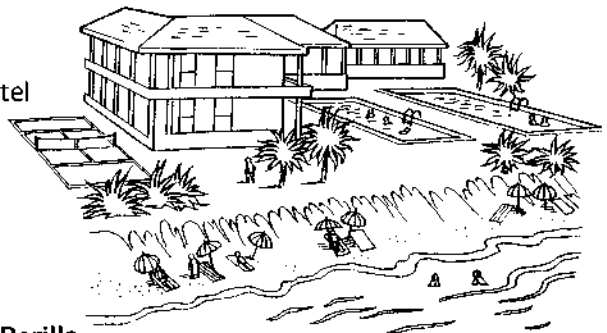
Helena Island – Bella Hotel

The Bella Hotel on Helena Island – for the holiday of your dreams.

- * eat in four excellent restaurants
(including French and Chinese)
- * visit the beautiful beach next to the hotel
- * swim in two big swimming pools
- * play tennis or golf
- * hire cars and motorbikes
- * go by boat to Bird Island – the most beautiful place in the world!

The Bella Hotel is only half an hour from **Perilla**, an old town on the coast. In Perilla there are interesting old buildings, restaurants, cafés, a cinema and lots of shops.

The Bella Hotel – where the beautiful people go!



Worksheet C

Read the information below and decide what you can (and can't) do if you stay at this hotel.

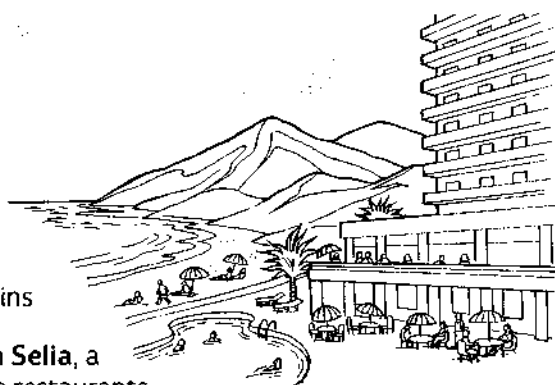
Helena Island – Romina Hotel

Come on holiday to **The Romina Hotel** – the best place to stay on Helena Island!

- * walk to four different beaches (only 5 or 10 minutes from the hotel)
- * relax in our swimming pool and jacuzzi
- * eat in three wonderful restaurants (one is open 24 hours a day!)
- * hire boats, cars and bicycles
- * watch free films every night
- * go by bus to the beautiful Helga mountains

The Romina Hotel is ten minutes walk from **Selia**, a small fishing village. In Selia there are some restaurants, two excellent clubs and lots of cafés on the beach.

For the holiday of a lifetime, come to The Romina Hotel!



Worksheet D

Read the information below and decide what you can (and can't) do if you stay at this hotel.

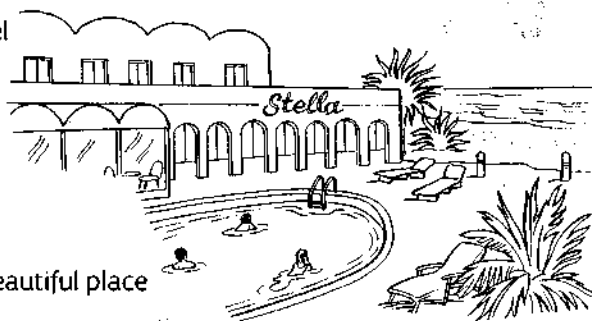
Helena Island – Stella Hotel

Come to the wonderful **Stella Hotel** on Helena Island!

- * a beautiful long beach next to the hotel
- * eat in four restaurants (including Japanese and Italian)
- * hire cars and scooters
- * dance all night at *Club Stella*
- * swim in three swimming pools (one is open 24 hours a day!)
- * go by boat to Bird Island – the most beautiful place in the world

The Stella Hotel is 25 minutes from **Vandana**, an old town on the coast. In Vandana there are very good restaurants and shops, an art gallery, and lots of places to walk.

Come and stay in The Stella Hotel – and enjoy life!



5B Transport crossword

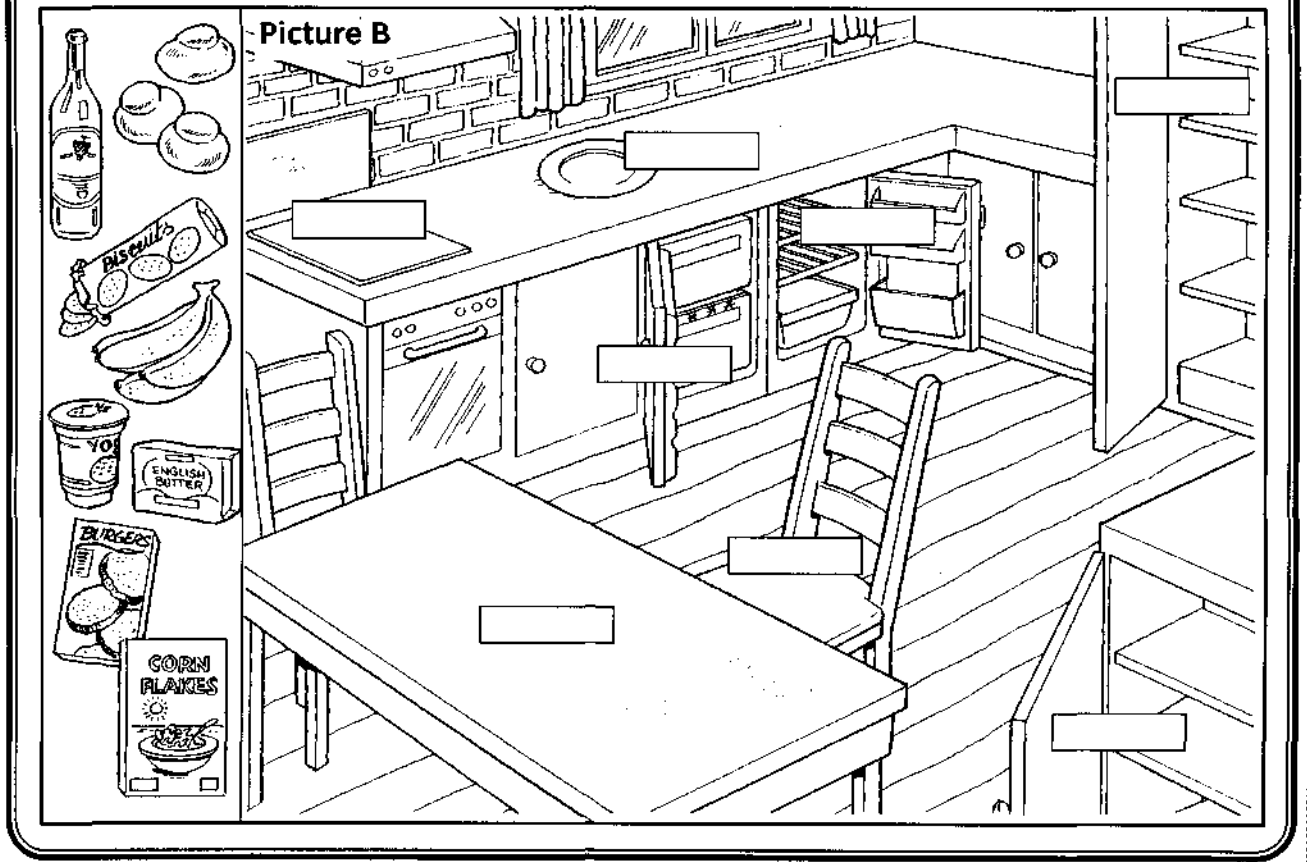
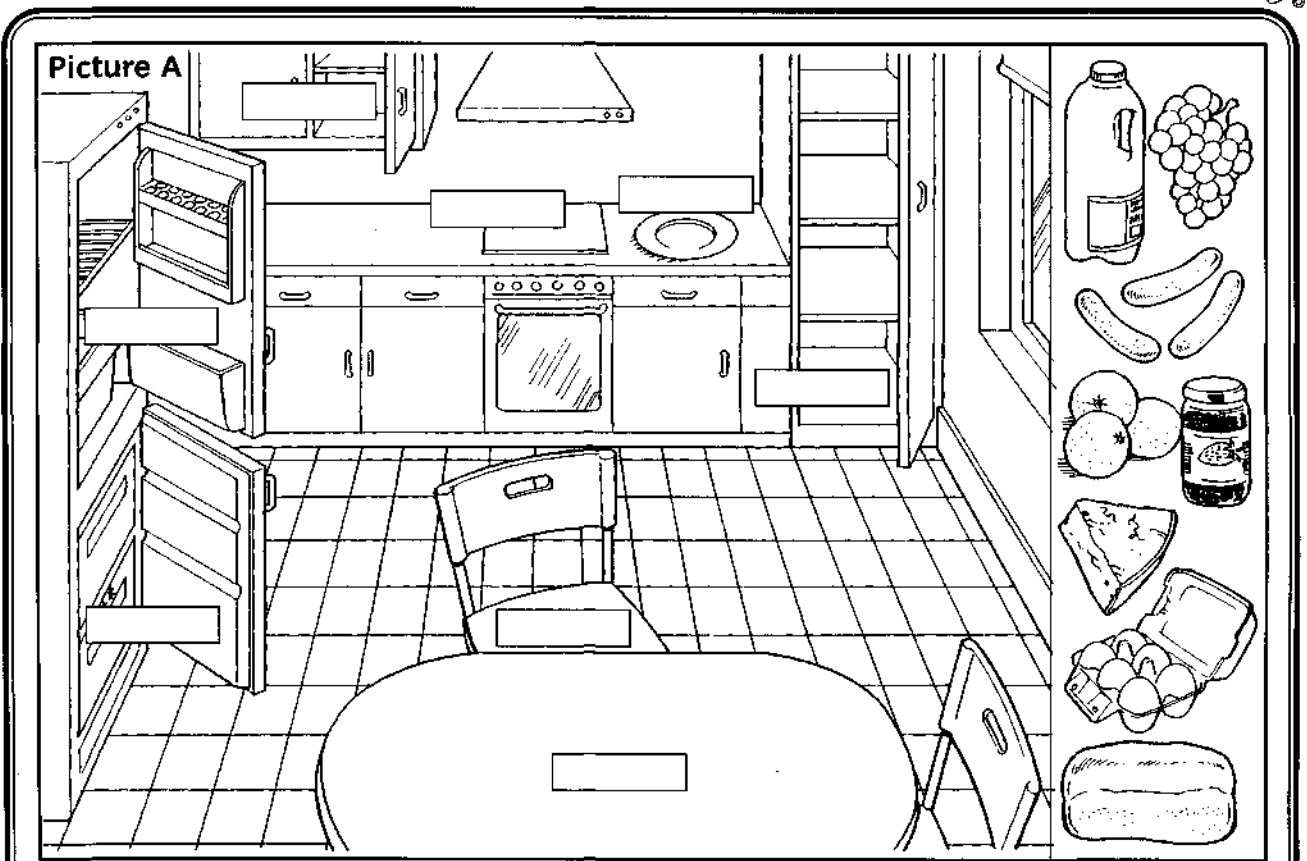
Vocabulary related to transport

Crossword A

Crossword B

6A Food battleships

There is / there are; food vocabulary; some and any

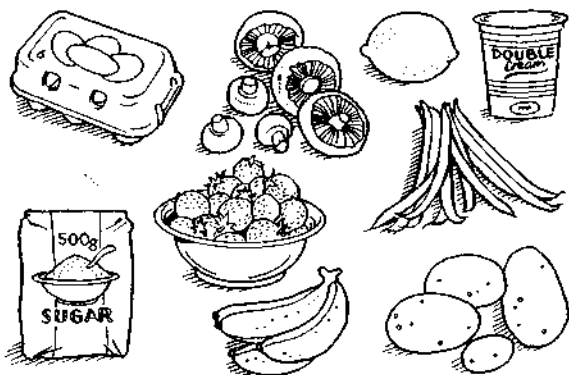


6B The recipe game

Some and any; food vocabulary

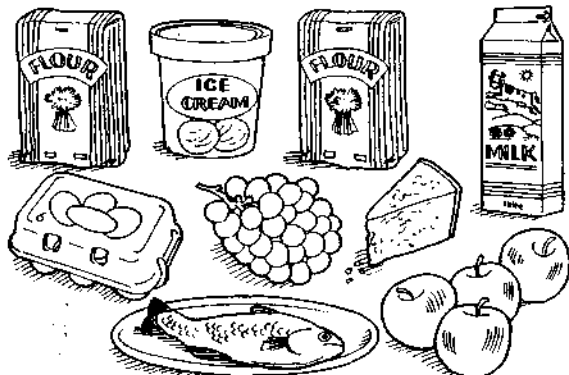
Food card A

You've got ...



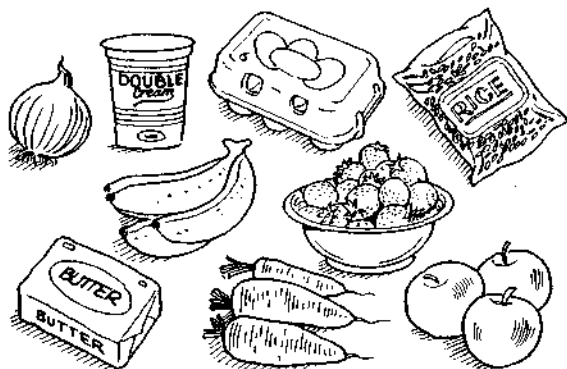
Food card B

You've got ...



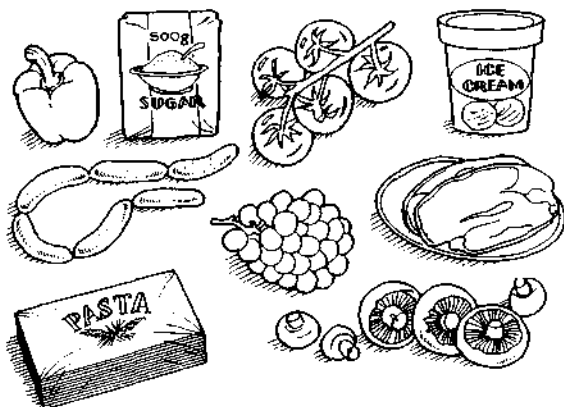
Food card C

You've got ...



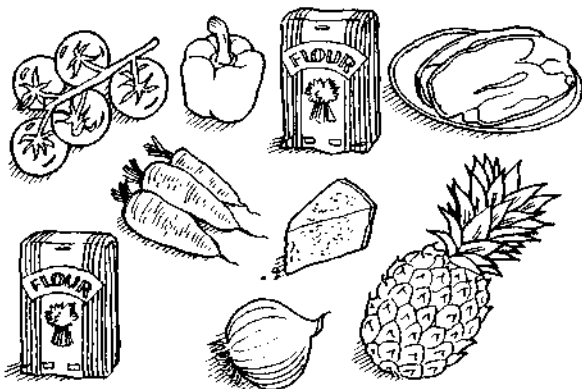
Food card D

You've got ...



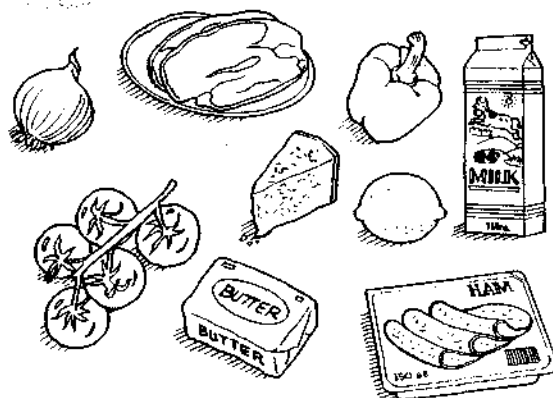
Food card E

You've got ...



Food card F

You've got ...



Recipe card A

Lasagne

You need:

- pasta
- an onion
- a green pepper
- tomatoes
- meat
- flour
- milk
- butter
- cheese

Recipe card B

Curry with Rice

You need:

- rice
- tomatoes
- an onion
- carrots
- beans
- mushrooms
- meat
- a green pepper
- a lemon

Recipe card C

Hawaiian Pizza

You need:

- flour
- ham
- sausages
- tomatoes
- cheese
- a green pepper
- mushrooms
- meat
- a pineapple

Recipe card D

Fish and Potato Pie

You need:

- fish
- potatoes
- milk
- eggs
- an onion
- carrots
- cheese
- butter
- flour

Recipe card E

Fruit Surprise

You need:

- apples
- bananas
- grapes
- strawberries
- eggs
- sugar
- a lemon
- cream
- ice cream

Recipe card F

Mixed Fruit Pie

You need:

- sugar
- flour
- eggs
- apples
- strawberries
- bananas
- grapes
- cream
- ice cream

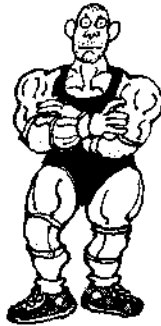
6C Sports stars

How much and How many with the Present Simple

Worksheet A

Sergei Bugalov

Sergei is a weightlifter, and he lives in Bulgaria. He's got Olympic gold medals, and trains for six hours every day. He usually eats eggs and ten kilos of meat a week. He also drinks milk a day! He lives in a big flat in Sofia with his wife and nine children.



Christina Jones

Christina is from the USA, and is a marathon runner. She runs two hundred kilometres every week, and has got World Championship medals. She usually eats one kilo of fish and drinks water a day. Every year she goes to twenty different countries. She hasn't got a car, but she's got Harley Davidson motorbikes!



Silvia Martínez

Silvia is a tennis player from Spain. She lives near Madrid, and there are swimming pools and six tennis courts in her garden. She trains for hours every day. She drinks three litres of fruit juice a day, and eats bananas a week. She's very rich, and has got \$10 million in the bank!



Antonio Crespo

Antonio is a footballer, and he lives in Italy. He plays about fifty matches every year and visits different countries. He usually eats five kilos of pasta a week, and drinks wine on Sunday night. He's very rich, and has got three houses and Ferraris!



Worksheet B

Sergei Bugalov

Sergei is a weightlifter, and he lives in Bulgaria. He's got **three** Olympic gold medals, and trains for hours every day. He usually eats **forty** eggs and meat a week. He also drinks **twelve** litres of milk a day! He lives in a big flat in Sofia with his wife and children.



Christina Jones

Christina is from the USA, and is a marathon runner. She runs kilometres every week, and has got **two** World Championship medals. She usually eats fish and drinks **eight** litres of water a day. Every year she goes to different countries. She hasn't got a car, but she's got **three** Harley Davidson motorbikes!



Silvia Martínez

Silvia is a tennis player from Spain. She lives near Madrid, and there are **two** swimming pools and tennis courts in her garden. She trains for **four** hours every day. She drinks fruit juice a day, and eats **fifty or sixty** bananas a week. She's very rich, and has got \$..... in the bank!



Antonio Crespo

Antonio is a footballer, and he lives in Italy. He plays about matches every year, and visits about **ten** different countries. He usually eats pasta a week, and drinks **one or two** bottles of wine on Sunday night. He's very rich, and has got houses and **seventeen** Ferraris!



7A The history quiz

Present Simple and past time phrases




THE HISTORY QUIZ

Choose the correct answer to the questions below.

- 1 George Lucas made the first *Star Wars* film in:
a) the sixties b) the seventies c) the eighties
- 2 Leonardo da Vinci was born in:
a) the eleventh century b) the thirteenth century c) the fifteenth century
- 3 Princess Diana died in a car crash in:
a) 1994 b) 1997 c) 1999
- 4 Michael Jackson started singing on stage when he was:
a) five b) ten c) fifteen
- 5 The First World War was from:
a) 1910 to 1916 b) 1914 to 1918 c) 1916 to 1920
- 6 Walt Disney made the first Mickey Mouse cartoon about:
a) 100 years ago b) 75 years ago c) 50 years ago
- 7 Margaret Thatcher was Prime Minister of the United Kingdom from:
a) 1971 to 1983 b) 1979 to 1990 c) 1985 to 1997
- 8 The nuclear accident at Chernobyl happened in:
a) the sixties b) the seventies c) the eighties
- 9 Elizabeth the First became Queen of England in:
a) the sixteenth century b) the eighteenth century c) the twentieth century
- 10 The Berlin Wall came down in:
a) 1984 b) 1989 c) 1995
- 11 Madonna had her first hit record with *Holiday* when she was:
a) fifteen b) nineteen c) twenty-five
- 12 The first journey by train was about:
a) 200 years ago b) 300 years ago c) 400 years ago

7B Past Simple board game

Past Simple and past time phrases

<p>the house / flat you lived in when you were twelve</p> <p>6</p>	<p>what you did last night</p> <p>7</p>	<p> THROW AGAIN! </p> <p>20</p>	<p>the last time you played a game or sport</p> <p>21</p>	<p>FINISH</p>
<p>GO FORWARD 2 SPACES</p> <p></p> <p>5</p>	<p>what you did last weekend</p> <p>8</p>	<p>a town / city you lived in when you were a child</p> <p>19</p>	<p>the last person you wrote a letter or an email to</p> <p>22</p>		what you did three days ago 33
<p>something interesting you did last week</p> <p>4</p>	<p>GO BACK 1 SPACE</p> <p></p> <p>9</p>	<p>the last time you walked over 5 km</p> <p>18</p>	<p>the presents you got for your last birthday</p> <p>23</p>	<p>MISS A TURN</p> <p></p> <p>32</p>
<p>a town or city you visited two years ago</p> <p>3</p>	<p>what you had for lunch two days ago</p> <p>10</p>	<p>what you studied in your English class last week.</p> <p>17</p>	<p>GO FORWARD 3 SPACES</p> <p></p> <p>24</p>	<p>how you came to school today</p> <p>31</p>
<p>a place you went to last year</p> <p>2</p>	<p>MISS A TURN</p> <p></p> <p>11</p>	<p>the last time you went to the cinema</p> <p>16</p>	<p>someone you met for the first time last month</p> <p>25</p>	<p>the presents you got last Christmas</p> <p>30</p>
<p> THROW AGAIN! </p> <p>1</p>	<p>where you went on holiday last year</p> <p>12</p>	<p>GO BACK 3 SPACES</p> <p></p> <p>15</p>	<p>the place where you were born</p> <p>26</p>	<p>what you had for dinner last night</p> <p>29</p>
<p>START</p>	<p>what you had for breakfast this morning</p> <p>13</p>	<p>the last time you were very tired</p> <p>14</p>	<p>the last time you spent over \$100 in one day</p> <p>27</p>	<p>GO BACK 2 SPACES</p> <p></p> <p>28</p>

Learner-training worksheet B

Past Simple: regular and irregular verbs

1 You can find past tenses of regular and irregular verbs in your *Mini-dictionary*. Remember that regular past tenses end in *-ed*.

~~walk~~ /wɔ:k/ verb I walks, walking, walked, have walked
to move somewhere on your feet: *It's better for children to walk to school than to go by car.*
* We walked around the old city for hours.

make /meɪk/ verb T makes, making, made, have made
1 to put things together in order to produce something; to create something: *I'm making a cake for Rose's birthday.*
* Steven Spielberg is a film director - he makes films.

2 Here are some verbs from Module 7 of the Students' Book. Put them in the correct box below and write the past tense. Use your *Mini-dictionary* to check the verbs you don't know. Be careful of spelling!

walk	make	end	travel	meet
die	believe	leave	become	like
change	win	sell	take	finish
have	help	get	start	begin

REGULAR VERBS		IRREGULAR VERBS	
INFINITIVE	PAST TENSE	INFINITIVE	PAST TENSE
<i>walk</i>	<i>walked</i>	<i>make</i>	<i>made</i>

3 Use your *Mini-dictionary* to find out if these verbs are regular or irregular, and write the past tense next to the verb. Careful of the spelling!

- | | | |
|---------------|------------------|---------------|
| a look _____ | d remember _____ | g play _____ |
| b watch _____ | e wear _____ | h drink _____ |
| c take _____ | f come _____ | |

4 Test your partner on the verbs in Exercises 2 and 3, like this:

make
made
walk
walked

8A Past tense bingo

Irregular past tenses

BINGO CARD A

BOUGHT	WROTE	READ
SPENT	ATE	WON
SAW	SOLD	DRANK
KNEW	WORE	HAD

BINGO CARD B

FELL	WENT	GOT
DROVE	LEFT	SLEPT
MET	FOUND	WAS / WERE
GAVE	MADE	WOKE UP

BINGO CARD C

BOUGHT	READ	ATE
SAW	DRANK	WORE
FELL	GOT	WAS / WERE
LEFT	MET	MADE

BINGO CARD D

WROTE	SPENT	WON
SOLD	KNEW	HAD
WENT	DROVE	SLEPT
FOUND	GAVE	WOKE UP

BINGO CARD E

BOUGHT	WROTE	ATE
WON	DRANK	KNEW
FELL	WENT	LEFT
SLEPT	MET	GAVE

BINGO CARD F

READ	SPENT	SAW
SOLD	WORE	HAD
GOT	DROVE	FOUND
WAS / WERE	MADE	WOKE UP

BINGO CARD G

BOUGHT	WROTE	READ
SPENT	DRANK	KNEW
WORE	HAD	LEFT
SLEPT	WAS / WERE	FOUND

BINGO CARD H

ATE	WON	SAW
SOLD	FELL	WENT
GOT	DROVE	MET
GAVE	MADE	WOKE UP

MASTER BINGO CARD

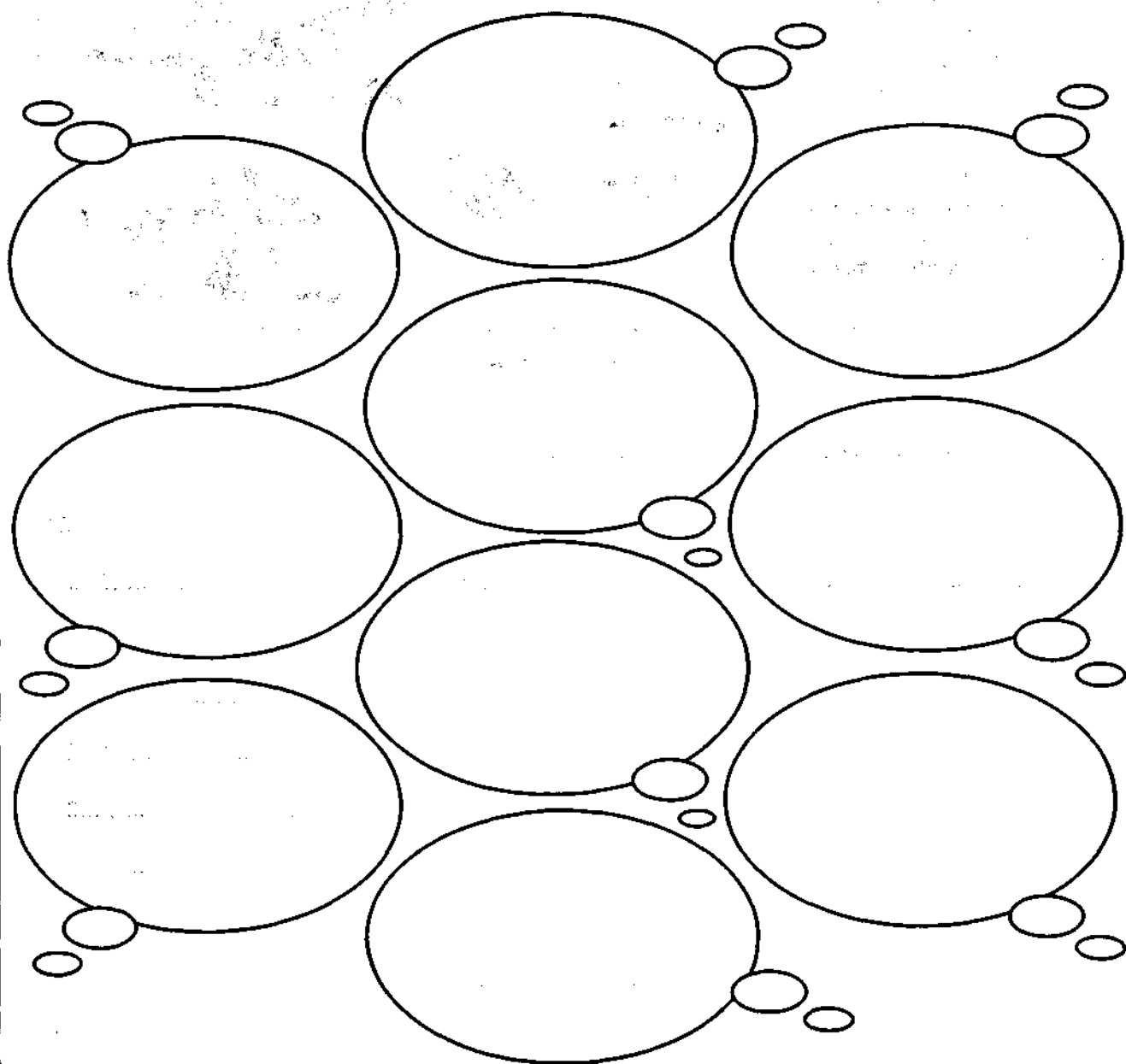
BUY	DRINK	FALL	DRIVE	FIND	EAT
GIVE	READ	SEE	SLEEP	WAKE UP	WEAR
WRITE	GO	HAVE	BE	MAKE	GET
LEAVE	SPEND	SELL	WIN	MEET	KNOW

Looking back

Past Simple yes / no questions

Write short answers to the following points in the bubbles below. You can write your answers in any bubble you want, but not in the same order as the questions.

- a place in your country you went to last year
- someone you talked to on the phone last week
- something you liked (or hated) doing when you were a child
- something you bought last month
- the town or city you lived in ten years ago
- a place you went on holiday to when you were a child
- someone you were friends with at primary school
- a present you gave to someone in your family last year
- something you did last month that you enjoyed
- someone you went on holiday with last year (or the year before)



8C John Wayne

Past Simple and question words

Worksheet A

John Wayne – An All-American Hero

John Wayne was born on (a) in Iowa, USA, but his real name was Marion Robert Morrison. When he was a child his family moved to (b) because his father was ill, and at that time Marion usually (c) to school. He went to the University of Southern California, and in the summer he worked (d) Here Marion met John Ford, a famous film director, and they became good friends. In 1930 the director offered Marion a role in his new movie *The Big Trail* because (e) Marion decided to change his name to John Wayne when he made *The Big Trail*, and over the next eight years he appeared in (f) films. Then in 1939 he made *Stagecoach*, which became an instant success. *Stagecoach* won (g) Oscars, and suddenly John Wayne was a star. In his career he appeared in nearly two hundred films, and he won (h) in 1970 for his role

in the classic western *True Grit*. He made his last film in (i) 19....., and died of cancer in 1979. He was married three times and had (j) children.



Write questions for each of the gaps in the text above.

.....?

..... when he was

.....?

.....?

.....?

.....?

.....?

.....?

.....?

.....?

10
W

SLEPT

BUY

GIVE

WRITE

LEAVE

RE

GO

SPEND

141

.....?

.....?

.....?

.....?

.....?

.....?

.....?

.....?

.....?

.....?

Worksheet B

John Wayne – An All-American Hero

John Wayne was born on May 26th 1907 in (1), but his real name was Marion Robert Morrison. When he was a child his family moved to California because (2), and at that time Marion usually rode a horse to school. He went to the University of (3), and in the summer he worked at the Fox Film Studios. Here Marion met (4), a famous film director, and they became good friends. In (5) 19..... the director offered Marion a role in his new movie *The Big Trail* because he was 'tall, strong and ugly'. Marion decided to (6) before he made *The Big Trail*, and over the next eight years he appeared in fifty-six films. Then in (7) 19..... he made *Stagecoach*, which became an instant success. *Stagecoach* won two Oscars, and suddenly John Wayne was a star. In his career he appeared in (8) films, and he won the Oscar for best actor in 1970 for his

role in the classic western *True Grit*. He made his last film in 1976, and died of cancer in (9) 19..... . He was married (10) times and had seven children.



Write questions for each of the gaps in the text above.

- 1 Where was.....?
- 2 Why did his family.....?
- 3 Which university did.....?
- 4 Which famous.....?
- 5 When.....?
- 6.....?
- 7.....?
- 8.....?
- 9.....?
- 10.....?

8D Safe at last!

Past Simple

Safe at last!

Three years ago two friends, Alex Brown and P.J. Kelly, decided to sail to Australia in a boat they made themselves. Three weeks later, they disappeared in the middle of the Indian Ocean. Boats and planes spent three weeks looking for them, but nobody could find Alex and P.J.

Then last week the pilot of an Indian Army plane saw the word HELP! written in the sand on a small island. A rescue boat went to the island – and found Alex and P.J. alive and well!

We sent our reporters to talk to the two sailors, and you can read their exclusive interview in next week's *Daily Planet!*



The island were Alex and P.J. lived for three years.

Reporter role card

You are going to interview Alex or P.J. With your partner(s), write down the questions you are going to ask. Write at least **ten** questions.

Make sure you include questions to find out the following information.

- why they were on the island
- what they ate and drank
- where they lived and slept
- what they did every day
- the problems they had on the island
- any people (or animals) they saw
- what they liked and didn't like about living on the island
- how they tried to get off the island
- if they want to go sailing again!

Now add three more questions of your own.

Sailor role card

You are P.J. or Alex. Some reporters from the *Daily Planet* are going to interview you. With your partner, make notes to help you in your interview.

Here are some things the reporter will ask you about.

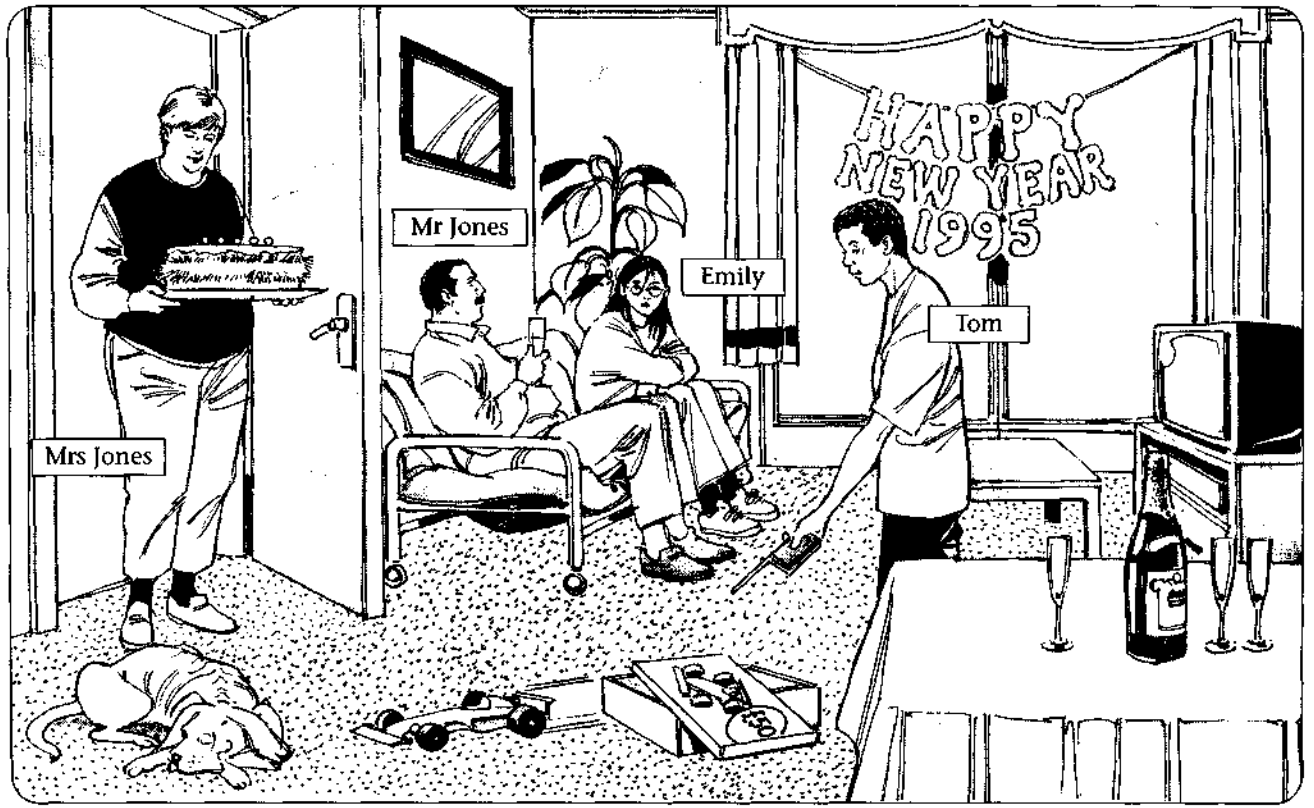
- what happened to the boat
- what you ate and drank
- where you lived and slept
- what you did every day
- the problems you had on the island
- any people (or animals) you saw
- what you liked and didn't like about living on the island
- how you tried to get off the island
- if you want to go sailing again!

Now think of three more things to tell the reporters.

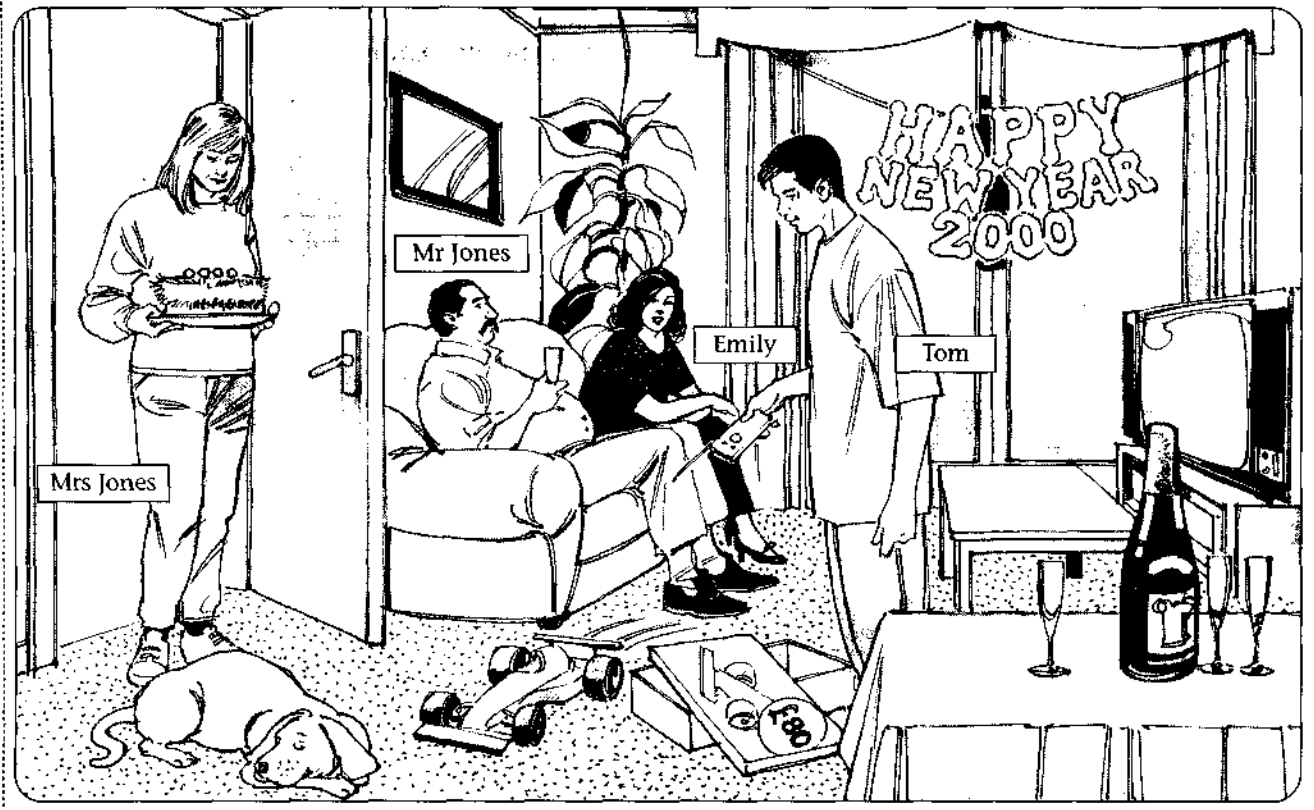
9A New Year's Eve

Comparative adjectives

Picture A



Picture B



9B A superlative survey

Superlative adjectives

Card A

Which student has got the oldest brother or sister?



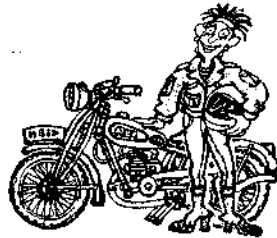
Card B

Which student went to bed the latest last night?



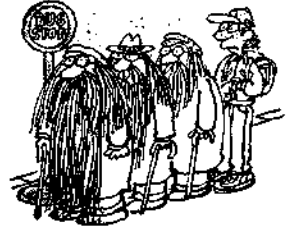
Card C

Which student has got the oldest car, motorbike, scooter or bicycle?



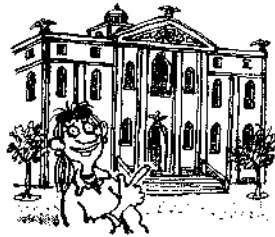
Card D

Which student takes the longest to come to school?



Card E

Which student lives in the largest house or flat?



Card F

Which student had the biggest breakfast this morning?



Card G

Which student usually wakes up the earliest?



Card H

Which student has got the youngest parent?



Card I

Which student has got the newest pair of shoes?



Card J

Which student went to the most beautiful place on holiday last year?



Card K

Which student has got the oldest relative?



Card L

Which student lives nearest to the school?



9C Shopping crossword

Vocabulary related to shopping

Crossword A

1 ASPIRIN 2 BUTCHERS 3 NEWSAGENT
 4 POSTOFFICE 5 GREENGROCCERS 6 MEDICINE
 7 CREDITCARD 8 BOOKSHOP 9 JEWELLERY
 10 CARPET 11 TOOTHPASTE 12 FRUIT
 13 SOUVENIR 14 POSTCARD

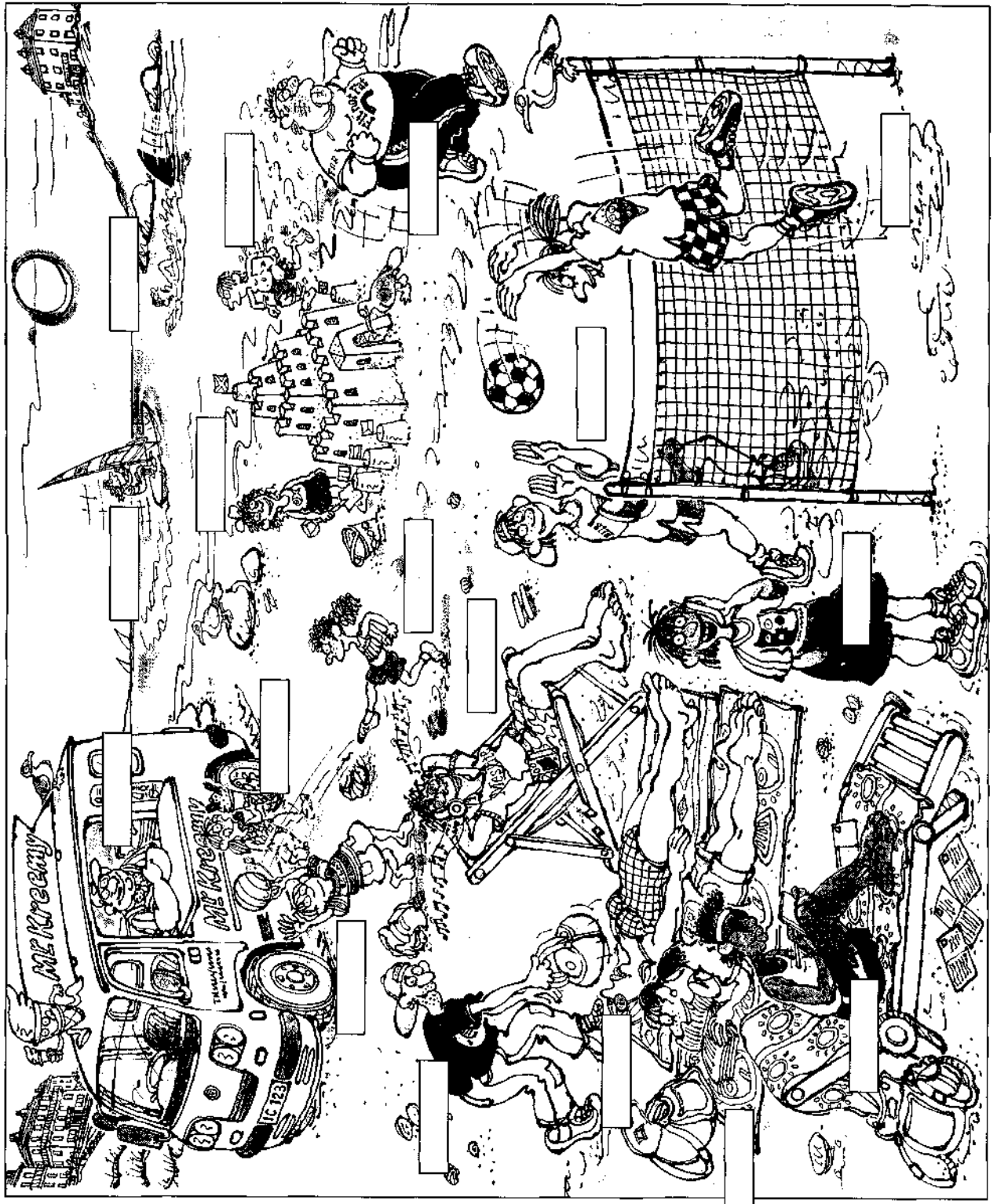
Crossword B

1 K 2 D 3 S
 4 S 5 I 6 T 7 C 8 E 9 T 10 C 11 S
 12 R 13 R 14 E 15 P 16 A 17 H 18 S 19 R 20 I 21 M 22 J 23 T 24 S 25 S 26 S

10A What's Sam doing?

Present Continuous

- Wendy
- John
- Philip
- Tania
- Peter
- Joe
- Vanessa
- Martin
- Mark
- Karen
- Claire
- Fred
- Vicky
- Susan
- Tim
- Jenny
- Sam



Activity cards

Card A

Vicky is making a sandcastle.

Card B

Peter is coming out of the sea.

Card C

Wendy is playing football with her brother.

Card D

Karen is talking on her mobile phone.

Card E

Joe is selling ice cream.

Card F

Claire is playing volleyball with her boyfriend.

Card G

Vanessa is sleeping on the beach.

Card H

Fred is running along the beach.

Card I

Martin is stealing someone's bag.

Card J

Tania is listening to music on her personal stereo.

Card K

Mark is swimming in the sea.

Card L

Philip is writing a postcard to a friend.

Card M

Tim is playing football with his sister.

Card N

Jenny is windsurfing.

Card O

Susan is reading a book.

Card P

John is playing volleyball with his girlfriend.

10B Identity parades

Vocabulary for describing people and clothes

6
5
4
3
2
1

PETER
MAT
PAUL
TOM
WILF
CHRIS
MARK
BILL

6
5
4
3
2
1

LAURA
MOLLY
JANE
SALLY
JULIE
SUSAN
LIZZIE
ALICE

OC A letter home

Present Simple and Continuous (question forms)

Letter B

C/Juan Canalejo 3° A
28017 Madrid
24th June

Dear Jennifer

Greetings from sunny Madrid! At the moment I'm sitting in a beautiful square, drinking (a) and eating chocolate cake! I sit (b) every afternoon and watch the people - it's really interesting. Two old men are playing cards, and a young girl is (c) Oh, I love it here...

But this isn't a holiday! Peter and I are studying Spanish for a month at the university. We're really enjoying it, but it's very hard work. We study for (d) hours every morning, and classes start at seven thirty. We normally get up at (e) o'clock! We go to the university by scooter, which is quite dangerous. The traffic is crazy here! We're staying with (f), who lives in the centre of Madrid.

Peter is enjoying it here too, and at the moment he's looking for (g) in the street markets. We usually go to a restaurant in the evening and eat (h) - food is very cheap here. We want to come back again next year. Well, I can see Peter walking across the square, and he's carrying a (i)! I'll say goodbye now. See you next month!

Lots of love

Penny

Letter A

C/Juan Canalejo 3° A
28017 Madrid
24th June

Dear Jennifer

Greetings from sunny Madrid! At the moment I'm sitting (1), drinking coffee and eating (2)! I sit in the same cafe every afternoon and watch the people - it's really interesting. Two old men are (3), and a young girl is playing the guitar. Oh, I love it here...

But this isn't a holiday! Peter and I are studying (4) for a month at the university. We're really enjoying it, but it's very hard work. We study for four hours every morning, and classes start at (5) We normally get up at six o'clock! Peter and I go to the university by (6), which is quite dangerous. The traffic is crazy here! We're staying with Franco (a friend from school), who lives (7)

Peter is enjoying it here too, and at the moment he's looking for souvenirs in the street markets. We usually (8) in the evening and eat meat or fish - food is very cheap here. We want to (9) next year.

Well, I can see Peter walking across the square, and he's carrying a very big box! I'll say goodbye now. See you next month!

Lots of love

Penny

11A Can you or can't you?

Can and can't for ability

Worksheet A

Partner's name	Right or wrong?
1 My partner <i>can / can't</i> swim a hundred metres.	
2 My partner <i>can / can't</i> say all the months in English.	
3 My partner <i>can / can't</i> play a musical instrument.	
4 My partner <i>can / can't</i> cook well.	
5 My partner <i>can / can't</i> add 134 and 87 without writing anything. (the answer is 221)	
6 My partner <i>can / can't</i> name three English football teams.	
7 My partner <i>can / can't</i> play chess.	
8 My partner <i>can / can't</i> drive a car.	
9 My partner <i>can / can't</i> ride a horse.	
10 My partner <i>can / can't</i> remember where the Olympics were in 1996. (the answer is Atlanta, USA)	

Worksheet B

Partner's name	Right or wrong?
1 My partner <i>can / can't</i> run a kilometre without stopping.	
2 My partner <i>can / can't</i> say 'Hello' in five languages.	
3 My partner <i>can / can't</i> play tennis well.	
4 My partner <i>can / can't</i> type without looking at the keyboard.	
5 My partner <i>can / can't</i> multiply 9 by 12 without writing anything. (the answer is 108)	
6 My partner <i>can / can't</i> name five states in the USA (in English, of course!).	
7 My partner <i>can / can't</i> play backgammon.	
8 My partner <i>can / can't</i> ride a motorbike or scooter.	
9 My partner <i>can / can't</i> ski.	
10 My partner <i>can / can't</i> remember who was President of the United States in 1991. (the answer is George Bush)	

B The dinner party

Question words and tenses

DINNER PARTY GUESTS

- 1 is an inventor. He / She invented a _____ last week.
- 2 is a millionaire. He / She won £ _____ on the lottery three months ago.
- 3 is a politician. He / She became president of his / her country in 19_____.
- 4 is a sailor. He / She lived on his / her boat for _____ years.
- 5 is a diplomat. He / She visited _____ countries last year.
- 6 is a marathon runner. He / She runs _____ kilometres every day.
- 7 is an artist. He / She sells one of his / her paintings every _____.
- 8 is an Olympic swimmer. He / She can swim 100 metres in _____ seconds.
- 9 is a translator. He / She can speak _____, _____ and _____.
- 10 is a film director. He / She makes _____ films.

What ...?	When ...?	What kind of ...?	Which ...?	How long ...?
How often ...?	How much ...?	How many ...?	How far ...?	How fast ...?



Role card A

You are an inventor, and you live in Germany. Last week you invented a machine that does English homework! You think this machine will make you rich!

Role card B

You're from London, and three months ago you lived in a very small flat and worked in a bank. Then you won £4,000,000 on the lottery! Now you live in a big house in Hawaii.

Role card C

You are a famous politician from Argentina, and you became president of your country in 1999. Everybody thinks you're a wonderful president (well, that's what they tell you!).

Role card D

You are a famous sailor from Holland. You sailed around the world in the 1970s. After that you lived on your boat for 27 years! Now you live in Amsterdam.

Role card E

You are a diplomat for your country. You spend a lot of time travelling around the world visiting important people. Last year you visited 74 countries!

Role card F

You are a marathon runner from South Africa. You won the New York Marathon in 1998. You run 30 km every day, including Sundays. You're very tired!

Role card G

You are an artist, and you live in Russia. You are very poor, because you only sell one painting every year. Maybe someone at the party wants to buy your paintings?

Role card H

You are from Australia, and you're a swimmer. You won two gold medals in the Sydney Olympics. You are the fastest swimmer in the world, and you can swim 100 metres in 54 seconds.

Role card I

You are a translator for the United Nations, and you live in the centre of New York. You can speak three languages – French, Russian and English (of course!).

Role card J

You are a famous film director from Hollywood. You only make one kind of film – action films. You are good friends with Bruce Willis and Arnold Schwarzenegger.

11C The numbers game

Different ways of saying numbers

GAME 1 CARD A

HEAR	SAY
14	1960
17,000	400
3,000,000,000	13,000
4,000,000	40
403	40,000
700,000	5.9
1749	90
START ➔	70,000
70	1.4
900,000	1690

GAME 1 CARD B

HEAR	SAY
13,000	1947
40	9,000
1690	3,000,000
19	4,000,000,000
70,000	9.5
400	900,000
30,000	70
304	14
1.4	90,000
14,000	403

GAME 1 CARD C

HEAR	SAY
5.9	17,000
90	3,000,000,000
1960	4,000,000
90,000	FINISH!
9,000	700,000
4,000,000,000	1749
3,000,000	14,000
9.5	304
1947	30,000
40,000	19

GAME 2 CARD A

HEAR	SAY
808	62
5.8	1,500
START ➔	80,000
8.5	16
260	500,000
88,000	660
6,000,000,000	6.2
220	60,000
1680	600
18	200,000

GAME 2 CARD B

HEAR	SAY
2,000,000,000	80
6.2	1860
600	1.8
12	6,000,000,000
1,500	22
16	88,000
2,000	18
60,000	FINISH!
5,000,000	1680
620	666

GAME 2 CARD C

HEAR	SAY
200,000	620
62	5,000,000
660	5.8
80,000	12
80	2,000
1.8	260
666	8.5
1860	808
500,000	2,000,000,000
22	220

12A Future walkabout

Future intentions: *going to*, *would like to* and *want to*

Find someone who ...	Name(s)
1 ... is going away for the weekend.	
2 ... <i>wants to stay in this evening and watch TV.</i>	
3 ... is going to have a big party for his/her next birthday.	
4 ... would like to become a language teacher.	
5 ... <i>is going to a concert or a club in the next two weeks</i>	
6 ... wants to go shopping this weekend.	
7 ... is going out with some friends on Saturday night.	
8 ... <i>would like to live in an English-speaking country.</i>	
9 is going to look after children at the weekend.	
10 ... would like to marry a famous film star.	
11 ... <i>is going to fly somewhere in the next three months.</i>	
12 ... wants to study English at this school next year.	

12B Collocation snap

Verb / Noun collocations

Snap cards



**A
MUSEUM**



THE GYM



**THE
CINEMA**



A CLUB



**AN
EXERCISE**



**SOME
STUDYING**



**AN
EXAM**



HOMEWORK



**SPORT
ON TV**



A VIDEO



THE NEWS



TELEVISION



**WITH
FRIENDS**



**IN
TONIGHT**



**AT
HOME**



IN BED



A MEAL



A PARTY



**A
CIGARETTE**



**A BUSY
WEEKEND**



SHOPPING



DANCING



**ON
HOLIDAY**



**AWAY FOR
THE
WEEKEND**

12C The school party

Suggestions and offers

Part A

You are going to organise a party for the whole school. Don't worry about money – the school is going to pay for everything! With your partner, decide the following things:

when to have the party	
where to have the party	
what kind of food you want	
what kind of drinks you want	
entertainment (eg a band, a DJ, games)	
things to buy / get / make (e.g. balloons, glasses, food)	
things to do before the party (e.g. put up decorations, invite people)	
any other ideas for the party	

Part B

Discuss your ideas with another pair / group, and plan your party together. Make notes about the party in the boxes below, and decide who is going to organise each part.

Where	Food	Entertainment	Things to do
When	Drink	Things to buy / get / make	Other ideas

earner-training worksheet C

Recording new vocabulary

1 Look how countable and uncountable nouns are shown in the *Mini-dictionary*.

scientist /saɪəntɪst/ *noun C* scientists
someone who studies or works in science

cooking /'kʊkɪŋ/ *noun U*
making food ready to eat: *I really enjoy cooking*

2 Match these words with the correct part of speech. Check your answers in the *Mini-dictionary*.

- | | |
|--------------|-----------------------|
| a busy | 1 a countable noun |
| b wear | 2 a preposition |
| c believe | 3 an irregular verb |
| d girlfriend | 4 a regular verb |
| e meat | 5 an uncountable noun |
| f from | 6 an adjective |

3 When you write new vocabulary in your notebooks, it is useful to include extra information about the words. Look at these two lists of words and decide what extra information is included in List B.

List A

ride = andar
ugly = feo
moustache = bigote
wait = esperar
toothpaste = pasta de dientes
uniform = uniforme

List B

to ride (*irreg*) (*past: rode*) = andar
(*e.g. to ride a bicycle / scooter*)
ugly (*adj*) = feo
(*opposite of 'beautiful'*)
a moustache (*noun C*) = bigote
to wait (*reg*) = esperar
(*e.g. to wait for a bus*)
toothpaste (*noun U*) = pasta de dientes
a uniform (*noun C*) = uniforme
(*e.g. to wear a uniform*)

4 Look at these words from Module 12 of the Students' Book. Write them in your notebook and include more information about each word. Use your *Mini-dictionary* to help you, and write the translations in your own language.

exhibition catch boring
shopping busy pack

5 Look in your vocabulary notebook (or your notes from this course) and see how you wrote new vocabulary. What extra information can you add to help you use the vocabulary correctly?

13A Life boxes

Present Perfect (statements)

Write short answers to the following points in the boxes below. You can write your answers in any box you want, but not in the same order as the questions.

- a town or city you've been to that you liked a lot
- the most expensive thing you've bought in your life
- a café or restaurant you've been to that you liked
- a film you've seen that was very bad
- the best birthday present you've received in your life
- a place you've been to that you didn't like
- someone you've been on holiday with
- a relative you've only met once or twice
- a place you haven't been to, but would like to visit
- the most exciting thing you've done in your life
- a film you've seen more than once
- someone you've met who lives in a foreign country

13B The Travellers' Club

Present Perfect questions with ever

Role card 1

You've climbed Mount Everest.
 You've been to the North Pole.
 You've lived in the Amazon jungle.
 You've met the President of Peru.

Role card 2

You've climbed Mount Everest.
 You've swum in the Nile.
 You've sailed across the Atlantic Ocean.
 You've drunk water from the River Ganges.

Role card 3

You've lived in the Amazon jungle.
 You've seen a whale.
 You've eaten sheep's eyes.
 You've travelled from Beijing to Moscow by train.

Role card 4

You've seen a whale.
 You've sailed across the Atlantic Ocean.
 You've worked in a coffee shop in Amsterdam.
 You've watched the sunrise from the top of Mount Fuji.

Role card 5

You've been to the North Pole.
 You've ridden an elephant.
 You've walked across South America.
 You've watched the sunrise from the top of Mount Fuji.

Role card 6

You've ridden an elephant.
 You've swum in the Nile.
 You've eaten sheep's eyes.
 You've driven across the Sahara Desert.

Role card 7

You've drunk water from the River Ganges.
 You've slept in an Indian temple.
 You've travelled from Beijing to Moscow by train.
 You've walked across South America.

Role card 8

You've met the President of Peru.
 You've slept in an Indian temple.
 You've driven across the Sahara Desert.
 You've worked in a coffee shop in Amsterdam.

Role card 9

You've climbed Mount Everest.
 You've travelled from Beijing to Moscow by train.
 You've driven across the Sahara Desert.
 You've watched the sunrise from the top of Mount Fuji.

Role card 10

You've met the President of Peru.
 You've seen a whale.
 You've swum in the Nile.
 You've walked across South America.

Role card 11

You've lived in the Amazon jungle.
 You've drunk water from the River Ganges.
 You've ridden an elephant.
 You've worked in a coffee shop in Amsterdam.

Role card 12

You've been to the North Pole.
 You've sailed across the Atlantic Ocean.
 You've eaten sheep's eyes.
 You've slept in an Indian temple.

13C On the phone

Language for telephoning

Student A - Role card 1

Your name is Sam Cook. You are going to call a travel agency called *Australia Travel*. You booked two plane tickets to Sydney three weeks ago, and want to know when they will be ready. The person you spoke to last time was Alex Marsh. You are leaving on Monday next week, so you want the tickets as soon as possible.



Student B - Role card 1

Your name is Alex Marsh, and you work for a travel agency called *Australia Travel*. Three weeks ago you sold two plane tickets to Sydney to a person called Sam Cook. The tickets will be ready on Friday of this week. Customers can collect tickets if they want to. Your address is 224, King Street.



Student A - Role card 2

Your name is Tom / Susan, and you are at home. You've got a sister called Vanessa, but she is out at the moment, and won't be back until 5 or 6 pm. (it is now 3 pm). She has asked you to take any messages for her, including the person's phone number.



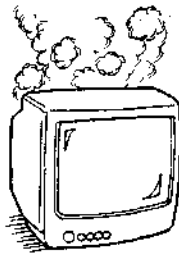
Student B - Role card 2

You are going to call your friend Vanessa. You are going to a concert tonight, and have an extra ticket. You want to ask Vanessa to come with you. The concert starts at 8 o'clock (it is now 3 pm). You are calling from your mobile phone, and the number is 01764 242197.



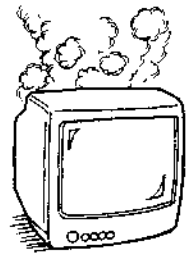
Student A - Role card 3

You are going to call a television repair company called *Fixit Limited*. Last week someone from this company came to your house and repaired your television, but now it doesn't work again. You are quite angry, and you want to speak to the manager, Mr Jones. Your phone number is 020 81695 4398.



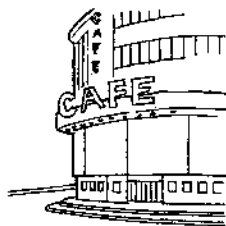
Student B - Role card 3

You are the secretary of a television repair company called *Fixit Limited*. Your boss, Mr Jones, is out of the office all day, but will be back tomorrow. If any customers phone to speak to him, you must take a message and the customers' phone number.



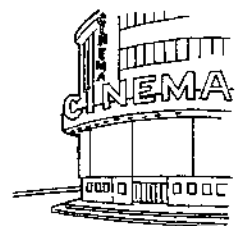
Student A - Role card 4

You have got a new job as a waiter / waitress in a French restaurant. You work every evening except Tuesdays and Sundays - on these days you finish work at 6.30 pm. There is a very good coffee shop next door to your restaurant where you often meet friends.



Student B - Role card 4

You are going to call a friend, who has just got a job as a waiter / waitress. You want to ask him / her to go to the cinema with you on Monday evening. (If you can, think of a film that you want to see.) When you speak to him / her, decide a time and a place to meet before the film.



Learner-training worksheet D

Irregular verbs

1 Notice how the past tenses and past participles of irregular verbs are shown in the *Mini-dictionary*.

send /send/ verb T sends, sending, sent, have sent
 to arrange for something to go to another place: *I sent the letter two days ago but it hasn't arrived.* * Email is a very quick way to send information to someone.

2 Find the past tenses and past participles of these verbs in your *Mini-dictionary* and write them in the spaces provided.

- a lose _____ c choose _____
 b sleep _____ d catch _____

3 Irregular verb race! Complete the table as quickly as you can. You can use the **Irregular verb table** on page 150 of the Students' Book to help you. (NOTE: You must spell all the words correctly to win.)

INFINITIVE	PAST TENSE	PAST PARTICIPLE
Speak		
give		
steal		
come		
read		
think		
win		
hear		
bring		

4 Some irregular verbs have similar sound patterns. Look at the verbs in the boxes below and check you can pronounce them.

Group A /i:/ /e/ /e/	Group B any /ɔ:/ /ɔ:/	Group C any /əv/ /əv/
<i>meet met met</i>	<i>buy bought bought</i>	<i>break broke broken</i>

5 Put these verbs in the correct boxes above and write the past tenses and past participles. There are four verbs for each box. Use the **Irregular verb table** in the Students' Book to help you if necessary.

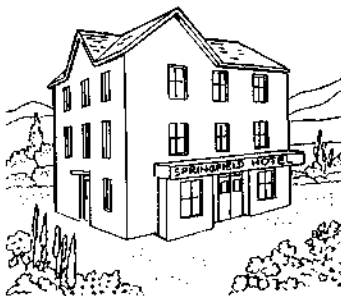
catch	read	bring	steal	Speak	leave
choose	feel	think	wake up	fight	sleep

14A Springfield Hotel

Have to, don't have to, can, can't

FOR SALE:

Springfield Hotel, close to town centre and railway station. 10 guest rooms (6 double and 4 single), excellent restaurant and beautiful garden. Call 04653 211762 for details.



Useful language







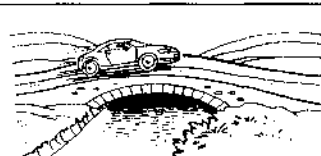

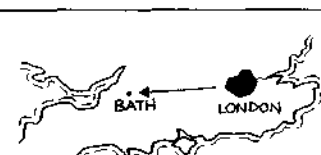



- 'Guests have to... (check out before 12).'
- 'Staff don't have to ... (wear a uniform).'
- 'Guests can ... (smoke in their rooms).'
- 'Staff can't ... (smoke in the restaurant).'

You and some friends have bought the hotel! With your partner(s), look at the following information and decide what the rules are going to be in your hotel. Write your rules in the second column.

GUESTS	
<p>Checking out</p> <ul style="list-style-type: none"> • check out before 10 / 11/ 12 ...? • pay by cash / cheque / credit card ...? • if a guest checks out late? • if a guest wants the room for an extra day? 	
<p>Meals</p> <ul style="list-style-type: none"> • book a table for lunch / dinner? • wear smart clothes for dinner? • smoke in the restaurant? • use mobile phones in the restaurant? 	
<p>In the rooms</p> <ul style="list-style-type: none"> • have visitors (when)? • play music? • eat in the room? • leave keys when they go out? • smoke cigarettes in the room? 	
STAFF	
<p>Working hours</p> <ul style="list-style-type: none"> • work weekends (how often?) • work evenings (how often?) • if they are ill? 	
<p>Clothes</p> <ul style="list-style-type: none"> • wear a uniform? • wear a suit and tie (men)? • wear trousers / skirt (women)? • clothes for kitchen staff? 	
<p>Other rules?</p>	

14B Preposition pelmanism

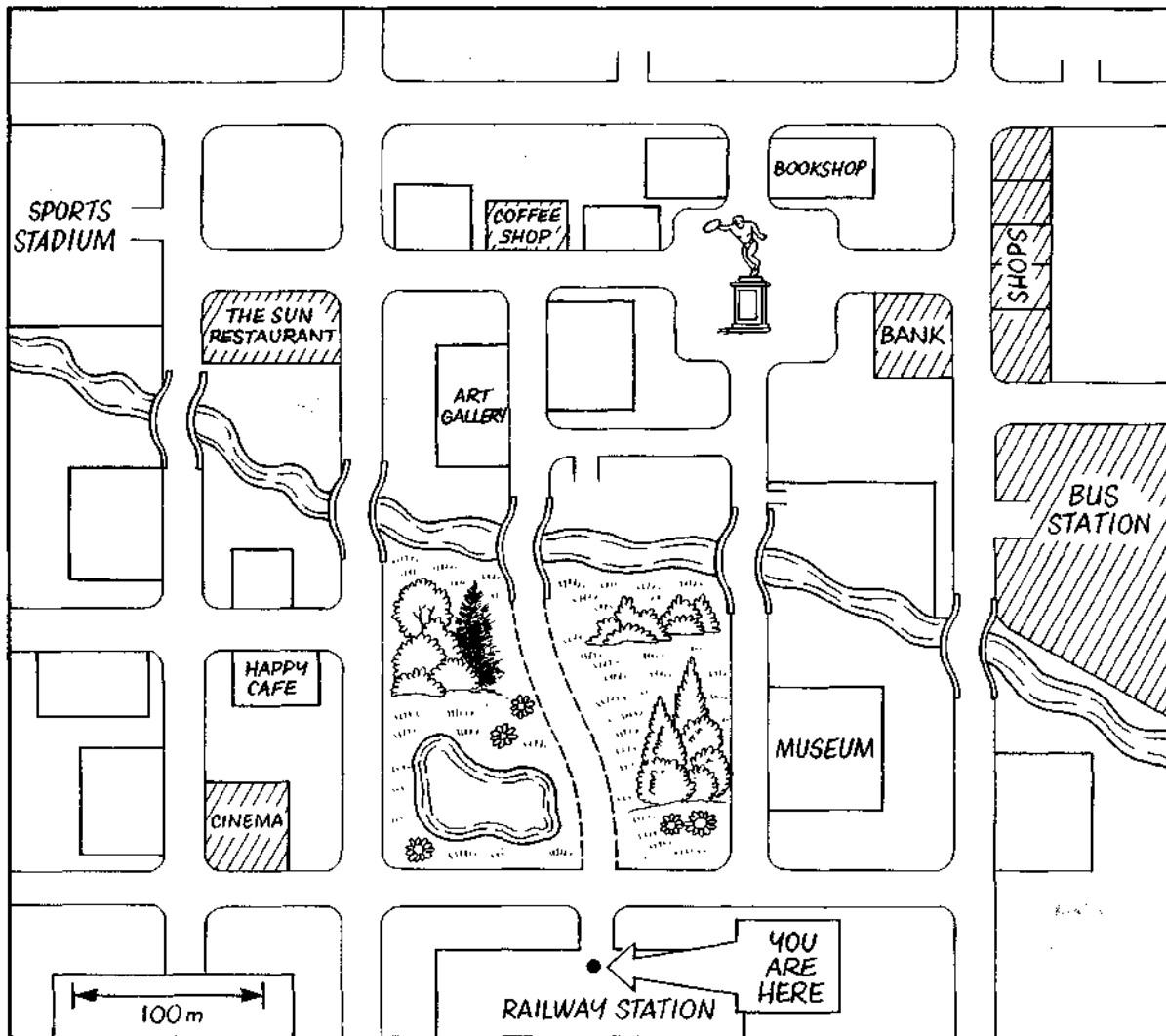
Prepositions of movement

 <p>The train is going ☆ a tunnel.</p>	<p>THROUGH</p>	 <p>He's walking ☆ a mountain.</p>	<p>UP</p>
 <p>A young girl is swimming ☆ a river.</p>	<p>ACROSS</p>	 <p>An old woman is walking ☆ some steps.</p>	<p>DOWN</p>
 <p>Two people are running ☆ a beach.</p>	<p>ALONG</p>	 <p>A young man is cycling ☆ the station.</p>	<p>PAST</p>
 <p>He's driving ☆ the bridge.</p>	<p>OVER</p>	 <p>A man in a suit is getting ☆ his car.</p>	<p>INTO</p>
 <p>They're driving ☆ London ☆ Bath.</p>	<p>FROM ... TO</p>	 <p>A woman is getting ☆ a taxi.</p>	<p>OUT OF</p>
 <p>They're driving ☆ some shops.</p>	<p>PAST</p>	 <p>Two people are walking ☆ the road.</p>	<p>ALONG</p>

14C It's the first on the left

Language for giving directions

Worksheet A



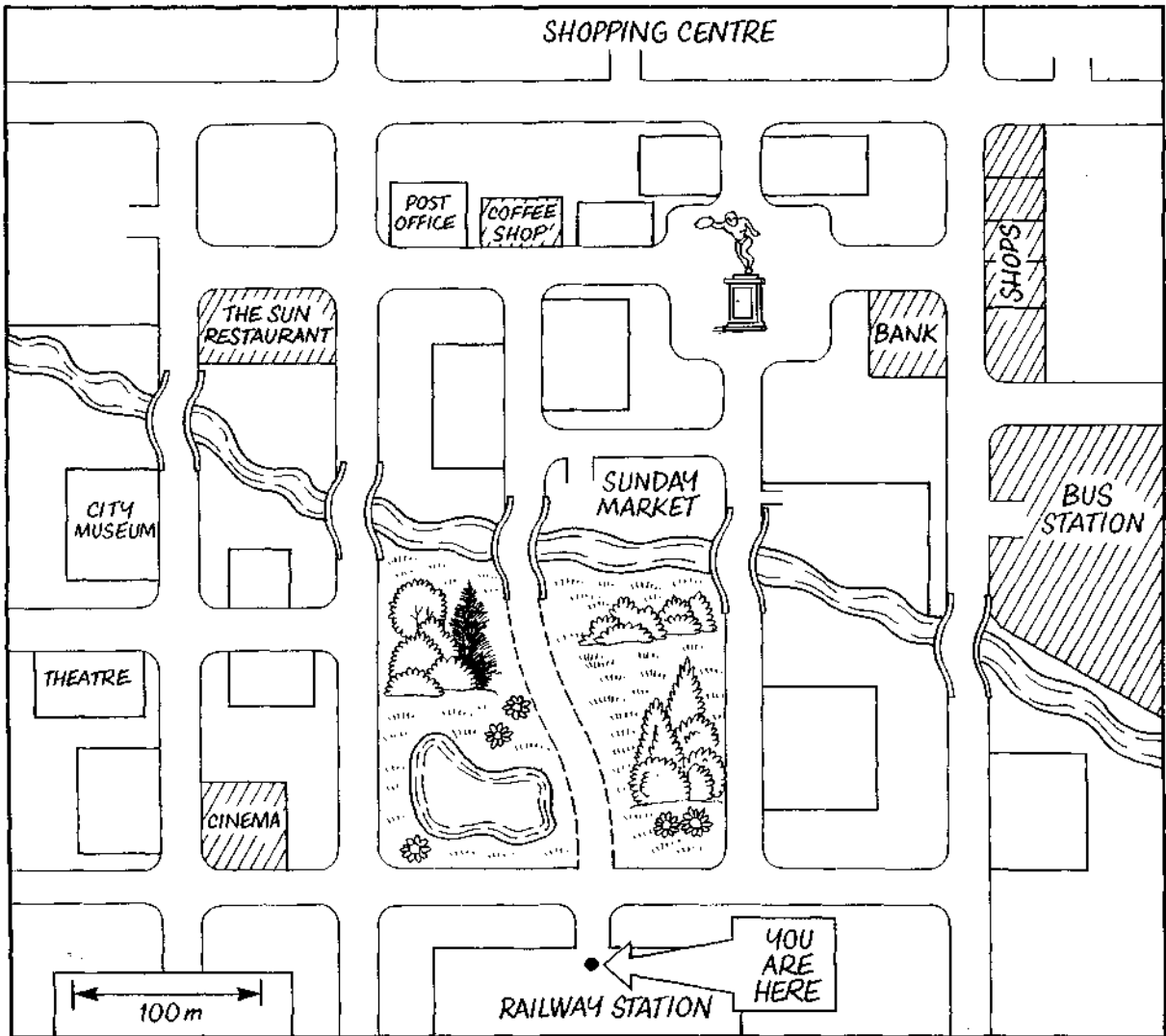
Ask your partner for directions to:

- a the museum
- b the nearest bookshop
- c the sports stadium
- d the art gallery
- e the Happy Café

Useful language

- 'Carry on } for about 100 metres.'
- 'Go straight on }
- 'Go over the bridge / past the shops / across the park.'
- 'Walk / Go along this road until the end.'
- 'When you come to the cinema, turn left / right.'
- 'Just before / after the bank, turn left / right.'
- 'The theatre is on your left.'
- 'It's the first / second / third } street on your right.'
- ' } building on your left.'

Worksheet B



Ask your partner for directions to:

- 1 the theatre
- 2 the Sunday market
- 3 the post office
- 4 the shopping centre
- 5 the city museum

Useful language

- 'Carry on } for about 100 metres.'
- 'Go straight on }
- 'Go over the bridge / past the shops / across the park.'
- 'Walk / Go along this road until the end.'
- 'When you come to the cinema, turn left / right.'
- 'Just before / after the bank, turn left / right.'
- 'The theatre is on your left.'
- 'It's the first / second / third } street on your right.'
- ' } building on your left.'

15A Education crossword

Vocabulary related to education

Crossword A

1 TAKE AN EXAM
 2 MATHEMATICS
 3 PASS
 4 SCIENCE
 5 HISTORY
 6 FOREIGN LANGUAGES
 7 DO A COURSE
 8 STUDIED
 9 INFORMATION
 10 GEOGRAPHY
 11 QUALIFICATIONS
 12 UNIVERSITY

Crossword B

1 GRADUATE
 2 ARTS
 3 SUBJECT
 4 COURSE
 5 FACULTY
 6 UNIVERSITY
 7 LIBRARY
 8 CLASS
 9 ENGLISH
 10 SCIENCE
 11 HISTORY
 12 GEOGRAPHY
 13 MATHEMATICS
 14 PHYSICS
 15 CHEMISTRY
 16 EDUCATION
 17 TEACHER
 18 STUDENT
 19 PARENT
 20 TEACHER
 21 STUDENT
 22 FACULTY
 23 LIBRARY
 24 UNIVERSITY

15B Looking into the futureModal verbs for possibility: *might, will***LIFE IN THE YEAR 2100**

Look at the sentences below and put one of the following expressions in the gaps.

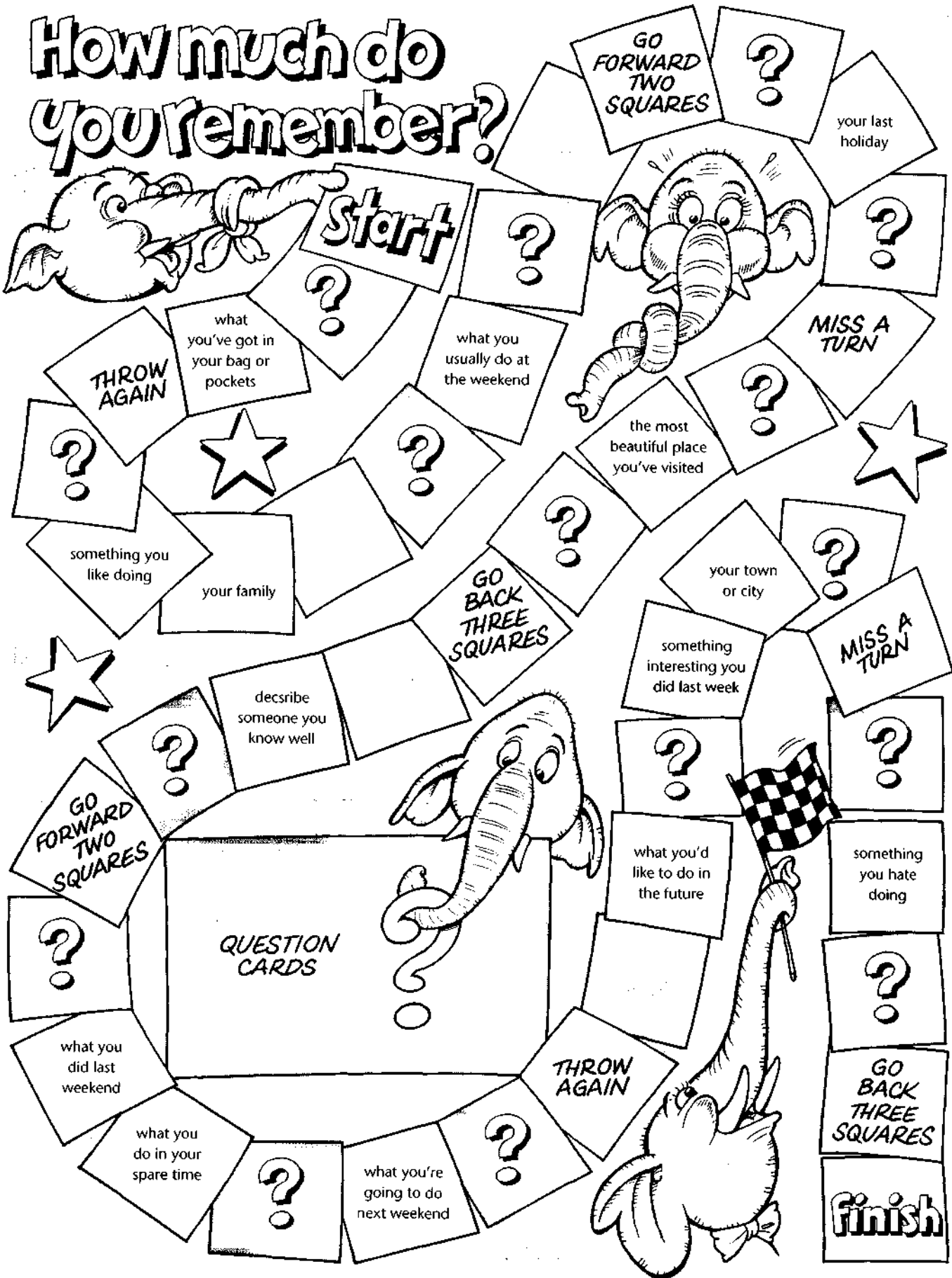
will	will probably	might	might not	probably won't	won't
-------------	----------------------	--------------	------------------	-----------------------	--------------

In the year 2100 ...	Does the group agree?
1 ... every family in your country have a computer in their homes.	
2 ... people live on the moon.	
3 ... there be robot policemen.	
4 ... everyone watch more TV than they do now.	
5 ... lions and elephants be extinct.	
6 ... there be more pollution than there is now.	
7 ... children do all their school lessons on the Internet.	
8 ... people have mini-computers inside their heads.	
9 ... people travel to other planets on holiday.	
10 ... life be more enjoyable than it is now.	

15C Revision board game

All the language in the Students' Book

How much do you remember?



Question cards

<p>1 Which is correct?</p> <p>Q: Do you <i>like</i> / <i>likes</i> playing tennis? A: Yes, I <i>do</i> / <i>like</i>, but my brother <i>don't</i> / <i>doesn't</i>.</p>	<p>2 How much or how many?</p> <p>a) _____ people are there in your class? b) _____ money have you got? c) _____ countries have you visited?</p>	<p>3 A, the or Ø?</p> <p>My sister's _____ teacher, and she lives in _____ Boston, in _____ United States.</p>
<p>4 How do you say these numbers?</p> <p>23.8 15,000,000 706 1918 (year)</p>	<p>5 'My father's name is Jim, and he has two brothers, Tim and Tom. Tim is married to Mandy, and they have two daughters, Mindy and Cindy. So Mandy is my _____ and Cindy is my _____.'</p>	<p>6 What is the past tense of these verbs? (you must get at least 3 correct!)</p> <p>sleep fall leave wear</p>
<p>7 What are the past tenses and past participles of these verbs? (you must get at least 3 correct!)</p> <p>lose break write meet</p>	<p>8 Choose the correct answer:</p> <p>I <i>have to</i> / <i>don't have to</i> get up at 7.00 to go to school, but on Saturdays I <i>have to</i> / <i>can</i> get up when I want.</p>	<p>9 What are the comparatives and superlatives of these adjectives?</p> <p>funny boring good comfortable small</p>
<p>10 Match the verb and the noun:</p> <p>play a film on TV go basketball go to swimming watch the gym</p>	<p>11 Put the words in the correct order to make a question.</p> <p>ago on where years you holiday go three did ?</p>	<p>12 Put these in order:</p> <p>sometimes never not ... often always usually often</p>
<p>13 The or Ø?</p> <p>I work in _____ city centre, and I go to _____ work by _____ train.</p>	<p>14 Put these words in order to make a sentence.</p> <p>will my pass teacher exam the we probably thinks</p>	<p>15 Think of seven types of transport (e.g. by car) in thirty seconds.</p>
<p>16 Which question word?</p> <p>How _____ is it from Rome to Pisa? How _____ can an elephant run? How _____ do you play tennis?</p>	<p>17 Name ten animals in thirty seconds.</p>	<p>18 Which is correct?</p> <p>My sister and her husband <i>live</i> / <i>lives</i> in Poland. <i>He speak</i> / <i>speaks</i> Polish, but she <i>doesn't</i> / <i>don't</i>.</p>
<p>19 Present Simple or Present Continuous?</p> <p>I (live) in London, but at the moment I (stay) with a friend in Holland. My friend (work) now and he (like) his job very much.</p>	<p>20 Is or has got?</p> <p>Janet _____ tall and thin, and she _____ blue eyes. She _____ long hair and she _____ in her thirties.</p>	<p>21 Countable or uncountable?</p> <p>cheese banana cereal roll butter jam egg sausage</p>

Test one

TIME: 45 MINUTES

modules 1-5

A Plurals

Write the plural forms of the nouns.

For example:

computer *computers*

- 1 sweet
- 2 man
- 3 child
- 4 bottle
- 5 family
- 6 watch
- 7 sportswoman

7

B Questions

Look at the answers and write the questions.

For example:

A: *What's your first name?*

B: John.

- 1 A:?
B: MacDonald.
- 2 A:?
B: I'm from Scotland.
- 3 A:?
B: I'm an actor.
- 4 A:?
B: No, I'm single.
- 5 A:?
B: I live in London.
- 6 A:?
B: 020 7854 6000

6

C Grammar and vocabulary

Circle the correct word in the following sentences.

For example:

Stefan *speak / speaks* two languages.

- 1 What are *they're / their* names?
- 2 He's *a / an* engineer.
- 3 Are *those / that* your keys?
- 4 I don't like *spiders / spider*.
- 5 Your cat likes *me / my*.
- 6 I go to *work / the work* at 8 o'clock every day.
- 7 My mother lives in Egypt. I speak to *she / her* every Sunday.
- 8 Do you travel *by / with* bus or train?

8

D Pronunciation

Where is the stress? Put the words in the correct column.

beautiful	teacher	tourist	married
manager	lesson	languages	excellent
business	holiday		

● ○	● ○ ○
<i>teacher</i>	<i>beautiful</i>

4

E Vocabulary

Write the opposite word.

For example:

married / *single*.

- 1 start /
- 2 uncle /
- 3 husband /
- 4 love /
- 5 son /
- 6 depart /
- 7 parent /

7

F Prepositions

Write the correct preposition from the box in the following sentences.

about on in at on ~~in~~ at

For example:

My school's in Rome.

- Ross and I are students university.
- It's 11 o'clock night here.
- Maria's in Australia business.
- My grandmother is 85.
- The students are holiday this week.
- My girlfriend phones me the evenings.

6

G Vocabulary and Present Simple

Complete the gaps with a verb (for example: *listen, be, go*) in the Present Simple.

On Saturday I (1) listen to the radio in the morning and then (2) shopping. We (3) lunch at 1 o'clock and then Peter (4) football on television in the afternoon and I usually (5) a book or a newspaper. In the evening we often (6) friends or we (7) to the cinema.

6

H Short answers

Write the short answers for the questions.

For example:

A: Is she a doctor? B: Yes, she is.

- | | |
|-----------------------------------|-----------------|
| 1 A: Are you Italian? | B: No, we |
| 2 A: Have they got a car? | B: No, |
| 3 A: Do you like classical music? | B: Yes, I |
| 4 A: Does Anna study law? | B: Yes, |
| 5 A: Can I take a bus? | B: Yes, |

5

I Pronunciation

Look at the underlined sounds. Three sounds are the same and one sound is different. **Circle** the different sound.

For example:

friend letter journey cassette player

- camera politician actor architect
- photo doctor comb phone card
- traffic baby wait favourite
- lunch love comfortable coffee
- four door law know

5

J Vocabulary

Write the missing letters in these means of transport.

For example:

c a r

- | | |
|---------------------|--------------------------------|
| 1 m _ t _ _ b _ k _ | 4 b _ c _ c _ e |
| 2 a _ r _ p _ _ n _ | 5 u _ d _ r _ r _ u _ d tr _ _ |
| 3 s c _ _ _ r | |

5

K Grammar

Correct the mistakes.

For example:

Do we can take a train?

Can we take a train

- Do you like swim?
- She no got a dog.
- Washington is in United States.
- Mr Jenson no drink coffee.
- What time close the bank?
- My brother's police officer.
- Do you have got a brother?
- What means 'traffic jam'?

8

Test one

L Vocabulary

Match the verbs and the nouns.

- | | |
|---------|--------------------|
| 1 live | a open all night |
| 2 study | b public transport |
| 3 start | c in a flat |
| 4 go | d school at 9 |
| 5 stay | e to the cinema |
| 6 use | f economics |

1 ... 2 ... 3 ... 4 ... 5 ... 6 ...

5

M Real life

Underline the correct answer.

For example:

What's Mark's e-mail address?

- a) Yes, he has. b) No, he isn't. c) I don't know.

- A single to Cambridge, please.
 - Single or return?
 - How much is it?
 - That's £25 please.
- How do you say this word?
 - 'Musician.'
 - m,u,s,i,c,i,a,n
 - It's a person who plays a musical instrument, for example, the guitar.
- How can I get to the station?
 - You can fly.
 - Go in a train.
 - You can walk.
- Have you got the time?
 - Yes it's 12 o'clock.
 - I'm sorry I'm not.
 - Yes, I have.
- What do you think of your English lessons?
 - I don't think.
 - These are very good.
 - They're okay.

5

N Numbers and times

Write the numbers and times in words.

For example:

62 sixty-two 5.10 five past ten

- 48
- 6.35
- 100
- 9.30
- 1.15
- 73

6

O Vocabulary

Circle the word that doesn't match the others.

For example:

red green big white

- | | | | |
|-------------|-----------|-------------|----------------|
| 1 parent | friend | grandfather | mother |
| 2 tourist | musician | actress | police officer |
| 3 brilliant | excellent | perfect | crowded |
| 4 platform | taxi | station | train |
| 5 snack | meal | dinner | diary |

5

P Questions

Complete the questions using *What, Who, How, How old, How much, Where, What time.*

For example:

What's / is the name of your school?

- A: are you? B: I'm fine thanks
- A: is your father? B: He's 48.
- A: is that man? B: Oh, that's my cousin.
- A: do your parents live? B: In Sydney.
- A: is the Moscow train? B: At 5.30, I think.
- A: is this computer? B: \$800.
- do you like doing at the weekends?

7

Q Grammar

Put the word in brackets in the correct place.

For example:

We visit our grandmother. (*often*)

We often visit our grandmother.

- My dog watches TV with me. (*always*)
.....
- Our teacher plays his guitar in class. (*sometimes*)
.....
- I write letters but I write a lot of emails. (*never*)
.....
- Do you play computer games? (*often*)
.....
- Parents don't read books to their children. (*often*)
.....

5

TOTAL 100

Test two

TIME: 45 MINUTES

modules 6-10

A Countable and uncountable nouns

Circle the correct word.

For example:

I'd like some / any tea please

- I'm sorry, Sir, but we haven't got *any* / *no* fish.
- Natalya ate *some* *toasts* / *toast* but I didn't have *any*.
- There's* / *There are* *some* *cheese* on the table.
- I didn't give Fiona *an* / *any* apple.
- We had *some* / *any* hot chocolate last night before we went to bed.
- They didn't see *some* / *any* bread in the market.
- Oh dear - there's *no* / *any* milk.
- I haven't got *some* / *any* money for new clothes.

8

B Question words

Complete the sentences with a question word from the box.

Who	What	Where	How
How much	How many	How often	When

For example:

Where are you from?

- children has Eleanor got?
- A: was your holiday? B: It was brilliant!
- did you do last night?
- A: coffee do you drink in one day?
- did you and your husband first meet?
- A: is in the film? B: Harrison Ford, I think.

6

C Numbers and dates

Write the numbers and dates in words.

For example:

56th *fifty-sixth*

- 42nd
- 1969
- 3rd
- 21st
- 5th
- 2005

6

D Vocabulary

Write the missing letters.

For example:

The opposite of good is b a d

- Everybody knows Elvis Presley. He's really f _ _ _ _ _.
- The opposite of *started* is f _ _ _ _ _.
- You can buy meat at a b _ _ _ _ _'s
- You can buy jeans in a c _ _ _ _ _ s _ _ _.
- I fell asleep at 11 o'clock and w _ _ _ u _ next morning at 7.
- The opposite of beautiful is u _ _ _.
- My f _ _ _ _ _ colour is red.
- Tim Berners Lee i _ _ _ _ _ the World Wide Web.

8

E Past Simple

Put the verbs in brackets into the Past Simple.

William Shakespeare (1) *was* (be) born at Stratford-Upon-Avon in 1564 and (2) (study) at the town school. He married Anne Hathaway and they (3) (have) three children but he (4) (not stay) in Stratford. In 1587 he (5) (decide) to go to London and he (6) (leave) Anne and Stratford and (7) (travel) to the capital city. In London he (8) (become) an actor. Shakespeare (9) (write) many poems, and thirty-five plays. His plays (10) (be) very popular. He (11) (die) in 1616 back in Stratford.

10

F Pronunciation

Put the words in the correct column.

hamburgers	popular	sausages	bananas
oranges	attractive	tomatoes	difficult
important	interesting	successful	

○ ● ○	● ○ ○
	<i>hamburgers</i>

5

G Questions

Write the questions for each answer

For example:

A: What / last night?

What did you do last night?

B: I watched television and went to bed early.

1 A: You / nice weekend?

B: Yes, I went to Paris!

2 A: Oh! Who / go with?

B: With my brother, Jim.

3 A: Be / good?

B: Yes, it was fantastic!

4 A: What / do?

B: On Saturday we walked around the city centre and we had a wonderful meal at a little restaurant.

Now complete the answers with the verb in the Past Simple.

5 A: And what about Sunday?

B: We the Eiffel Tower and the Louvre. (see)

6 A: Did you buy anything in Paris?

B: I didn't, but Jim some wine and cigarettes. (buy)

6

H Comparative adjectives

Write the comparative form of the adjective in brackets.

For example:

My brother's bedroom is *smaller* than mine. (small)

1 The new James Bond film is than the last one. (good)

2 It's to eat fruit than to eat sweets. (healthy)

3 Tokyo's than Sydney. (big)

4 My English is now than it was a year ago! (bad)

5 I like these blue sunglasses, but they're than the green ones. (expensive)

6 My name's Xiang Hu, but please call me John because it's to pronounce. (easy)

6

I Pronunciation

Look at the underlined sounds. Three sounds are the same and One sound is different. Circle the word with different sound.

For example:

friend letter journey cassette player

- 1 six biscuits difficult knife
- 2 apples grapes stamps pasta
- 3 shirt first learn ear-ring
- 4 yoghurt toothpaste soup fruit
- 5 small four sauce slow
- 6 beer near wear beard

6

J Real life

Underline the correct answer.

For example:

What's Mark's e-mail address?

- a) Yes, he has. b) No, he isn't. c) I don't know.

- 1 Do you like coffee?
 - a) Yes, I'd like. b) Yes, I love it. c) No, thank you.
- 2 Would you like some orange juice?
 - a) Yes, I'd like. b) Yes, I love it. c) No, thank you.
- 3 Do you sell shampoo?
 - a) Yes, do you like some? b) No, we aren't c) I'm sorry, we don't
- 4 Have you got this tee-shirt in blue?
 - a) Yes, we have got. b) Yes, we do. c) Let me look.
- 5 Can I have two of those cakes please?
 - a) These ones? b) That one? c) Yes, you have.
- 6 Is this seat free?
 - a) I'm sorry, it isn't. b) Yes thank you. c) Yes, please.
- 7 Is it OK to smoke here?
 - a) You can. b) No, it's a no smoking area. c) Would you like a cigarette?

7

K Superlative adjectives

Write the superlative form of the adjective in brackets.

For example:

What's the fastest car in the world? (*fast*)

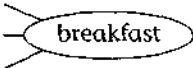
- Who's the teacher in the school? (*nice*)
- Where's the post office? (*near*)
- What's the way to get to the airport? (*good*)
- How much is the ticket to Oslo? (*cheap*)
- What's the word to spell in English? (*difficult*)
- Who's got the car? (*big*)


6

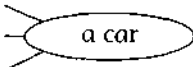
L Vocabulary

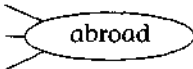
Cross out the word which does **not** go with the word in the circle.

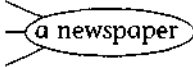
For example:

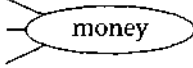
have
eat
~~do~~ 

1 watch
visit
play 

2 ride
drive
use 

3 go
make
live 

4 watch
sell
read 

5 win
take
do 

5

M Be or have got and vocabulary

Put *is / are / has got / have got* in the gaps.

For example:

My car is very comfortable.

- Sandra tall and slim.
- Paul's children black hair.
- Mrs. Jackson 37.
- Jordan green eyes.
- Mark and Rita in their fifties.

5

N Present Simple and Continuous

Underline the correct verb.

For example:

I don't like / I'm not liking fish.

- Oh no! It rains / It's raining!
- Do you often wear / Are you often wearing jeans to work?
- My uncle loves / is loving black and white films.
- I'm sorry, Tania can't come to the phone. She has / She's having a bath.
- Look at that man! He dances / He's dancing in the street.
- On Friday nights we watch / we're watching a video.
- I don't usually go / I'm not usually going to school by train.
- A: What do you read / are you reading?
B: It's a letter from Sonia. Do you want to read it?

8

O Spelling

Write the *-ing* form of these verbs.

For example:

eat *eating*

- | | |
|---------------|--------------|
| 1 have | 5 swim |
| 2 wait | 6 play |
| 3 run | 7 run |
| 4 study | 8 take |

8

TOTAL 100

Test three

TIME: 45 MINUTES

modules 11–15

A Questions

Complete the questions below with the question words in the box.

How much	How fast	Which	How long
What kind of	What	How often	How many
How old	How far		

For example:

A: *How old* is your cat? B: She's three.

- 1 A: did you stay in Uruguay? B: One week.
- 2 is Budapest from Vienna?
- 3 A: do the United States have a new President?
B: Every four years.
- 4 TV did British people watch last year?
- 5 did you do last weekend?
- 6 A: is the Eurostar train between France and Britain?
B: I'm not sure, about 100km an hour?
- 7 do you like best, Thailand or Indonesia?
- 8 A: countries have you visited?
B: Let me see ... About twelve, I think.
- 9 A: food do they have in Poland?
B: They eat a lot of meat.

9

B Grammar

Three of the sentences below are correct. Tick (✓) the correct ones and correct the others.

For example:

Don can to swim. ✗ *Don can swim.*

- 1 Can you sing? No, I don't can.
- 2 What you are going to do after the lesson?
- 3 Sofie don't want to study tonight.
- 4 I'm studying Spanish for find a better job.
- 5 What do you like to do tomorrow?
- 6 I don't often go to concerts.
- 7 I might to see Vanessa next Friday.
- 8 Do you want watch TV tonight?
- 9 Where you go on holiday next year?
- 10 It won't rain tomorrow.

10

C Numbers

Write the numbers in words.

For example:

80 km / hr *eighty kilometres per hour*

- 1 101
- 2 2,000
- 3 30,000
- 4 2.5
- 5 4,000,000
- 6 1966 (year)

6

D Real life

Make full sentences in these dialogues.

Dialogue 1

A: I / hungry
I'm hungry.

B: Me too. Shall / order a pizza?

A: Good idea. Have / a menu?

B: Yes, we have. What kind / pizza / like?

A: Four seasons.

B: Okay, I / order it.

Dialogue 2

A: Hello / speak / Pete please.

B: Sorry / out.

A: Oh, can / leave / message?

B: Sure.

A: Can you ask him / phone / me?

B: Yes. What / number?

9

E Prepositions 1

Put a preposition from the box in the correct place in the sentences.

at	to	on	off	in	for
----	----	----	-----	----	-----

For example:

I ~~got~~^{off} the train at Munich.

- Did you go the gym?
- I'd like to watch the golf television.
- I feel bad. I'm going to stay bed.
- We had a party our mother's 50th birthday.
- What did you do the weekend?

5

F Articles

Complete the story with a / an / the or Ø (zero article).

This is (1)^a..... true story about (2) young doctor who lived in (3) Chicago in (4) United States about a hundred years ago. (5) young man fell in love with (6) attractive young woman. (7) young woman's family were very rich and (8) doctor was poor, but they really loved each other. One Saturday he decided to speak to her father. Her family's house was in (9) city centre and he arrived at (10) 7 o'clock in (11) evening, but (12) family were having (13) dinner, so he went home.

On Sunday he came back but everyone was out, so he waited in (14) big room. It was very quiet in (15) room and he felt tired, so he sat down on (16) small chair by the window.

He was a big man and (17) chair broke! He felt very bad about this and he sat down on (18) different chair, a big, comfortable one. Unfortunately there was (19) cat on (20) chair. Very unfortunately, he was a really big man and (21) cat didn't live! (22) doctor decided to find another wife and he left immediately!

11

G Vocabulary

Complete the gaps with the missing word.

For example:

He's a very f a m e u s actor; everyone knows him.

- I had a r _____ evening. I had a bath and read.
- It's raining! My jacket is really w _____.
- You can see lots of paintings by artists in the Art G _____.
- I didn't like m _____ at school. I can't count!
- I have bought a lot of CDs o _____. You order on the computer and it's much cheaper than in the shops.
- I'm sorry, I can't see you tomorrow. I'm b _____.
- Janine f _____ all her exams because she didn't do any work.
- I'm doing a French c _____ on Monday evenings.

8

H Present Perfect

Put the verbs into the correct form of the Present Perfect in the following sentences.

For example:

Barcelona / ever / win / the competition?
Has Barcelona ever won the competition?

- I don't think we / meet. I'm Harry.
.....
- Pat / never / see / a James Bond film.
.....
- Luke / do / a lot of jobs in his life.
.....
- He / be / a sportsman, an actor and a politician.
.....
- I / never / have / a dog before.
.....
- You / ever / broke / your arm?
.....

6

Test three

I Pronunciation

Match the words in the box with the correct stress pattern.

castle	typewriter	qualification	exhibition
interesting	museum	technology	

- 1 ○ ○ ○ ● ○
- 2 ● *castle*
- 3 ● ○ ○
- 4 ○ ○ ● ○
- 5 ○ ● ○
- 6 ● ○ ○
- 7 ○ ● ○ ○

6

J Prepositions 2

Circle the correct preposition in the following sentences.

For example:

I walked along / down / through the steps.

- 1 The underground station? You go out of / out / across the front door and turn left.
- 2 The President flew to / from / past Cape Town to Johannesburg this morning.
- 3 Walk past / across / along Oxford Street for about ten minutes and you'll see Selfridges.
- 4 There are more than twenty bridges through / over / up the River Thames.

4

K Have to / Can

Complete the gaps with the correct form of *have to* or *can*.

For example:

You don't have to pay now. You can pay tomorrow.

- 1 Is your computer broken? You use mine.
- 2 In this job we speak English because all the tourists are from Britain and Australia.
- 3 You wear a suit when you go to the cinema.
- 4 I'm sorry, but you speak to Mr Stevens now. He's out of the office.
- 5 Karen come to the party. She can stay at home if she wants.
- 6 We get Portuguese TV here! It's fantastic!

6

L Verbs

Put the verbs in brackets into the correct tense. You can use the Present Simple, the Present Continuous, the Past Simple or the Present Perfect.

- Rob: This (1) is (be) Rob Taylor and you (2) (listen) to *Music Radio Live*. The time is 8 o'clock here in Edinburgh and opposite me in the studio today is the singer Mel Yates! Our first question (3) (be) from Ana in Holland.
- Anna: Yes, Mel. My question is: What (4) (wear) today?
- Mel: (5) (wear) a long black dress and sunglasses.
- Rob: And now a question from Paul in Belgium:
- Paul: (6) (have) a boyfriend?
- Mel: Yes, his name's Sam and we (7) (meet) a year ago.
- Rob: Here's Sonja from Sweden:
- Sonja: (8) (play) a musical instrument?
- Mel: Yes, I (9) (play) the guitar, but not very well.
- Rob: Now here are Jess and Vic from Ireland:
- Jess: Hi, Mel. My question is: (10) (ever / be) in a film?
- Mel: No, but I'd like to make a film one day.
- Vic: (11) (ever / had) a bad concert?
- Mel: Let me think. Oh yes. In Berlin in 1999. We (12) (be) in an outdoor stadium and it (13) (rain) all evening. After an hour people (14) (start) going home.
- Rob: Thanks Mel. This is Rob Taylor and I (15) (sit) here with Mel Yates ...

14

M Pronunciation

Look at the underlined sounds. Three sounds are the same and one sound is different. Circle the different sound.

For example:

friend letter (journey) cassette player

- 1 statue cloudy shoes through
- 2 snow won't clothes want
- 3 library windy picture building
- 4 raining stadium warm straight
- 5 city feed receive beach
- 6 science mobile tie hill

6

TOTAL 100

Resource bank key

2C The family

- | | | | |
|------------|----------|----------------|----------|
| 1 Mike | 6 Pam | 11 Bob | 16 Sue |
| 2 Victoria | 7 Laura | 12 Sally | 17 Tom |
| 3 Jack | 8 Mark | 13 Frank | 18 Maria |
| 4 Emma | 9 Molly | 14 Billy/Peter | |
| 5 Liz | 10 Steve | 15 Billy/Peter | |

Learner-training worksheet A

- 3 a noun d noun
b adjective e verb
c verb f adjective
- 4 fantastic information
professional e-mail

7A The history quiz

- b (*Star Wars* was made in 1977)
- c (he was born in 1452)
- a (she died on August 31st 1997)
- a
- b
- b (*Steamboat Willie* in 1928)
- b
- c (it happened on April 26, 1986)
- a (she became Queen in 1558)
- b (it came down in November 1989)
- c (Madonna was born on August 16th 1958; *Holiday* was a hit in October 1983)
- a (The first public railway in the world opened in England in 1825.)

9A New Year's Eve

In Picture B:

- Mr Jones has got a longer moustache
- Mr Jones is fatter
- Mrs Jones has got longer hair
- Mrs Jones is thinner
- Emily is more beautiful
- Emily has got shorter hair
- Tom is taller
- The toy car is bigger
- The toy car is more expensive
- The dog is fatter
- The bottle of champagne is bigger
- The cake is smaller
- The sofa is more comfortable
- The curtains are longer
- The TV is bigger / more expensive
- The plant is taller

11B The dinner party

- What did you invent last month?
- How much (money) did you win on the lottery three months ago?
- When did you become president of your country?
- How long / How many years did you live on your boat (for)?
- How many countries did you visit last year?
- How far / How many kilometres do you run every day?
- How often do you sell one of your paintings?
- How fast can you swim 100 metres?
- Which / What languages can you speak?
- What kind of films do you make?

12C Collocation snap

GO TO: a museum; the gym; a party the cinema;
a club
DO: an exercise; some studying; an exam;
homework
WATCH: sport on TV, a video; the news; television
STAY: with friends; in tonight; at home; in bed
HAVE: a meal; a party; a cigarette; a busy weekend
GO: shopping; dancing; on holiday; away for
the weekend

Learner-training worksheet C

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

5 Suggested answers:

an exhibition (noun C) =
(e.g. to go to an exhibition)

to catch (irreg) (past: caught) =
(e.g. to catch a bus)

boring (adj) =
(opposite = interesting / good fun)

shopping (noun U) =
(e.g. to go shopping)

busy (adj) =
(e.g. a busy weekend)

to pack (reg) =
(e.g. to pack for your holidays)

Learner-training worksheet D

Group A			Group B		
/i:/	/e/	/e/	any	/ɔ:/	/ɔ:/
meet	met	met	buy	bought	bought
read	read	read	catch	caught	caught
leave	left	left	bring	brought	brought
feel	felt	felt	think	thought	thought
sleep	slept	slept	fight	fought	fought

Group C		
any	/əʊ/	/əʊ/
break	broke	broken
steal	stole	stolen
speak	spoke	spoken
choose	chose	chosen
wake up	woke up	woken up

15C Revision boardgame

QUESTION CARDS

- like; do; doesn't
- a) How many b) How much c) How many
- a; ø; the
- twenty-three point eight; fifteen million; seven hundred and six; nineteen eighteen
- Mandy is my aunt and Cindy is my cousin.
- slept; felt; left; wore
- lost, lost; broke, broken; wrote, written; met, met
- have to; can
- funnier, funniest; more boring, most boring; better, best; more comfortable, most comfortable; smaller, smallest
- play basketball; go swimming; go to the gym; watch a film on TV
- Where did you go on holiday three years ago?
- always, usually, often, sometimes, not ... often, never
- the; ø; ø
- My teacher thinks we will probably pass the exam.
- train; bus; taxi; tram; aeroplane / plane; motorbike; scooter; bicycle / bike; underground (train); on foot
- far; fast; often
- various answers
- live; speaks; doesn't
- live; am staying; is working; likes
- is; has got; has got; is
- banana, roll, egg and sausage are countable; cheese, cereal, butter and jam are uncountable

Test one (modules 1-5)

A

- 1 sweets 2 men 3 children 4 bottles 5 families
6 watches 7 sportswomen

B

- What's your surname?
- Where are you from?
- What's your job?
- Are you married?
- Where do you live?
- What's your telephone number?

C

- 1 their 2 an 3 those 4 spiders 5 me 6 work
7 her 8 by

D

- | | |
|----------|-----------|
| ●○ | ●○○ |
| tourist | manager |
| married | languages |
| lesson | excellent |
| business | holiday |

E

- 1 finish 2 aunt 3 wife 4 hate 5 daughter
6 arrive 7 child

F

- 1 at 2 at 3 on 4 about 5 on 6 in

G

- 2 go 3 have 4 watches 5 read 6 visit 7 go

H

- 1 aren't. 2 they haven't. 3 I do. 4 she does.
5 Yes, you can.

I

- 1 politician 2 doctor 3 traffic 4 coffee 5 know

J

- 1 motorbike 2 aeroplane 3 scooter 4 bicycle
5 underground train

K

- 1 Do you like swimming?
- 2 She hasn't got a dog.
- 3 Washington is in the United States.
- 4 Mr Jensen doesn't drink coffee.
- 5 What time does the bank close?
- 6 My brother's a police officer.
- 7 Have you got a brother?
- 8 What does 'traffic jam' mean?

L

- 2 f 3 d 4 e 5 a 6 b

M

- 1 c 2 a 3 c 4 a 5 c

N

- 1 forty-eight 2 twenty-five to seven
- 3 one hundred / a hundred 4 half past nine
- 5 quarter past one

O

- 1 friend 2 tourist 3 crowded 4 taxi
- 5 diary

P

- 1 How 2 How old 3 Who 4 Where 5 What time
- 6 How much 7 What

Q

- 1 My dog always watches TV with me.
- 2 Our teacher sometimes plays his guitar in class.
- 3 I never write letters, but I write a lot of e-mails.
- 4 Do you often play computer games?
- 5 Parents don't often read books to their children.

Test two (modules 6-10)

A

- 1 any 2 toast 3 There's 4 an 5 some 6 any
- 7 no 8 any

B

- 1 How many 2 How 3 What 4 How much
- 5 When 6 Who

C

- 1 forty-second 2 nineteen sixty-nine 3 third
- 4 twenty-first 5 fifth 6 two thousand and five

D

- 1 famous 2 finished 3 butcher's 4 clothes shop
- 5 woke up 6 ugly 7 favourite 8 invented

E

- 2 studied 3 had 4 didn't stay 5 decided 6 left
- 7 travelled 8 became 9 wrote 10 were 11 died

F

- | | |
|---|--|
| <input type="radio"/> ● <input type="radio"/> | <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> |
| bananas | popular |
| attractive | sausages |
| tomatoes | oranges |
| important | difficult |
| successful | interesting |

G

- 1 Did you have a nice weekend?
- 2 Oh? Who did you go with?
- 3 Was it good?
- 4 What did you do?
- 5 saw
- 6 bought

H

- 1 better 2 healthier 3 bigger 4 worse
- 5 more expensive 6 easier

I

- 1 knife 2 grapes 3 earring 4 yoghurt 5 slow
- 6 wear

J

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

K

- 1 nicest 2 nearest 3 best 4 cheapest
- 5 most difficult 6 biggest

L

- 1 visit 2 ride 3 make 4 watch 5 do

M

- 1 is 2 have got 3 is 4 has got 5 are

N

- 1 It's raining 2 Do you often wear 3 loves
- 4 She's having 5 He's dancing 6 we watch
- 7 I don't usually go 8 are you reading

O

- 1 having 2 waiting 3 running 4 studying
- 5 swimming 6 playing 7 getting 8 taking

Test three (modules 11–15)

A

- 1 How long 2 How far 3 How often 4 How much
- 5 What 6 How fast 7 Which 8 How many
- 9 What kind of

B

- 1 No, I can't
- 2 correct
- 3 Sofie doesn't want to study tonight.
- 4 I'm studying Spanish to find a better job.
- 5 What would you like to do tomorrow?
- 6 correct
- 7 I might see Vanessa next Friday.
- 8 Do you want to watch TV tonight?
- 9 Where are you going (to go) on holiday next year?
- 10 correct

C

- 1 a / one hundred and one 2 two thousand
- 3 thirty thousand 4 two point five 5 four million
- 6 nineteen sixty-six

D

Dialogue 1

- B:** Me too. Shall I / we order a pizza?
- A:** Good idea. Have we got a menu?
- B:** Yes, we have. What kind of pizza would you like?
- A:** Four seasons.
- B:** Okay, I'll order it.

Dialogue 2

- A:** Hello, can I speak to Pete please.
- B:** Sorry, he's out.
- A:** Oh, can I leave a message?
- B:** Sure.
- A:** Can you ask him to phone me?
- B:** Yes. What's your number?

E

- 1 Did you go to the gym?
- 2 I'd like to watch the golf on television.
- 3 I feel bad. I'm going to stay in bed.
- 4 We had a party for our mother's 50th birthday.
- 5 What did you do at the weekend?

F

- 2 a 3 Ø 4 the 5 The 6 an 7 The 8 the 9 the
- 10 Ø 11 the 12 the 13 Ø 14 a 15 the 16 a
- 17 the 18 a 19 a 20 the 21 the 22 The 23 the

G

- 1 relaxing 2 wet 3 Gallery 4 mathematics
- 5 online 6 busy 7 failed 8 course

H

- 1 I don't think we've (have) met. I'm (am) Harry
- 2 Pat's (has) never seen a James Bond film.
- 3 Luke's (has) done a lot of jobs in his life.
- 4 He's (has) been a sportsman, an actor and a politician.
- 5 I've (have) never had a dog before.
- 6 Have you ever broken your arm?

I

- 1 qualification 3 typewriter / interesting 4 exhibition
- 5 museum 6 typewriter / interesting 7 technology

J

- 1 out of 2 from 3 along 4 over

K

- 1 can 2 have to 3 don't have to 4 can't
- 5 doesn't have to 6 can

L

- 2 're / are listening 3 is 4 are you wearing
- 5 I'm / am wearing 6 Have you got / Do you have
- 7 met 8 Do you play 9 play 10 Have you ever been
- 11 Have you ever had 12 were 13 rained 14 started
- 15 'm / am sitting

M

- 1 cloudy 2 want 3 library 4 warm 5 city 6 hill

Pearson Education Limited

Edinburgh Gate, Harlow
Essex CM20 2JE, England
and Associated Companies throughout the world

www.longman-elt.com/cuttingedge

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First published 2001

Second impression 2001

Set in 9/12pt ITC Stone Informal
and 9/12pt Congress Sans

Printed in Spain by Mateu Cromo, S.A. Pinto (Madrid)

ISBN 0582 403928

Acknowledgements

Illustrations by Darren Diss, Bob Harvey, Chris Pavely, Graham Humphreys, Ed McLachlan and Katja Rosenberg.

Author acknowledgements

Frances Eales: I would like to thank the following people: Sarah Cunningham and Peter Moor for making this project possible; Bill Eales for all his support; all the team at Longman; Yvonne Harmer and Tanya Whatling for their attention to detail.

Chris Redston: I would like to thank: Peter Moor, Sarah Cunningham and Judith Walters for all their help and advice; Frances Woodward for running the Cutting Edge project with her usual style and efficiency; Tanya Whatling for her sympathetic editing, and all my colleagues for not calling me before midday. I would also like to thank: Mark Skipper for providing the inspiration behind some of these photocopiable activities; my friends Laura, Sadler and Dylan for always lifting my spirits, and my mother Maeve Redston for a lifetime of unconditional love and support.