

Unit overview

Language input

Question forms (CB p6)

- *Are you interested in your parents' stories?*
- *Do you enjoy family events?*
- *Who is your favourite relative?*
- *How often do you exercise?*

Present simple and adverbs of frequency (CB p8)

- *He nearly always listens to rock music.*
- *Mehmet never goes running.*

Grammar reference (CB pp134–5)

Vocabulary development

Daily life (CB p6)

- *Spend time with relatives*
- *Go shopping*

Free-time activities (CB p9)

- *Play golf*
- *Do yoga*
- *Go clubbing*

Nouns and verbs with the same form (CB p11)

- *Dream about flying / have a dream about flying*

Talking about the weather (CB p12)

- *hot, cloudy, mild, pleasant ...*
- *heavy rain, light snow ...*

Skills development

Reading: Predicting before you read a text (CB p10)**Speaking:** Talking about likes and dislikes (CB p12)**Writing:** A web post about the best time to visit your country (CB p13)

Video

Documentary: Adventure sports in Chile (Coursebook DVD & CB p14)**Vox pops** (Coursebook DVD & TG p259)

More materials

Workbook

- Language practice for vocabulary, grammar, speaking and writing

Photocopiable activities

- Grammar: Three questions, three answers (TG p208 & TSRD)
- Vocabulary: Something in common (TG p226 & TSRD)
- Communication: My favourite things (TG p244 & TSRD)

Tests

- Unit 1 test (TSRD)

Unit 1 wordlist (TSRD)

1.1 Do you live in the past, present or future?

Goals

- Talk about your daily life
- Ask questions

Lead-in

- Write *daily life* in the centre of the board and help the class to create a mind map of common activities that they do every day, e.g. *work, shopping, sleeping, housework, eating, studying, etc.*
- Alternatively, students could brainstorm and make mind maps in small groups, then compare with another group.
- Point out that one of the goals for this lesson is to talk about your daily life.

Vocabulary & Speaking **daily life**

Exercise 1

- Write the word *busy* on the board. Elicit the meaning.
WATCH OUT! Point out that in this word the letter 'u' is pronounced like the 'i' in 'sit'. Drill the pronunciation /bɪzi/.
- Students work alone and read sentences 1–3.
- Give them a moment to decide which sentence reflects their life and the reasons why they have chosen that sentence.
- Put students into pairs and allow time for them to compare their answers and discuss them.
- Conduct a class discussion. Encourage some students to tell the class which sentence they chose and why.

ANSWERS

Students' own answers

EXTRA CHALLENGE You could ask students to report on what their partner said. This ensures that they practise the 3rd person singular, including remembering to use the 's' ending for verbs in the present simple, e.g. *Anna needs more time because she has two children and she also works.*

Exercise 2a

- Ask students to look at the nouns and noun phrases in the boxes to find out if any of the activities are the same as the mind map(s) from the lead-in.
STUDY TIP Point out to students that this kind of brainstorming is very beneficial as it allows them to think about what they already know before extending their knowledge through further study. This is a good habit and something they should practise as often as possible. For example, before completing English homework tasks or before writing a business email on a particular topic in English.
- If necessary, do an example together as a class. Point out that some verbs must be used more than once.
- Students work in pairs.

EXTRA CHALLENGE Ask students who finish early, to think of other nouns or noun phrases which collocate with *do* and others which collocate with *make*. Don't forget to check that these extra ideas are correct or encourage them to check this for themselves using a good monolingual dictionary. If

you think they are useful collocations, you could teach them to the class and elicit or give them an example sentence.

Exercise 2b 1.1

- Tell students to listen carefully to the track and check their answers.
- Play track 1.1.
- Before moving on to the next exercise, check that the students heard all the answers. Explain any they didn't hear or understand.

AUDIOSCRIPT 1.1

spend time with relatives
do some exercise, do housework, do the shopping, do some work, do homework
stay in for the evening
make future plans, make a to-do list
eat healthy food
have an early night, have fun, have a good time, have a family meal, have a lie-in
go to bed late, go on a trip, go shopping
chat with friends online

Exercise 2c 1.2

- This time, the focus is on pronunciation so tell the students you are going to play the same track so they can repeat each phrase aloud.
- Play track 1.2, pausing and replaying when necessary so that students can repeat.
- Encourage students to mark the stress on the phrases so that they see how, in many cases, there is a common pattern with stress on the verb and on the final word in each phrase, e.g. **go to bed late, have an early night, have a good time.**

EXTENSION Ask students to find more phrases which follow this pattern: **do some exercise, do the shopping, do some work, have a family meal, have a lie-in, go to bed late, go on a trip.** Check together and practise the pattern as a class.

AUDIOSCRIPT 1.2

spend time with relatives
do some exercise, do housework, do the shopping, do some work, do homework
stay in for the evening
make future plans, make a to-do list
eat healthy food
have an early night, have fun, have a good time, have a family meal, have a lie-in
go to bed late, go on a trip, go shopping
chat with friends online

Exercise 3

- Students work in pairs to think about the weekend ahead.
- Check which three things they should talk about and, if necessary, explain they need to talk about what they would like to do, need to do and don't need to do.
- Remind them that they should try and use the vocabulary from exercise 2a.

EXTRA SUPPORT You could give students sentences about your weekend as a model for students who need extra support. Also, if necessary, give the students thinking time;

You have two minutes to think about this weekend and make notes. Don't write full sentences.

- Set a time limit for the task and monitor the pairs carefully.

FEEDBACK FOCUS Focus on how much of the vocabulary they are using from exercise 2a. Remind students to use the phrases.

- Make a note of good sentences and which students said them.
- Conduct class feedback. Ask students to share one or two things about their weekend and encourage other members of the class to ask questions or make comments to extend the discussion.
- Point out the good sentences and praise those students.

ANSWERS

Students' own answers

Grammar & Speaking question forms

Exercise 4

Text summary: An article from a psychology magazine website about different types of people: past, present and future types. The article explains what each type is like, and leads into a questionnaire for the students to do.

EXTRA ACTIVITY This activity will work best with a group of strong students. Write headings *past*, *present* and *future* on the board. Tell students that these labels are for three different kinds of people. Put students into pairs or small groups to think about what kinds of things are important to each type of person.

- Tell students they are going to read an online magazine article and they can find out if their ideas from the extra activity are the same as in the article.
- Elicit or teach the meaning of *psychology*, /saɪ'kɒlədʒi/, and drill the pronunciation. Point out that the 'p' at the beginning of this word is silent and 'ch' is pronounced /k/.
- Ask them to read the text, finding one positive and one negative thing for each type of person.
- Go through the answers together.

ANSWERS

Possible answers:

Past: Positive – enjoy remembering the past, spend time with family; negative – worry about making changes and trying new things

Present: Positive – do fun things; negative – don't have a healthy lifestyle

Future: Positive – eat well, exercise regularly, don't mind waiting for the good things in life, successful in work and study; negative – don't enjoy free time

Exercise 5

- Tell students to look back at the vocabulary in exercise 2a. Allow time for them to make their choices.
- Put students into pairs to share and discuss their ideas.
- Then conduct a class discussion.

ANSWERS

Possible answers:

Past: spend time with relatives, have a family meal

Present: go to bed late, have fun, have a good time, have a lie-in, go shopping, chat with friends online

Future: have an early night, stay in for the evening, do some exercise, eat healthy food, make future plans, make a to-do list

Exercise 6a

- Tell students that they are going to do a questionnaire to find out how 'past-focused' they are (= how much of a past type of person they are).
- Focus their attention on the questionnaire and ask them to read the questions. Go through any unknown vocabulary.
- Tell students to ask their partner the questions and record the answers.

Exercise 6b

- Ask students to look at the results at the bottom of the questionnaire and apply them to their partner's answers.
- Tell them to share the results with their partner and decide which of them is more past-focused.
- Conduct a class discussion, including asking students whether they agree with the results.

ANSWERS

Students' own answers

CRITICAL THINKING Encourage discussion about questionnaires so students can reflect on their opinions. Ask *Do you think questionnaires like this are ever scientific? Do you enjoy answering questionnaires? Why/Why not? Would you try to change anything about yourself according to the results of a questionnaire? Why/Why not?*

Exercise 7

- Focus students' attention on the Grammar focus box on question forms. Tell them to look carefully at the examples of questions with *do* and *did* and questions with *be*. Then ask them to delete the wrong word in each rule.
- Go through the answers together.

ANSWERS

1 before

2 before

3 end

- Refer students to *Grammar reference* on p134. There are three more exercises here which students can do for homework. See answers on p37.

Exercise 8

- Students do the task alone. When they have finished, encourage them to check their answers in pairs.
- Go through the answers together.

ANSWERS

1 b

2 a

3 e

4 c

5 d

EXTENSION You could write *How long...?* on the board and elicit possible answers for this question (time or distance answers would be acceptable: 10 minutes, 6 months or 10 centimetres, 5 km).

Exercise 9a

- Explain that students must make questions from the jumbled words. Do number 1 together as a demonstration if necessary. Ask *Which is the first word?*
- Encourage students to refer to the rules in the Grammar focus box to be sure that they are putting the words in the right order, e.g. *In number 1, 'with' is a preposition so we know it goes at the end of the question.*
- Students complete the task then check their answers in pairs.

STUDY TIP Students often choose to do this kind of task by just writing numbers next to the words to indicate the order they go in. Encourage them to write the questions out in full as it is believed that this helps your brain to process the information better and it is more helpful for visual learners.

Exercise 9b 1.3

- Ask students to listen carefully and check their answers to exercise 9a.
- Play track 1.3.
- Play the track again for any students who are struggling.
- When you have checked the answers, tell students to ask and answer the questions with a partner and make a note of any interesting answers.

EXTRA ACTIVITY You could teach the expression *to have a lot in common* (= to have the same interests, ideas, etc. as another person) and also *to have nothing in common* (= to have none of the same interests, ideas). Example sentences: *I have a lot in common with my brother. We have a lot in common. They have nothing in common. Ibrahim has nothing in common with Carlos.*

- Now tell students that as they ask and answer the questions, they will discover things they have in common and they should try to remember them.
- Conduct class feedback and find out which pairs had the most/least in common with their partner.

ANSWERS/AUDIOSCRIPT 1.3

- 1 Who do you live with?
- 2 What kind of music do you listen to?
- 3 How often are you late for appointments?
- 4 Do you enjoy going to museums?
- 5 What time did you go to bed last night?
- 6 Are you tired today?
- 7 How much time do you spend on Facebook?
- 8 When did you last have fun?

Exercise 10a

- Explain to students that they are going to write their own questionnaires in pairs.
- Point out that the aim of the questionnaire is to find out whether the person answering the questions is present-focused or future-focused. You should also highlight that the questions need to give two or three answers to choose from as in exercise 6. Make sure they look at the example. (You could elicit or teach them that these kinds of questions are called *multiple-choice* – particularly if any of your students are going to take exams in English.)
- Monitor pairs carefully and help students to self-correct any mistakes in the formation or word order of the questions. Note points for correction with the class.

- When a few pairs have nearly finished, set a time limit to the end of the activity.

ANSWERS

Students' own answers

EXTRA CHALLENGE Encourage students who finish early to check their grammar and tell them to write two extra questions using their own ideas. Check these carefully.

Exercise 10b

- Put two pairs together in a group of four. Then students in each pair take turns to ask the other pair their questions.
- Tell them to make a record of the answers as they did in exercise 6.
- When they have all finished asking all the questions, tell them to analyse the results and discuss them in their group.
- In their group they should decide which member is the most present-focused and which the most future-focused.
- Conduct whole class feedback and discussion.

EXTENSION Ask students to ask you (the teacher) their questions to find out whether you are present- or future-focused. After five or six questions, ask them to tell you the overall result. You could ask *Is it better for a teacher to be present-focused or future-focused? Why?*

GRAMMAR REFERENCE ANSWERS

Exercise 1

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

Exercise 2

- 1 When does Laura get up?
- 2 How much (money) did you save?
- 3 Do you both enjoy planning?
- 4 Why are we worried about Jon?
- 5 How well do the children speak French?
- 6 Was Helen busy last weekend?
- 7 What do you remember from school?
- 8 Who does Mum play in the garden with?

Exercise 3

- 1 What did Hofstede write?
- 2 Who did he give the survey to?
- 3 Where were the students from?
- 4 What do East Asians work hard for?
- 5 What do Americans care about?

1.2 Free time

Goals

- Talk about how often you do things
- Talk about your free time

Lead-in

- Ask students to think of three things they enjoy doing in their free time and write them down.
- Monitor and help any students to find words they need for their free-time activities.
- Tell them that later in the lesson they will be able to talk about their free-time activities.

Grammar & Speaking present simple and adverbs of frequency

Exercise 1

- Tell students to look at the photos.
- Ask them to read questions 1–3 and discuss their answers in pairs.
- Conduct a class discussion, giving any background information about the author that you think your students will find interesting. They may not have heard of an ultramarathon before – this is any race longer than a marathon and some last more than 24 hours, covering up to 1000 miles.

Background note: Haruki Murakami was born on 12th January 1949 in Kyoto, Japan. He is a novelist who has won many prizes for his writing. He has also translated English books into Japanese. *What I talk about when I talk about running* is a non-fiction book about his love of running. He started running when he was 33 and has run marathons, triathlons and an ultramarathon of 100 kilometres

Exercise 2a

Audio summary: In this book review programme, two speakers discuss Haruki Murakami's non-fiction book on running. The recording focuses on the content of the book – when he started running, why and how often he does it.

- Check that all students understand what a book review is. You could ask *Where could I read a book review?* (online, in a newspaper/magazine) *Why do people read book reviews?* (to help them decide whether to buy/read a book or not) *Do book reviews give factual information about books?* (Yes) *Do book reviews give the reviewers opinion?* (Usually yes) *Do you read book reviews to help you choose books to read? Why/Why not?*
- Tell them that they are going to listen to part of a review of Murakami's book about running and answer questions.
- Point out that they need to make the questions before they can answer them. They do this task alone or work in pairs.
- Go through the questions with the class, checking that the grammar is correct.

ANSWERS

- 1 Why does Murakami run?
- 2 How often does he go running?
- 3 How many miles does he run every week?
- 4 Does he do any other sports?

Exercise 2b 1.4

- Ask students to listen and answer the questions.
- Play track 1.4.
- Allow them time to discuss their answers in pairs and then go through them together as a class.

ANSWERS

- 1 He runs to keep fit. It is also about getting better at something. He doesn't really enjoy team sports or beating other people. He prefers to go for a run and achieve his own goals.
- 2 He runs most days. He usually has one day off a week.
- 3 36 miles every week
- 4 swimming, cycling and running.

AUDIOSCRIPT 1.4

- P** Hello and welcome to Great Books of Our Time. Today, we're talking about the book, *What I talk about when I talk about running* by Japanese novelist, Haruki Murakami. Here to tell us about it is this week's reviewer, Maria Corbett. Maria, thanks for joining us today.
- MC** My pleasure.
- P** So Maria, what's this book about?
- MC** Well, it's about running but it's also about Murakami's life. He talks about why running and writing are important to him.
- P** And why is running important to him? Why does he run?
- MC** Well, it's certainly about keeping fit, but, um, it's more than just that. For Murakami, and I suppose for many runners, it's often about getting better at something. He says he doesn't really enjoy team sports, you know, playing soccer or baseball, because he's never worried about beating other people. He prefers to go for a run and achieve his own goals.
- P** How did he start running?
- MC** Well, he had a jazz bar in Tokyo but he sold it in 1982 and became a writer. At the same time, he started running and a year later, he completed a race from Athens to Marathon in Greece.
- P** And how often does he go running?
- MC** In the book, he says he runs most days. He usually has one day off a week, but he does 36 miles every week.
- P** Phew, that's amazing! And does he do any other sports?
- MC** Well, he does triathlons – that's swimming, cycling, and running, but he likes running best. He does at least one marathon every year.
- P** Ah, so he spends quite a lot of time on his own when he's running. Does he get lots of ideas for his books? Does he think about work?
- MC** Well, no, not really. He says he sometimes thinks about the weather and he occasionally gets an idea for a book. Actually, he says he usually doesn't think about anything – he just runs. Oh, and he nearly always listens to rock music!

Exercise 3 1.4

- Ask students to read the sentences a–g.

EXTRA CHALLENGE With a strong class, ask them to try to remember the order the sentences came in the recording before they listen again. They could talk about this in pairs.

- Play track 1.4 again.
- Ask students to complete the sentences with an adverb or frequency expression from the box.

ANSWERS

a often b never c most days d sometimes
e occasionally f usually g nearly always

Exercise 4

- Write on the board *adverbs of frequency* and *frequency expression*. Elicit or teach the meaning of these grammar terms.
- Point out or elicit what the arrow from 0% to 100% illustrates (= how often something happens.)
- Check that students know the meaning of the words and expressions in the box and also drill pronunciation (especially *rarely* /'reəli/ and *occasionally* /ə'keɪʒnəli/ which can be difficult to pronounce well).
- You could demonstrate the task using one of the numbers – number 10 (*never*) is the easiest one to use for this.
- Students do the task in pairs.
- Go through the answers together.

ANSWERS

1 always	7 once or twice a year
2 nearly always	8 every now and then
3 most days	9 occasionally
4 usually	10 hardly ever
5 often	11 rarely
6 sometimes	12 never

Exercise 5

- Focus students' attention on exercise 3 again. Tell them to use these sentences as examples to help them work out the grammar rules for adverbs of frequency and frequency expressions.
- Tell them to read the information in the Grammar focus box and delete the incorrect word in the grammar rules.
- Allow them time to think carefully about the rules and analyse the sentences.
- Go through the rules together.

ANSWERS

1 before 2 after 3 after

- Refer students to *Grammar reference* on p135. There are three more exercises here students can do for homework. See answers on p40.

Pronunciation stress

Exercise 6a 1.5

- Highlight that this exercise focuses on word and sentence stress.
- Tell students to read the sentences 1–3 and notice which parts of the sentence are in bold.
- Now ask them to listen and notice how these parts of the sentence sound.
- Play track 1.5.

PRONUNCIATION Dynamic physical movement can help some students focus better on word and sentence stress. Try demonstrating stress punching to your students; hold your hand ready in a fist and bend your arm up at the elbow. Now say sentence 1 or play the track and punch your hand up into the air each time a syllable is stressed, bringing it down again for unstressed syllables. Encourage the students to do the same as you play the track.

AUDIOSCRIPT 1.5

- 1 He sometimes thinks about the weather.
- 2 Once or twice a year he does a triathlon.
- 3 It is often about getting better at something.

Exercise 6b 1.6

- Play track 1.6, pausing where necessary.
- Ask students to repeat each sentence.
- Correct any mistakes and play the track again if necessary.

AUDIOSCRIPT 1.6

See track 1.5.

Exercise 7

- Tell students to read the instruction and the example.
- Remind students to refer to the Grammar focus box if they cannot decide where the words/phrases go in each sentence. You could also elicit which ones can go in more than one place (= frequency expressions – at the start or at the end).
- Students work alone to do the task.
- Go through the answers together as a class. Elicit two possible sentences for numbers 4 and 7.

ANSWERS

- 1 We occasionally spend time with relatives.
- 2 Most days my best friend does exercise OR My best friend does exercise most days.
- 3 We hardly ever watch films.
- 4 My family go out for a meal once or twice a week. OR Once or twice a week my family go out for a meal.
- 5 I'm nearly always in bed by 11 p.m.
- 6 We don't usually go abroad on holiday.
- 7 I chat with friends online every now and then. OR Every now and then I chat with friends online.
- 8 I rarely have a lie-in at the weekend.

Exercise 8a

- Tell students that now they need to make the sentences in exercise 7 real. They should change any untrue sentences so that they are true about them.

WATCH OUT! Some students find the adverb *hardly ever* confusing and try to use it with negatives, e.g. *We don't hardly ever see them. I am not hardly ever free in the evenings.* Explain that *hardly ever* = *almost never*. We never use a negative with *never* e.g. *I don't never play tennis.*

EXTRA CHALLENGE Point out that they can change the frequency expressions in order to be more specific: e.g. *once or twice a month/once or twice a year/most days/some days/every day.*

- Monitor and check that the changed sentences are grammatically correct.

ANSWERS

Students' own answers

Exercise 8b

- Put students into pairs. Choose one pair to read out the example dialogue to demonstrate the activity.
- Tell them to take turns reading their sentences to each other.
- The student who is listening should ask questions to get more information.

FEEDBACK FOCUS Monitor carefully and check that the questions are correct. Note any mistakes in word order.

- When they have finished, elicit interesting information some of them found out about their partner.
- Remind them that they studied questions in 1.1. Write any question form errors on the board and elicit corrections.

Vocabulary & Speaking **free-time activities**

Exercise 9a

- Remind students that at the start of the lesson they wrote down their favourite free-time activities. Ask them to look in the box and see if any of their activities are mentioned. If not, explain that they will get a chance to talk about them later.
- Tell them to work in pairs and categorize the vocabulary in the box with the correct verbs.
- Allow them plenty of time to discuss the groups of words.
- Go through the answers together.

ANSWERS

- a **play:** football, computer games, chess, cards, basketball
- b **do:** karate, exercise, aerobics
- c **go:** out for a coffee/meal, camping, swimming, on Facebook, to the gym, for a walk, running

Exercise 9b

- Tell students to look at the six photos a–f.
- Ask them to label each photo with an expression from exercise 9a. Remind them to include the correct verb.
- Go through the answers together.

ANSWERS

- a go out for a coffee/meal
- b go camping
- c play cards
- d do yoga
- e do karate
- f play basketball

Exercise 9c

- Ask students to work in pairs or small groups to think of other sports or free-time activities for each verb group.
- Conduct a class discussion to share their ideas.

ANSWERS

Students' own answers

EXTENSION Students could look to see if there are patterns in the types of activities which collocate with each verb. Generally sports involving a ball or a team need the verb *play*. Activities which we call a game usually need the verb *play*. Activities where the noun is a gerund (-ing form) need the verb *go*. These are not rules, as there are exceptions.

Exercise 10

- In their pairs or groups, ask them to find two activities from exercise 9a which fit each category 1–6.
- Point out that there are some activities which can fit in more than one category, e.g. *You can play computer games on your own but also with other people.*
- Conduct a class discussion about their ideas.

POSSIBLE ANSWERS

- 1 **on your own:** play computer games, go on Facebook, go to the gym, go for a walk, go out for a coffee, go running
- 2 **with other people:** go out for a coffee/meal, play computer games, play golf, play cards, play chess, go camping, go clubbing, go for a walk, go running, play football, play basketball
- 3 **outdoors:** go out for a coffee/meal, play golf, go swimming, go for a walk, go running, go camping, play football, play basketball
- 4 **indoors:** go out for a coffee/meal, go swimming, play computer games, go on Facebook, go to the gym, play cards/chess, do yoga, do aerobics, play football, play basketball
- 5 **lazy:** play computer games, go on Facebook, play cards, play chess
- 6 **full of energy:** go running, go to the gym, go clubbing, do aerobics, play football, play basketball

Exercise 11a

- Put students into small groups and tell them to ask questions to find out how often the members of their group do the different free-time activities in exercise 9a. Remind them to write down the answers.
- Set a time limit. Tell them when there is only a short time left to the end of the task so they finish together.

Exercise 11b

- Conduct class feedback on their group discussions.
- Focus their attention on the question: *Who spends a lot of time doing one sport or activity? Who does not?*

EXTENSION Ask students whose real free-time activities are different from those in exercise 9c, to tell the class about them. The class should ask how often they do the activities.

STUDY TIP In pairs, students recall what they know about Haruki Murakami and his free time activity (running). After a few moments, ask them to summarize what they know orally or in writing. Summarizing in English is an essential skill and students could keep pages in their notebooks for summarizing each recording or text in the course.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 always
- 2 sometimes
- 3 hardly ever
- 4 nearly always
- 5 occasionally
- 6 sometimes
- 7 every now and then

Exercise 2

- 1 Is James nearly always at the gym?
- 2 My parents don't often go on Facebook.
- 3 I never watch karate.
- 4 Does his brother occasionally play cards in the evening?

- 5 Katy isn't usually keen on watching basketball.
- 6 Sandra and I sometimes don't cook on week days.
- 7 Ben is always happy when he wins his chess matches.
- 8 Do you both swim every now and then?

Exercise 3

- 1 Marathon runners nearly always train four to six times a week
- 2 They are usually not satisfied with their performance ...
- 3 they nearly always eat healthy food
- 4 and have rest days once or twice a week
- 5 Sometimes they need a lot of support
- 6 their families often find it difficult

1.3 Vocabulary and skills development

Goals

- Predict before you read a text
- Understand nouns and verbs with the same form

Reading & Speaking **predicting before you read a text**

Lead-in

- Tell students that they are going to read a blog. Elicit or teach the meaning of this word. (= a website where a person writes regularly about recent events or topics that interest them, usually with photos and links to other websites that they find interesting. The word blog is a shortened version of weblog, i.e. a diary or record (log) on the web.)
- Find out about the students' experience of blogs to start them thinking about this particular genre of writing. Ask them: *Have any of you written a blog? Would you like to? Why/Why not? Do you ever read blogs? If so, what kind of blogs do you read and why?*

Exercise 1

- Focus students' attention on the photographs.
- Put the students into pairs to discuss questions 1–3.
- Monitor their discussions and then conduct discussion together.
- Encourage students to say what they think and give reasons if they can.

EXTENSION You could teach some adjectives to describe this kind of situation/behaviour: *annoying, unnecessary, stupid, strange, silly, rude.*

Exercise 2a

Text summary: This is a blog post where the writer is complaining about people taking photos and video of art exhibitions and live music. The writer thinks this behaviour is foolish as they should be interested in seeing the real thing (and it also blocks other people's view)..

- Unless you are sure that your students know these terms, elicit from them *What is the title?* and *What is the sub-heading?*
- Ask them to look at the photos, title, sub-heading and first line and discuss in their pairs whether the blog is positive or negative about taking photos.

- Elicit their answers but do not accept or reject them yet. You could say something like *OK, we will see if you're right when we read the whole article.*

ANSWERS

Students own answers

Exercise 2b

- Individually, students make a list of five key words or phrases they think will be used in the text.
- Then ask them to compare their lists with their partner.
- Conduct feedback as a class. Write some of the students' key words and phrases on the board. It is fine if they have many of the same key words – this is quite likely and shows good predicting skills.

EXTRA CHALLENGE Encourage students to say why they picked these key words if possible, e.g. *We think 'exhibition' will be in the blog because the first line is about going to an art gallery., We think 'mobile phone' will be in the blog because we can see them in the photograph.*

- Explain that in exercises 2a and 2b they have been practising a skill we use to decode text even before we read it. They are predicting (and it's quite likely they do this in their own language if they are good readers).

Exercise 2c

- Ask students to read the Unlock the code box about the skill of predicting.
- You could ask them whether they automatically predict content, type of text and vocabulary in their own language.

STUDY TIP Explain that sometimes skills like this are transferred without thinking from your first language to your second, but not always. Often you need to concentrate on using them more in a new language. Predicting key vocabulary is particularly useful for understanding text in another language, so they need to practise it in English.

Exercise 3

- Allow students plenty of time to read the blog.
- Conduct a class discussion about how successfully they predicted. For the key words/phrases, you could base a discussion on the vocabulary list you made on the board in exercise 2b.

Exercise 4

- Put students into pairs.
- Tell them to read the questions and answer them together. They don't need to write the answers, just discuss.
- Go through the answers together.

CRITICAL THINKING Often we need to explain how we know something, i.e. point clearly to the evidence. It is especially important in another language in order to make your argument strong. Encourage the students to refer to the blog in their answers. *How do you know that? What exactly does the writer say? Which paragraph is that?*

ANSWERS

- 1 going to the Louvre Museum in Paris to see the *Mona Lisa* painting; going to a rock concert in London
- 2 tourists are filming and taking photos of the *Mona Lisa*; people are filming the concert

Exercise 5

- Ask students to read the question.
- Allow them time to think about how to answer.
- Students could discuss their answers in pairs or small groups. Otherwise, elicit some answers from the class all together and encourage other class members to agree or disagree, giving their reasons.

ANSWERS

Students own answers

EXTENSION With a strong group, you could extend the discussion to talk about what photography and filming is allowed and not allowed at concerts and in galleries. At most concerts there will be an announcement to say that recording is not allowed. This may be because a performer only wants high quality film to be seen or they want to make money from selling official films of their performance. It may be illegal to sell home-made videos of a concert. Nowadays many people have mobile phones which take films so it is not possible to enforce a no-filming rule. In galleries and museums, taking films and photographs is often permitted but not flash photography because it could damage the exhibits.

Vocabulary & Speaking **nouns and verbs with the same form**

Exercise 6a

- Point out that the focus of this page is on vocabulary.
- Students read the blog and focus on the highlighted words. Do one as an example together if necessary.
- When they have finished the task, go through the answers together.
- Drill pronunciation of the longer words *photograph* /'fəʊtəgrɑ:f/ and *experience* /ɪk'spiəriəns/ to ensure accurate word stress.

ANSWERS

Nouns: blog, photograph, film, look, experience

Verbs: record, post

Exercise 6b

- It is important that the students understand that all the words in the box can be used as nouns or verbs.
- Ask them to read the Vocabulary focus box.

EXTRA SUPPORT Answer any questions the students have about this aspect of vocabulary. Give examples to illustrate the words in noun and verb form and underline or highlight them in different colours, e.g. *We experience many challenges in our lives. Winning the game was a great experience. It is good to have new experiences.*

Exercise 6c

- Students read the instruction.
- Tell them to transfer the verb + noun example from the Vocabulary focus box (*have a look*) into the table. Do another example together if necessary.
- Students work individually on the task.

EXTRA CHALLENGE Remind early finishers that some nouns may go in more than one column and ask them to check this.

- Go through the answers together.

WATCH OUT! There is a difference in pronunciation between *record* (noun) /'rekɔ:d/ and *record* (verb) /rɪ'kɔ:d/. The main difference is where we put the stress on these words but this also has an effect on how we pronounce the 'e'. The exercises which follow use the noun so you could focus on the pronunciation of that form but just point out that the pronunciation of the verb is different.

ANSWERS

make	have	take	write
a film	a look	a look	a blog
a record	an experience	a photograph	a post

Exercise 6d

- Tell students that the box contains four more words which can be nouns or verbs.
- Students add the four words from the box to the table.
- Go through the answers together.

ANSWERS

make	have	take	write
a promise	a dream		a text
a plan	a plan		

Exercise 7a

- Highlight that each gap is a combination of verb + noun from the table.
- Students work on this task individually.
- Put them into pairs to discuss and check their answers.
- Go through the answers together.

ANSWERS

- 1 have dreams
- 2 have a look
- 3 have/make a plan
- 4 takes a photograph
- 5 make a promise
- 6 write a blog
- 7 write a text
- 8 made a film

Exercise 7b

- Put students into pairs.
- Tell them that they should ask the questions in exercise 7a and also ask follow-up questions. Point out that they are not restricted to using the words as nouns but can use them as verbs too.
- Monitor their discussions.

FEEDBACK FOCUS Make a note of any mistakes they make in using the words as a noun or as a verb.

- Conduct class error correction if there are many mistakes or a lot of students are making the same mistake with a particular word or words.

Exercise 7c

- Conduct class feedback on the discussions, eliciting two interesting facts from each student about their partner.
- Encourage the rest of the class to make a comment if their experience is the same or to ask a further question if the fact is particularly interesting.

EXTRA ACTIVITY The following words related to technology can be nouns or verbs: *blog, post, email, text, download, copy, search, click, video*. For homework, the students could collect sentences in written or spoken English which contain any of these words. Then they could analyse whether the word is used as a noun or verb (and, if used as a noun, also may find verb + noun combinations). You could make a chart of the words and example sentences on the wall and continue to add to it during the course.

1.4 Speaking and writing

Goals

- Talk about the weather
- Talk about your likes and dislikes
- Write a web post

Lead-in

- Write *Canada, Brazil* and *United Arab Emirates (UAE)* on the board.
- Put students in pairs and ask them to find out anything that their partner knows about each of these countries.
- After one or two minutes focus their attention on the *climate* /'klaɪmət/ of the three countries. Teach this word if necessary (= the regular pattern of weather conditions of a particular place).
- Elicit some answers from the class. Add information from the background note below if you wish.

Speaking & Vocabulary **talking about the weather; talking about likes and dislikes**

Exercise 1

Background note:

Canada – The second largest country in the world, covering six different time zones. It is very cold in the north but most Canadian cities are within 300 km of the border with the USA.

Brazil is the largest country in South America. Summer time is hot. The north east of Brazil is the driest region and temperatures can reach 38 degrees Celsius.

United Arab Emirates (UAE) is in the south-east of the Arabian Peninsula, bordering Saudi Arabia and Oman. Temperatures in summer can reach 45 degrees Celsius. The lowest temperature in winter is 10–14 degrees Celsius.

- Focus students' attention on the photos.
- Put students into pairs to describe the weather in each photo. They could also say which season they think it is.
- Conduct a class discussion. Write any useful weather words from the discussion on the board.

Exercise 2a

- Ask students to look at the symbols 1–6 and match them with the weather headlines a–f.

- Tell them not to worry if there are words in a–f that they don't understand. They will learn them in exercise 2b. Encourage them NOT to look them up in a dictionary yet.
- Go through the answers with the class.

ANSWERS

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

Exercise 2b

- Ask students to read the sentences 1–6 and focus their attention on the words in italics.
- Tell them to find a word in bold in exercise 2a which means the same as one of the phrases in italics.
- Allow them time to check their answers in pairs and then go through them together as a class.

ANSWERS

1 pleasant
2 humid
3 damp
4 showers
5 mild
6 thunderstorm

Exercise 3

- Put students into pairs.
- Elicit or teach the adjective *typical*.
- Monitor the descriptions and discussions. Make a note of good use of the weather vocabulary they have studied.

EXTENSION With a multilingual class, encourage them to describe the weather in their own countries today and answer the question about it. If the class is monolingual, you could ask about the weather in other places they've been to on holiday or business, or places where their friends, family or colleagues live.

EXTRA ACTIVITY If you have access to computers, you could give each pair a different destination to research, such as *What's the weather like today in Moscow?* and/or *Find out about the climate in Moscow*. Alternatively, this could be given as a homework task to be discussed in class the following day.

SMART COMMUNICATION The weather is one of the most important topics for small talk. It is easy to discuss, needs no particular level of formality or informality and it is unlikely to cause offence. In Britain, it is very common to talk about the weather and people expect you to do it.

Exercise 4 1.7

Audio summary: Monologues by three different speakers; one from UAE, the second from Canada and the third from Brazil. All three speakers talk about their favourite season and the climate of the place they live.

- Tell students that they are going to listen to three people from the places in the photos talking about their favourite season.
- Check that students understand what they have to do.
- Play track 1.7.
- Go through the answers together.

ANSWERS

1 G 2 F 3 M

AUDIOSCRIPT 1.7

- 1 **Faisal from Dubai:** Winter's my favourite season. In summer it's too hot to enjoy outdoor activities. But in winter the temperature is really mild and pleasant – perfect for walks and picnics in the desert, or in the city's beautiful parks. Also, the sea's wonderful in the winter. I'm not keen on swimming in the sea in the summer. The water's too warm and there are sea snakes and other nasty animals. In winter it's safer and fresher. My favourite winter activity is fishing. I really love catching fish in the sea and then cooking them on a barbecue on the beach.
- 2 **Marek from Alberta:** I love autumn, when the days are sunny but cool. I'm really interested in photography and autumn's a great time for that as the leaves are a beautiful golden colour. In late autumn we get our first snowfalls and the snow looks amazing against the bright blue skies. Also, I'm really into watching ice hockey and autumn is when the new ice hockey season starts. The only problem with autumn is that it comes before winter and our winters are so long and cold. I don't mind cold weather but when the temperature goes down to 35 below zero, well, that's another story!!
- 3 **Gina from Rio de Janeiro:** My favourite season here in Rio is summer. I'm an English teacher, so I have long summer holidays, when I can relax and spend time with my children. To be honest, I prefer spring weather to summer weather. Summers here are extremely hot and humid. We get a lot of thunderstorms then too, but actually I quite like watching storms. Another thing I love is New Year's Eve, which of course is in the middle of summer here. There's an amazing firework display on the beach. I don't go down there because I can't stand large crowds, but we have a great view from our apartment.

Exercise 5a 1.7

- Allow plenty of time for students to read sentences 1-9.
- Tell them to listen again and complete the sentences.
- Play track 1.7 again.
- Encourage students to check their answers with a partner, but don't give them the correct answers yet.

ANSWERS

- 1 swimming 2 fishing 3 sea 4 photography
5 ice hockey 6 cold 7 spring 8 thunderstorms
9 crowds

Exercise 5b 1.8

- Tell them to listen and check their answers to exercise 5a.
- Play track 1.8.
- If you think the students may have any difficulty with spelling, write the answers on the board for them to check.

AUDIOSCRIPT 1.8 & 1.9

- 1 I'm not keen on swimming in the sea in the summer.
2 My favourite winter activity is fishing.
3 I really love catching fish in the sea.
4 I'm really interested in photography.
5 I'm really into watching ice hockey.
6 I don't mind cold weather.
7 I prefer spring weather to summer weather.

- 8 I quite like watching thunderstorms.
9 I can't stand large crowds.

Pronunciation stress

Exercise 5c 1.9

- Tell them that this time the focus is on pronunciation.
- Ask them to listen and repeat the sentences.
- Tell them to mark the stressed syllables on the sentences.
- Play track 1.9, pausing where necessary.
- Listen carefully and drill any problem sentences a few times.

AUDIOSCRIPT 1.9

See track 1.8.

PRONUNCIATION You could use back-chaining to help them pronounce the stress and intonation well. Start with the last word or phrase in the sentence, then add the previous word or phrase and so on until they are repeating the whole sentence. Example: *In the summer* (students repeat), *in the sea in the summer* (students repeat), *swimming in the sea in the summer* (students repeat), *keen on swimming in the sea in the summer* (students repeat), *I'm not keen on swimming in the sea in the summer*.

Exercise 5d

- Ask the students to read the meanings a-f and match them with phrases from exercise 5a. Point out that they will need to use some of the meanings more than once.
- When they finish, ask them to check their answers in pairs.
- Go through the answers together.

ANSWERS

a not keen on b can't stand c really love, really interested in, really into d don't mind e prefer f quite like

Exercise 6

- Students read the instructions. If necessary, complete one sentence yourself to demonstrate the task.
- Give a suitable time limit for thinking about and completing the sentences.
- When they all have complete sentences, ask them to compare what they have written with a partner. Tell them to ask and answer questions to get more information.
- Conduct class feedback.

ANSWERS

Students' own answers

Exercise 7a

- Tell students they are going to give a short presentation. Ask them to turn to page 126 and choose one of the options 1-3.
- They should write notes about their likes and dislikes in relation to their chosen topic using the ideas to help them.
- This is individual work, but you should monitor and check that they are focused on likes and dislikes.

EXTRA CHALLENGE For fast finishers, ask them to think what kinds of questions their audience may ask them and how they will answer them.

Exercise 7b

- Focus students' attention on the Language for speaking box. Point out that these are phrases from exercise 5a.

WATCH OUT! Make sure they notice the grammatical point at the bottom of the box about using the *-ing* form.

- Students should plan how they can use these phrases in their presentations. Allow plenty of time for them to think about this.
- Put the students in small groups to give their presentations.
- Highlight that students who are listening should make notes of any questions they want to ask.
- At the end of each presentation, the presenter should say *Any questions?* and the listeners should ask questions to get further information.
- When monitoring the presentations, focus on how well they are expressing their likes and dislikes, using the language for speaking. Make a note of any serious errors.
- In feedback, you could ask some students what was most interesting/surprising about the presentations they heard.
- Do error correction if necessary.

EXTRA ACTIVITY Put students in new pairs, working with someone who hasn't heard their presentation. They tell their new partner about their likes and dislikes, but this time it is not a presentation but a more informal chat. Encourage the listener to be involved in the discussion by using common phrases such as *Me too* if they share an opinion or *Really?* to get more information about an opinion.

Reading & Writing a web post about the best time to visit your country

Exercise 8

- Write on the board *forum* and *web post*. Elicit that they are connected with writing and reading on the internet and go through the meanings if necessary.

EXTENSION You could also elicit the verb *to post* and some common words we use with it, e.g. *a message, a comment, a link, a picture, a photo, results, a video*.

- Students read questions 1–3. Then read the posts on the travel forum to find the answers.
- Go through the answers together.

ANSWERS

- 1 Goa
- 2 The best time to go is October.
- 3 a The weather is still good.
b It's not too crowded.
c Some of the shops and restaurants are not open.

Exercise 9a

- Tell students that one way to improve their written English is to link their ideas clearly.
- Focus their attention on the Language for writing box and ask them to read it.
- Ask questions to check their understanding: *Which linker can we use to ... ?*

Exercise 9b

- Write the first example sentence on the board: *The weather is good and there aren't too many people*. Using a

different colour pen, add a full stop after *good* and change *and* to *And*. Ask the students *Is this sentence more formal now?* They should answer *No, it's informal*.

- Explain that they need to use linkers to join sentences 1–6. Point out that each has a label *neutral* or *informal*. Tell them that for informal sentences, they should use the linker as shown on the board, with a capital letter.
- Allow time for them to add the linkers and change punctuation where necessary.
- Go through the answers together carefully.

ANSWERS

- 1 It rains every day but it's not heavy rain.
- 2 The restaurants are great and they're not too expensive.
- 3 It's a very interesting street. But it can be a bit dangerous at night.
- 4 The temperature reaches 40°C so people go to the mountains where it's cooler.
- 5 All the children are on holiday at this time of year. So the beaches get crowded.
- 6 There's an excellent museum and it's free to enter.

Exercise 10a

- Ask the students to look at the topics in the box. Go through any unknown words.
- Tell them that they are going to write a post similar to Varsha's in exercise 8 about the best time to visit their country or town.
- Focus their attention on the useful phrases.
- Ask them to choose two or three topics from the box (or their own ideas). For students who need more challenge, tell them to choose four topics.
- Remind students to use linkers to write longer sentences.
- Set a time limit for the writing task. Tell them to write clearly because another student is going to read their post.
- Monitor, assist and correct as they write.

ANSWERS

Students' own answers

Exercise 10b

- In pairs, students give their post to their partner to read.
- Choose the focus for their reading to fit your students, according to whether they are a multilingual or monolingual group.
- Conduct class feedback.

EXTENSION 1 If you think it is appropriate, you could ask them to give each other feedback on their writing. They should focus only on the linkers in their partner's writing. They can circle every linker which is used well and can underline any linker which has been used incorrectly. In an adult class, this kind of analysis of another student's work can be very useful. But some students may be sensitive to criticism and only wish the teacher to do this, so it is not suitable for all classes.

EXTENSION 2 You could also make a gallery of all the posts on a classroom wall/notice board or if your college has a real website, students could post their writing on the internet or intranet. Students from your class and even other classes could read and add comments or questions.

1.5 Video

Adventure sports in Chile

VIDEOSCRIPT

Chile is a long, narrow country between the Andes Mountains and the Pacific Ocean.

It has deserts, lakes, mountains and volcanoes.

This incredible landscape makes Chile very popular with tourists.

But what do they do? Some tourists visit cities like Santiago, the capital of Chile.

Others travel north to see the Atacama Desert, the driest desert in the world.

But many tourists travel south, to a small town called Pucón, Chile's adventure sports capital.

Pucón is a fantastic destination for anybody interested in adventure sports.

This small city has a population of around 20,000 people.

It's between a volcano and a lake so there are lots of different sports and activities here.

What kinds of activities? It depends on the season.

In summer, many tourists climb to the top of Villarrica Volcano. The volcano is almost 3,000 metres high, so these hikes aren't easy.

At the bottom of the volcano is Lake Villarrica, a popular location for water sports including sailing, rafting and waterskiing. Every year, around 70,000 tourists visit the lake.

They often come here to Playa Blanca, a peaceful location with warm clear waters and a beautiful forest.

Some visitors go up to Trancura River, where they can kayak down some of the best rapids in Chile!

But at the moment the volcano, the lake and the river are quiet. This is because it's winter and most people here are skiing!

This is Ski Pucón, a small resort on the slopes of Villarrica Volcano. There are 20 different runs here for all kinds of skiers and snowboarders.

These slopes cover a drop of 900 metres, and there are nine ski lifts to take visitors to the top.

From here, the peak of the volcano towers over the whole resort. And, as you travel towards it, you can sometimes see steam rising from the crater!

From the top, there are amazing views of the lake and the surrounding mountains. It's an incredible landscape to ski in.

Visitors to Pucón enjoy lots of different adventure sports.

In the summer, they hike up the volcano or spend time on the lake.

In the winter, they race down the volcano's slopes – either on skis or snowboards.

And, whatever the season, they can always enjoy the beautiful scenery.

VIDEO ANSWERS

1 a hike b rapids c slopes d climb e peak

3 a, b, d, e are mentioned in the video

4 a mountains, lakes and deserts

b around 20,000

c kayak, hikes, sailing, rafting, water-skiing

d almost 3000 metres

e skiing, snowboarding

f 900 metres

Review

ANSWERS

Exercise 1a

- 1 How many people are there in your family?
- 2 How old are you?
- 3 What did you do at the weekend?
- 4 Do you live in a house or a flat?
- 5 What kind of music do you like?
- 6 How often do you go to the cinema?

Exercise 2a

- 1 every now and then
- 2 rarely
- 3 most days
- 4 sometimes

Exercise 2b

Students' own answers

Exercise 3 1.10

- 1 housework
- 2 family
- 3 late
- 4 internet
- 5 good
- 6 future
- 7 night
- 8 football

AUDIOSCRIPT 1.10

- 1 When you clean the floor, is this homework or housework?
- 2 Are your relatives your friends, or your family?
- 3 If you have a lie in, do you get up early or late?
- 4 If you are online, are you on the internet or the telephone?
- 5 Is healthy food good or bad for you?
- 6 When you write a to-do list, is it for the future or the past?
- 7 Do people go clubbing in the day or at night?
- 8 Do you need more energy for football or chess?

Exercise 4a

- 1 time with relatives
- 2 fun
- 3 shopping
- 4 yoga
- 5 a family meal

Exercise 5a

- 1 writes a blog
- 2 take photographs of
- 3 write posts
- 4 have a look
- 5 have dreams

Grammar

Unit 1 Three questions, three answers

Paired activity, completing questions with appropriate question words, and matching questions and answers to form short conversations

Language

Question words: *are, did, do, how, what, when, where, which, who*

Preparation: Make one copy of the worksheet for each pair.

- 1 Review question words by eliciting questions with the question word at the beginning. With the exception of *are* and *do* (which can only be used in the present), the questions can refer to the present or the past. Write the questions on the board, correcting any mistakes. When you have done this, erase everything from the board.
- 2 Divide the class into pairs. Give a copy of the worksheet to each pair, and go through the example questions and answers in the shaded cells. There are three questions and three answers based on the same topic, which, when put together, form a short conversation. Point out that each question and answer following on from question 1 has been given the number 1. Model the conversation by asking one student to read the shaded questions and one student to read the shaded answers.
- 3 Students decide on the question word that starts each question, then match questions and answers, numbering them to show the flow of each conversation.
- 4 The first pair to correctly complete all of the questions and match them to the answers is the winner.

ANSWERS

- 2 **How** often do you go out for dinner? *Usually once a week.* **What** kind of food do you like the most? *Chinese.* **Where** do you usually go to eat? *A very good restaurant called Sojo.*
- 3 **How** much did your last mobile phone cost? *Nothing. It was free with a contract.* **Where** did you get it? *From a shop in town.* **What** do you like about it? *It's very simple to use.*
- 4 **How** many close friends have you got? *Just two.* **How** often do you meet them? *Three or four times a week.* **What** do you usually do together? *We go to the cinema or a restaurant.*
- 5 **Do** you like travelling? *Yes, I love seeing different places.* **When** did you last go somewhere interesting? *Last summer.* **Where** did you go? *A lovely island called Santorini.*
- 6 **What** time do you usually leave home for work or college? *At about eight o'clock.* **How** do you get there? *I take a train and then a bus.* **Are** you usually on time? *Yes, but sometimes I'm a bit late.*
- 7 **Which/What** sport do you like the most? *I really enjoy tennis.* **Do** you have a favourite player? *Yes, a Spanish player called Rafael Nadal.* **What** do you like about him? *He's so good at what he does.*

- 8 **Did** you have a nice weekend? *Yes, it was great, thank you.* **Did** you do anything interesting or exciting? *No, nothing special.* **Who** did you spend time with? *Just my family.*

Unit 2 Relative clauses game

Group activity, describing people, places and things using relative clauses

Language

Relative clauses: *It's a person who/that ..., It's a place where/that ..., It's a thing which/that you use ... + infinitive, It's a thing which/that you use for ... + -ing*

Preparation: Make one copy of the worksheet for each group (maximum of six students per group). Cut up the sheets so that there is one wordlist for each student.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets so that only one wordlist is showing. Tell students not to look at the other lists.

- 1 Write *Richard Branson* on the board and tell students to describe him using a relative clause, e.g. *He's a businessman who/that founded the Virgin Group.* Write *Sydney* on the board and repeat the process, e.g. *It's a place where you can see a famous opera house.* Write *car* on the board and repeat the process, e.g. *It's a thing which/that you use to get/for getting from your home to your office.* Write all the example sentences on the board.
- 2 Divide the class into groups. Give each group member a different wordlist. Allow students five minutes to read through their list and ask for clarification of any words they don't know or any vocabulary they might need to describe those words. They should also add two words of their own to the bottom of their list.
- 3 Tell students that they each have different wordlists. Explain that they must take turns to describe one word on their list, using a relative clause, for the other students in the group to guess. The student describing the word must write the name of the person who first guesses correctly in the 'Winner's name' column on their wordlist.
- 4 When students have finished, they add up how many times each person's name appears on all the players' wordlists to find the overall winner.

Unit 3 A new hobby

Paired activity, completing and numbering sentences to create a story

Language

Past simple: regular verbs (*jumped, moved, watched, etc.*) and irregular verbs (*began, fell, got, etc.*)

Pronunciation: *-ed* in regular past simple verbs

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

1 Grammar Three questions, three answers

- 1 Work with a partner. Complete the questions in A–C with the correct question word (*are, did, do, how, what, when, where, which, who*).
- 2 Match the questions to the answers to make eight conversations.

Questions A

1 <u>What</u> kind of films do you like?	2 _____ often do you go out for dinner?	3 _____ much did your last mobile phone cost?	4 _____ many close friends have you got?
5 _____ you like travelling?	6 _____ time do you usually leave home for work or college?	7 _____ sport do you like the most?	8 _____ you have a nice weekend?

Answers A

Nothing. It was free with a contract. <input type="checkbox"/>	Yes, I love seeing different places. <input type="checkbox"/>	Usually once a week. <input type="checkbox"/>	Yes, it was great, thank you. <input type="checkbox"/>
I really enjoy tennis. <input type="checkbox"/>	I'm very fond of comedies. <input checked="" type="checkbox"/> 1	Just two. <input type="checkbox"/>	At about eight o'clock. <input type="checkbox"/>

Questions B

_____ did you last go somewhere interesting? <input type="checkbox"/>	_____ you do anything interesting or exciting? <input type="checkbox"/>	_____ often do you meet them? <input type="checkbox"/>	_____ you have a favourite player? <input type="checkbox"/>
_____ do you get there? <input type="checkbox"/>	_____ did you get it? <input type="checkbox"/>	<u>When</u> did you last go to the cinema? <input checked="" type="checkbox"/> 1	_____ kind of food do you like the most? <input type="checkbox"/>

Answers B

From a shop in town. <input type="checkbox"/>	I take a train and then a bus. <input type="checkbox"/>	Last night. <input checked="" type="checkbox"/> 1	No, nothing special. <input type="checkbox"/>
Last summer. <input type="checkbox"/>	Three or four times a week. <input type="checkbox"/>	Chinese. <input type="checkbox"/>	Yes, a Spanish player called Rafael Nadal. <input type="checkbox"/>

Questions C

_____ do you like about it? <input type="checkbox"/>	_____ do you like about him? <input type="checkbox"/>	_____ you usually on time? <input type="checkbox"/>	_____ do you usually do together? <input type="checkbox"/>
_____ did you spend time with? <input type="checkbox"/>	_____ do you usually go to eat? <input type="checkbox"/>	<u>Do</u> you go there a lot? <input checked="" type="checkbox"/> 1	_____ did you go? <input type="checkbox"/>

Answers C

A lovely island called Santorini. <input type="checkbox"/>	A very good restaurant called Sojo. <input type="checkbox"/>	He's so good at what he does. <input type="checkbox"/>	Yes, I try to see the latest films. <input checked="" type="checkbox"/> 1
We go to the cinema or a restaurant. <input type="checkbox"/>	Just my family. <input type="checkbox"/>	It's very simple to use. <input type="checkbox"/>	Yes, but sometimes I'm a bit late. <input type="checkbox"/>

Vocabulary

Unit 1 Something in common

Group activity, speaking and writing about free-time activities and daily routine

Language

Free-time activities and daily-routine verbs: *chat with friends online, play sports, etc.*

Preparation: Make one copy of the worksheet for each group (maximum of four students per group).

- 1 Write the following verbs on the board: *chat, do, eat, go, have, make, play, spend, stay*. Briefly brainstorm activities that can be described with these verbs, e.g. *chat on the internet, do our homework, eat out in restaurants*. Correct any mistakes.
- 2 Divide the class into groups. Allocate each group a letter (e.g. group A, group B) and give a copy of the worksheet to each group. Explain that, in their groups, they should ask and answer questions to find five activities that they have in common (e.g. five activities that they all *usually* do / *occasionally* do / *do now and then*).
- 3 Give the groups ten minutes to take turns to write sentences in exercise 2 about these five activities (e.g. *We nearly always spend time with our families at the weekend. We occasionally go to the beach at the weekend.*). (It does not matter if they have not found/written about five things – three or four will be enough.)
- 4 Students in group A take turns to read their sentences to the other groups, omitting the adverbs or expressions of frequency. The other groups guess how often group A does these things. They write a sentence they think is true about one of the activities in the table in exercise 4.
- 5 Each group reads out its sentence, and group A tells them if they are right or wrong. Groups win 1 point for each correct sentence.
- 6 Repeat stages 4 and 5 with the other groups. If there are more than eight groups in the class, they should continue at the bottom of their worksheet. The winning group is the one with the most points when all the groups have had a turn.

Unit 2 Household objects

Paired activity, playing a game using vocabulary for household objects

Language

Household objects: *bed, candle, carpet, chest of drawers, cloth, cooker, dishwasher, dustpan and brush, duvet, fridge, microwave oven, mirror, pan, rug, satellite TV, sheet, sofa, tap, towel, wardrobe, wash basin, washing machine*

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half. You will also need a die and some spare paper for each pair.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

- 1 Give each student a piece of spare paper and allow them two minutes to write as many household objects as they can.
- 2 Go through their objects as a class, giving 1 point for each unique object, e.g. if two students have *sofa*, neither student gets a point. Write objects on the board as you go through the lists to check spelling, and for reference during the activity.
- 3 Divide the class into pairs and allocate each partner a letter (A or B). Give them the relevant half of the worksheet and ask them to independently draw a household object in each of the nine squares in the left-hand grid. They should not show their sheet to each other.
- 4 Give each pair a die and explain that if they throw a 1 or a 2, they must mime the object for their partner; if they throw a 3 or a 4, they must draw the object (on the spare paper); and if they throw a 5 or a 6, they must describe the object.
- 5 Tell student A to throw the die and mime, draw or describe the object in square 1 in their left-hand grid, according to the number they throw. Student B writes down what they think the object is in square 1 of their right-hand grid. Students take turns – they can either swap after they have described each square, or once they have communicated all nine objects in their own grids.
- 6 When both students have communicated all nine objects, they check to see if their grids match.

1 Vocabulary Something in common

- 1 Work in small groups. Take turns to ask and answer questions about the activities you do on a daily/ weekly basis. Use the verbs from box B. Find five activities that you have in common.
- 2 Write sentences about the five activities you have in common. Use the adverbs and expressions of frequency from box A and the verbs from box B. Use each adverb/expression and each verb once only.

A

always nearlyalways usually often sometimes occasionally
 every now and then rarely don't usually hardly ever never

B

chat do eat go have make play spend stay

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 3 Take turns to say your sentences to the other group WITHOUT saying the adverbs or expressions of frequency.
- 4 Listen to the other groups. Guess how often they do the activities. Write one sentence for each group in the table. Check your answers.

Group	Sentences	Right or wrong?	Points scored
A			
B			
C			
D			
E			
F			
G			
H			



Communication

Unit 1 My favourite things

Paired activity, with students guessing their partner's likes and dislikes

Language

Likes and dislikes: *can't stand, don't mind, favourite, hate, not keen on, prefer, quite like, really interested in, really into, really love*

Preparation: Make one copy of the worksheet for each student.

- 1 Give a copy of the worksheet to each student. Students work independently to write the phrases in the correct columns of the table.
- 2 Divide the class into pairs. Ask students to compare their answers with their partner. Then go through the answers with the class.

ANSWERS

✓ ✓	✓	X	X X
prefer really love favourite really interested in really into	don't mind quite like	not keen on	hate can't stand

- 3 In their pairs, ask students to put their chairs back to back if possible, so that they cannot see each other or each other's worksheets while writing. Explain that they have to imagine they are their partner and complete the sentences in the box as if they were their partner. Remind them to use the *-ing* form after the phrases. They can use the illustrations to jog their memories regarding vocabulary from the unit, but they may use any vocabulary that they know, e.g. *reading, going to the cinema, listening to music*.
- 4 When they have finished, they can turn their chairs back, but they should not show their partner the completed worksheet. They should ask and answer to check their answers. Demonstrate with one student:
Teacher: *Yoshiko, I wrote, 'I really love reading books.' Is that true? Do you?*
Yoshiko: *Yes! It's true!*
Teacher: *And I wrote, 'I'm not keen on clubbing.' Is that right?*
Yoshiko: *Um, not really. I quite like clubbing.*
- 5 Complete the activity by asking students who got the most correct guesses.

Unit 2 Giving directions

Paired activity, locating places on a map and practising giving directions

Language

Directions: *Could you tell me where the (bank) is, please? Go straight along this road. You'll see the (bank) on the right. Go past the (bank) and keep going until you reach (a crossroads). Take the second left. So it's left at the crossroads? Is that right? It takes about ten minutes. You can't miss it.*

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

- 1 Check that students know the vocabulary for the twelve place symbols on the worksheet and write the words on the board if necessary.

ANSWERS

Student A: a post office b coffee shop/café
c cash machine/ATM d supermarket
e library/bookshop f park
Student B: a cinema b restaurant
c train/underground station d chemist's
e petrol station f car park

- 2 Elicit directions (see *Language*) by asking students how to get from college to their home. Write the language on the board for reference during the activity.
- 3 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. They should not show these to each other. Give students two minutes to independently draw or write the places on their map and to check for any vocabulary. Explain that they may end up putting their places in the same location as one of their partner's places, but that it doesn't matter if this happens.
- 4 Students should each have put six different places on the same map. They must now mark where their partner's places are without looking at their partner's map. Students take turns to ask, respond, locate and check the location of each place using the target language.
- 5 When they have finished, they check to see if their maps match.

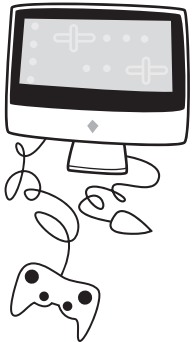
1 Communication My favourite things

1 Complete the table below using the phrases from the box.

prefer really love favourite hate really interested in
really into not keen on can't stand don't mind quite like

✓✓	✓	x	xx

2 Work with a partner. Imagine you are your partner. What do you think he/she likes doing? Complete the sentences.



My favourite hobby is _____.

I really love _____.

I'm not keen on _____.

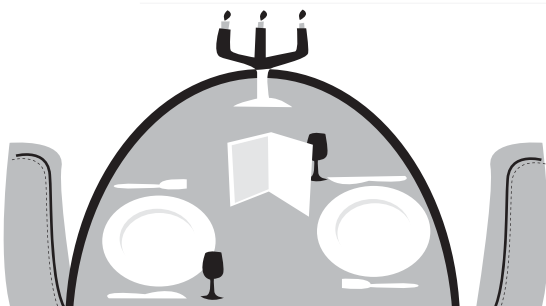
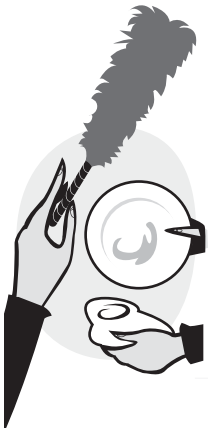
I prefer _____ to _____.

I don't mind _____.

I'm really interested in _____.

I quite like _____.

I can't stand _____.



Vox pops

Aim: Each of these video worksheets aims to provide students with extra listening and speaking practice on topics connected to the unit in the Coursebook.

Preparation: Make one copy of the worksheet for each student and cut or fold in half as shown.

Unit 1 Do you live in the past, present or future?

- 1 Give a copy of the worksheet to each student. Students read the questions and think of their answers individually. Then divide the class into pairs and get them to ask and answer the questions.
- 2 Ask students to read through the questions. Then play the video, pausing after each question. At the end, play the whole video through one more time for students to check.

ANSWERS

- 1 a Steven b William c Nitin
 - 2 a Constance b Matthew c William
 - 3 a Constance b William c Matthew
- 3 Ask students to work with a new partner. Explain the task. They now discuss the questions again, and say who in the video is similar to them in their photo habits.

Unit 2 Home life

- 1 Give a copy of the worksheet to each student. Ask them to do the task individually. Check answers, and make sure students know how the words are pronounced.

ANSWERS

- 1 many 2 interesting 3 outside a city 4 live
 - 5 work in another town
- 2 Play the video. Pause after each question to give students time to answer. Check answers as a group.

ANSWERS

- 1 1 c 2 b 3 d 4 e 5 a
 - 2 Nitin: cosmopolitan, history
Steven: travel, lots to do
Matthew: villages, football
William: diversity, culture
Constance: seasons, hills
 - 3 1 buildings 2 shops 3 larger 4 more 5 housing
- 3 Divide the class into pairs. Write the words from exercise 2, section 2 on the board. Ask students to think about which ones describe their home town. Explain the situation in section 3. Ask each pair to draw up a rough outline of a presentation, with notes on the words and images they would include. Feed back as a class.

Unit 3 Going up ... One man's lift nightmare

- 1 Give a copy of the worksheet to each student. Go through the phrases with the class to ensure they understand them. Ask students to classify the phrases in the table by writing the number of each phrase in the relevant column. Then divide the class into pairs and ask them to compare their answers.
- 2 Ask students to read through the questions. Then play the video, pausing after each question. At the end, play the whole video through one more time for students to check.

ANSWERS

- 1 2, 3, 4, 8, 9
 - 2 1 F 2 T 3 T 4 F 5 F 6 T 7 T 8 F
- 3 Ask students to work with a new partner. Explain the task and give them a moment to think about it. You could choose an example yourself and use it as a model. Students now tell their partner about a time they were nervous.

Unit 5 Your world in objects

- 1 Give a copy of the worksheet to each student. Divide the class into pairs. You could give a couple of examples to help, e.g. *Maybe it's because it was a gift. Maybe they love music, etc.*
- 2 Play the video. Pause after each question to give students time to answer the questions. Check answers as a class.

ANSWERS

- 1 1 d 2 b 3 c 4 a 5 e
 - 2 1 watches television 2 isn't that good 3 camera
 - 4 fish 5 several violins
- 3 Divide the class into pairs. Demonstrate the activity with one student. Ask them to take an item from their bag and give it to you. Pretend this is your new favourite possession and make up reasons (e.g. *This was a special gift, I used it the day I got married, etc.*). Students then do the task themselves in pairs. Ask a few pairs to share their 'favourite things' and reasons.

1 Video Do you live in the past, present or future?

Vox pops

- Work with a partner. Ask and answer the questions.
 - Do you have a large collection of photos and videos?
 - Who takes the most photos in your family?
 - What do you take photos of?
 - Where do you keep your photos?
 - How do you organize your photos and videos?

- Watch the video. Write the names.

How often do you look at old photos and videos?

- Who looks at photos ...
 - once every two or three weeks? _____
 - as often as possible? _____
 - once every two months? _____

What kind of photos and videos do you have?

- Who has ...
 - mostly photos of their grandchildren? _____
 - lots of photos of their baby daughter? _____
 - photos of old architecture? _____

Where do you keep your photos?

- Who keeps photos ...
 - in just their phone? _____
 - on the computer and in files? _____
 - on their laptop or phone? _____

- Work with a new partner. Think about what the speakers said. Whose photo habits are most similar to yours?



2 Video Home life

Vox pops

- Circle** the correct options to complete the definitions of the word/phrase in **bold**.

- A **cosmopolitan** city has *many / few* people from different countries.
- A **fascinating** place is very *boring / interesting*.
- The **outskirts** are the parts *outside a city / in the city centre*.
- A **condominium** is a place where people *live / do sports*.
- A **commuter town** is full of people who *work in another town / do not travel much*.

- Watch the video. Do the tasks.

Where do you come from?

- Match the speaker to the place.

1 Nitin	a Pittsburgh, Pennsylvania
2 Steven	b Southampton
3 Matthew	c New Delhi
4 William	d Reading
5 Constance	e Brooklyn, New York

What do you like about your home town?

- Tick (✓) the two things each speaker mentions.

Nitin: cosmopolitan nature history

Steven: history travel lots to do

Matthew: villages football culture

William: diversity history culture

Constance: seasons monuments hills

How's your town changing at the moment?

- Circle** the correct options to complete the sentences.
 - Nitin says his city has more *parks / buildings* now.
 - Steven says there are lots of new *shops / tourist attractions*.
 - Matthew says everything is getting *smaller / larger*.
 - William says his city is *more / less* attractive now.
 - Constance says her city is providing more *housing / retail stores*.

- Work with a partner. Look at the words in exercise 2, section 2 above. Do any of them describe your home town? Imagine you have to prepare a presentation about your town. What words and phrases would you choose? What images would you choose?

