### 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 answers 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:**


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 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.

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.

3. 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 write it on the board, please?
6. Could you explain that again, please?
7. How do you spell your name?
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


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/ˈrɛlətɪv/, grandchild/ˈgrændkɪld/, grandparents/ˈɡrændpɜːrənts/, colleague/ˈkəlɪdʒ/, niece/ˈnɪs/, best friend/ˈbɛst ˈfrend/, acquaintance/əˈkwɛntɪsən/, neighbour/ˈniːbər/, cousin/ˈkʌzn/.

ANSWERS:

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

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 ‘someone you work with’. In the context of the classroom, it means ‘the student you work with’. In feedback, limit 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 18 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


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.

b 1.5 Play the recording and encourage students to compare answers in pairs before checking with the whole class.

ANSWERS:

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:

1 Lydia is working in a DIY shop at the moment.
2 She wants to become a social worker.
3 She’s applying for lots of courses.
4 Isabel is getting big.
5 Luxmmi is training to be a doctor.
6 She’s applying for lots of courses.
7 Lydia is working in a restaurant at the moment.
8 She lives in the flat upstairs from us.
9 Joe is running unglases.
10 He doesn’t like the city very much.

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

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.
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 life 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 tests 1, 2 and 3) or the Workbook on the areas they need to practice.

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.

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:

1b, d 2a 3a, 3c

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.
**01 Your world**

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**


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 (listening to music), 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:**

2e 3a 4b 5c* 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 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.

2a. 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.

b. 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.

3. 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.

**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.

**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.

**Language live (PAGES 14–15)**

**Writing (PAGES 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:**

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

*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:**

1c 2a 3d 4b

5a. Give students an example from your own life and write it on the board. Give students time to think of their own examples.

b. 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.
Study, practice & remember

(PAGES 132–134)


Practice 1

ANSWERS:

1
1 do 2 has 3 didn’t 4 haven’t 5 were 6 doesn’t 7 i s
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 dream usually speak much in class.
5 I don’t know about your brother.
6 Harry has six older sisters.
8 I understand the Present continuous perfectly.
2
1 going 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.
Language focus 1 (Pages 26–27)
Comparatives and superlatives


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!).

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

b 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:
4
1 2 A 3 B 4 A

Big and small differences
Do the last 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 ‘/slətli/’.
• 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:
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.

Comparatives and superlatives
Revision of basic forms
Check that students understand the questions, including grammatical terminology such as comparative, superlative and syllable.

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

Highlight the following spelling rules:
• In one-syllable adjectives with short vowel sounds, the final consonant doubles (big bigger biggest).
• Adjectives ending in -y add -ier (nicer nicest).
• In adjectives ending in consonant + -y, -y changes to -ier/iest (pretty prettier prettiest).

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.
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/graphics. 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

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 docks.)

ANSWERS:
The countryside: a bridge, a canal, farmland, a festival, a (rain)forest, a hill, a lake, a view, a waterfall (falls)
The coast: a bay, a beach, a cliff, docks, a harbour, an island
The city: ancient ruins, a bridge, 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 (/ˈbaːɡənz/). 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:**
1a 2b 3b 4a 5b

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 30.

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 not the same as 4 very similar to 5 a bit different from 6 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 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 Make sure that students are familiar with the schwa sound. Read out the phrases, exaggerating the /ə/ sound, 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 38 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

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.

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

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

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.
Listening (PAGE 32)

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.

Check answers with the class, then drill the phrases. Students listen and tick the phrases they hear. Focus students’ attention on the Useful language box and go through the ideas in the box, then play the recording for students to listen to and help where necessary.

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

ANSWER:

b

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

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?

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

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

2b 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.

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.

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 bus 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
Additional practice

Workbook: Language live: Travel problems, page 20; Writing: Postcards, page 21
05 GO FOR IT!

OVERVIEW

PAGES 46–47
Reading: Getting ahead in the 21st century
Vocabulary: Word families
Pronunciation: Word stress
Common European Framework: Students can read straightforward factual texts on subjects related to their field of interest; can express themselves on topics such as work.

PAGES 48–49
Grammar: Future forms
Vocabulary: Work
Common European Framework: Students can express their thoughts about abstract or cultural topics such as the future; can express themselves on topics such as work.

PAGES 50–51
Grammar: Future clauses with if, when, unless, etc.
Listening and speaking: Career crossroads
Common European Framework: Students can communicate with accuracy in familiar contexts; can understand the main points on familiar matters encountered in work.

PAGES 52–53
Task: Choose who to hire or fire!
Common European Framework: Students can exchange, check and confirm accumulated factual information on familiar matters with confidence.

PAGES 54–55
Writing: A CV
Speaking: Making a formal telephone call
Common European Framework: Students can write connected texts on familiar subjects within their field of interest; can express themselves on topics such as work.

Reading (PAGES 46–47)

WARM UP
Write the four ‘C’s on the board, and explain that these relate to ‘21st century skills’. Elicit what they are and write them on the board (communication, collaboration, critical thinking and creativity). Ask students to think about how they use these skills in their jobs or studies and share ideas in pairs.

1 Go over the examples with the class, then students work in small groups. In feedback, elicit students’ ideas and write them on the board.

2 Check the meaning of graduates, make a fortune and avoid distractions. Encourage students to read the text quickly, just looking for the ideas they came up with in exercise 1. Check answers with the class and tick any of the ideas on the board that were mentioned in the article.

3 Give students time to read the sentences first and decide if they are true or false. Students work individually to read the text again, then check answers in pairs. Check answers with the class and ask students to tell you which part of the text helped them decide.

4 Ask students which advice they found the most useful.

ANSWERS:
1 T 2 F (He suggests spending ten percent of your time on personal improvement.) 3 F (He tried at least 6,000 different materials for his light bulb before finding one that worked.) 4 T 5 F (She believes we should tackle our most important projects first.) 6 F (Her boss fired her after reading what she wrote in her online profile.) 7 F (Your contacts are important as well as talent, imagination and hard work.) 8 T

Find out more
This can be done in class or set for homework if you are short of time. Students choose one of the people in the article and search individually online to find out as much information as they can. When they are ready, arrange students in pairs and ask them to interview each other, imagining they are the people they found out about. Nominate students to share any interesting information with the class.

Vocabulary (PAGE 47)

Word families
1 Students work in pairs to complete the table before checking answers with the whole class.

ANSWERS:
1 experience 2 failure 3 imagination 4 improvement
5 knowledge 6 productive 7 success

PRONUNCIATION
See Teaching tips: Helping students with pronunciation, page 20.
1  
5.1 Students mark the stress, saying the words aloud to their partner to help them decide where the stress falls. Play the recording as many times as necessary, pausing after each word for students to decide where the stress is.

ANSWERS:
experience, fail, imagine, improve, know, produce, succeed

5.2 Play the recording once for students to decide if the stress is the same or different. Check answers, then play the recording again, pausing after each group of words for students to mark the stress.

ANSWERS:
distract, distraction, distracting, experience, experience, experienced fail, failure, imagine, imagination, imaginative improve, improvement know, knowledge, knowledgeable produce, production, productive, profit, profit, profitable succeed, success, successful

Highlight that:
• in nouns which end with -tion or -sion, the stress is always on the preceding syllable.
• the letter -e in the first syllable of a word, when it is unstressed, shortens to /ɪ/.
• succeed is pronounced /səkˈsiːd/, not /sʌkˈsiːd/.

3 Drill the words before students practise saying them aloud with a partner.
Language focus 1 (PAGES 48–49)

Future forms


WARM UP

Before class, cut up some blank strips of paper, one for each student. Write on the board: Next year, I hope … and ask students to finish the sentence in a way that is true for them on their strips of paper. Circulate and help with vocabulary where necessary. Collect the strips of paper and redistribute them so that each student has a different one. Students walk around and find the person who wrote that sentence by asking: Do you hope to … next year?, then ask that person questions to find out more information. In feedback, nominate students to share their ideas with the class and find out if other students agree.

2a Students work in pairs to complete the quotes, then check their answers on page 126.

ANSWERS:
1 Imagination 2 success, failure
3 Knowledge 4 profit

b Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class and find out if other students agree.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Word families, page 28

Future forms

Notes on the approach to future forms

Will versus going to: we have chosen not to contrast will for spontaneous decisions with going to for plans for several reasons. Research suggests that will is the most common way of talking about the future and that the most common use of will is the one described here. Will for spontaneous decisions is less frequent. When it does occur, it is often in the communicative context of ‘offers’ or ‘on the spot’ responses. This is dealt with separately in Unit 8, within the context of polite requests.

1 Students choose the correct alternative, then find examples in the quiz for each of the three forms. Explain or translate the following: to predict, an intention. Students work in pairs to try to complete the rules. All three forms should be familiar, but it may be useful to remind students briefly of the following points:
• the contraction of will (‘ll) and will not (won’t)
• the difference in form between the Present continuous and going to (with going to, the main verb is in the infinitive)

ANSWERS:
1 the present continuous 2 going to 3 will

2 Students find the examples in the quiz, then discuss with the whole class. Check the meaning of the verbs and phrases, especially about to and due to. Point out, by using examples, which constructions are followed by a gerund and which are followed by an infinitive. Highlight the following:
• the use of prepositions with these verbs/phrases
• that due can be used either with an infinitive (as in the example given) or without (You’re due at a meeting).

ANSWERS:
You intend to find out why, I intend to be successful
You’re planning to speak to your boss
Secretly, you hope to keep the job
You’re thinking of asking your boss about it
You’re just about to enter the world of work, You are about to leave work
One of your colleagues is due to go on maternity leave

Potential problem with going to and the Present continuous

Students may find the difference between these two forms difficult to see. This is partly because there is a genuine overlap: going to can almost always be used instead of the Present continuous. However, the Present continuous cannot be used where there is just a vague intention; there must be some kind of arrangement, involving more than one person.

A simplified way of showing the difference is by asking: What’s the minimum number of people an arrangement can involve? (1) What’s the minimum number of people an intention can involve? (2).

You may want to ask students to read Study 1 on page 144 for a more detailed explanation of future forms.
PRACTICE
If you think students need more controlled practice before doing these exercises, they could do Practice 1 on pages 144–145 first.

1 Students work in pairs before checking answers with the class. Emphasise that form is important.

ANSWERS:
1 My best friend is due to join the army next month.
2 My boss is about to go on maternity leave.
3 I hope to get a pay rise soon.
4 My dad is going to retire next month.
5 Ally doesn’t intend to work here for long.
6 I’m thinking of applying for a master’s degree next year.

2 Look at the examples with students. Emphasise that they should make sentences with a future meaning and that they don’t need to use all the prompts. Circulate as students work individually, checking the accuracy of their work. Check answers as a whole class.

3a Put students into pairs and refer them to page 127. Do an example with the class by choosing three numbers yourself and asking a student to read out the three instructions to you. As students write complete sentences, circulate and help with any extra vocabulary they need. Note down any errors with the use of future forms for correction later on.

b Students compare their answers.

ADDITIONAL PRACTICE
Resource bank: Activity 5A Back to the future (Future forms)
Study, practice & remember: Practice 1
Workbook: Language focus 1: Future forms, pages 28–29

Vocabulary (PAGE 49)

Work
1 Check the meaning of wouldn’t mind doing. Emphasise that students should keep their notes secret until later.

2a Students work individually or in pairs, using a dictionary. At the feedback stage, check the meaning and pronunciation of physically /fɪzɪkəli/, qualifications /kwɒlɪfɪkeɪʃənz/, etc.

Potential problem with the vocabulary
Students may have difficulty distinguishing between training, qualifications and skills.
Training is education aimed at providing you with the skills to do a job (training to be a doctor, teacher-training, etc.).
Qualifications are exams/certificates you get, especially those which enable you to do a particular job.
Skills are the abilities you have in a particular area; you get them from training or experience, or you have them naturally. This word is often used in the plural — people skills, management skills, etc.

ANSWERS:
1 If I leave my job = It is a possibility I will leave; ‘When I leave my job’ = It is certain that I will leave.

2 Discuss the questions with the whole class.

ANSWERS:
1 I’ll return the deposit. 2 I’ll stay. 3 I’ll leave.

GRAMMAR
Future clauses with if, when, unless, etc.

1 Do the first example with the class and then get students to do the other examples before checking answers together.

ANSWERS:
1 make up my mind / have

2 Students compare the sentences in pairs before checking with the whole class.

ANSWERS:
1 I’ll return the deposit. 2 I’ll stay. 3 I’ll leave.

PRACTICE
1 Students work individually or in pairs before checking answers with the class.

ANSWERS:
1 I’ll still need 2 won’t be, unless, listens 3 will love, as soon as, walks 4 if, becomes, won’t earn 5 won’t get, until, gets 6 will be, if, goes 7 makes

2a Students complete the sentences individually. Circulate and help with ideas and vocabulary.

b Students compare their answers in pairs.

3 Look at the examples with the class. Students work in small groups. As students work, circulate and note down any errors in the use of future clauses with if, when, etc. to focus on in feedback.

ADDITIONAL PRACTICE
Resource bank: 5B The great diamond robbery (Future clauses with if, when, unless, etc.)
Study, practice & remember: Practice 2
Workbook: Language focus 2: Future clauses with if, when, unless, etc., page 31
Listening and speaking (PAGE 51)

Career crossroads

1 Discuss the questions with the whole class and encourage everyone to contribute.

2 ☞ 5.3 Focus students’ attention on the photos and ask what they think their chosen careers are. Check the meaning of promote yourself, a catch 22 situation, CV and volunteer. Play the recording for students to answer the questions and then check in pairs. If necessary, play the recording again before going through the answers with the class.

ANSWERS:
1 Gavin: advertising, Molly: (graphic) design, Delmar: he doesn’t know yet
2 Gavin: no, Molly: yes, Delmar: no

3a Students work in pairs to allocate the questions before listening again. Check answers with the class.

ANSWERS:
1 D 2 G 3 M 4 M, D 5 D 6 M 7 G 8 D 9 G 10 D

b Students work in pairs to see how much they can remember. If necessary, play the recording again before checking answers with the class.

ANSWERS:
1 Delmar worked in banking for five years until his job was cut after a merger.
2 Gavin mainly uses the internet to promote himself, but he also checks job websites every day.
3 Molly found that you can’t get a job without experience and you can’t get experience without a job.
4 Molly offered to work for free for a few months to get experience and she is now doing that part-time. Delmar is working as a volunteer for a wildlife conservation project.
5 Delmar got a nasty shock when he was told that his job didn’t exist anymore.
6 Molly is optimistic that the company she is working for will offer her a permanent job soon because they seem to like her and what she’s doing.
7 Gavin is advertising his skills online by setting up a website with examples of what he can do and he also has a blog.
8 Delmar is working for a wildlife conservation charity in Africa.
9 Gavin is using social networking sites like Twitter to tell his online contacts that he’s doing.
10 Delmar is fulfilling his dream to spend time in the African wilderness.

4 Students discuss the questions in groups while you circulate and supply any vocabulary needed.

Task (PAGES 52–53)

Choose who to hire or fire!

See Teaching tips: Making tasks work, page 23.

Preparation (PAGE 53)

Reading and listening

1 Focus students’ attention on the photos and explain that they show contestants in a reality TV show called The Executive. Ask the class what they think the programme is about. Students read the text and then answer the questions in pairs. Go through the answers with the class.

ANSWERS:
1 a $75,000-a-year position as an executive in one of Sir Darren Sweet’s companies
2 work in teams on business-related tasks
3 Sir Darren Sweet and his board
4 Sir Darren is a ‘self-made man’ – he left school at 15 with no qualifications and started working on a market stall. However, he now owns several companies and is a multi-millionaire.
5 three

2a ☞ 5.4 Go through the list of qualities with the class and check understanding. Students listen and tick the ones Sir Darren mentions, then check answers in pairs.

ANSWERS:
He mentions all of them.

b Students listen again and answer the question in pairs. Check answers with the class.

ANSWERS:
good business sense and the ability to achieve things

Preparation: Reading and listening: Alternative suggestion

If you are short of time, briefly introduce the TV show yourself, summarising the qualities and omitting exercises 1 and 2 completely.

Task (PAGE 53)

Speaking and listening

1a Check the meaning of wealthy/poor background and supermarket checkout. Give students three minutes to read the profiles and memorise as much information as they can.

b Students close their books and see how much they can remember in groups. When they have finished, ask them to look at the profiles again and see if they missed anything.

2 ☞ 5.5 Play the recording, pausing after each candidate is discussed for students to compare their notes.

3 Arrange students in groups of four and ask them to choose one candidate each. If you don’t have the right number of students, you could have a group of five, where two students discuss the same candidate, or a group of three, where one student describes two candidates. Circulate and help where necessary.

ANSWERS:
Mark: Strengths: everyone likes him, works well in a team, has leadership skills, takes responsibility for things, achieves things, very hard-working and motivated
Weaknesses: doesn’t always make good decisions, not a natural businessman, doesn’t have great business sense, not always clear what he’s trying to say
Melody: Strengths: funny and honest, good at motivating people, a leader, makes decisions and gets things done
Weaknesses: gets into lots of arguments, not very good in a team, Freddie: Strengths: fluent, charming, intelligent, talented, has potential
Weaknesses: all talk and doesn’t like making decisions, lets other people do the hard work
Nikita: Strengths: gets things done in a quiet way, proved she’s a businesswoman by raising money for charity, focused and determined, takes responsibility and makes decisions, can be a leader
Weaknesses: may not inspire other people, not a great communicator
**Go for it!**

4. Give students time to work individually and decide what they are going to say. Refer them to the Useful language box, sections a–c. When they are ready, students discuss their choices in the same groups as exercise 3 and agree on three candidates to go through.

5a. Give students time to plan how they are going to present their choices and refer them to the Useful language box, section d. When they are ready, groups take it in turns to present their choices to the class.

b. Play the recording for students to compare their choices with Sir Darren’s.

**ADDITIONAL PRACTICE**

**Resource bank:** SC Vocabulary extension (Talking about work and training)

**Task: Speaking and listening: Alternative suggestion**

Using the feedback/correction stage of the task for revision purposes

This task brings together much of the language that students have studied in the first five units of this book. While performing the task, students will almost certainly need to use present tenses, past tenses, the present perfect simple and continuous, comparatives, superlatives and future time clauses. Collect errors in these five categories as a lead-in to a revision session. Copy these onto the board and give them to students to correct in pairs. Refer students to the appropriate rules and Study, practice & remember sections for revision where necessary.

**Share your task**

Some additional ideas could include:

- Students film/record themselves giving their summaries, then the class watches/listens and chooses the best three.
- Students take on the roles of the candidates and Sir Darren groups and film themselves informing the candidates of their choices in the style of a reality TV show.
- Students each choose a candidate and record themselves explaining why they should go through. The class listens and chooses the best one.
- Students imagine they are candidates on a TV show, but describe themselves. They then record themselves explaining why they should go through for the class to listen and choose.

**Language live (PAGES 54–55)**

**Writing**

**A CV**

**WARM UP**

Write the following jobs on the board: fitness instructor, computer programmer, teacher, secretary, scientist, fashion designer. Remind students of the vocabulary in exercise 2a on page 49 and ask them to discuss which skills are needed for each job in pairs.

1. Check the meaning of charity, elderly, disadvantaged and domestic appliances. Students read the job adverts, then discuss the questions in pairs.

2a. Introduce the idea of a CV (Curriculum Vitae) and ask if it’s common in the students’ countries. Students read Sean’s CV, then answer the question in pairs. In feedback, nominate students to share their ideas with the class.

2b. Students work individually, then check answers in pairs. Check answers with the class. Check pronunciation of interpersonal /ɪntəˈpɜːsənəl/, placement /ˈplɛsmənt/, tongue /tʌŋ/ and combined /ˈkʌmbənd/.

**ANSWERS:**

1. strong interpersonal skills  2. work placement  3. graduate  4. mother tongue  5. the ability to work in a team  6. non-smoker  7. combined with

3a. Discuss the question as a class.

**ANSWER:**

computer trainer

**b.** Students work individually, then check answers in pairs before checking with the whole class.

**ANSWERS:**

Profile: excellent computer skills, experience of one-to-one training, strong interpersonal skills, the ability to work in a team

Experience: learning how good IT trainers work, helping to train people in basic computer skills; volunteer: working with disadvantaged teenagers and helping them to learn new computer skills

Excellent computer skills and strong interpersonal skills come directly from the advert.

4. Go through the example with the class and explain that it’s important (in Britain) to keep a CV concise. Student find more examples in pairs before checking with the class.

**ANSWERS:**

I am a final year student in Information Technology at the Leeds Metropolitan University. I have excellent computer skills combined with experience of one-to-one training. I have strong interpersonal skills and the ability to work in a team. I did a two-month work placement with an IT training company. I worked as a volunteer for a local charity. I’m doing/studying for a BA degree in Information Technology at the Leeds Metropolitan University and I’m due to graduate in July. I’m a high school graduate. I studied at Thomas Manly Secondary School in Leeds. I have a full clean driving licence. I’m a non-smoker. I speak English and Hindi to mother tongue level. I speak fluent Urdu and I have conversational Spanish. My interests include sport, reading and photography. References are available on request.

5a. Allow plenty of time for students to make notes and go round answering their questions about vocabulary. Refer students back to Vocabulary on page 49 if necessary.

b. Give students time to write their CVs individually. Circulate and help where necessary. When they have finished, go through the checklist with the class, then give students time to check their writing.

6. Students swap CVs with a partner, then read and decide if they would get an interview.

**Writing, exercise 6: Alternative suggestions**

a. When students have written their CVs, brainstorm common interview questions with the class and write them on the board. Students swap CVs in pairs and interview each other for the job.

b. Arrange students in groups of three and swap their CVs with another group. Students imagine they are board members and decide whether to give each CV an interview.
Speaking

Making a formal telephone call

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

1a Check understanding of the questions, then play the DVD for students to answer them. Students compare answers in pairs before checking with the class.

ANSWERS:
Sean is calling about a job application and a job advert. The first receptionist is more polite.

b Students complete the phrases in pairs before watching the DVD again to check their answers. Students compare answers in pairs before checking with the class.

ANSWERS:
1 speak 2 available 3 calling 4 concerning 5 message 6 back 7 take 8 urgent 9 let 10 speak 11 about 12 speaking

PRONUNCIATION

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

1 Play the DVD, pausing after each question for students to copy the intonation. Use gestures to show the direction of the intonation when students are repeating.

2 Students write their answers individually before checking in pairs. Go through the answers with the class and drill the phrases, paying attention to intonation.

ANSWERS:
Can I ask who's calling? Could I ask what the call is concerning? OK, could you hold the line while I try to put you through?

3 Refer students to the correct pages (As: page 128; Bs: page 130) and give them time to think about what they are going to say. Students practise the conversations in pairs. If you have time, ask students to swap roles and practise again. When they have finished, ask one or two pairs to perform their conversations to the class.

ADDITIONAL PRACTICE
Workbook: Writing: A letter of reference, page 33
Language live: Making a formal telephone call, page 33

Study, practice & remember

(PAGES 144–146)


Practice 1

ANSWERS:
1 a 2 b 3 b 4 c 5 a 6 b 7 b
2 1 I’m meeting 2 I’m going to have 3 you’ll like it 4 we’re not going to have 5 they’ll get married one day 3 1 to start 2 planning 3 going 4 to start 5 to buy
4 1 I am planning to study engineering. 2 My sister is thinking of joining the army. 3 I am due to take my driving test next week. 4 Alex says he is not going to apply to university. 5 I know I won’t get the job. 6 My boss is about to retire. 7 I probably won’t see you before next week.

Practice 2

ANSWERS:
1 if 2 before 3 As soon as 4 unless 5 until 1 1 when 3 before 4 unless 5 after 6 until 7 when 8 as soon as 9 if 10 after
3 1 I will get home 2 I don’t live at home 3 you will leave 4 unless it will rain 5 they move house 6 I will find another one 4 1 I’ll ask, gets 2 arrives 3 I’ll pass, remember 4 Will you visit, are

Remember these words

ANSWERS:
1 a/h 2 e 3 b 4 h/a 5 f 6 g 7 c 8 d 2 1 success, successful 2 talent, talented 3 focus, focused 4 determination, determined 3 1 distracting 2 talent, talented 3 focus, focused 5 determined 6 responsibility 7 ambitious 8 imaginative 9 failure 10 knowledgeable

Study tips

1 Before students read the tips, elicit their answers to the question and write their ideas on the board. Students read the sentences quickly to see if any of their ideas are mentioned. Students then read the tips again and tick the ones they follow.

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.

3 Students work individually, then compare their ideas in pairs.