

CONTENTS

TEACHER'S RESOURCE BOOK

Introduction

Students' Book contents	4
Message from the authors	9
Overview of components	10
The Students' Book	12
The support components	16
Course rationale	18
Teaching tips	20

Teacher's notes

Index	27
Units 1–12	28

TEACHER'S RESOURCE DISC

Extra Resources

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

Tests

- Unit tests
- Mid-course test
- End of course test
- Test audio
- Test audio script
- Downloadable test audio
- Test answer key

STUDENTS' BOOK CONTENTS

Unit	Language focus	Vocabulary	Skills
01 YOUR WORLD page 06	Questions and short answers Present simple and Present continuous	People around you Everyday activities	Reading: The myths that make you feel guilty
02 MEMORY page 16	Past simple and Past continuous <i>used to</i> and <i>would</i>	Childhood and upbringing Remembering and forgetting	Reading: The secrets of your memory Listening: Childhood and upbringing
03 ACROSS THE GLOBE page 26	Comparatives and superlatives Different ways of comparing	Features and sights Adjectives for describing places	Reading: What's the right type of holiday for you?
04 REAL LIVES page 36	Present perfect and Past simple Present perfect simple and Present perfect continuous	Life events Personal qualities	Reading: Pushed too far?
05 GO FOR IT! page 46	Future forms Future clauses with <i>if</i> , <i>when</i> , <i>unless</i> , etc.	Word families Work	Reading: Getting ahead in the 21st century Listening: Career cross-roads
06 TRUE STORIES page 56	Past perfect Reported speech	<i>say</i> and <i>tell</i> Adverbs for telling stories	Reading: It really happened to me!

Study, Practice & Remember page 132, Audio scripts page 168, Irregular verb list page 175

Pronunciation	Task	Language live/ World culture	Study, Practice & Remember
Sentence stress in questions Using intonation to show interest	Discuss the way you spend your time Preparation: Listening and reading Task: Speaking	Language live Speaking: Keeping a conversation going Writing: An informal email	Study & Practice 1, page 132 Study & Practice 2, page 132 Remember these words, page 134 Study tips, page 134
Past simple -ed endings	Describe a personal memory Preparation: Listening and vocabulary Task: Speaking Follow up: Writing	World culture Video and research: Flashbulb memories	Study & Practice 1, page 135 Study & Practice 2, page 136 Remember these words, page 137 Study tips, page 137
Stress and /ə/ sounds in comparative phrases Sentence stress in polite questions	Provide an insider's guide Preparation: Listening Task: Speaking	Language live Speaking: Travel problems Writing: A travel blog	Study & Practice 1, page 138 Study & Practice 2, page 139 Remember these words, page 140 Study tips, page 140
Strong and weak forms of <i>have</i> Linking in time phrases	Nominate someone for an award Preparation: Listening Task: Speaking Follow up: Writing	World culture Video and research: Charles Dickens: Writer and campaigner	Study & Practice 1, page 141 Study & Practice 2, page 142 Remember these words, page 143 Study tips, page 143
Word stress in word families Polite intonation in questions	Choose who to hire or fire! Preparation: Reading and listening Task: Speaking and listening	Language live Speaking: Making a formal telephone call Writing: A CV	Study & Practice 1, page 144 Study & Practice 2, page 145 Remember these words, page 146 Study tips, page 146
Hearing the difference between Past simple and Past perfect in connected speech	Retell a story Preparation: Listening and vocabulary Task: Speaking and listening Follow up: Writing	World culture Video and research: A story that rocked the world	Study & Practice 1, page 147 Study & Practice 2, page 148 Remember these words, page 149 Study tips, page 149

STUDENTS' BOOK CONTENTS

Unit	Language focus	Vocabulary	Skills
07 MUST SEE! page 66	-ed/-ing adjectives The passive	Entertainment and television Extreme adjectives	Reading: News stories Listening: Film quiz
08 SOCIAL LIFE page 76	Polite requests <i>will</i> and <i>shall</i> for instant responses	Social behaviour Talking about norms and customs	Reading: My big night out! Listening: Modern manners quiz
09 STUFF! page 86	Defining relative clauses Quantifiers	How gadgets work Describing everyday objects	Reading: Consumer crazy Listening: How gadgets work
10 SOCIETY AND CHANGE page 96	Making predictions Hypothetical possibilities with <i>if</i>	Numbers and statistics Society and change Society and social issues	Reading: The future will surprise us Listening: Society and change
11 RULES page 106	Obligation and permission in the present Obligation and permission in the past	Linking words Crime and punishment	Listening: Annoying rules Reading: Exclusive clubs
12 YOUR CHOICE page 116	<i>could have, should have, would have</i> Hypothetical situations in the past with <i>if</i>	Problems and solutions	Listening: The toughest decision of their lives Reading: How to make decisions

Study, Practice & Remember page 132, Audio scripts page 168, Irregular verb list page 175

Pronunciation	Task	Language live/ World culture	Study, Practice & Remember
Word stress Sentence stress	Talk about a show you love or hate Preparation: Vocabulary and listening Task: Speaking	Language live Speaking: Making a social arrangement Writing: A review	Study & Practice 1, page 150 Study & Practice 2, page 150 Remember these words, page 152 Study tips, page 152
Polite intonation in requests	Give tips on how to behave Preparation: Listening Task: Speaking Follow up: Writing	World culture Video and research: Addicted to games	Study & Practice 1, page 153 Study & Practice 2, page 154 Remember these words, page 155 Study tips, page 155
Stress in compound nouns	Talk about things you couldn't live without Preparation: Reading Task: Speaking	Language live Speaking: Buying things Writing: A short thank-you message	Study & Practice 1, page 156 Study & Practice 2, page 157 Remember these words, page 158 Study tips, page 158
Shifting stress in word families 'll or 'd in connected speech	Balance the budget Preparation: Listening Task: Speaking	World culture Video and research: In orbit	Study & Practice 1, page 159 Study & Practice 2, page 160 Remember these words, page 161 Study tips, page 161
Modal verbs in connected speech	Discuss new laws Preparation: Reading and listening Task: Speaking	Language live Speaking: Expressing and responding to opinions Writing: An opinion essay	Study & Practice 1, page 162 Study & Practice 2, page 163 Study & Practice 3, page 163 Remember these words, page 164 Study tips, page 164
Past modal forms in connected speech	Discuss dilemmas Preparation: Reading Task: Speaking Follow up: Writing	World culture Video and research: Life in a new country	Study & Practice 1, page 165 Study & Practice 2, page 166 Remember these words, page 167 Study tips, page 167

OVERVIEW

PAGES 6–7

Grammar: Questions and short answers

Pronunciation: Stress in questions

Common European Framework: Students can ask and answer questions and exchange ideas and information on familiar topics in everyday situations.

PAGES 8–9

Grammar: Present simple and Present continuous

Vocabulary: People around you

Common European Framework: Students can give a description of people; can give descriptions on a variety of familiar subjects.

PAGES 10–11

Reading and speaking: The myths that make you feel guilty

Vocabulary: Everyday activities

Common European Framework: Students can read factual texts on subjects related to their interests; can express themselves on topics pertinent to their hobbies and interests.

PAGES 12–13

Task: Discuss the way you spend your time

Common European Framework: Students can communicate with confidence on familiar routine matters; can exchange, check and confirm information.

PAGES 14–15

Writing: An informal email

Speaking: Keeping a conversation going

Common European Framework: Students can write personal letters describing experiences, feelings and events in some detail; can maintain discourse appropriately with effective turntaking.

Language focus 1 (PAGES 6–7)

Questions and short answers

See *Teaching tips: Using a discovery approach to grammar*, page 20.

WARM UP

Before the class, cut up some blank strips of paper, one for each student in the class. Ask students to think of a question they would like to ask their classmates (for example, *Why are you learning English? Where do you live?*) and write it on the strip of paper. Make sure they don't show anyone their question. Collect all the questions and redistribute them so that each student has someone else's question. Students walk around and ask that question to everyone else in the class. When they have finished, put them in groups to share the information they found out.

- 1a Focus students' attention on the photos and ask them to imagine who the people are and what they might be talking about. Go through the descriptions 1–3 and check that students understand *greeting*. Get students to work in pairs to match the descriptions to the photos, then go through the answers with the class.

ANSWERS:

1 C 2 B 3 A

b Elicit some ideas for questions, or give a few ideas to get the students started. Emphasise that there is no right or wrong answer. Students work in pairs or small groups to think of questions. Circulate to see what sort of questions they are thinking of. Note down any common problems you notice to help you choose what to emphasise when you clarify the grammar. If you have a weak class, for each photo, get students to think of one question each person might ask. In feedback, nominate students to share their answers with the class.

- 2a 1.1 The idea of this activity is to expose students to different types of questions before they study question forms. Play the recording for students to match the conversations with the situations in exercise 1a. Ask students to compare answers in pairs, then check answers with the class. Don't elicit what the questions were at this stage.

ANSWERS:

1 1 2 2 3 1 4 3 5 3 6 2 7 1 8 3 9 2

b Students work in pairs to make their lists. Monitor and help where necessary, noting any common problems to focus on in the grammar clarification. When they are ready, play the recording again for students to check their answers.

ANSWERS:

See the audio script for 1.1 for the questions.

GRAMMAR

Forming questions

All the tenses dealt with here are looked at in more detail later. Most students should at least be familiar with the form, but if there are serious difficulties with the use, it is probably best to leave this until the later modules where these are covered.

- 1 Check understanding of the question words. Students work in pairs to think of more question words. Elicit students' answers and write them on the board.

SUGGESTED ANSWERS:

Who? Why? Whose? When? How many? What time? (See Study 1 on page 132 of the Students' Book for more examples.)

- 2 Give students time to read the questions and cross out the incorrect word order. If you have a weak class, do this together and go over the rules for word order in most *wh*- questions.

ANSWER:

Question 1 is incorrect.

Short answers

- 3 Go over the example with the class. Students work alone to rewrite the answers. Monitor and help where necessary. Check answers with the class.

ANSWERS:

1 My parents do, but my sister doesn't. 2 No, he doesn't.

You may want to ask students to read Study 1 on page 132 for a more detailed explanation of questions and short answers.

PRACTICE

- 1a Read the example with the class. Students complete the questions and answers alone, then check answers in pairs. Check answers with the class.

ANSWERS:

- 1 What's your postcode, please?
- 2 Where exactly do you live?
- 3 How's your job going?
- 4 A: Do you speak any other languages apart from English?
B: No, I don't.
- 5 Do all your family speak English?
- 6 Could you tell me your date of birth?
- 7 A: Did you have a nice holiday?
B: Yes thanks, I did.
- 8 A: Have you got any brothers and sisters?
B: No, I haven't.

- b Remind students of the situations in exercise 1a on page 6. If necessary, do the first one as an example with the class. Get students to work in pairs. Don't elicit any answers yet.
- c  1.2 Students listen and check their answers. In feedback, check answers with the class and drill the questions and answers.

ANSWERS:

Example A

1 C 2 C 3 B 4 A/C 5 A 6 C 7 B 8 A/C

PRONUNCIATION

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

- 1 Give students a minute to read the examples and pay attention to which words are stressed. Drill the examples with the class.
- 2 Point out the stress in short answers.
- 3  1.2 Focus attention on the questions and answers in exercise 1a. Students listen and underline the stressed words. Pause after each one to give students time to think and mark the stress. Check answers with the class, then play the recording again, pausing after each question for students to repeat.

ANSWERS:

- 1 What's your postcode, please?
- 2 Where exactly do you live?
- 3 How's your job going?
- 4 A: Do you speak any other languages apart from English?
B: No, I don't.
- 5 Do all your family speak English?
- 6 Could you tell me your date of birth?
- 7 A: Did you have a nice holiday?
B: Yes thanks, I did.
- 8 A: Have you got any brothers and sisters?
B: No, I haven't.

Pronunciation: Helping students with stress and weak forms

Focus on stress first – the following techniques might help the students to hear stress patterns:

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

Once you have established the stress pattern, move on to weak forms. Again, it helps to exaggerate, so model them as even weaker than they are on the recording. (Be careful that in drawing students' attention to weak forms you do not accidentally stress them!) If students are having difficulty, start with a stressed syllable and gradually build in the weak forms, like this: *live near here? → you live near here? → Do you live near here?* This technique is known as 'back-chaining'.

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

- 2 Give students a few moments to agree on a conversation and to think of questions to ask. Emphasise that they should not write the questions down. Students work in pairs to act out the conversations.
- 3a This exercise can be oral or written. If you have a large class, it is easier to keep track of students' ideas by asking each pair to write their suggested questions down.
- b  1.3 When listening and checking answers, students may have difficulty catching the exact words used. Encourage them to listen again, more than once if necessary, before you elicit and write the answers on the board. This is very useful in developing their ability to listen closely to the language used.

ANSWERS:

- 1 What's the English word for this?
- 2 How do you pronounce this word?
- 3 How do you spell your name?
- 4 Which page are we on?
- 5 Could you explain that again, please?
- 6 Could you say that again, please?
- 7 What's today's homework?
- 8 Could you write it on the board, please?

- 4 In this activity, students practise asking questions. If they are not familiar with each other, tell them to work together in groups of three, with two new partners. If they know each other, encourage them to ask you questions. Whichever you choose, allow time for students to select and prepare the questions they will ask. Circulate as they ask and answer, so that you are aware of any problem areas. Focus on these with the class at the end of the activity if necessary.

ADDITIONAL PRACTICE

- **Resource bank:** Activity 1A *Three-person snap* (Questions and short answers)

Study, practice & remember: Practice 1

Workbook: Language focus 1: *Questions and short answers*, pages 4–5; Pronunciation: *Sentence stress in questions*, page 5

Vocabulary (PAGE 8)

People around you

See *Teaching tips: Working with lexis*, page 21.

- 1a** Students work in pairs to cross out the wrong word and move it to the correct group. Practise the words with a repetition drill, marking the stressed syllables on the board. The pronunciation of the following words may need particular attention: *relative* /'relətɪv/, *grandchild* /'grænðfɔɪld/, *grandparents* /'grænð'peərənts/, *colleague* /'kɒli:g/, *niece* /'ni:s/, *best friend* /'bes'frend/, *acquaintance* /ə'kweɪntəns/, *neighbour* /'neɪbə/, *cousin* /'kʌzən/.

ANSWERS:

Family	older sister, stepmother, relative, stranger , grandchild, half-brother, grandparents, niece , mother-in-law , cousin
Work/school	classmate, boss, colleague, employee, niece
Friends	best friend, old school friend, acquaintance, mother-in-law
Other	neighbour, flatmate, cousin, ex-girlfriend, stranger

Note: There may be some variations in your students' ideas. For example, they may have put *ex-girlfriend* as a friend. While this is an acceptable difference, it is not necessarily true for all people.

- b** When brainstorming other vocabulary to add to the table, discourage words that are too simple (*mother*, *father*, etc.) and focus on vocabulary that students may not know, for example, *nephew*, *godmother*, *manager*, *partner*. Note that *partner* has different meanings. In the context of family and friends, it is similar to *husband*, *wife*, *boyfriend*, *girlfriend*. In the context of work, it means 'someone you run a business with'. In the context of the classroom, it means 'the student you work with'. In feedback, elicit students' ideas and write them on the board, marking the stressed syllables.
- 2a**  **1.4** Explain that each instruction will tell students to 'choose a space' to write their answer in. Make sure they write their answers in random order in the spaces. Play the recording, pausing after each instruction to give students time to think and write.
- b** Look at the examples with the class, then do one or two examples with them before they do the activity in pairs. Ask one or two pairs to tell the class something they found out.

ADDITIONAL PRACTICE

 **Resource bank:** Activity 1B *Vocabulary extension* (Phrases for talking about people around you)

Workbook: Vocabulary: *People around you*, page 5

Language focus 2 (PAGES 8–9)

Present simple and Present continuous

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1a** Focus students' attention on the photos and check that they understand the task. Students discuss the questions in pairs. Don't give any answers yet.
- 2b**  **1.5** Play the recording and encourage students to compare answers in pairs before checking with the whole class.

ANSWERS:

Lydia: best friend; Tom and Saliba: old friends; Isabel: little sister; John: grandfather/grandpa; Luxmmi: old school friend; Joe: big brother; Pete: father/dad; Harriet: cousin; Andy: uncle

- 2** If you have a stronger class, ask them to do the exercise from memory before playing the recording again. Play the recording and check answers as a whole class.

ANSWERS:

- Lydia is working in a DIY shop at the moment.
- She's applying for lots of courses.
- Isabel is getting big.
- Luxmmi is training to be a doctor.
- He really likes the city./He likes the city very much.

- 3a** Write up the first examples of the Present simple and the Present continuous to illustrate the activity for the whole class. Students underline/circle the examples individually, then check answers in pairs and discuss how the Present continuous is formed.

ANSWERS:

- Lydia is working in a restaurant at the moment.
- She wants to become a social worker.
- She's applying for lots of jobs.
- Isabel is getting old.
- She always pulls faces in photos.
- Jess's grandparents go out a lot.
- Luxmmi is training to be a dentist.
- Joe is wearing sunglasses.
- Joe's living in a student house at the moment.
- He doesn't like the city very much.

Form of Present continuous: *am/are/is* + *-ing*

- b** Go over the examples in Grammar and answer any questions students have. Students work individually to find further examples, then check answers in pairs. Check answers with the class.

ANSWERS:

Present simple 1: She always pulls faces in photos./Jess's grandparents go out a lot. Present simple 2: She wants to become a social worker. Present continuous 1: Joe is wearing sunglasses. Present continuous 2: Luxmmi is training to be a dentist. Present continuous 3: Lydia is working in a restaurant at the moment. Present continuous 4: Isabel is getting old.

GRAMMAR

Present simple and Present continuous

Focus attention on the uses and examples. Although this should be revision, many students are unaware of their own lack of accuracy in this area and may need to be reminded of the following problems:

Present simple

- the use of the third person singular *-s* in the affirmative form: *She lives in the flat upstairs from us.*
- the use of *do/does* in the question form: *Does he live with your parents, too?*
- the use of *don't/doesn't* in the negative form: *She doesn't go out much.*

Present continuous

the use of the contracted form of the auxiliary verb *to be*: *He's enjoying the course (= he is enjoying).*

Potential problem with state and dynamic verbs

One of the examples in Present simple 1 shows a verb behaving as a state verb (*to live*). It can also be a dynamic verb: *She's living with her brother for a month.* (a temporary situation) If students are unclear about the difference between state and dynamic verbs, you can raise awareness with the following activity. Put students in pairs, As and Bs. A faces the board and B faces their partner, with their back to the board. Each turn, write the following verbs on the board for As to mime and Bs to guess, in this order: *eat, drive, have a shower, be, have a car.* Students will struggle with the last two. After the activity, ask students which verbs they found difficult to mime/guess and explain that these verbs describe states, not actions.

You may want to ask students to read Study 2 on pages 132 and 133 for a more detailed explanation of the Present simple and Present continuous.

Language focus 2: Alternative suggestion for the Present simple and continuous

A more task-based approach may be more challenging here (although it will require you to 'think on your feet' quite a lot during the lesson!).

Play the recording or give a short talk of your own about your family and friends. If possible, illustrate your talk with photos. Try to make it sound natural rather than scripted. Briefly check basic comprehension.

Move straight on to Practice, exercise 4, getting students to talk about their family/friends in the same way that you/Jess did. Do not do any specific input on present tenses, but emphasise that you want them to talk about these people's lives as they are at the moment. Write up the following prompts to encourage this: *their jobs/studies, where they live, anything else important in their lives at the moment.*

Give students time to plan what they will say and feed in any necessary vocabulary. Put students in small groups and get each one to give a short talk. Circulate and note down any errors you hear with the use of the Present simple and continuous (these can be errors of form, meaning or pronunciation – it may help to divide your notes into these three sections).

Write up the errors and get students to correct them. Go over the problems on the board yourself, or direct students to Study 2. Select exercises from the Students' Book (Practice, exercises 1, 2 and 3) or the Workbook on the areas they need to practise.

If you do not feel confident about selecting material on the spot like this, spread this approach over two lessons so you can analyse students' errors/needs more carefully.

PRACTICE

- 1 Students work individually before checking answers in pairs. Go through answers with the whole class, eliciting which explanation from Grammar, exercise 3 applies in each case.

ANSWERS:

- 1 is wearing, 's 2 plays 3 doesn't smoke, hates
4 don't like, do you think 5 is working

- 2a Do one or two examples with the class. Students work individually, then compare in pairs before checking answers with the class.

ANSWERS:

- 1 Do you like 2 Are you reading 3 Do you read
4 Are you studying 5 Do you prefer
6 Do you usually get up 7 Are you planning

- b Practise a few example questions by repetition drilling. Do this exercise as a mingle drill, possibly making it into a competition to see who can find a 'yes' answer to each question first.
- 3 Check the meaning of *to lose weight* and *to go grey*. This may be a useful opportunity to feed in *to put on/gain weight*. Do an example about yourself with a student, eliciting a question, e.g. *Are you getting taller?* and a negative, e.g. *I'm not getting taller*. Let students compare their answers in pairs, then go through them with the class.
- 4a If students have mobile phones with photos of people they know on, ask them to find them. Otherwise, tell students to write the names of six people who are important in their lives.
- b Give students time to make notes. Circulate and help where necessary.
- c Put students in groups to do the activity. If possible, put them in groups with people they do not normally work with. Focus on the example and encourage them to ask each other questions.

ADDITIONAL PRACTICE

- **Resource bank:** Activity 1C *Something in common* (Present simple and Present continuous)

- Study, practice & remember:** Practice 2

- Workbook:** Language focus 2: *Present simple and Present continuous*, pages 6–7

Reading and speaking (PAGES 10–11)

WARM UP

Write the following phrases on the board: *go to bed late, go to bed early, do exercise, play sport, use the internet, get stressed, sleep for eight hours.* Students discuss how often they do each of these things in pairs. In feedback, nominate students to share their answers with the class.

- 1a Students look at the photos and discuss the questions in small groups.
- b Check the meaning of *multitasking*. Give students time to read the questions and advice, then discuss the questions in their groups. Ask two or three groups to tell the class what they said.
- 2a Check the meaning of *grumpy* and *an internet addict*. Explain that the text is about things which make us feel guilty about our lifestyle. Students read the article and complete the gaps in the text with the phrases from exercise 1b. Check answers with the whole class.

ANSWERS:

- 1 b 2 d 3 a 4 c

- b Students discuss the question in pairs. Check answers with the class. If you have a stronger class, ask them to explain why each sentence is a myth, according to the article.

ANSWER:

They are all myths, according to the article.

- 3a Students work individually to answer the questions. Encourage them to compare their answers in pairs before checking with the class. When checking answers, ask students to cover the text to encourage them to give answers in their own words.

ANSWERS:

- 1 He feels guilty and a bit depressed.
2 Night owls are more productive ten hours after waking.
3 Top athletes who are now in their fifties had damage to their heart muscles.
4 45- to 54-year-olds spend most time online in the USA.
5 Older people are better at actually using the internet.
6 Yes, according to the author. You simply do each thing less well.

- b** Give students time to choose their paragraphs and think of reasons. Students share their ideas in pairs. Ask two or three students to share their ideas with the class.
- 4a** Read the examples with the class. Students make their lists individually. Encourage students to think of different ideas to those in the article. Circulate and help with ideas and any specific vocabulary students ask you for.
- b** If you have a multilingual class, arrange students so they are working with partners from different countries. Students compare their lists in pairs and decide if each belief is a fact or myth. Ask two or three pairs to share their ideas with the class and ask if other students agree.

Find out more

This could be done in class or set for homework if you are short of time. Divide students into three groups: *early birds and night owls*, *Steven Nguyen* and *multitasking*. Within each group, students search individually online for these terms and find three interesting facts. When they have finished, arrange students in groups of three, with one person from each group to share their facts. Nominate a student from each group to share the most interesting ideas with the class.

Vocabulary (PAGE 11)

Everyday activities

See *Teaching tips: Working with lexis*, page 21.

- 1a** Go through the phrases with the class and check that students understand *chatting*, *hanging out*, *doing paperwork*, *texting*. Students underline the activities individually.
- b** Read the examples with the class and point out the position of the adverb. Students compare their answers in pairs.
- 2** Focus students' attention on the categories and make sure they understand that some activities can go in more than one category. Students categorise the activities individually, then compare with a partner and add more activities to each category. In feedback, elicit the additional activities and write them on the board, marking the stressed syllables.

ANSWERS:

Sport/fitness: going to the gym **Social:** chatting to friends, hanging out with friends, going on social networking sites, going shopping (clothes, etc.), relaxing, texting **Domestic:** looking after children, doing paperwork, tidying up, going shopping (grocery), relaxing, doing the ironing **Personal care:** doing your hair, putting on make-up **Other:** doing paperwork, commuting, relaxing, doing nothing, playing video games (however, this could also be under 'Social', as many games are now played online)

- 3** Look at the example with the class, then get students to do the exercise individually and compare their answers with a partner before checking answers with the class.

ANSWERS:

2 e 3 a 4 b 5 c*

The present simple is used in each case.

**To be into* and *to be interested in* have the same meaning. *To be into* is more informal. It is possible to say *I'm really interested in ...* and *I'm not really into ...*.

- 4** Read the examples with the class and, if necessary, model a few whole sentences yourself. For example: *I'm really into going to the gym. I spend too much time commuting.* Give students time to write their sentences. Circulate and help with ideas and vocabulary where necessary.

- 5** Read the examples with the class. Students should try to use as many different starting phrases as possible. Ask two or three students to share information about their partner with the class.

ADDITIONAL PRACTICE

- **Resource bank:** Activity 1D *Who am I?* (Expressing likes and dislikes)
Workbook: Vocabulary: *Everyday activities*, page 8

Task (PAGES 12–13)

Discuss the way you spend your time

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

Preparation (PAGE 13)

Listening and reading

- 1a** Focus attention on the introduction to the questionnaire on page 12 and give students time to answer the question before checking the answer with the class.

ANSWER:

The survey is trying to find out if we spend our free time doing things that really matter to us.

- b** Give students time to read the statements and find the ones that are true for them. Don't elicit any answers yet.
- 2a**  **1.6** Emphasise that students do not need to understand everything at this stage. Play the recording, pausing after each conversation to give students time to think, write and compare in pairs. Play the recording again, if necessary, before checking answers with the class.

ANSWERS:

Speaker 1: statement 7	Speaker 2: statement 8
Speaker 3: statement 5	Speaker 4: statements 13 and 15
Speaker 5: statement 12	

- b** Check that students understand *on the go*. Focus attention on the Useful language box and give students time to read the phrases in part a. If you have a weaker class, drill the phrases so that students can get a feel for what they sound like. Students listen and tick the phrases they hear.

ANSWERS:

Speaker 1: I spend way too much time travelling. The whole journey takes about an hour and a half.
Speaker 2: I'm on the go the whole day long. There just isn't enough time!
Speaker 3: I spend quite a lot of time looking after my daughter.

Task (PAGE 13)

Speaking

- 1 Give students time on their own to prepare what they're going to say. Encourage them to use the phrases in Useful language a and ask you for any vocabulary they need.
- 2 Tell students that they are going to explain their answers to the questionnaire in more detail. Encourage them to refer to the phrases in Useful language b, but emphasise that they can add their own ideas if they want. Some students may feel more confident if they write down their questions, but emphasise that they do not have to stick to these if others seem more appropriate during the task.
- 3a Explain that in the task they should try to find out as much as possible about each other. They should make notes to help them when they report back to the class. As they interview each other, feed in any language they need in an informal way and refer them to Useful language a and b if necessary. Do not correct at this stage unless absolutely necessary, as this will interrupt communication. Note down errors with language from the unit for analysis at the end of the task.
- 3b Give students time to plan how they are going to report their partner's information to the class and encourage them to use the phrases in Useful language c. When they are ready, students tell the class about their partner. If you have a very large class, you could divide students into two groups for this stage.

Share your task

Some additional ideas could include:

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

Language live (PAGES 14–15)

Writing (PAGE 14)

An informal email

- 1 Check students understand *online social networks* by eliciting examples that they use. Students discuss the questions in groups. Ask two or three groups to share their ideas with the class.
- 2 Ask students to read the message, ignoring the gaps. Students read individually before checking answers as a whole class.

ANSWERS:

They know each other from university. Katarina wants to meet up with Grace when she's in Manchester.

- 3 Give students time to read the phrases first, then work in pairs to do the exercise. Go through the answers with the class.

ANSWERS:

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

*PS is Latin and stands for *Post Script*. We use this to add more information after we have signed off, usually as an afterthought.

- 4 Look at the example and point out that there are a lot of questions in this paragraph. Students match the other topics and paragraphs individually before checking answers with the class.

ANSWERS:

1 c 2 a 3 d 4 b

- 5a Give students an example from your own life and write it on the board. Give students time to think of their own examples.
- 5b Demonstrate the activity by adding notes to your own example on the board. Give students time to note down their own ideas. Circulate and help with ideas and vocabulary where necessary.
- 6 While students are writing their drafts, go round and feed in any language they need in an informal way, being careful not to interrupt the 'flow' of their writing. When they are ready, go through the questions in the checklist and give students time to check their writing.

Writing, exercise 6: Alternative suggestion

Do this as a speed-writing activity. Tell students that you are going to give them five minutes only to write a first draft. As they are writing, be strict about the time and count down after each minute. After five minutes, tell students to stop writing, even if they haven't finished. Students now have one minute to check what they've written, using the checklist in exercise 6.

- 7a Students swap drafts and check each other's work.
- 7b Encourage students to be sensitive when discussing each other's work, and be ready to answer any questions they have. When they have written their final drafts, attach them to the walls and ask students to walk round and read the messages before choosing the best one.

Speaking (PAGE 15)

Keeping a conversation going

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

WARM UP

Write the following topics on the board: *my home town, my studies, a holiday, the weather in my country, someone I met recently*. Students play *Just a minute* in groups. Each turn, a student chooses a topic and speaks for one minute about it. If they have difficulty, other students in the group can help by asking them follow-up questions.

- 1 Focus students' attention on the photo and ask them to imagine who the people are and what situation they might be meeting in for the first time. Students discuss the questions in pairs. Explain that in this lesson they are going to learn how to keep a conversation going.
- 2  Check students understand that these are the people mentioned in the *message* on page 14. Students listen, then check their answers in pairs before checking with the whole class.

ANSWERS:

how they met Katarina, university, a holiday in the past

- 3 If you have a stronger class, they could do this activity from memory before watching again to check. Otherwise, students watch and match, then check answers in pairs before checking with the whole class.

ANSWERS:

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

PRONUNCIATION

- 1  Students watch again and repeat the phrases as they hear them. Listen to how students use intonation and, if necessary, drill the phrases again with the class.

Potential problem with intonation

In informal conversation, it's important that we use intonation to sound friendly and inviting. How we say things is sometimes more important than what we actually say. If students don't vary their intonation, they can sound bored and uninterested. On the other hand, if students use unusual intonation, they can sound strange. The following techniques might help students notice intonation patterns:

- mimicking the intonation used by native/proficient speakers, either in real life or on video
- using arrows on the board to show patterns, e.g. 
- using gestures to show the direction of intonation when we drill phrases

Do not insist on 'perfect' intonation if students have difficulty. The most important thing is to raise awareness where it's relevant.

- 4 Model the activity by asking two stronger students to read out the example to the class. Students take turns to read out the sentences and respond in pairs. When they have finished, ask them to swap roles and practise the responses again. Monitor and watch how students are pronouncing the responses, modelling further where necessary.

ANSWERS:

(Note these are auxiliary questions for starting off responses only.)

1 Are you? 2 Has he? 3 Are you? 4 Do they?

5 Was he/she? 6 Have you?

- 5a Give students time to read the situations and ask if anyone has ever been in these or similar situations. Students practise the conversations in pairs. If any pairs finish early, get them to swap roles and practise the situations again.
- b Join the pairs into groups of four. If you don't have the right number of students, you could have one or two groups of three and circulate the roles, with one 'monitor' each time. Circulate and be ready to answer any questions the students have, but be careful not to interrupt their conversations. If possible, students can record the conversations on their mobile phones, then play them back when giving feedback to each other.

ADDITIONAL PRACTICE

- **Resource bank:** Activity 1E *Wordspot: have and have got* (Collocations with *have* and *have got*)

Workbook: Writing: *An informal email*, pages 8–9; Language live: *Keeping a conversation going*, page 9

Study, practice & remember

(PAGES 132–134)

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

Practice 1

ANSWERS:

1

1 do 2 has 3 didn't 4 haven't 5 were 6 doesn't 7 is

2

1 Where 2 How 3 What time 4 are 5 What colour
6 What kind of 7 Whose 8 How often

3

1 Do the rest of your family speak English?
2 How many children do your aunt and uncle have?
3 Which gym does your brother go to?
4 What time do you and your friends go out?
5 Where were your brothers and sisters born?
6 Which university are you applying to?

Practice 2

ANSWERS:

1

1 Tomas doesn't usually speak much in class.
5 I don't know your brother.
6 Harry has six older sisters.
8 I understand the Present continuous perfectly.

2

1 gets 2 Do you like 3 is having 4 is getting
5 think 6 spend

3

1 dream 2 knows 3 stands 4 don't forget
5 leave 6 wait 7 is becoming 8 remains 9 pay

Remember these words

ANSWERS:

1

1 ex-girlfriend 2 stepmother 3 a stranger 4 niece
5 father-in-law 6 boss 7 flatmate 8 an employee 9 cousin
10 my/a neighbour 11 my/a classmate 12 my/a relative

2

1 go 2 going 3 going 4 doing 5 put, do 6 looks 7 do
8 tidy 9 doing 10 playing 11 relax 12 going

Study tips

These exercises can be done in class or at home. If done for homework, students can bring them to the next class and have a discussion based on their answers.

- 1 Emphasise that students should be honest when selecting their answer. Students compare their answers in pairs and give reasons.
- 2 Go over the sentences with the class, then give students time to think about their answers and tick the things they do before comparing answers in pairs.
- 3 Go through the sentences and elicit the benefits of each one. Allow the discussion to develop naturally and write any other tips the students have on the board.
- 4 Remind students of the classroom questions they learnt on page 7. In pairs, students discuss which they can remember before checking their answers with the audio script on page 168.

02 MEMORY

OVERVIEW

PAGES 16–17

Reading and speaking: The secrets of your memory

Common European Framework: Students can recognise significant points in articles on familiar subjects; can give personal views and opinions in discussing topics of interest.

PAGES 18–19

Grammar: Past simple and Past continuous

Pronunciation: Regular past tense verb endings

Common European Framework: Students can communicate with reasonable accuracy in familiar contexts.

PAGES 20–21

Listening and vocabulary: Childhood and upbringing

Grammar: *used to* and *would*

Vocabulary: Remembering and forgetting

Common European Framework: Students can use a range of vocabulary for most general topics; can describe events.

PAGES 22–23

Task: Describe a personal memory

Common European Framework: Students can narrate a story; can give detailed accounts of experiences, describing feelings and reactions.

PAGES 24–25

World culture: Flashbulb memories

Common European Framework: Students can understand most TV news and current affairs programmes; can describe experiences and events.

Reading and speaking (PAGES 16–17)

WARM UP

Ask students to think of two interesting facts about themselves and write them down. Circulate and help with vocabulary where necessary. When they are ready, students walk around and share their facts with other students in the class. After about five minutes, arrange them in small groups and ask them to make a list of as many facts as they can remember about other students in the class. In feedback, ask each group to read out their lists to check what they remember and award a point for each correctly remembered fact. The group with the most correct answers wins.

- 1a Check that students understand *pin numbers*. Give students time to read the question, then discuss in pairs.
- b Students discuss the question in pairs, then use their partner's answers from exercise 1a to see if they agree. In feedback, nominate pairs to share their answers with the class.
- 2 Give students time to read the comments, then discuss any similar memories they have in pairs before sharing ideas with the class.
- 3 Check understanding of *photographic memory* and *pi*. Explain that students shouldn't try to understand every word and that they'll have a chance to read the text again more carefully afterwards. Set a time limit of three minutes for students to read the text and match the paragraphs with the comments in exercise 2. Encourage students to check answers in pairs before checking with the class.

ANSWERS:

1 c 2 extra para 3 d 4 b 5 a

Reading and speaking, exercise 3: Alternative suggestion

If your students need help with reading quickly for gist (skimming), then ask them to close their books while you give instructions for the activity. Do exercise 3 as a race. The first student to correctly match the comments and paragraphs wins.

- 4 Get students to read the statements and answer any which they can remember. Then they should read the text again to complete the task. Put them in pairs to compare their answers before checking as a class. Ask students to locate the part of the text in which each answer is found.

ANSWERS:

- 1 T 2 F (Retelling events helps to fix them in our memories.)
3 F (He is good at remembering particular things for a limited time.)
4 F (not yet proved)
5 F (Each piece of information is connected to many other pieces.)
6 F (Our memory starts to get worse after the age of 25 and is significantly worse by middle age.)
7 F (Recent research shows that some people can remember being a baby.)

- 5 Students discuss their ideas in pairs before sharing them with the whole class.

Find out more

Arrange the class in two large groups: *Daniel Tammet* and *Stephen Wiltshire*. Within their groups, students search individually online to find out as much information as they can. When they are ready, arrange students in pairs, with one student from each of the previous groups. Students then take turns to imagine they are these people and interview each other. Ask students to share any interesting information they found out with the whole class.

- 6 Give students time to read the tips, then compare their answers in pairs before checking with the class. When going through the answers, ask students to explain why they chose that answer in their own words.

ANSWERS:

- doing crossword puzzles R lack of sleep F doing new things R imagining strange pictures R short, regular revision R oxygen going to your brain R asking yourself questions R

- 7 Students discuss their ideas in pairs before sharing them with the class.

Language focus 1 (PAGES 18–19)

Past simple and Past continuous

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Before students discuss the questions in small groups, check any unknown vocabulary in the quiz questions. Circulate during the discussion and nominate groups to report back on any interesting information you have heard.
- 2  2.1 Emphasise that students don't need to understand every word and that they'll have a chance to listen again more carefully afterwards. Play the recording, pausing after each speaker to give students time to check answers in pairs. Check answers with the class.

ANSWERS:

Speaker 1: question 6 **Speaker 2:** question 1 **Speaker 3:** question 2
Speaker 4: question 4 **Speaker 5:** question 8

- 3a** Ask students to complete the sentences from memory, then check answers in pairs.
b Play the recording again, pausing after each speaker to allow students time to write and encourage them to compare ideas in pairs. Check answers with the class at the end.

ANSWERS:

1 white 2 thirteen, aunt 3 football 4 hair, eyes, eyes
5 shop window, assistant

- 4a** Students work individually, then check answers in pairs before checking with the class.

ANSWERS:

2 was (irregular, be), appeared (regular), walked (regular)
4 had (irregular, have), wore (irregular, wear)
5 saw (irregular, see), went (irregular, go), asked (regular)

- b** Students work individually, then check answers in pairs before checking with the class. As you elicit answers from the students, write up the full form of the Past simple and Past continuous using an example verb (see Study 1 on page 135). Students should have studied these forms before and so be able to recognise the different forms. If they clearly have no idea, give the answers and move on to highlighting how the Past simple and Past continuous are formed. Highlight the following:
 - that in the Past simple, regular verbs are followed by -ed.
 - that irregular verbs have to be learnt individually (point out that there is a list on page 175).
 - that questions and negatives are formed with *did* and *didn't* in all persons, that the question and negative forms in both cases are with the 'bare' infinitive (*Did they start?* not *Did they started?*, *We didn't start* not *We didn't started*).
 - that the form of the Past continuous is the same as the Present continuous, except that *was/were* is used.

ANSWERS:

1 was wearing 2 was walking, were holding 3 was watching
5 was shopping, was happening, was talking
Form of Past continuous: *was/were + -ing*

GRAMMAR**Past simple and Past continuous**

- 1** Students work individually to choose the correct alternative in the rules, then compare answers in pairs. Check answers with the class, referring to the timeline where necessary.

ANSWERS:

1 Past simple 2 Past continuous 3 while

- 2** Focus attention on the example and remind students of the rule from Language Focus 2 in Unit 1. You may want to ask them to read Study 1 on page 135 for a more detailed explanation of the Past simple and Past continuous.

PRACTICE

- 1a** Check the meaning of *traffic jam*, *mate* and *bang my head*. Explain that students shouldn't choose the alternatives yet, just read the three answers quickly to answer the question. Check answers with the class.

ANSWERS:

1 question 2 2 question 8 3 question 1

- b** Students work individually, then check answers in pairs. When checking answers with the class, ask students to tell you why they chose each answer, referring back to the rules in the Grammar box.

ANSWERS:

1 was sitting, was driving, missed
2 always watched, came, switched on, weren't showing, was showing, didn't understand
3 was sitting, was cooking, was cutting out, fell, banged, took

- 2** **2.2** Ask students if they know how their parents or grandparents met. Students work individually, then check answers in pairs. When they are ready, play the recording, pausing after each verb to check students' answers.

ANSWERS:

1 met 2 were travelling 3 was 4 started 5 discovered
6 had 7 were 8 were training 9 were going 10 was snowing
11 stopped 12 wasn't 13 fell 14 decided 15 reached 16 took

PRONUNCIATION

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

- 1a** **2.3** Go through the example with the class first, drilling the verb and counting the syllables. Students listen to the recording and write the number of syllables, then check answers in pairs.

ANSWERS:

started 2, discovered 3, stopped 1, decided 3, reached 1

- b** Students discuss the question in pairs before checking with the class.

ANSWERS:

-ed is pronounced as a separated syllable in *started* and *decided*. This is because we pronounce the -ed ending after the sounds /t/ and /d/.

- 2** **2.4** Put the students in pairs to discuss this, then play the recording to check answers, pausing after each one and getting students to repeat it.

ANSWERS:

/d/: arrived, remembered, studied, offered, travelled
/t/: asked, hoped, watched, worked, noticed
/ɪd/: invited, expected, visited

Potential problem with -ed endings

Many students find these endings difficult to pronounce, since they are used to seeing them written rather than hearing them spoken. If your students find the pronunciation of -ed endings difficult, then raise awareness of how we pronounce them with the following:

Write the following letters on the board:

ay m n v z g
f k ch sh s
t d

Ask students to repeat the first line after you, resting their finger on their throat. Repeat the procedure for the second line and ask students what they notice. They should notice that with the first line their throat vibrates and with the second it doesn't. Now ask them to do the same, but add a 'd' after each one. Explain that with the first line, the second sound sounds like a /d/ sound and with the second line, it sounds like a /t/ sound. With the second line, it's almost impossible to say and so we add a syllable: /ɪd/. Explain that this is what happens when we pronounce regular past simple verbs. How we pronounce the -ed ending depends on whether the sound before it is voiced or unvoiced.

Another way of showing how they are pronounced is to write the following sentences on the board:

He ask tif I hope tit would be sunny.

We travel dall night and arrive din the morning.

Practise saying them with the class, then point out that this is how we pronounce these verbs in the past simple.

- 3a** Students work individually to write the questions. Circulate and help where necessary, checking students are forming the questions correctly. When you check answers, drill the questions chorally and individually.

ANSWERS:

- 1 Where did you meet?
- 2 What was happening in your life at that time?
- 3 What was happening in your friend's/partner's life at that time?
- 4 What was the first thing you noticed about him/her?
- 5 What did you talk about?
- 6 What did your friend/partner look like then?
- 7 What was he/she wearing?
- 8 Was anyone else there?
- 9 How did you feel after you first met?
- 10 How did you meet again?

- b** Students discuss the questions in pairs. While they are working, make a note of students' problems with the use and form of the Past simple and Past continuous. If there are a lot of problems, write some examples on the board and then try to correct their mistakes as a class.

Practice, exercise 3b: Alternative suggestion

Students can either answer the questions truthfully or make up a story and give false answers. Their partner then decides if it was a true or false story.

ADDITIONAL PRACTICE

- **Resource bank:** Activity 2A: *Past tense pelmanism/What about you?* (Irregular past simple forms), Activity 2B: *Alibi* (Past simple and Past continuous)

Study, practice & remember: Practice 1 and 2

Workbook: Language focus 1: *Past simple and past continuous*, pages 10–11; Pronunciation: *Past tense forms*, page 11

Listening and vocabulary (PAGE 20)

Childhood and upbringing

WARM UP

Write the following topics on the board: *songs, games, TV programmes, family rules, toys, friends*. Ask students to think of an example of each that they can remember from their early childhood. When they are ready, students share their ideas in groups and find out if they have any answers in common.

- 1 Students read the descriptions, then discuss the question in pairs. In feedback, elicit their ideas and write them on the board.
- 2 **2.5** Check the meaning of *pocket money, sleepovers, tell me off* and *praise*. Give students time to read the phrases, then play the recording for them to answer the questions. Encourage students to check answers in pairs before checking with the class.

ANSWERS:

Rafael: 1 c 2 b 3 a 4 a 5 a
Mi-Sun/Emily: 1 b 2 b 3 b 4 c 5 c

- 3 Students discuss what they can remember in pairs. If necessary, play the recording again for them to check their answers.
- 4 If you have access to dictionaries, distribute them for students to use. Alternatively, students can use their mobile devices. Circulate and help where necessary and write any new words on the board. Students first check the meanings in pairs, before deciding who said each sentence. When they are ready, play the recording again, pausing after each sentence for students to check their answers.

ANSWERS:

1 R 2 R 3 M 4 R 5 M 6 M 7 R 8 R 9 M

- 5** Read the examples with the class, then put students in pairs to discuss the questions. Circulate and encourage students to use the words in exercise 4. In feedback, nominate students to share their ideas with the class.

ADDITIONAL PRACTICE

- **Workbook:** Vocabulary: *Childhood and upbringing*, page 11

Language focus 2 (PAGES 20–21)

used to and would

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 With weaker classes, elicit the first example and write it on the board (*We used to practise*). Students work individually, then check their answers in pairs before checking with the class.

ANSWERS:

We used to practise, I used to feel, we used to play, I used to love, my dad would tell me off, we'd (we would) go inside

GRAMMAR

used to and would

- Give students time to work individually before checking answers with the class. Highlight:
 - the forms of *used to* and *would*: *used to/would* + infinitive without *to* for all persons.
 - the question form of *used to*: *Did you use to ... ?*
 - the negative form of *used to*: *I didn't use to*.
 - the pronunciation of *used to*: /'ju:stə/.
 - that there is no equivalent present form of *used to* with the same meaning (this is particularly important where there is an equivalent present form in students' own language, for example, Spanish). However, we can use the adverb *usually* with the same meaning in the present.

ANSWERS:

- We used to practise for two hours every day / we used to play in the street / my dad would tell me off / we'd go inside and play games
- I used to feel very ashamed. / I used to love hanging out in town with my friends.
- Occasionally, I argued with my mum / I thought I was really cool!

- Focus attention on the examples and highlight that:

- anymore* always comes after the verb
- still* comes before most verbs, but after *be*:
They still live in the same house. He is still at school.

You may want to ask your students to read Study 2 on page 136 for a more detailed explanation of *used to* and *would*.

PRACTICE

If you think your students need more controlled practice before doing these exercises, they could do Practice 2 on page 136 first.

- Students work individually to complete the sentences about themselves. Circulate and check students are using *used to* and *would* correctly.
- Students discuss the questions in pairs. Finish the activity by asking students to report on any surprises.

Practice, exercise 2: Alternative suggestion

Ask students to work in pairs with somebody they know or have worked with before. Individually, they should try to complete the sentences in exercise 1 so they are true for their partner. They then compare answers to see if their guesses were correct.

- Give students a few minutes to think about what they are going to write. Explain that they don't have to include any topics they don't want to. Encourage them to ask for any language they need. Go round checking and correcting if necessary as students write their descriptions.

ADDITIONAL PRACTICE

- **Resource bank:** Activity 2C *School reunion* (*used to, would, still, not ... any longer/not ... anymore*)

Study, practice & remember: Practice 2

Workbook: Language focus 2: *used to and would*, page 12

Vocabulary (PAGE 21)

Remembering and forgetting

See *Teaching tips: Working with lexis*, page 21.

- Check that students understand the instructions and go through the example with the class. Students work individually, using dictionaries if available, before comparing in pairs. As you check answers with the class, elicit/write up examples of full sentences with the correct forms, highlighting possible constructions, using the examples.

ANSWERS:

b to do something **c** of something **d** to do something

- Emphasise that students should only add a word if they think it is necessary. You could demonstrate this by doing the first two items as examples with the class. Encourage the use of dictionaries if available, as this is an important dictionary skill for students to practise.

ANSWERS:

1 – 2 to 3 when 4 to 5 – 6 – 7 to 8 –

- Allow time for students to select and prepare the questions they will ask. Circulate as they ask and answer, so that you are aware of any problem areas. Focus on these with the class at the end of the activity if necessary. Get stronger students to ask and answer all the questions.

ADDITIONAL PRACTICE

- **Resource bank:** Activity 2D *The best days of your life?* (Vocabulary extension: childhood and upbringing)

Workbook: Vocabulary: *Remembering and forgetting*, page 14

Task (PAGES 22–23)

Describe a personal memory

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

Preparation (PAGE 22)

Listening and vocabulary

- Focus attention on the pictures and elicit what memories students think they show. Students work in pairs to find the things in the box in the pictures before checking with the class.

- Students check the meaning of the words and phrases, using dictionaries if available. Check understanding of the phrases with the class, especially:
 - to be tame* – when an animal has been trained to live with humans
 - to get tangled* – when a cord gets caught up in something
 - to perch* – how a bird sits on something
 - to black out* – to become unconscious
 - to get choppy* – when it gets windy at sea and causes big waves

ANSWERS:

to be tame = a budgie to fall off = a branch/a swing
 to fly off = a budgie to float = a sailing boat
 to get tangled = an anchor to perch = a budgie
 to black out = a branch/a swing to get choppy = a sailing boat
 to rescue = a sailing boat

- 2  **2.6** Emphasise that students do not need to understand everything at this stage. With stronger classes, ask them to guess the titles using the vocabulary in exercise 1 before they listen. Play the recording, pausing after each story to give students time to think and compare in pairs. Play the recording again if necessary, before checking answers with the class.

ANSWERS:

Story 1: A story about a childhood pet

Story 2: A childhood accident

Story 3: A time I was really frightened/A day when everything went wrong

- 3 Ask students to answer the questions from memory in pairs. Play the recording again for students to check before checking answers with the class.

SUGGESTED ANSWERS:**Story 1**

1 when speaker was eight or nine 2 first pet, called Ollie, named after the Olympics, very tame (would sit on bed while boy did homework, jump onto plate during dinner, etc.) 3 mother left back door open and budgie flew off; they never found her. 4 a bit sad

Story 2

1 in garden at parents' house when speaker was 11 or 12 2 parents were having a party, there was a swing on a cherry tree, her father made it when she was little 3 speaker jumped on the swing, but the branch the swing was attached to fell off the tree; the swing hit her on the head and she blacked out for a few moments

4 embarrassed

Story 3

1 in Sicily on holiday about two years ago 2 they hired a boat, the sun was shining, they were sunbathing 3 they dropped the anchor, but it got tangled up in the engine and the engine stopped working; the boat floated out to sea and at the same time the weather changed and the sea got choppy; the radio didn't work and water started to come in the boat; speaker's girlfriend managed to phone the people who gave them the boat and they rescued them

4 very worried and very scared

- 4 Focus attention on the Useful language box on page 23 and give students time to read through the phrases. Play the recording for students to tick the phrases they hear. Students check answers in pairs before checking with the whole class.

ANSWERS:

Story 1: I remember when ... ; I used to (come home from school) ... ; One day ... ; Then ... ; It was a bit (sad).

Story 2: This is the story of something that happened to me when (I was about 11); It was so (embarrassing)

Story 3: It was about (two) years ago.; The sun was shining.; Then ... ; At the same time ... ; At the time we were very (worried); In the end ...

Task (PAGE 23)**Speaking**

- 1a Explain that students are now going to describe a memory of their own. Remind students of the titles in exercise 2 on page 22 and give them time to choose one.
- 1b Refer students to the Useful language box, sections a–d. Encourage them to make notes about what they are going to say. Circulate and help with vocabulary where necessary, writing any new words/phrases on the board.
- 2a When they are ready, arrange students in pairs or small groups to share their memories.

- b Refer students to the Useful language box, section e. Encourage students to ask questions and show interest as they listen to each other's stories. Finish the activity by asking students to report back any surprising information.

Follow up (PAGE 23)**Writing**

- 1 Students use their notes from exercise 1b to write a short paragraph about their memories on a piece of paper. Circulate and check their work, helping where necessary. When they have finished, display their paragraphs around the class and ask them to walk around and read the texts in order to choose their favourite one.

Task: Speaking: Alternative suggestion

When students tell their stories in exercise 2a, ask them not to say which title from exercise 2 on page 22 they chose. Other students listen to their story, then guess which title they chose.

Share your task

Some additional ideas could include:

- Students film themselves acting out each story in small groups, with each student playing a different character from their story.
- Students compile their recordings into a class radio programme/podcast.
- Students add music to their recordings to add atmosphere.

ADDITIONAL PRACTICE

→ **Workbook:** Writing: A story, pages 14–15

World culture (PAGES 24–25)**Flashbulb memories****Culture notes**

The Beijing Olympic Games: These were held in the summer of 2008, with 11,028 athletes competing from 204 countries. China won the most gold medals (51), while the USA won the most medals altogether (110). US swimmer Michael Phelps broke the record for most gold medals in one Olympics.

The Berlin Wall coming down: The Berlin Wall started being demolished on 9th November 1989. The wall had long been seen as the main symbol of the divisions of the Cold War between the capitalist West and the socialist East, and its fall was seen as a victory for the west.

The death of Diana, Princess of Wales: On 31st August 1997, Princess Diana was involved in a car crash with her partner, Dodi Fayed, in which she died. At first it was thought that the crash was caused by the actions of the paparazzi, but a later investigation found that the crash was caused by the driver, who was drunk at the time. The public reaction to the news was huge, with her funeral watched on TV by an estimated 2.5 billion people.

The assassination of John F. Kennedy: President Kennedy was assassinated on 22nd November 1963, while travelling with his wife Jacqueline in an official Presidential motorcade in Dallas, Texas. The initial investigation found that Lee Harvey Oswald was responsible, though he was killed before he could stand trial. Over the last 50 years the assassination has continued to be an issue for discussion and has created a range of conspiracy theories.

The first person on the moon: On 21st July 1969, the American Neil Armstrong became the first man to walk on the moon, when he said the famous words, 'That's one small step for (a) man, one giant leap for mankind.' He had travelled there as part of the Apollo 11 space mission. Neil Armstrong died on 25th August 2012, at the age of 82.

Find out first (PAGE 24)

- 1a Focus attention on the photos and the title of the section, and ask students what they think *flashbulb memories* are. Students match the photos with the events in pairs before checking answers with the class.

ANSWERS:

(clockwise, starting from the background) the Beijing Olympic Games, the first person on the moon, the Berlin Wall coming down, the assassination of John F. Kennedy, the death of Diana, Princess of Wales

- b Students work in pairs. Don't check any answers yet.
 c If you have access to the internet, students can research the events individually, then check in pairs. Otherwise, check answers with the class.

ANSWERS:

assassination of J. F. K.: 1963; first person on moon: 1969; Berlin Wall coming down: 1989; Diana's death: 1997; Beijing Olympics: 2008

Find out first, exercise 1c: Alternative suggestion

Put students in five groups and allocate one of the events to each group. Write the following prompts on the board: *Where? When? Main people involved? Main events? Other interesting information?*

Students go online to research the events using the prompts on the board. When they are ready, each group presents its information to the rest of the class.

View (PAGE 24)

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

- 2a Students match the words and meanings individually, then check answers in pairs before checking with the whole class. Drill the words/phrases with the class and check the pronunciation of *psychologist* /sai'kɒlədʒɪst/, *amygdala* /ə'mɪgdələ/ and *idiosyncratic* /ɪdɪə'saŋtɪk/.

ANSWERS:

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

- b Explain that students shouldn't worry if they don't understand every word in the video, they should just watch for the main ideas this time. Refer students back to the events in exercise 1, then play the DVD for them to watch and check. Students check answers in pairs before checking with the class. Elicit which other events are mentioned.

ANSWERS:

The assassination of John F. Kennedy, the death of Diana, Princess of Wales, the Berlin Wall coming down; John Lennon's and Jimi Hendrix's deaths are also mentioned.

- 3a Students discuss the questions in pairs. When they are ready, play the DVD again for them to check their answers. With weaker classes, pause the DVD after each relevant point to allow students to write their answers.
 b Students compare answers in pairs before checking with the whole class.

ANSWERS:

- 1 You can remember exactly when and where you were and what you were doing at the time. 2 years afterwards 3 to deal with emotion
 4 relatively few 5 highly emotionally charged events
 6 Unexpected public deaths bring to an end important cultural themes.

World view (PAGE 25)

- 4a Focus attention on the table and make sure students understand what to watch for. Play the DVD for students to watch and complete the table. If necessary, play it a second time.

World view, exercise 4a: Alternative suggestion

In order to contextualise before students attempt the exercise, ask students to close their books and watch the video once, before asking them what they can remember about each person. Don't correct any of their ideas yet.

When they are ready, focus attention on the table and play the DVD again in order for students to complete it.

- b Students compare their notes in pairs before checking answers with the class.

ANSWERS:

	The public event	The personal associations
Sion	the death of Whitney Houston	He (and his girlfriend) had been listening to her the day before.
Anna	the fall of the Berlin Wall	She crossed out the borders in her school atlas.
Martin	the ash cloud causing air traffic chaos in Europe	He was unable to fly to a conference.

- 5a Personalise this exercise by sharing your own answers to the questions with the class first. Students discuss the questions in small groups.

- b Discuss the questions as a class.

Find out more (PAGE 25)

- 6a Write *memory* on the board and ask students if they think they have a good memory. Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class and write them on the board.
 b Students choose one of the topics to research online and take notes. Focus on the search terms given to help them. Circulate while they are online and help with any vocabulary where necessary.

Write up your research

- 7 Go through the prompts with the class and elicit ways to finish each sentence as an example. Students write their paragraphs individually, using their notes from exercise 6b. Circulate and help where necessary, and write any new words/phrases on the board. When they have finished, students swap paragraphs with other students who researched a different question. In feedback, nominate students to share any new information they discovered with the class.

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

Study, practice & remember

(PAGES 135–137)

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

Practice 1

ANSWERS:

1

1 c 2 a 3 d 4 e 5 b

2

2 we arrived 3 the doorbell rang 4 we didn't want 5 I heard
6 I liked

3

1 saw, were playing 2 were arguing 3 walked, stopped
4 lasted

4

1 e: My sister broke her leg while she was skiing.
2 d: I met my best friend when we both worked at a sandwich bar.
3 c: The sun was shining when I woke up this morning.
4 a: It was raining this morning so my husband gave me a lift to work.
5 b: The police stopped him because he was driving too fast.

Practice 2

ANSWERS:

1

1 would believe 2 Did you would 3 use to encourage
4 didn't would do 5 Would you

2

1 used 2 use 3 any 4 more 5 still

3

1 I used to spend a lot of time playing video games.
2 Ali never used to do any exercise as a child.
3 Did Phil use to be interested in art?
4 It used to be quiet here, but it isn't any longer.
5 I didn't use to have enough time to relax.
6 Where did you use to go on holiday?
7 He used to have a beard, but he doesn't any more.
8 I used to be frightened of spiders and I still am.

Remember these words

ANSWERS:

1

1 a, c 2 b, c 3 a, b 4 b, c 5 a

2

1 remember 2 reminds 3 remember 4 recognise
5 remember 6 recognise 7 forgot 8 remind 9 remember
10 forget

Study tips

1 Go over the sentences with the class, then give students time to think about their answers and tick the things they do. Note that for 6, it's important that students check their translation is correct first, in order to avoid learning a 'false friend'. For example, *nervous* in many languages means *angry*, not *anxious* or *worried*.

2 Students compare their answers in pairs. In feedback, go through the sentences and elicit the benefits of each one. Allow the discussion to develop naturally and write any other tips the students have on the board. Highlight that:

- there are many ways to help remember new lexis.
- the key is to interact with new words as often as possible.
- there is no 'correct' way to do this, but it's important that students find methods that work for them and stick to them.

03 ACROSS THE GLOBE

OVERVIEW

PAGES 26–27

Grammar: Comparatives and superlatives

Common European Framework: Students can compare and contrast alternatives discussing what to do, where to go, who or which to choose, etc.

PAGES 28–29

Vocabulary: Features and sights

Reading: Visit or avoid?

Common European Framework: Students can understand the description of events and feelings; can express themselves on topics such as travel.

PAGES 30–31

Grammar: Different ways of comparing

Pronunciation: Stress and /ə/ sounds

Vocabulary: Adjectives for describing places

Common European Framework: Students can compare and contrast alternatives discussing what to do, where to go, who or which to choose, etc.; can use a good range of vocabulary for general topics.

PAGES 32–33

Task: Provide an insider's guide

Common European Framework: Students can find out and pass on factual information.

PAGES 34–35

Speaking: Travel problems

Writing: A travel blog

Common European Framework: Students can ask for and follow detailed directions; can write a description of a trip – real or imagined.

Language focus 1 (PAGES 26–27)

Comparatives and superlatives

See *Teaching tips: Using a discovery approach to grammar*, page 20.

WARM UP

Write the following key statistics about New York City on the board:

Population: 8.2 million; *Average summer temperature:* 29.4 degrees;

Average winter temperature: -2.8 degrees; *Age:* approx. 400 years;

Languages spoken: approx. 800; *Number of tourists:* approx. 50 million a year. Ask students to compare the facts with their cities in pairs.

- 1a Start by naming some of the countries and cities in the quiz and asking students what they can tell you about them. Check the meaning of *coastline* and *skyscrapers*. Put students into small groups to do the quiz. Emphasise that they must use English (you could deduct 'penalty points' if the students use their mother tongue!).
- 1b 3.1 Emphasise that students will hear a lot of extra information in addition to the answers. Play the recording. If your students need support with listening, pause the recording after each question to give them time to check answers in pairs. Finish the activity by checking which team got the highest score.

ANSWERS:

1 Danes 2 Mexicans 3 Indians 4 Germans 5 Americans
6 b 7 b 8 a 9 d 10 c

GRAMMAR

Comparatives and superlatives

Revision of basic forms

Check that students understand the questions, including grammatical terminology such as *comparative*, *superlative* and *syllable*. Students compare answers in pairs before checking as a class.

ANSWERS:

- 1 longer – longest; taller – tallest; happier – happiest; more popular – the most popular; further – furthest*; more hard-working – the most hard-working
* It is also possible to say *farther* – *farthest*. The meaning is the same.
- 2 one-syllable adjectives: adjective + -er/-est; two-syllable adjectives ending in -y: adjective + -er/-est; other two- or three-syllable adjectives: *more/the most* + adjective
- 3 (suggested answers) good, bad

Highlight the following spelling rules:

- In one-syllable adjectives with short vowel sounds, the final consonant doubles (*big* → *bigger* → *biggest*).
- Adjectives ending in -e add -rl-st (*nice* → *nicer* → *nicest*).
- In adjectives ending in consonant + -y, -y changes to -ier/-iest (*pretty* → *prettier* → *prettiest*).

Big and small differences

Do the first item as an example. (It is best not to do exercise 4 until you have checked the answers to exercises 1–3.) Students work in pairs. In feedback, highlight the following points:

- *Much higher/a lot higher* have the same meaning.
- The pronunciation of *slightly* is /'slaitli/.
- The opposite of *a lot* is a *little bit*. (Note: it is also possible to say *a little*, but it is not possible to say *a lot bit*.)

ANSWERS:

4
1 B 2 A 3 B 4 A

Superlative phrases

Emphasise that students should complete the sentences by inserting one word in each space. In feedback, highlight the following points:

- *By far* + superlative shows a big difference.
- Before superlative adjectives *the* is needed. We also say *the second/the third/the fourth/etc. biggest*.
- *One of the biggest countries* means there are several big ones, but we are not saying it is the biggest of all.

ANSWERS:

5
1 in 2 in 3 of 4 by 5 least

You may want to ask students to read Study 1 on page 138 for a more detailed explanation of comparatives and superlatives.

Grammar: Alternative suggestion

If you are short of time, set the revision of basic comparatives and superlatives as homework in advance of the lesson. If you have a stronger class, omit the basic revision and put students in pairs to work through the rest of the Grammar box. Deal with any outstanding problems as you check the answers with the class.

PRACTICE

- 1 Go through the example with the class and emphasise that they should use two words. Students work in pairs to complete each sentence before checking answers with the class.

ANSWERS:

- 1 more popular 2 second largest 3 much further
4 hardest-working/most hard-working 5 lot happier
6 more likely 7 funnier than 8 more often

- 2a **3.2** Emphasise that students can write their answers in any order they choose. Pause the recording after each instruction to give students time to think and write.
- b Do an example or two, using students' own answers. In feedback, nominate students to share information with the class.
- 3a **3.3** Give students time to read the information on page 128. Explain how to say *km²* (kilometres squared). Demonstrate the activity by playing the first statement and asking the class to decide if it is true or false. Pause after each statement to allow students time to decide and to correct the false statements. Check answers in pairs and then as a class.

ANSWERS:

- 1 F (France is by far the largest of the three countries.)
2 F (France is a lot less crowded than the UK.)
3 F (The UK is much more popular with tourists than Ireland.)
4 T 5 T 6 F (Heathrow is the busiest of the three airports.)

- b Circulate as students work in pairs to create six more statements. Check that they are using comparative and superlative forms accurately. Help students to self-correct before giving them the right answer. When they are ready, join pairs into groups of four to test each other.
- 4a Students write their sentences individually. Circulate and help with vocabulary where necessary, writing any new words on the board.
- b Students compare their ideas in groups. Finish off by eliciting a few ideas from different groups.

Practice, exercise 4: Alternative suggestion

If your students are from the same country, use this activity as a competition to write as many differences as possible in five minutes. Points are awarded for correct sentences and for the ability to correct another pair's mistakes.

Find out more

This can be done in class or set for homework if you are short of time. Students work in pairs and choose one of the countries from the quiz. Make sure that each pair doesn't choose the country they are from and, if possible, that each pair chooses a different country. Students go online to gather information, then create a poster showing the statistics using charts/graphs. Display the posters round the class for other students to read.

ADDITIONAL PRACTICE

- **Resource bank:** Activity 3A *The best place in the world* (Superlatives and Present perfect)

Study, practice & remember: Practice 1

Workbook: Language focus 1: *Comparatives and superlatives*, pages 16–17

Vocabulary (PAGE 28)

Features and sights

See *Teaching tips: Working with lexis*, page 21.

WARM UP

Before class, bring or download photos of the features and sights in exercise 1a and show them to students for them to guess what they are called in English.

- 1a Do one or two examples with the class to check they understand what to do. Students work in pairs to categorise the words before checking with the class. Explain any new vocabulary with examples or draw pictures on the board. (Note that *docks* always has an -s on the end, but can be a singular noun – *a dock*.)

ANSWERS:

The countryside: a bridge, a canal, farmland, a festival, a (rain)forest, a hill, a lake, a view, a village, a waterfall (falls)

The coast: a bay, a beach, a cliff, docks, a harbour, an island

The city: ancient ruins, a bridge, a cathedral, docks, a factory, a harbour, a market, a monument, a mosque, a museum, a palace, a shopping mall, a skyscraper, a temple

- b Students work individually to add more words to each group, then compare in pairs. Check answers with the class and drill any new vocabulary before writing it on the board.
- 2a Arrange students in groups and give them two minutes to complete the task. Don't give any answers yet.
- b **3.4** Play the recording for students to check their answers.

ANSWERS:

- 1 Festival 2 Palace 3 Harbour 4 Lake 5 Museum
6 Islands 7 Mosque 8 Falls 9 Canal

ADDITIONAL PRACTICE

- **Workbook:** Vocabulary, *Features and sights*, page 17

Reading (PAGES 28–29)

- 1 Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class and encourage them to suggest other things they look for.
- 2 Check understanding of *sandy beaches*, *crowds*, *travel overland*, *cosmopolitan*, *bazaars* and *bargains* (/ˈba:gɪnz/). Emphasise that students should read the text quickly and that they'll have a chance to read it again more carefully afterwards. Students answer the question in pairs.
- 3 Arrange students in pairs, but explain that they should work individually to find the answers as quickly as possible. Check answers with the class and encourage students to explain which part of the text gives each piece of information.

ANSWERS:

- 1 archaeology 2 Bangkok 3 150 years ago
4 the north of Vietnam 5 Koh Samui 6 shopping
7 shopping 8 over 17 hours 9 over 1,200 10 souk

- 4a Go through the first comment with the class as an example. Students work individually, then check answers in pairs before checking with the class.

ANSWERS:

Lulu_RT: Landon; visit LucyLane: Valentina; visit
Yuri55: Valentina; visit Cal_M: Landon; avoid

- b Remind students of the introductory information for Landon and Valentina and give them time to think of suggestions and write their comments. Circulate and help with vocabulary if necessary. When they have finished, students share their comments with the class.
- 5 Students work individually, then check answers in pairs. Check answers with the class and give further explanations/examples where necessary.

ANSWERS:

1 a 2 b 3 b 4 a 5 b

- 6 Give students time to prepare what they are going to say individually. Circulate and help with vocabulary, writing any new words/phrases on the board. When they are ready, arrange students in groups to share their ideas.

Reading, exercise 6: Alternative suggestion

Ask students to write short descriptions of their ideal holiday on a piece of paper and make sure they leave space at the bottom of the paper. Circulate and encourage students to use the phrases from exercise 5. When they have finished, display the descriptions around the class and ask students to walk around, read the descriptions and write comments below each text.

Language focus 2 (PAGES 30–31)

Different ways of comparing

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Focus attention on the photo and *It's a fact!* Students discuss the questions in pairs before sharing their ideas with the class. There are no correct answers here, so encourage students to share as many ideas as possible.

SUGGESTED ANSWERS:

Shanghai is in China. The population has grown since the 1990s, when the city was redeveloped on a massive scale. This attracted foreign investment and large numbers of migrant workers. Life expectancy also increased significantly. The main difference is that there were fewer/no tall buildings.

- 2 Students work individually, then check answers in pairs. Circulate and note how students are using the language. This will give you an idea of how much to focus on in the Grammar box.

ANSWERS:

1 completely different from 2 the same as 3 exactly the same
4 not as busy as 5 less 6 worse 7 fewer

- 3a 3.5 Play the recording for students to check their ideas. Encourage students to check their answers in pairs before checking with the whole class.

- b Play the recording again, then students discuss the question in pairs. Check answers with the class and ask students to give reasons why.

SUGGESTED ANSWER:

Overall, they are positive. Jasmine is more positive than Pan.

GRAMMAR

Different ways of comparing

- 1 Students match the adjectives and prepositions in pairs. If you have a weak group, refer them to the sentences in exercise 2, where each adjective–preposition combination can be found.

ANSWERS:

different from, similar to, the same as, worse than, not as busy as, fewer than, less than

- 2 Students work individually before checking answers with the class. Highlight that:
- *fewer* is used with countable nouns.
 - *less* is used with uncountable nouns.

ANSWERS:

1 fewer 2 less

- 3 Check that students understand that the line is a scale from one extreme to the other. Students work individually before going through the answers with the class.

ANSWERS:

1 exactly the same as 3 about the same as
4 very similar to 6 a bit different from
8 completely different from

Potential problem with prepositions

Prepositions are notoriously problematic for learners of English, as they vary so much and there are very few rules governing their use. In order to make them less problematic for students:

- always record any new words with the prepositions that they are used with on the board and encourage students to do the same.
- test students regularly (and ask them to test each other) by asking them to complete phrases which you call out, e.g. *the same ... (as), similar ... (to)*, etc.

Highlight the fact that comparisons can also be made using the following forms:

- *not as + adjective + as*: this does not mean *is not the same as*. It means *less ... than*. This may be different in the students' own language and difficult for students to understand.
- *fewer ... than/less ... than*: they mean the same, but *less* is used with uncountable nouns, whereas *fewer* is used with countable nouns.

You may want to ask students to read Study 2 on page 139 for a more detailed explanation of different ways of comparing.

PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 139 first.

- 1a 3.6 Focus attention on the photos. After looking at the photos for a few minutes, students listen and answer *true or false*.

ANSWERS:

1 F: Times Square in the 1950s looks different from Times Square now.
2 F: The adverts then were a bit different from modern ones.
3 T 4 T 5 F: The taxis then were completely different from the taxis now. 6 F: The traffic then was about the same as the traffic now. 7 F: The pollution then was worse than the pollution now.
8 T

Practice, exercise 1a: Alternative suggestion

If you have time, allow students a few minutes to study the photos. Then ask them to close their books. In small groups, they try to answer *true* or *false* from memory as they listen. In feedback, find out which group had the most correct answers.

- b** Emphasise that students should use the phrases from the Grammar box, and also those from Language focus 1, to express more differences as precisely as possible. The focus here is on accuracy, so go round checking and correcting sentences. In feedback, check that the meaning is also correct by referring to the photos.
- 2a** Give students a few minutes to think about similarities and differences between their town now and at a time in the past. Go round the class supplying any vocabulary that students need, for example, adjectives.
- b** Put students into pairs to compare answers.

PRONUNCIATION

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

- 1**  **3.7** Play the recording as many times as necessary, pausing after each sentence for students to write. Alternatively, read out the sentences yourself. (Keep to a natural speed, with natural use of weak forms and linking – maintain this speed no matter how many times students ask you to repeat the words.)

ANSWERS:

- 1 The restaurants are better than before.
- 2 The streets are a lot busier than they were.
- 3 The clothes are different from before.
- 4 Public transport is not as good as it was.
- 5 The historic buildings are the same as before.
- 6 The streets were similar to the way they are now.

- 2**  **3.8** Make sure that students are familiar with the schwa sound. Read out the phrases, exaggerating the /ə/ sounds slightly and getting students to copy. Alternatively, play the recording, pausing to allow the students to repeat. Replay the recording several times.
- 3** Refer students back to the sentences they wrote in Practice, exercise 2a. Ask them to decide where the schwa sounds are, before they practise saying each sentence with their partner. Go round the class to check that students are using the schwa sounds correctly.

Pronunciation: the schwa /ə/ sound

The schwa sound is the most common sound in English and it is unique in that it is never stressed. You can demonstrate how the sound is produced by asking students to completely relax their mouth and 'push' themselves lightly in the stomach.

ADDITIONAL PRACTICE

- **Resource bank:** Activity 3B *Spot the differences* (Vocabulary extension: Features and sights)

Study, practice & remember: Practice 2

Workbook: Language focus 2: *Different ways of comparing*, page 19; Pronunciation: *Stress and /ə/ sounds in comparative phrases*, page 20

Vocabulary (PAGE 31)**Adjectives for describing places**

See *Teaching tips: Working with lexis*, page 21.

- 1** Go through the adjectives with the class and encourage students to ask you about any they're not sure of. Students work in pairs to match the adjectives with the cities. Nominate students to share their ideas with the class and ask if others agree.

Vocabulary, exercise 1: Alternative suggestion

If you are in one of the cities, ask students to compare how they think foreigners would describe their city to how they describe it.

- 2**  **3.9** Focus attention on the photos on page 126 and elicit which cities students think they show. Play the recording for students to check their answers.

ANSWERS:

- 1 C 2 A 3 B

- 3** Students listen again and tick the adjectives from exercise 1 they hear, before checking in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

- 1 romantic, historic, touristy 2 smart, modern, dangerous, expensive
3 colourful, modern, smart, poor, dirty

- 4a** Read the example with the class and emphasise that students should use at least three adjectives and include a clue. Give students time to write their descriptions individually. Circulate and help where necessary.
- b** Arrange students in groups to read out their descriptions and guess the places.

Vocabulary, exercise 4a: Alternative suggestion

If students are all from the same city, ask them to write descriptions of a different city which they know.

ADDITIONAL PRACTICE

- **Workbook:** *Vocabulary: Adjectives for describing places*, page 20

Task (PAGES 32–33)**Provide an insider's guide**

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

WARM UP

Put students in teams to do a quiz about London. Read out the statements below and ask teams to decide if each one is true or false:

- 1 London was founded by the Romans. (True)
- 2 London is the largest city in the world. (False, though it was at the end of the 19th century.)
- 3 The average temperature in July is 35.5 degrees. (False, though that is the record highest temperature for July.)
- 4 The London Underground system is often called *the Tube*. (True)
- 5 There are 14 league football clubs in London. (True)
- 6 London has two airports. (False; it has six.)

Go through the statements and award points for correct answers. The team with the most points wins.

Preparation (PAGE 32)

Listening

- 1 Focus students' attention on the photos and ask if anyone has visited London. In feedback, go through the things shown in the photos, using the information in the Culture notes below.

Culture notes

The photos show:

Street performers: There are many street performers in London. Every day of the year (except Christmas Day) you can see street performers in Covent Garden, in Central London. People have been performing there for over 300 years and competition is tough – performers have to audition to be allowed to perform there.

Big Ben: The clock tower in Westminster, next to the Houses of Parliament. It is over 150 years old and fully functioning.

Tower bridge: This is a fully functioning drawbridge near the Tower of London, where it gets its name from. It is over 100 years old and opens up to allow boats to pass through.

The Sherlock Holmes museum: This is located in Baker Street, the home of the famous fictional detective, created by the writer Sir Arthur Conan Doyle.

A traditional red telephone box: These can be seen in various places around the city.

A deer: This photo shows Richmond Park, in South-West London. It is the largest royal park in London and the second largest urban park in Britain, and is famous for the over 600 deer who live there.

A chair: Shops selling retro fashion and designs are popular in Brick Lane.

Graffiti: Some of the graffiti along the South Bank is really interesting.

Fashion: Shops selling vintage fashion and individually designed clothes can be found in Brick Lane.

Ethnic food: This photo shows food from a Greek restaurant. In London, you can find restaurants that cook food from countries all around the world.

- 2  3.10 Give students time to read the summaries before playing the recording. Check answers with the class.

ANSWER:

b

- 3  3.11 Check understanding of *book stalls* and *an arty area*. Go through the ideas in the box, then play the recording for students to match the ideas with the places. Encourage students to check their answers in pairs before checking with the class.

ANSWERS:

1 theatres and concert halls, free exhibitions, street entertainers, a lively atmosphere 2 ethnic food, vintage stuff, individually designed clothes, clubs and nightlife 3 picnics, deer 4 the 19th century

- 4 Focus students' attention on the Useful language box and go through the phrases. Students listen and tick the phrases they hear. Check answers with the class, then drill the phrases.

ANSWERS:

- a It's a great place to (watch people). It's famous for its (food). It's a great place to (eat food from all over the world). It's good for (clubs and nightlife/walking).
 b I'd definitely recommend (going there). You should definitely go. You'll love it.
 c What's it like? Which shops/restaurants/parks do you recommend?

- 5 Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class.

Task (PAGES 33)

Speaking

- 1a It is probably most motivating if students choose different places, so if you have a monolingual class, ask students to choose a city or region from their country rather than the country as a whole. Give students time to think of the places they are going to recommend. Encourage them to think of as many places as possible at this stage and refer them to the ideas in exercise 3 on page 32 for ideas.
- b From the list they thought of in exercise 1a, students now choose the best five ideas. If several students have chosen the same area, ask them to work together to compare their lists.
- 2a Go through the example with the class, then encourage students to make notes on the places they chose in exercise 1b. Circulate, answering vocabulary questions and helping students to plan their recommendations. If necessary, ask prompt questions, for example, *How long do you think they should stay in ...?*
- b Remind students to look back at the phrases in the Useful language box, sections a and b, then plan what they are going to say. Circulate and help where necessary.
- 3 If possible, arrange students so they are working with a student who has chosen a different place to them. Remind students of the phrases in the Useful language box, section c, and encourage them to ask each other questions. Circulate as students work, noting down any errors or useful language for analysis at the end of the task. Students report back briefly to the whole class about what appeals/doesn't appeal about their partner's recommendations.

Task: speaking: Alternative suggestions

- a If you want to provide a model yourself, it may be more motivating for students if you present a tour of an English-speaking country/region that you have visited. If you are a native speaker of English, students may be interested in your own region and town.
 Plan briefly what you will say, incorporating useful phrases (*It's really worth visiting*, etc.). If possible, take a map of the city/area/country to refer to, marking the places you talk about with stickers. Encourage students to ask any questions they have as you present your tour.
- b If you are short of time or have short lessons, do the model for the task (either the London model or your own) on one day, then set the planning stage (exercises 1 and 2) as homework. Students can talk through the task in the next lesson, after asking you for any vocabulary they need.

Share your task

Some additional ideas could include:

- Students film themselves giving recommendations, then compile them in the style of a travel programme.
- Students record themselves giving one recommendation each, then compile them as a travel podcast.
- Students share their recorded recommendations on a social networking site, then, a few days later, bring any comments to class to share.
- Students recommend places in the city where they live, then film themselves visiting those places.

ADDITIONAL PRACTICE

-  **Resource bank:** 3C *The City Language School* (Recommending and advising)

Language live (PAGES 34–35)

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

Speaking (PAGE 34)

Travel problems

- 1a Focus attention on the photo and elicit what problems it shows. Then students discuss which travel problems they have experienced in small groups. When they have finished, nominate students from each group to share their experiences with the class.

ANSWER:

train cancellations/delays

- b  Students watch the video and answer the questions in pairs, before checking with the class.

ANSWERS:

- 1 The driver will not tell the woman how much the taxi ride will cost. She asks him to turn on the meter.
 2 The British man wants to know how to get to the Manhattan shopping centre. He asks the bus driver for directions. (The differences between American and British English also cause some confusion.)
 3 The passenger cannot understand the announcement. He speaks to the information officer.

- 2a Students answer the questions from memory in pairs. Play the DVD for students to check their answers.

ANSWERS:

1 Tr 2 Tr 3 B 4 B 5 T 6 Tr 7 T 8 Tr 9 Tr

- b Go through the example with the class. Students work in pairs, then check answers with the class.

ANSWERS:

2 bus/train 3 bus/train/taxi 4 bus/train 5 bus/train/taxi
 7 bus/train/taxi 8 bus/train 9 bus/train

- 3 Students answer the questions individually, then check answers in pairs. Check answers with the class and highlight the fact that in indirect questions, the word order is the same as in a sentence, i.e. there is no inversion of the subject and the auxiliary.

ANSWERS:

- 1 Excuse me; One more question; Can I ask you a question?
 2 Do you know; Could you tell me
 In questions 1–3, the subject and verb are inverted because they are direct questions. In questions 4–9, the subject and verb are not inverted because they are indirect questions.

Potential problem with indirect questions

Students may have difficulty understanding that they don't need to invert the subject and auxiliary in indirect questions. If this is the case, write the following example on the board:

*What's the time? Do you know what the time is?
 The time is (3 o'clock).*

Show students that the part of the indirect question in bold is actually the question form and the underlined part is the same as the answer.

PRONUNCIATION

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

- 1  Play the DVD, pausing after each question for students to repeat. Point out that when stressing words in a sentence, it is the important, content words that we stress. Write the stressed words from the example on the board (*tell much cost*) and ask if students can get a general idea of the question. Then write the unstressed words below (*Could you me how it will*) and ask the same question. Point out that when students are listening to natural speech, they should listen out for the stressed words to get the main idea.

- 4 Go through the example with the class. If you have a weaker class, do one or two more examples. Students rewrite the sentences individually, then check answers in pairs before checking with the class.

ANSWERS:

- 1 Do you know where I get on the bus?
 2 Could you tell me which platform is the 6:30 to Paris?
 3 Excuse me ... can I use this ticket on the train?
 4 Do you know what time the train will arrive?
 5 One last question: how do I get to the airport?
 6 Could you tell me where I have to change?
 7 Can I ask you a question? Does this bus go to High Park?

- 5a With weaker classes, students may need to write the dialogue first. With stronger classes, you could ask them to do the exercise orally. Circulate and check students are using the polite questions correctly.
 b Emphasise that students need to choose the most entertaining conversation while they listen, in order to make sure they pay attention. Pairs take it in turns to perform their conversations for the class.

ADDITIONAL PRACTICE

- ⇒ **Resource bank:** Activity 3D *How do I get to ... ?* (Asking for and giving directions)

Writing (PAGE 35)

A travel blog

- 1 Check understanding of *the hippy movement, a restless night, seasick* and *seagulls*. Give students a time limit of three minutes to read the blogs quickly and choose the best one. When checking answers with the class, encourage students to give reasons for their opinion.

SUGGESTED ANSWER:

Florence's blog is better – this point can be made after exercise 2.

- 2 Give students time to read the blogs more carefully and answer the questions individually before checking in pairs. Check answers with the class and encourage students to highlight the parts of the blogs where they can find these things.

ANSWERS:

1 F 2 F 3 F 4 F 5 HF 6 F

- 3a Give students time to read the tips and check understanding. Students work individually, then check answers in pairs before checking with the class.

ANSWERS:

- 1 However, our hotel isn't special at all. We've got a tiny, dirty room and the beds are awful. I had a very restless night.
 2 You can hear the seagulls and smell the sea air even in the prison.
 3 In the 1960s it was home to the hippy movement, but nowadays it's home to a lot of internet companies like Twitter.
 4 The first thing I noticed was how beautiful and cosmopolitan it is here.

- b Remind students of the adjectives for describing places in exercise 1 on page 31. Students change the adjectives in Hannah's blog individually, then check answers in pairs. In feedback, nominate students to share their ideas with the class.

ANSWERS:

Hannah didn't follow tip 2 (using all her senses), tip 3 (basic facts) and tip 4 (using interesting adjectives).
 nice → wonderful old → historic best → most romantic
 pretty → beautiful nice → spectacular busy → crowded/touristy

- c Students work individually, then check answers with the class.

ANSWERS:

- 1 ... the Bridge of Sighs, which was designed by Antonio Contino.
 2 ... nice old city that was founded around 1,500 years ago.
 3 ... Piazza San Marco. Venetians call it 'the Piazza'.
 4 ... to get around Venice is to walk because no cars, buses or trains are allowed in.

- 4a Allow plenty of time for students to make notes. Circulate and help with ideas and vocabulary, writing any new words/phrases on the board.
 b Give students time to write their blogs individually. Circulate and encourage students to use adjectives to describe places. When they have finished, go through the checklist with the class, then give students time to check their writing.
 5a Encourage students to make both positive comments and suggestions, and to write them on the blog. Encourage them to follow the tips in the checklist in exercise 4b.
 b Give students time to read the comments and discuss them with their partner. Students then write the final draft of their blog.

Writing, exercise 5: Alternative suggestion

If you have access to the internet, set up a free blog before class. In exercise 5a, instead of writing their blog posts on paper, students type them and add to the class blog. For homework, ask students to read their classmates' blog posts and leave comments. Show these comments in the next class.

ADDITIONAL PRACTICE

- **Workbook:** Language live: *Travel problems*, page 20; Writing: *Postcards*, page 21

Study, practice & remember**(PAGES 138–140)**

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

Practice 1**ANSWERS:**

- 1 1 is further than 2 the dirtiest part 3 worse than I expected
 4 the most boring museum 5 are cheaper than buses
 6 the furthest car park 7 the tiniest beach 8 the worst restaurant 9 It's hotter in the south 10 is uglier than
 2 1 is a lot smaller than 2 is a bit further north 3 is a lot hotter than 4 Correct 5 a lot less populated 6 Correct 7 is slightly smaller than
 3 1 one, in 2 slightly 3 lot 4 little 5 least 6 more 7 second, in 8 of
 4 1 By far the worst 2 one of the tallest 3 by far the smallest 4 the second most populated 5 the least populated

Practice 2**ANSWERS:**

- 1 1 similar to 2 about the same as 3 completely different from
 4 not as big as 5 very different from
 2 1 less 2 in 3 from 4 as 5 less 6 worst 7 fewer 8 exactly
 9 to 10 from 11 than 12 further

Remember these words**ANSWERS:**

- 1 1 bridge 2 palace 3 docks 4 ancient ruins
 2 1 colourful 2 peaceful 3 touristy 4 arty 5 historic
 6 crowded 7 polluted 8 industrial
 3 1 d 2 b 3 e 4 a 5 f 6 c
 4 1 seeing 2 in 3 on 4 for

Study tips

- 1 Go over the sentences with the class, then give students time to think about their answers and tick the things they do.
 2 Students compare their answers in pairs. In feedback, go through the sentences and elicit the benefits of each one. Allow the discussion to develop naturally and write any other tips the students have on the board.