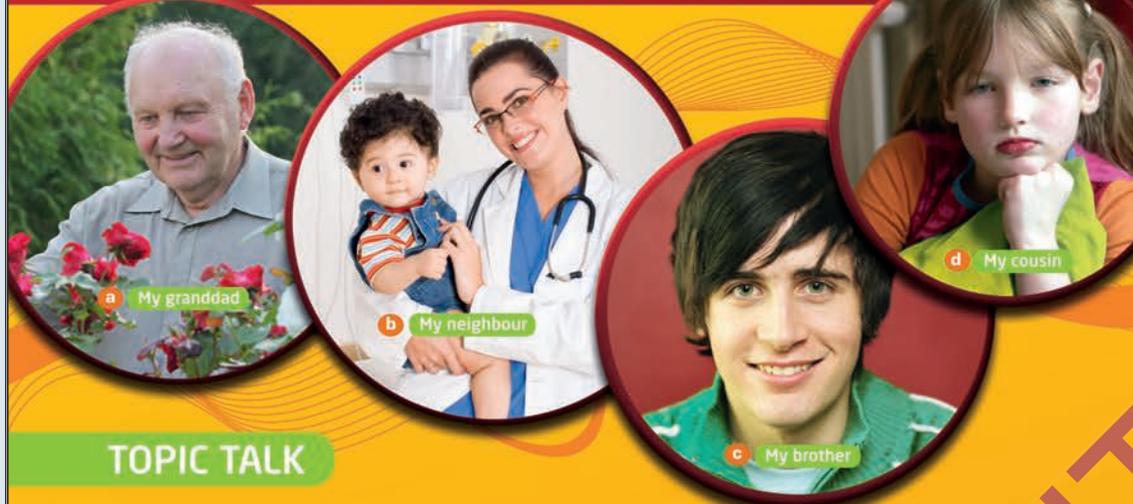




Objectives: Listen, read and talk about people; describe people in photos; write sentences to describe people; learn more about present tenses and questions.



TOPIC TALK

1 Look at the photos (a-d) and the network. Make guesses about the people.

The man in photo a is about seventy. He is a gardener. He is probably friendly.

2 2.27 2.28 Listen to Lucy's descriptions of her family (a-d). Check your guesses from Exercise 1.

3 2.29 2.30 Listen again to the first description. Complete the information in the network.

4 2.31 Pronunciation Listen and repeat words from the network. Notice the sound of the last syllable.

bus driver, student

LANGUAGE CHOICE 43. VOCABULARY PRACTICE

5 Work in pairs. Use the network to tell your partner about your family members or friends.

People

Eric is a ¹ pensioner.
 He is ² seventy-nine years/months old.
 He is (was) a ³ gardener.
 He is interested in
⁴ music/gardening/reading sport.
 He is very ⁵ kind and ⁶ friendly.

baby, child, teenager, pensioner

Age
 six months, eleven months, eighteen months,
 nine, nineteen, twenty-one, sixty-three,
 seventy-nine, about fifteen, about thirty-five,
 about fifty, about sixty

Occupations
 bus driver, doctor, engineer, gardener, lawyer,
 nurse, office worker, police officer, shop
 assistant, primary school/secondary school/
 university student, teacher, vet, waiter/waitress

Personality
 clever, friendly, hard-working, kind, moody,
 outgoing, shy, talkative, tidy

Background

Age: attitudes to age in the UK vary. According to a recent survey, most people under twenty-five think that old age begins at fifty-four, but older people do not share this view! The actual pension age in the UK is in the process of rising from sixty to sixty-five for women, to equalise with men.

TOPIC TALK

1 Give students five minutes in pairs to discuss the photos. They can use words from the network to help them. In feedback, write up any useful language on the board.

Suggested answers: **b** The woman is about thirty. She is a doctor - probably a doctor of children (paediatrician). The baby is about eighteen months. **c** The boy is about seventeen. He is a student. He is studying art/sport/maths. He is friendly. **d** The girl is about nine. She is at primary school. She is moody/unhappy.

2 Play the recording and ask students to make a note of their correct guesses.

Extra Exercise

Dictate the following questions:

- 1 How old is Granddad? (seventy)
- 2 Where is Janet from? (Scotland)
- 3 What does Charlie do? (He's a student.)
- 4 What sport does Charlie like? (football)
- 5 How old is Amanda? (nine)
- 6 What instruments can she play? (piano and violin)

Play the recording again. Ask students to listen carefully for the answers. Give students time to check their answers in pairs before the class check.

3 Play the recording twice if necessary, to help students complete the sentences in the network. Ask students what word (preposition) we use with *interested* to say we like something - *interested in*.

Answers: Student page

4 The class repeat the words from the recording using choral drilling. Play it again for students to listen to the last syllable. Point out that the last syllable isn't stressed and the *r* isn't pronounced - it is the shwa /ə/.

For practice, students turn to **LANGUAGE CHOICE 43**.

Extra Exercise

Students use the network to describe the other three people in the photos. Don't play the recording again, but encourage students to discuss in pairs, using the information they remember hearing.

5 Before students discuss, check any remaining vocabulary in the *Occupations* box that they don't know.

Now your students can:

- describe their family and people they know.

Background

Other brain facts:

- It is estimated that the human brain produces 70,000 thoughts on an average day.
- The human brain is still developing in the teenage years, and even into the twenties. It is a time when connections among neurons that are not used wither away, while those that are used remain into adulthood.
- Albert Einstein's brain weighed 1,230 grams (2.71 lbs), significantly less than the human average of 1300 grams to 1400 grams (3 lbs).
- Laughing at a joke is no simple task as it requires activity in five different areas of the brain.
- The left side of your brain controls the right side of your body; and the right side of your brain controls the left side of your body; 89.06 percent of people write with their right hand, 10.6 percent with their left and 0.34 percent with either hand.
- There are no pain receptors in the brain, so the brain can feel no pain.
- A study of one million students in New York showed that students who ate lunches that did not include artificial flavours and preservatives did 14 percent better on IQ tests than students who ate lunches with these additives.

Warm Up

- 1 Give students a few minutes to read the quiz. Check understanding of *neurons*, *connections* and *energy*. Allow two minutes for them to check their answers. Find out if they are surprised by the answers.

Answers: Student page

LESSON **16** GRAMMAR

TEENAGE BRAINS



Warm Up

- 1 Look at photo (a) of the human brain and answer the questions. Check your answers on page 117.
 - 1 The adult brain weighs about: a 900g. b 1600g. c 1350g.
 - 2 The brain has _____ of neurons and brain connections. a thousands b millions c billions
 - 3 The brain uses _____ of our body's energy. a 20% b 5% c 15%
- 2 Look at the photos (b-c). Which of these things are true about teenagers?
 - They often feel tired in the morning. *True*
 - They are not usually very good planners. *True*
 - They often can't control their emotions. *True*
- 3 Read the text to check your guesses.
- 4 Are you a 'typical' teenager? Which of the things from the text do you do?

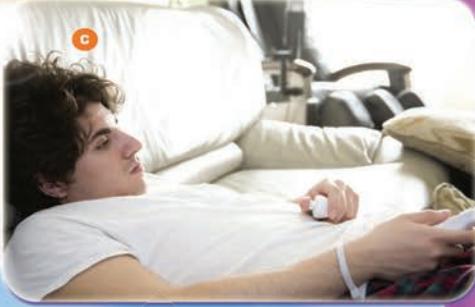
Present Simple and Continuous

- 5 Complete the table with the names of the tenses, Present Simple or Present Continuous. Find more examples of the two tenses in the text.

1 Present Continuous	2 Present Simple
Two people are sleeping.	Teens sleep longer at weekends.
Your biological rhythm is changing.	Our brain needs sleep every day.

- 6 Match the tenses in Exercise 5 (Present Simple and Present Continuous) with the uses (a-b).
 - a things happening right now or around now *Present Continuous*
 - b things happening regularly or always true *Present Simple*





Science today Q&A 2.32

Q It's the first lesson today and I can't concentrate. Two people are sleeping! What is the problem?

A It's normal, your biological rhythm is changing – you wake up later and go to bed later. Also, teenagers need 9.5 hours of sleep. When they sleep less than six hours, they can't concentrate and become moody. Some teens sleep longer at weekends but the brain needs sleep to 'work on' new information.

Q My teenage brother has got an exam tomorrow and he's going out to a party. Is this normal?

A Your brother is a teenager. His brain is still developing. He probably doesn't plan things or think of the consequences of his actions. The 'planning' part of our brains develops less quickly and a lot of teenagers can't organise their time well or control their emotions.

Q My sister watches TV all day. She is watching a silly programme right now. Is this healthy?

A The teenage brain has billions of neurons and brain connections. When teenagers do a lot of things like science or sport, their brain develops the connections for these activities. When they watch a lot of TV, the brain doesn't use these connections and loses them. So a lot of TV isn't great for teenagers.

- 2 Elicit descriptions of the photos (b and c) with the class. Check vocabulary from the reading text at this point through discussion. Ask: *Are the students concentrating in class? Do you think the boy is bored or moody? Are you moody sometimes? When you stay out late, what are the consequences?* If students are unable to answer, give examples to explain the language.

- 3 Give students five minutes to read the text and check their guesses. Re-check any vocabulary as necessary.

Answers: Student page

- 4 Encourage students to say what they do as teenagers.

Present Simple and Continuous

- 5 Ask students to complete the table individually and then check with the class.

Answers: Student page

- 6 Students complete the exercise individually. This should give you an idea of how much they have understood from previous lessons.

Answers: Student page

Practice

7 Which sentence (a or b) can people (1-4) say?

- 1 a student in front of the TV
a I'm studying hard. b I study hard.
- 2 a teenager in a lesson
a I'm not sleeping. b I don't sleep.
- 3 a teacher at a restaurant
a I teach English. b I'm teaching English.
- 4 a girl in a library
a I'm looking for information about China.
b I look for information about China.

LANGUAGE CHOICE 44

8 Complete the interview with a teenager with the verbs in brackets in the Present Simple or Present Continuous.

- A: How long ¹ *do you sleep* (you / sleep) every night?
B: I ² _____ (not go) to bed before 10 p.m. and I
³ _____ (get) up at 6.30 a.m. But this is different
because we've got exams. I ⁴ _____ (revise)
until midnight.
A: But you ⁵ _____ (not / study) now. What ⁶ _____
(you / do)?
B: I ⁷ _____ (wait) for my English exam. I'm really
nervous.
A: What ⁸ _____ (you / drink)? Is this coffee?
B: No, I ⁹ _____ (not like) coffee. I ¹⁰ _____ (drink)
water to keep my brain active. It's healthier than coffee.

9 Look at the drawings (a-d) and use the cues (1-4) to write two sentences about each drawing: one in the Present Simple and one in the Present Continuous.

- 1 teach English / talk to a student
He teaches English. He's talking to a student.
- 2 go to school / play football
- 3 work in a hospital / write an email
- 4 study languages / drink tea

LANGUAGE CHOICE 45

Grammar Alive
Talking about activities

10 ²⁻³³ Listen to the conversation. What do Mary and Jim usually read? What are they reading now? Why?

Mary usually reads fashion magazines but now ...

11 Work in pairs. Use the cues to ask and answer the questions.

A: *Do you always sleep on the sofa?*
B: *No, I don't. I'm sleeping on the sofa this week because my cousins are sleeping in my room.*

A starts

- 1 always sleep on the sofa?
- 2 usually use a laptop?
- 3 often read newspapers?

B starts

- 4 often watch football on TV?
- 5 often cook meals at your home?
- 6 always go to school by bus?

B answers

- 1 this week / my cousins - sleep in my room
- 2 use a laptop today / my brother - use my computer
- 3 read a newspaper now / look for some news

A answers

- 4 watch this match / Ronaldo - play
- 5 cook lunch today / my parents - work
- 6 this week / the underground - not work

12 Use the time expressions below to write sentences about what you, your family and friends do and are doing.

My sister usually goes out in the afternoon. This month she's preparing for her driving test.

- this week/month
- today
- at weekends
- right now
- often
- usually

9 Go through the example with the class, so that students understand what to do. Give students five minutes to complete their sentences. In feedback, check understanding.

Answers: 2 He goes to school. He's playing football. 3 She works in a hospital. She's writing an email. 4 She studies languages. She's drinking tea.

For practice, students turn to **LANGUAGE CHOICE 45**.

Grammar Alive

10 Play the recording twice if necessary. Encourage students to write full sentences. In feedback, elicit full sentences.

Answers: Mary is reading a book about the brain. Jim usually reads football magazines, but now he's reading a girls' magazine.
Reasons: Mary is preparing a presentation for her biology class. Jim is getting information for a project about sleep.

11 Model the example either with a student or ask for two volunteers to read it. Make sure students understand what to do. Give them time to ask and answer questions using all the cues. Monitor and help where necessary. In feedback, correct any common errors on the board.

12 Do a couple of examples based on your own family and friends. Give students five minutes or so to write about themselves. Monitor and help where necessary. Elicit sentences from individual students where possible.

Now your students can:

- recognise and use the Present Simple and Present Continuous appropriately.

Practice

7 Go through the example with the class. Ask: *Where is the student?* (He's in front of the TV.) *Is he studying?* (No, he's watching TV.) *When does he study?* (every day/regularly) Give students five minutes to complete individually. Monitor and help where necessary. In feedback, check understanding by asking similar questions to those suggested above.

Answers: Student page

For practice, students turn to **LANGUAGE CHOICE 44**. Remind them that they need to choose the correct verb form each time.

8 Students read through the interview first to get the sense of the interview before reading again and completing the dialogue. Encourage them to think about whether the answers are 'around now' or always true/regular events as they complete. Students can act out the dialogue in pairs to check.

Answers: 2 don't go 3 get up 4 revise 5 aren't studying 6 are you doing 7 'm waiting 8 are you drinking 9 don't like 10 drink

Background

Other laws in the UK include:

Age 12: legally buy a pet

Age 13: legally work up to five hours a day on Saturdays or during the school holidays

Age 14: responsible for wearing a seatbelt in a car or bus. They can be given a fine if they don't.

Age 16: get a licence to drive a moped. You can join the army, but you can't go on active service until eighteen. You can drink wine, beer or cider with a meal in a restaurant.

Age 17: give blood and get a full driver's licence

Age 18: get a credit card, be called for jury service and change your name

Part 1

Warm Up

Extra Exercise

To revise the Present Simple and Continuous, look at the photos. Write up *vote*, *driving lesson* and *in love* on the board. Students match the words to the photos. Tell students to think of two sentences to describe each photo - one with the Present Simple and the other the Present Continuous, e.g. *He's voting. He votes every five years.*

1 If you don't do the Extra Exercise, put students into pairs to discuss the photos. Elicit ideas and go through any vocabulary students don't know.

Answers: Student page

2 Give students five minutes to discuss in pairs first, then put pairs together in groups of four to compare their answers.

Extra Discussion

Depending on the level of your class, extend Exercise 2. Ask what students think about the law, e.g. should you be older before you can smoke?

Warm Up

1 Match the photos (a-c) with three things in the list.

- 1 drive a car *b*
- 2 leave school and get a job
- 3 get the same pay as an adult
- 4 go into the army
- 5 get married *c*
- 6 vote in national and local elections *a*
- 7 smoke cigarettes

2 Your Culture Work in pairs. At what age can young people in your country legally do the things in Exercise 1?

- 1 You can drive a car when you are eighteen.

Reading

3 Read the magazine article. When can young people in Britain do the things in Exercise 1?

- 1 You can drive a car when you are seventeen.

4 SKILLS BUILDER 11 Use the strategies to choose the best answers to the questions.

- 1 Why are the two young people angry?
a because they can't vote in elections
b because teenagers haven't got any rights
c because they can't drive
d because teenagers can't do a lot of things
- 2 When do British young people get adult pay?
a when they are sixteen
b when they are twenty-one
c when they are eighteen
d when they are twenty
- 3 How does Rajiv get the same pay for young people in his area?
a he talks to local teenagers
b he is in the UK Youth Parliament
c he writes to magazines
d he talks to local business people
- 4 Who does Alice want the vote for?
a sixteen, seventeen and eighteen-year-olds
b fifteen and sixteen-year-olds
c sixteen and seventeen-year-olds
d seventeen and eighteen-year-olds
- 5 What does Alice want?
a more traffic and cars
b more bicycles and people
c more space for cars and bicycles
d more space for people and bicycles



Teen Politics

2.34

Teen Campaigners

In Britain, when you are sixteen you can leave school and work but you don't get the same pay as adults. When you are seventeen you can drive a car but you can't vote. Two young campaigners are angry about this and wrote to our magazine.

SAME JOB, SAME PAY

Rajiv Gupta is a student at Nower Hill School in London. He was a representative in the UK Youth Parliament when he was fourteen. Rajiv's campaign is about teenage pay. Teenage workers only get sixty percent of adult pay when they are sixteen or seventeen and eighty percent when they are eighteen, nineteen or twenty. 'We do the same jobs - why can't we have the same pay?' he asks. Rajiv visits shops and offices and talks about teenage pay. He is quite happy about his campaign - some local businesses now pay teenagers the same as adults because of his visits!



Reading

3 Ask students to look at the title and elicit what they think a 'campaigner' is. Encourage them to look at the main headings to help them. Give students time to read the article and make notes about when young people can do things. Elicit answers from individual students and encourage them to use full sentences.

- Answers:** 2 leave school and get a job - 16
3 get the same pay as an adult - 21
4 go into the army - 16 5 get married - 16
6 vote in national and local elections - 18
7 smoke cigarettes - 16

4 Go through SKILLS BUILDER 11 step-by-step and check students understand the strategies. Give students two minutes to read through to get the general idea and ask only general checking questions, e.g. *What is the text about?* (campaigning for teenage rights) *How many teenagers are mentioned?* (two) In feedback after each Skills Builder stage, ensure all the class is at the same point.

Answers: Student page



WHERE'S OUR VOTE?



Alice Coates is a teenager from Bristol with an outgoing personality. She is a student in Year 10, is studying politics at school and wants to be a lawyer. Alice's campaign is to get votes for people when they are sixteen and seventeen. 'When you are sixteen,' she says, 'you

can smoke, get married and go into the army – but you can't vote. It's really unfair!' A lot of young people are not very interested in politics but Alice's campaign is very popular with Britain's 1.7 million sixteen and seventeen-year-olds. What does Alice want to vote for? 'I want less traffic and more space for people and bicycles!'

- 5 **Vocabulary** Look at the Word Builder. How do you say the words in **bold** in your language?

Word Builder Modifiers

- They are **not very** interested in politics.
- He is **quite** happy about his campaign.
- Her campaign is **very** popular.
- It's **really** unfair!

LANGUAGE CHOICE 46: VOCABULARY PRACTICE

- 6 Use the cues to write sentences about you.
- I am very interested in politics.*
- interested in politics/music/sport
 - outgoing/tidy/hardworking

Writing

- 7 Look at the Sentence Builder. Translate the sentences into your language.

Sentence Builder Information about people

- Alice is a teenager **from** Bristol.
- She is a person **with** an outgoing personality.
- She is a student **in** Year 10.
- Rajiv is a student **at** Nower Hill School.
- He was a representative **in** the UK Youth Parliament

SKILLS BUILDER 23

- 8 Use the cues and the Sentence Builder to make sentences.

- my brother / student / Cambridge University
My brother is a student at Cambridge University.
- my sister / student / Year 7
- she / person / friendly personality
- my mum / teacher / a primary school
- my cousin / teenager / Scotland
- he / athlete / a lot of medals

LANGUAGE CHOICE 47

- 9 Write five sentences about the people in your family.

My brother is a player in the school football team.

- 10 Choose a person at your school. Use expressions from the Word and Sentence Builders to write sentences about him/her.

She is a student in Year 10. She is really interested in hockey and she is a player in the school team.

- 11 Work in pairs. Read your partner's sentences. Ask questions and try to guess who it is.

A: *Is it a person in this class?*
B: *No, it isn't.*

No Comment

'Get up, stand up. Stand up for your rights!'

Bob Marley, Reggae artist

Your Choice

59

Part 2

Writing

7 Give students five minutes in pairs to discuss the sentences. Go through **SKILLS BUILDER 23** for more examples of the language in context. Elicit and check answers.

8 Go through the example with students first. Encourage them to use the Sentence Builder and **SKILLS BUILDER 23** to help them complete the sentences.

Answers: 2 My sister is a student in Year 7. 3 She is a person with a friendly personality. 4 My mum is a teacher in a primary school. 5 My cousin is a teenager from Scotland. 6 He is an athlete with a lot of medals.

For practice, students turn to **LANGUAGE CHOICE 47**.

9 Monitor and help with vocabulary that students may need as they do this exercise. In feedback, encourage students to read out one sentence each.

10 Model the activity yourself by describing someone the students will know. This could be another teacher, a student in your class or maybe another member of non-teaching staff. If students can't work out who it is, give some physical clues.

11 Once students have guessed the person in pairs, you could open up the exercise so that students can share in a larger group.

No Comment

Ask students what rights they think Bob Marley was fighting for. (freedom and social justice)

Now your students can:

- use modifiers to add interest to sentences
- use prepositions to give additional information about people.

5 Go through the sentences from the text with the class, eliciting the L1 equivalent.

For practice, students turn to **LANGUAGE CHOICE 46**.

6 Model some example answers based on yourself or a family member first.

Tip: When appropriate, try to share a little personal information about yourself with your students. It helps to create trust.

Background

Ancient Rome: life expectancy in Rome was low because of disease and poverty.

The oldest tree: the world's oldest recorded tree is a 9,550-year-old spruce in the Dalarna province of Sweden.

Going grey: each hair follicle contains pigment cells. These pigment cells continuously produce a chemical called melanin. As we get older, the pigment cells gradually die.

Life expectancy: women generally live five to ten years longer than men. One reason is because men tend to develop cardiovascular disease earlier and also have strokes.

Babies: a newborn baby may sleep for up to sixteen hours a day, this decreases as they grow.

Warm Up

1 Check *ancient*, *go grey* and *lose your memory*. Do question 1 with the class. Students work in pairs to discuss their answers. Discuss answers with the class.

Questions

2 Students check in pairs before the class check.

Answers: 1 People: who **Things:** which/what **Place:** where **Time:** how long/when **Reason:** why **2** how old; how long **3** How; How; How

3 Students complete the questions individually. Elicit answers. Check understanding of *signs* and help with pronunciation if necessary.

Answers: Student page

Extra Exercise

Ask students to answer questions 2 and 5. Elicit ideas and write up any useful vocabulary on the board.

For practice, students turn to **LANGUAGE CHOICE 48**.

Warm Up

1 Do the quiz about age. Check your answers on page 117.

1 How old was the oldest person in history?
a 115 b 122 c 119

2 Who lives longer – men or women?
a men b women

3 How long did people live in ancient Rome?
a 33 years b 44 years c 28 years

4 Where in the world do people live the longest?
a Spain b Japan c the USA

5 What lives longer than people?
a gorillas b elephants c trees

6 When do people usually start going grey?
a about 50 b about 30 c about 70

7 Why do babies sleep a lot?
a they are tired b their bodies are changing c their eyes need rest

8 Which part of their memory do old people lose first?
a general knowledge b memories of the past c remembering new things



Questions

2 Look again at the quiz and answer the questions (1-3).

- 1 What question words ask about *people, things, place, time and reason*?
- 2 What question words ask about *age and length*?
- 3 Complete these questions about *size, height and distance*:
_____ big is it? _____ tall is he?
_____ far is it?

3 Complete the questions with *who, what, where, when, which, why or how*.

- 1 How long do women live in Japan?
- 2 What are the signs of aging?
- 3 Where does the oldest living person live?
- 4 Who invented old people's homes?
- 5 Why do old people sleep less than young people?
- 6 Which part of our brain develops slowest?
Why do young people need the most sleep?

LANGUAGE CHOICE 48

4 Read the interview with a memory expert (E). Complete the questions in the Sentence Builder.

- E: We studied the brains and memory of teenagers and adults.
- Q: Who did you examine?
E: Fifty adults aged twenty-five to thirty-five.
- Q: So who examined the teenagers?
E: My two assistants. They examined seventy boys and girls.

Sentence Builder

Questions about subject/object

Question about the subject:
Who examined the teenagers?
→ My assistants.

Question about the object:
Who did you examine?
→ Fifty adults.

5 Write questions about the missing information in the sentences.

- 1 ... live over 100 years. Who _____?
Who lives over 100 years?
- 2 We are examining ... Who _____?
- 3 I like comedy films. ... What films _____?
- 4 ... have grey hair. Who _____?
- 5 They like ... What _____?

Grammar Alive

Sharing personal information

6 2.35 Listen to the interview. How different is your life from Janet's? Write three differences.

I don't live with my grandparents. I finish school at 5 p.m.

7 2.35 Listen to the interview again and complete the questions (a-h). Then work in pairs and ask and answer the questions.

- a How old are you ?
- b How big is your family?
- c Who does the housework in your home?
- d Who cooks in your home?
- e When do you finish school?
- f What do you do in your free time?
- g How often do you go out?
- h Where do you go ?

Grammar Alive

- 6 Students compare their notes in pairs.
- 7 Students read through the questions. Encourage them to fill some of the gaps before listening again. They ask and answer in pairs.

Answers: Student page

Tip: Ask students to bring a photo of their friends or family to their next lesson (see Speaking Workshop 6, Exercise 7).

Now your students can:

- form subject and object questions
- share personal information using question forms.

Speaking Workshop 6



- 1 Vocabulary** Look at the vocabulary box below. Describe the clothes of the people (1-5) in the photo.
- 2** *That girl is wearing blue jeans and a brown top.*

Clothes

coat, dress, hat, jacket, jeans, jumper, shirt, shorts, skirt, top, trousers, T-shirt

- 2 2.36 DVD 6 Listen or watch** Listen to or watch the dialogue. Choose the best answer to these questions.

- Where did Steve and Bob go?
 a to a party b to a club c to the cinema
- Who is Matt's girlfriend?
 a Isabel b Sandra c Debbie
- Who is Matt's best friend?
 a Sam b Dave c Mark
- Which girl does Steve like?
 a Sandra b Debbie c Isabel

- 3 2.36 DVD 6 Listen or watch** Listen to or watch the dialogue again. Match the names with the people in the picture (1-5).

Mark, Sandra, Sam, Isabel, Matt
Matt - 3

- 4** Look at the Talk Builder. How do you say the words in bold in your language?

Talk Builder Describing people in photos

A: This is the best **one**. It's a photo of my cousin, Matt, and his friends.
 B: Which **one**'s your cousin?
 A: Matt's the guy **on the left** in the green jumper. He's standing **at the front**.
 B: Which of the girls is his girlfriend?
 A: She's standing **next to** him. She's the **one** in the jeans and the brown top.
 B: Who are those guys **at the back**?
 A: The **one in the middle** with the blonde hair is Matt's best friend.
 B: And who's that guy in the orange shirt **on the right**?
 Sam?

SKILLS BUILDER 37

- 6 Complete the sentences.**

A: This is a photo of my family.
 B: Which ¹ **one** is your mum?
 A: She's the person in the ² **middle** of the group. She's sitting ³ **next** to my dad.
 B: ⁴ **Which** of the children is your sister?
 A: She's the ⁵ **one** with red hair.

- 7 Work in groups and talk about a photo.**

SKILLS BUILDER 37

- Choose a photo of your friends or family. Bring it to class.
- Write notes about these things:
 - their names
 - information about them (age/occupation/personality)
 - what they are wearing
 - where they are in the photo

- 3 SKILLS BUILDER 38 Work in groups.** Use the hesitation strategies to help you answer questions about your photos.

A: Who is the woman in the middle in the red dress?
 B: Er ... that's my aunt Julia. She's a teacher, you know.

- 5** Look at the Talk Builder again. Which of the things below (a-d) does **one** refer to in the examples (1-4)?

- a guy **4** c person **2**
 b girl **3** d photo **1**

- 8** Which of the photos of the group is the most interesting? Tell the class.

Anna's photo of her friends at an amusement park is the most interesting.

Extra Exercise

Prepare five simple sentences before class e.g. 1 I like that T-shirt. 2 My dad is the dad on the left. 3 He is the tall boy at the back. 4 Which hat did you buy? I bought the red hat. 5 Is that your bag? No, my bag is the blue bag. You can either write these up on the board or dictate them to students. Ask them to replace the appropriate nouns with *one*.

- 6** First, ask students to read through the dialogue before using the Talk Builder to help them complete it.

Answers: Student page

- 7** In case students don't have a photo, make sure you have a selection of pictures ready - these could be from magazines. Divide the class into groups. Allow them ten minutes to discuss and make notes. Encourage them to use **SKILLS BUILDER 37** for guidance. Monitor and help where necessary.

For step 3, go through **SKILLS BUILDER 38** and check students understand the strategies. Regroup the students and encourage them to use Lesson 18 to help them with question forms. As students ask and answer questions in their groups, monitor and help where necessary.

- 8** Elicit a few opinions from individual groups.

Now your students can:

- identify and describe people in photos.

- Give students a few minutes in pairs to talk about what the people in the photo are wearing. Encourage them to use the words in the box to help, and remind them to use the Present Continuous.
- Give students one minute to read through the questions first before playing the recording/DVD.

Answers: Student page

- 3** Elicit what students remember about who is who before playing the recording/DVD again.

Answers: Mark: 4 Sandra: 2 Sam: 5 Isabel: 1

- Ask students to read through the dialogue in pairs first before matching. Elicit the L1 equivalent from the class. Go through **SKILLS BUILDER 37** for further examples of the language.
- Give students a few minutes to complete and elicit answers from the class. Ask students why we use *one*, and when (we use it instead of repeating a singular countable noun).

Answers: Student page

This review focuses on the vocabulary and language areas covered in both Module 5 and Module 6.

1 - 3

Answers: Student page

4 Answers:

- 20 Are you working
- 21 'm trying
- 22 'm doing
- 23 're having
- 24 's studying
- 25 isn't doing
- 26 'm going out
- 27 Are you meeting
- 28 'm not meeting
- 29 'm playing

5 Answers:

- 30 work
- 31 are studying
- 32 's sleeping
- 33 doesn't like
- 34 go out
- 35 'm working

6 Answers:

- 36 Why is Julia crying?
- 37 Who cooked lunch?
- 38 What did you buy?
- 39 Who does your sister love?
- 40 What time did you get up?
- 41 How tall is your brother?

7 and 8

Answers: Student page

Language Review Modules 5 and 6

1 Exercise/People/Clothes Complete the text with the correct words.

My cousin Barbara is quite fit. She goes swimming three ¹ times a week and she ² does yoga every day. She always ³ walks up the stairs and never ⁴ takes the lift. On Sundays, she ⁵ plays table tennis with her friends.

Barbara is seventeen. She is a ⁶ pensioner/teenager but she would like to be a police ⁷ officer/student. In the summer, she works as a shop ⁸ worker/assistant in a clothes shop for men. She sells trousers, ⁹ skirts/shirts and jumpers. People like her because she is ¹⁰ moody/kind and friendly. /10

2 Multi-part verbs (2) Complete the dialogue with into, on, out, round or up.

A: Hi, Carla. It's Jeff. What are you ¹¹ up to?
 B: I'm reading.
 A: Let's go ¹² out. There's a free jazz concert in the park.
 B: I'm not ¹³ into jazz. I want to finish my book.
 A: Oh, come ¹⁴ on, Carla. Concerts are always fun!
 B: Okay then, I can finish it tomorrow. Come ¹⁵ round in half an hour. /15

3 too, enough/because, so Rewrite the sentences using the new beginnings and the words in brackets.

- 16 I'm interested in football so I'm watching this game. (because)
 I'm watching this game because I'm interested in football.
- 17 I invited him because he's very nice. (so)
 He's very nice so I invited him.
- 18 Our house is too small. (enough)
 Our house is n't big enough.
- 19 Arsenal are not fast enough today. (too)
 Arsenal are too slow today. /14

4 Present Continuous Complete the dialogue with the verbs in brackets.

A: ²⁰ _____ (you / work) Steve?
 B: I ²¹ _____ (try) to write a letter. Why?
 A: I ²² _____ (do) my Spanish homework and I've got some problems. And we ²³ _____ (have) a test tomorrow.
 B: Ask Mary! She ²⁴ _____ (study) Spanish this year and she ²⁵ _____ (not do) any important things at the moment. And I haven't got a lot of time. I ²⁶ _____ (go out) at six o'clock.
 A: Have you got a date? ²⁷ _____ (you / meet) a new girl?
 B: I ²⁸ _____ (not meet) a girl. I ²⁹ _____ (play) football with some friends tonight. /10

5 Present Simple and Continuous Complete the sentences with the verbs in brackets in the correct tense.

My parents are scientists. They ³⁰ _____ (work) at university. This year, they ³¹ _____ (study) brains. This film is really boring! Look! Mia ³² _____ (sleep). She ³³ _____ (not like) love stories. I normally ³⁴ _____ (go out) in the evening but this week I ³⁵ _____ (work) on my science project. /6

6 Questions Ask questions about the underlined information.

- 36 Julia is crying because her dog got lost.
- 37 My mother cooked lunch.
- 38 I bought music magazines.
- 39 My sister loves Harry Potter.
- 40 I got up at six o'clock.
- 41 My brother is 1.86 m tall. /6

7 Requests and replies Match the requests (42-44) with the replies (a-c).

- 42 Can you close the window? a
- 43 Can you lend me your laptop? c
- 44 Can you wait a minute? b
- a Okay, I'm cold, too.
- b Sure, I've got a lot of time.
- c Sorry, but I left it at home. /13

8 Describing photos/information about people Complete the dialogue with the correct words.

A: This is a photo of my family. I'm here ⁴⁵ on the right.
 B: Who is the girl? ⁴⁶ with black hair?
 A: The ⁴⁷ one on the left? It's Alicia, my cousin ⁴⁸ from Liverpool.
 B: Which one is your mother?
 A: She's the woman ⁴⁹ in the middle in a green dress. And my father is ⁵⁰ at the back. /6

Self Assessment

2-37 Listen and check your answers. Write down your scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 37, 43
2	Language Choice 41
3	Language Choice 40; SB p.54 ex. 3
4	Language Choice 38, 39
5	Language Choice 44, 45
6	Language Choice 48
7	SB p.53 ex.3
8	SB p.61 ex.4

62 LEARNING LINKS: 1 Read and listen to the story by Lewis Carroll in Culture Choice 3 on page 103. Then do a project about a character from your country's literature.
 2 Exam Choice 3 → My Lab / Workbook pages 68-69.
 3 Check Your Progress 6 → MyLab / Workbook page 70. Complete the Module Diary.

Self Assessment

- Students check their answers by listening to the recording. Check spelling where necessary.
- When they have finished, get them to look at their scores for each section and decide what language areas they need to do more work on. Ask them to use the table to find practice exercises.

- Give students time in class or at home to complete the practice exercises they identify.
- Direct students to the Learning Links at the bottom of the page to complete either in class or at home.