

OVERVIEW

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Speaking and vocabulary: Leisure activities

Common European Framework

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

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Grammar: Revision of questions

Pronunciation: Stress in questions

Common European Framework

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

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Reading and vocabulary: Sports and games

Grammar: Present simple and frequency phrases

Common European Framework

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

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Task: Do a 60-second interview

Common European Framework

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

PAGES 14–15

World culture: Unusual sports

Common European Framework

Students can research and do a project.

WARM-UP

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

Speaking and vocabulary (PAGES 6–7)

Leisure activities

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

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

ANSWER:

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

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

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

ANSWER:

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

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

Speaking and vocabulary, exercise 3a: alternative suggestion

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

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

ANSWERS:

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

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

ANSWERS:

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

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

Speaking and vocabulary, exercise 5b: additional activity

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

ADDITIONAL PRACTICE

Workbook: Vocabulary: *Leisure activities*, page 4

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

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

Grammar focus 1 (PAGES 8–9)

Revision of questions

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

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

Grammar focus 1, exercise 2: alternative suggestion

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

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

ANSWERS:

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

GRAMMAR

Question words

This grammar point should be revision for most students.

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

ANSWERS:

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

Word order in questions

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

ANSWERS:

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

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

PRACTICE

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

Practice, exercise 1: alternative suggestion

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

ANSWERS:

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

PRONUNCIATION

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

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

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

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

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

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

Pronunciation, exercise 2: additional activity

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

Pronunciation: Helping students with stress in questions

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

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

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

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

ANSWERS:

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

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

ANSWERS:

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

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

ADDITIONAL PRACTICE

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

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

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

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

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

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

ANSWERS:

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

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

ANSWERS:

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

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

ANSWERS:

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

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

ANSWERS:

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

Verbs: hit, throw, kick, score

People: winner, player, team, champion

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

ADDITIONAL PRACTICE

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

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

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

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

ANSWERS:

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

GRAMMAR

Present simple

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

ANSWERS:

- 1 a habit
- 2 something that is always true

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

ANSWERS:

The question form:

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

The negative form:

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

Frequency phrases

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

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

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

ANSWERS:

- 1 He sometimes eats burgers and other fast food. (before the verb)
- 2 She often gives money to charities. (before the verb)
- 3 He does at least five hours of training every day. (at the end of the sentence/phrase)
- 4 She has English classes three times a week. (at the end of the sentence/phrase)

- 4 Students number the words in order. During feedback, elicit other phrases that students might know and decide if they indicate that something happens often or not.

ANSWERS:

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

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

PRACTICE

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

ANSWERS:

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

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

ADDITIONAL PRACTICE

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

Study, practice & remember: Practice 2, page 139

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

Task (PAGES 12–13)

Do a 60-second interview

Preparation Reading

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

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

ANSWERS:

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

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

ANSWERS:

What's your full name? Laura Ines Rodriguez Ortega.

Have you got a nickname? Lalí.

Where were you born? Buenos Aires, Argentina

When were you born? 18th December, 1990

Tell me about your family. She lives with her father, mother and sister. Both her parents are doctors. They work in different hospitals in Buenos Aires. Her sister is two years younger than her. Her name is Patricia, but everyone calls her Pati.

What do you do in your free time? She likes doing a lot of sport in her free time. She plays basketball ... And she sometimes goes to the gym or goes swimming. She likes keeping fit.

Task Speaking

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

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

Share your task

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

Additional ideas:

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

World culture, Find out first:

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

World culture (PAGES 14–15)

Unusual sports

Culture notes

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

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

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

Find out first

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

SUGGESTED ANSWERS:

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

View

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

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

ANSWERS:

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

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

ANSWERS:

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

World view

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

Find out more (PAGE 15)

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

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

Write up your research

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

Study, practice & remember

(PAGES 138–139)

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

Practice 1

ANSWERS:

1

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

2

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

Practice 2

ANSWERS:

1

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

2

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

3

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

4

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

Remember these words

ANSWERS:

1

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

2

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

Overview

PAGES 24–25

Vocabulary: Daily routines

Reading and speaking: Sleep patterns

Common European Framework

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

PAGES 26–27

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

Pronunciation: Strong and weak forms

Common European Framework

Students can ask and answer questions about habits and routines.

PAGES 28–29

Vocabulary: Jobs

Task: Decide on the best job

Common European Framework

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

PAGES 30–31

World culture: Amazing trains

Common European Framework

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

WARM-UP

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

Vocabulary (PAGE 24)

Daily routines

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

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

Vocabulary, exercise 3: alternative suggestion

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

ADDITIONAL PRACTICE

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

Workbook: Vocabulary: *Daily routines*, page 14

Reading and speaking (PAGE 25)

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

ANSWER:

No important difference between short and long sleepers.

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

ANSWERS:

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

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

Grammar focus 1 (PAGE 26)

should, shouldn't

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

ANSWERS:

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

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

ANSWERS:

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

GRAMMAR

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

ANSWERS:

1 is 2 isn't

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

PRACTICE

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

ANSWERS:

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

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

PRONUNCIATION

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

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

Pronunciation: Helping students with weak forms

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

Introduce the pronunciation of the weak form first.

Exaggerate the stressed words.

Constantly refer to weak forms during the year.

Drill sentences that contain weak forms.

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

Practice, exercise 2c: alternative suggestion

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

ADDITIONAL PRACTICE

Study, practice & remember: Practice 1, page 142

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

Listening (PAGE 27)

An unusual job

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

ANSWERS:

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

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

ANSWERS:

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

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

Grammar focus 2 (PAGE 27)

can, can't, have to, don't have to

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

ANSWERS:

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

GRAMMAR

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

ANSWER:

the infinitive/base form

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

ANSWERS:

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

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

Grammar, exercise 2: additional suggestion

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

ANSWERS:

can: I can remember dates and other facts easily.

can't: I can't speak Japanese

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

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

PRONUNCIATION

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

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

ANSWERS:

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

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

b Drill each sentence.

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

ANSWERS:

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

b Drill each sentence.

PRACTICE

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

ADDITIONAL PRACTICE

Study, practice & remember: Practice 2, page 143

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

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

Vocabulary (PAGE 28)

Jobs

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

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

ANSWERS:

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

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

SUGGESTED ANSWERS:

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

Vocabulary, exercise 2: additional activity

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

ADDITIONAL PRACTICE

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

Workbook: Vocabulary *Jobs*, pages 18

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

Task (PAGES 28–29)

Decide on the best job

Preparation Listening

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

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

ANSWERS:

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

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

ANSWERS:

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

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

ANSWERS:

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

Task Speaking

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

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

Share your task

Additional ideas:

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

World culture, Find out first:

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

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

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

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

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

Find out first

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

SUGGESTED ANSWERS:

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

View

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

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

ANSWERS:

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

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

ANSWERS

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

World view

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

Find out more (PAGE 31)

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

ANSWERS:

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

Write up your research

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

Study, practice & remember

(PAGES 142–143)

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

Practice 1

ANSWERS:

1

- 1 Why 2 Try 3 shouldn't 4 Should
5 should 6 Why 7 shouldn't 8 Try

2

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

Practice 2

ANSWERS:

1

- 1 You can 2 You have to 3 You don't have to
4 Can my friend 5 Do I have to 6 You can't
7 You don't have to 8 You have to 9 You can't
10 You can

2

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

Remember these words

ANSWERS:

1

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

2

- 1 finished 2 felt 3 had 4 went to 5 fell 6 up 7 got

3

- 1 translator
2 cook
3 dentist
4 tour guide
5 nanny
6 doctor
7 plumber
8 accountant
9 barman
10 taxi driver

OVERVIEW

PAGES 42–43

Reading and vocabulary: Physical appearance

Common European Framework

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

PAGES 44–45

Grammar: Comparative and superlative adjectives

Pronunciation: Weak forms of prepositions

Listening and speaking: Special clothes

Common European Framework

Students can compare common items; can describe clothes.

PAGES 46–47

Vocabulary: Parts of the body

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

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

Common European Framework

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

PAGES 48–49

Task: Do a survey about image

Common European Framework

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

PAGES 50–51

World culture: City of street style

Common European Framework

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

Reading and vocabulary

(PAGES 42–43)

Physical appearance

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

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

ANSWERS:

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

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

ANSWERS:

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

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

ANSWERS:

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

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

ANSWERS:

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

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

Vocabulary, exercise 5b: additional activity

If students have photographs of their family, perhaps in a wallet or on a phone, ask them to describe one or two people.

ADDITIONAL PRACTICE

Study, practice & remember: Remember, Practice 1, page 147

Workbook: Vocabulary: *Physical appearance*, page 25

- ➔ **Resource bank:** Activity 5A: *An alien family* (Vocabulary: physical appearance)

Grammar focus 1 (PAGES 44–45)

Comparative and superlative adjectives

- 1a Tell students they are going to look at Matt's photos at three different times in his life. Students work individually to match the photos to the appropriate comments.

ANSWERS:

- Photo A:** comment 3
Photo B: comment 1
Photo C: comment 2

- b Students work in pairs to discuss the question.

GRAMMAR

1 Give students a few minutes individually or in pairs to complete the table. Direct students to the texts to help with the answers. Write the table on the board. As you check the answers, elicit one or two more examples for each rule, and highlight:

- the spelling rules for 1-syllable adjectives.
- the different rules for 2-syllable adjectives ending in *-y* and for adjectives with 2/3 or more syllables.
- the use of *the* with all superlatives.

ANSWERS:

1 syllable: younger

2 syllables ending in *-y*: happy, happier

2/3 syllables: serious, the most serious

irregular forms: good – better – the best, bad – worse – the worst

2 Give students a few minutes to match the sentences. During feedback highlight the use of the prepositions.

You may want to ask your students to read Study 1 on page 146 for a more detailed explanation of comparative and superlative adjectives.

ANSWERS:

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

Grammar, exercise 2: additional activity

Ask students in pairs to use the same sentence stems and think of different endings that use the same prepositions.

PRACTICE

1 Students complete the sentences individually. Circulate and monitor. Check in pairs before checking as a class.

ANSWERS:

1 more modern 2 the most expensive 3 better
4 the biggest 5 happier 6 the busiest
7 the worst

2a Do the first sentence as an example. With weaker classes ask students to do this in pairs.

b  5.1 Students listen to the recording and check their answers.

ANSWERS:

1 older than 2 different from 3 similar to 4 the nicest
5 same as 6 look like 7 the oldest 8 as tall

PRONUNCIATION

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

- 1 Remind students of when you looked at weak forms of *was/were* in Unit 2 (see page 18). Tell them these prepositions are also weak forms. Students listen again and notice the pronunciation.
- 2 Play each sentence and students repeat.

Pronunciation: Help with weak forms

It can help students to build up a list of words that have a strong and weak form. Start the list with the words from this exercise and revisit it in the future when students either forget to use weak forms or when you find some new words.

Word	Strong form	Weak form
than	/ðæn/	/ðən/
from	/frɒm/	/frəm/
to	/tu:/	/tə/
as	/æz/	/əz/

3a Do the first couple of sentences about you as an example. Students complete the sentences individually.

b Demonstrate the activity by telling the students something about you, using the ideas from exercise 3a. The important thing is not to just read the list, but add extra information. Students work in pairs to talk about themselves and their families.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 1, page 146

Workbook: Grammar focus 1: *Comparative and superlative adjectives*, pages 26–27, Pronunciation: *Weak forms in sentences*, page 27

➔ **Resource bank:** Activity 5B: *Put these in order* (Comparative and superlative adjectives)

Listening and speaking (PAGE 45)

Special clothes

- 1 Students work in pairs to discuss the questions.
- 2  5.2 Students listen to the recording and answer the questions.

ANSWERS:

- 1 red Converse trainers; still wears them
- 2 blue and white checked dress; doesn't wear it now
- 3 leather jacket; still wears it

3 Students listen again and complete the table.

ANSWERS:

- 1 Converse trainers, five years ago, bought them on holiday in USA, likes colour and design, remind them of fantastic holiday, yes
- 2 checked dress, eight years ago, bought it for party where she met her husband, reminds her of that day, no
- 3 leather jacket, 10 or 12 years ago, got it from brother, thought it was really cool, not a lot

4a Students choose a special item of clothing and prepare notes about it using the questions below.

b Students work in pairs to discuss their special item of clothing. Get class feedback.

Vocabulary (PAGE 46)

Parts of the body

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

- 1a Ask students to read the facts about the body and work in pairs to check the meanings of the words in bold. For feedback, check the words by getting students to point to the relevant parts of the body. Drill the pronunciation.
- b Tell students some of the 'facts' are false. Give pairs a couple of minutes to decide which ones are true (T) and false (F).
- c  **5.3** Students listen to check their answers.

ANSWERS:

1 T 2 F 3 F 4 F 5 T
6 T 7 T 8 F 9 T 10 T

- 2a Students work in pairs to invent two new facts.

Vocabulary exercise 2a: additional activity

Choose another topic and put students in groups to write five true and false sentences. The group then swap their sentences with those of another group and try to guess which sentences are true or false.

- b Students read their sentences aloud in groups or to the whole class. The other students guess if the sentences are true or not. If there is any disagreement tell students to do some research for homework to find out and present their findings in the next class.

PRONUNCIATION

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

- 1  **5.4** Make sure students know which parts of the words to focus on. Play the recording and stop after each pair and elicit if the sound is the same or different.

ANSWERS:

different, same, different, different, same

- 2  **5.5** Ask students if they know which letters will be silent before they listen to the recording. Students listen and check.

ANSWERS:

knee; wrist; thumb

- 3  **5.6** Play the recording and pause after each word for students to repeat.

Pronunciation: help with sound/spelling relationships

English is famous for having a complicated relationship between the spelling and the pronunciation of the words. You can help students by doing the following:

- Don't tell students that English pronunciation is hard or difficult. If you say this students will think that they can't do it. Besides, the vast majority of words do have a relationship between the spelling and pronunciation.
- Try, whenever possible, to introduce new words orally before students see them written down.
- Use the audio script so that students can see the words as they hear them.
- Correct students when they mispronounce words due to the spelling.

ADDITIONAL PRACTICE

Study, practice & remember: Remember, Practice 2, page 147

Workbook: Vocabulary: *Parts of the body*, page 28

Grammar focus 2 (PAGES 46–47)

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

- 1  **5.7** Students listen to three conversations and answer the questions. Check in pairs before checking as a class. During feedback, ask students what clues told them the relationships between the speakers.

ANSWERS:

1	2
1 a grandmother and a friend	1 her grandson
2 police officer and witness	2 a thief
3 two young female friends	3 a new boyfriend

- 2a Ask students to read the questions silently. Students listen again and number the questions in the correct order. Check in pairs before checking as a class.

ANSWERS:

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

- b Students match the answers to the questions, then listen again to check.

ANSWERS:

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

GRAMMAR

- 1 Give students a moment to decide which question asks about appearance and which one about personality. If students are not sure, encourage them to look back at exercises 2a and 2b.

ANSWERS:

1 personality 2 appearance

- 2 Give students a few minutes to look back at the sentences and decide on the answers.

ANSWERS:

height: e age: f features: c, d, g, h

You may want to ask your students to read Study 2 on pages 146–147 for a more detailed explanation of questions with *How, What* and *What ... like?*

PRONUNCIATION

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

- 1  **5.8** Remind students of the importance of stressing content words in questions. Play the first question and elicit the stressed content word. Do the same for each of the following questions.

ANSWERS:

a What does he <u>look</u> like?	b What's he <u>like</u> ?
c What <u>colour</u> are his <u>eyes</u> ?	d What is his <u>hair</u> like?
e How <u>tall</u> is he?	f How <u>old</u> is he?
g Has he got a <u>scar</u> or a <u>tattoo</u> ?	h Has he got a <u>beard</u> ?

- 2 Play the questions again. Students repeat.

PRACTICE

- 1 Do the first one as an example. If you have weak students, ask them to do this activity in pairs. During feedback, pay attention to the stress on content words.

ANSWERS:

- 1 Has he got long hair?
- 2 Is her hair fair or dark?
- 3 What colour are her eyes?
- 4 Is he in his thirties?
- 5 Is she wearing earrings?
- 6 What are his glasses like?
- 7 Is she taller or shorter than me?
- 8 What does your brother look like?

- 2 Ask students to write answers for the questions. They can write any answer they like, so long as it is grammatically correct.

POSSIBLE ANSWERS:

- 1 No, he hasn't.
- 2 It's dark.
- 3 They're blue.
- 4 Yes, he is.
- 5 Yes, she is.
- 6 They're round, like John Lennon's.
- 7 She's taller than you.
- 8 He's tall with black hair and brown eyes.

- 3a  5.9 Focus students' attention on the photo of characters in a TV soap opera. Students listen and decide which person is being described.

ANSWERS:

1 F 2 C 3 A 4 D 5 B 6 E

- b Refer students to audio script 5.9 on page 169. Play the recording again and ask students to listen and decide what questions are being answered and write them down.

SUGGESTED ANSWERS:

- | | |
|---------------------------|-----------------------|
| 1 What does he look like? | 2 Has he got a beard? |
| 3 What's her hair like? | 4 What's she like? |
| 5 How old is she? | 6 How tall is she? |

- 4a Give students a few moments to choose a person to describe and think of a description.
- b Students work in pairs to ask and answer yes/no questions about the person.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 2, page 147

Workbook: Grammar focus 2: *Questions with How, What and What ... like?*, page 28

Task (PAGES 48–49)

Do a survey about image

Preparation Reading

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

- 1 Check the meaning of *store card*. Students work in pairs to discuss the questions. Invite further discussion during feedback.
- 2 Ask students to read the introduction very quickly to answer the questions.

ANSWERS:

- 1 Answer a survey.
- 2 A store card and discounts and the chance to win £500 to spend in store.

- 3 Do the first question as an example. Students work individually to complete the questionnaire. After feedback, ask students if they would normally do a survey like this. Why/why not?
- 4  5.10 Give students a moment to read through the Useful language box and answer any questions they might have. Students listen and tick the phrases they hear.

ANSWERS:

Yes, it's my favourite hobby. ✓
I hate them. ✓
Not really. ✓

Task Speaking

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

- 1a Give students a few moments to decide which questions to choose.
- b Students write five more questions. Circulate and offer help when needed.
- 2 Students work in pairs to ask and answer each other's questions. Remind students to use phrases from the Useful language box when answering questions. Encourage students to make a note of their partners' answers.
- 3 Students work in groups to see if there is anything they all agree or disagree on. You might like to get students to produce a chart listing their preferences.

Share your task

Additional ideas:

- Students film themselves asking each other the questions in their survey.
- Students can put their recordings together to create a video montage.
- Students watch/listen to the recordings and write a report on the most common attitudes to image and appearance.

World culture, Find out first:

To help your students prepare for the next class, go through the questions in exercise 1a on page 50. If necessary, discuss ideas for searching for this information on the internet and other sources of information students could use.

World culture (PAGES 50–51)

City of street style

Culture notes

Paris and Rome have long been associated with the world of haute couture and classic designer clothes. London, on the other hand, has been more closely linked to a more urban and youth-oriented street style and fashion. This started in the swinging 60s with the famous King's Road and Carnaby Street. Mary Quant's miniskirt was first seen on London's streets and, along with the music of The Beatles and The Rolling Stones, London developed a cutting edge and trendy reputation.

This reputation for new music and fashion carried on through punk, the new romantics and on into house and dance music. Today, there are many different styles all represented in London and one of the main shopping areas for street style is in and around Camden Market, which has a very alternative scene.

Find out first

- 1a Students work in pairs to check their answers from their research. If some students have not done the research, try to put them with a pair of students who have done it.

ANSWERS:

1 b 2 a 3 a 4 b

- b If you have access to the internet and students haven't been able to find the answer to some of the questions, ask students to go online and do some further research.

View

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

- 2 Go through the words in the glossary to make sure students understand the key vocabulary.
- 3  Make sure students read the sentences before they watch the video. Check in pairs and then check as a whole class.

ANSWERS:

1 light blue 2 black 3 blue 4 red / brown 5 grey / white

- 4 Go through the phrases with the students, then watch the video again to match them to who/what they are about.

ANSWERS:

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

World view

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

Find out more (PAGE 51)

- 6 Students quickly read the mini text to answer the questions.

ANSWERS:

- 1 A list of cities that are famous in a particular creative area; 2005
- 2 over 30

- 7a Go through the list of cities and elicit some reasons why the cities included might be on the Creative Cities Network.
- b Ask students to go online to find information to answer the questions about two of the cities. Tell students that the questions are guides, so they shouldn't worry if they can't answer all of them from their research.

ANSWERS:

	Where / population / language	When / Why
Buenos Aires	Argentina, 13 million, Spanish	2005, design
Chengdu	China, 11 million, (Sichuanese) Mandarin	2010, food/gastronomy
Dublin	Ireland, 500,000, English	2010, literature
Sevilla	Spain, 700,000, Spanish	2006, music
Sydney	Australia, 4.6 million, English	2010, film

Write up your research

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

ADDITIONAL PRACTICE

-  **Resource bank:** Activity 5C: *Wordspot: look* (Collocations with: *look*)

Study, practice & remember

(PAGES 146–147)

Practice 1

ANSWERS:

1

- | | | |
|----------------|--------------------|--------------------|
| 1 taller | 2 the most popular | 3 more expensive |
| 4 the highest | 5 the earliest | 6 the most popular |
| 7 better | 8 farther | 9 biggest |
| 10 the busiest | | |

2

- 1 cheaper
- 2 from
- 3 worst
- 4 as
- 5 more
- 6 like
- 7 happiest
- 8 than
- 9 to
- 10 in

Practice 2

ANSWERS:

1

- 1 What 2 's got 3 are 4 're 5 What's 6 's very friendly
7 How 8 's 9 Has he got 10 is

2

- 1 does 2 colour 3 tall 4 What 5 was 6 How 7 like 8 old

Remember these words

ANSWERS:

1

- 1 skin / hair
- 2 wearing
- 3 pale
- 4 bald
- 5 piercings / tattoos
- 6 dyed
- 7 beard
- 8 lipstick

2

- 1 shoulder
- 2 thumb
- 3 wrist
- 4 elbow
- 5 fingernail
- 6 knee
- 7 neck
- 8 lips

SAMPLE UNITS