

## Overview

Lead-in	Revision: Stages
5.1	<p><b>Can do:</b> Exchange opinions with a friend</p> <p><b>Grammar:</b> <i>should, have to, can:</i> obligation and permission</p> <p><b>Speaking and Pronunciation:</b></p> <p><b>How to...</b> exchange opinions</p> <p>Connected speech (2)</p> <p><b>Reading:</b> Life at eighteen</p> <p><b>Listening:</b> The age to do things</p>
5.2	<p><b>Can do:</b> Talk about friends</p> <p><b>Grammar:</b> Present Perfect Simple: <i>for</i> and <i>since</i></p> <p><b>Vocabulary:</b> Friendship</p> <p><b>Listening:</b> Different types of friends</p>
5.3	<p><b>Can do:</b> Describe yourself when you were younger</p> <p><b>Grammar:</b> <i>used to:</i> past habits</p> <p><b>Vocabulary:</b> Habits</p> <p><b>Reading:</b> How long am I going to live?</p>
Communication	Tell someone's life story
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### CEFR Can do objectives

- 5.1 Exchange opinions with a friend  
 5.2 Talk about friends  
 5.3 Describe yourself when you were younger  
**Communication** Tell someone's life story  
**Writing bank** Complete a simple form

### CEFR Portfolio ideas

- Write a 'To Do' list of things you have to do next week. Write a sentence for each item explaining why you have to do it.
- Make an album of photographs from your childhood. Write a caption for each picture giving your age, the place and your activity. Show your album to your classmates.
- Write a list of news headlines reporting important events in the world during your life. Write the date of each event, explain the event and your reaction to the event at the time.
- Show your albums of photographs to another student. Record a conversation in which your partner asks about the pictures.

## Lead-in

### OPTIONAL WARMER

Write *stage* on the blackboard and ask the Ss if they know what it means. Elicit/tell Ss that it's a step, level or period in the development or process of something, e.g. when you are doing the washing, the first stage is to put the clothes in the washing machine. Ask Ss to practise this by describing the stages for other things, e.g. making a cup of coffee.

► Write the following ages on the board: 1, 15, 30, 50, 65 and 80. Ask the Ss to brainstorm one or two things normally associated with each stage of a person's life. Give the following example: *When you are one, you can't speak and you sleep a lot.* Get feedback from the whole class.

1 ► Write *early/late/mid-twenties* on the board. Ask Ss which one they would use for a person who is 21, and for a person who is 25 or 28. Tell them to look at the photos and discuss with a partner what the people are doing and how old Ss think they are. Ss share their ideas with the rest of the class.

2a ► Check that Ss understand the words in the box, e.g. *When you are six months old, what are you?* (a baby) *When you are two years old, what are you?* (a toddler).

► Tell the Ss to write an age range for each word individually.

b ► Have Ss compare with a partner to see if they agree or disagree with each other and then discuss each concept with the whole class. These age ranges are not strictly defined and are to some extent culturally subjective. However, the following ranges could be suggested as a guideline: adolescent (11–16); (young) adult (18+); baby (0–12 months); child (3–16); middle-aged person (40–60); old/elderly person (60+); retired person (60+); teenager (13–19); toddler (1–3 years).

3 ► Ss work in small groups to discuss the age at which people in their country normally do the activities in the box. If your class is of mixed nationality, it might be a good idea to group Ss according to their country of origin, as far as possible. Have Ss share their ideas with the whole class.

4 ► Read the example to the Ss and tell them they have to talk about themselves or somebody they know well in a similar way. Give Ss a few minutes to think and make brief notes. Have them work with a partner to tell their stories.

Get some feedback by asking individual Ss to tell you about what their partner told them.

### EXTEND THE LEAD-IN

Put the Ss in small groups and tell them to look back at the words or phrases in ex. 3 and choose four of them. Ask them to talk about the age at which people did these things 50 years ago. Do they think that it was better in the past or do they prefer the way things are now?

## 5.1 Turning eighteen

In many countries worldwide, a person's eighteenth birthday is of great importance, as it marks the age at which a teenager is generally recognised to have become a legal adult. In many countries in Europe, including Britain, Spain, Portugal, Germany and Denmark among others, you can't vote or get married without your parents' consent until you are eighteen. Other rights are often acquired at this age too. In Europe, on the whole, you have to be eighteen to hold a full driving licence, although in Britain this right is given to people at the age of seventeen.

In this lesson, Ss read about three young people, from different cultural backgrounds, commenting on life at eighteen. Through this context they analyse the grammar of *should(n't)*, *(don't) have to* and *can/can't*.

### OPTIONAL WARMER

Write a number of dates on the board, e.g. *August 2010*, *December 2008*, *2001*, *1998*. Ask Ss to think about these dates and to tell their partner what they remember or know about their life at that point. Get feedback from various Ss.

## Reading

**1** ▶ Ss discuss the questions in pairs. Encourage them to give reasons for their answers. Get feedback from various Ss.

**2** ▶ Ss read text 1 and answer the questions in pairs. Check the answers with the class.

### Answers

- 1 eighteen-year-olds
- 2 send comments to say what life is like for them

**3a** ▶ Focus on the box and make sure the Ss know that *career* refers to your professional life. Put Ss into three groups, A, B and C. Ss in group A read text 2 on page 50, Ss in group B read the text on page 130 and Ss in group C read the text on page 134. They work individually at this stage, ticking the subjects mentioned by the person they are reading about.

**b** ▶ Rearrange the class so that there is one student from group A, one from B and one from group C together. Ss take it in turns to tell the others about the text they have read. Encourage Ss to use their own words as much as possible. The other Ss listen and complete the rest of the table. Finally, check the answers with the whole class.

### Answers

Gregor: the army, education, free time, family and money (he says it would be expensive to get a place of his own)  
Miguel: education (he's just left school), free time, career, money and family  
Fei: education, career, money and family

**4** ▶ Read through the questions with the whole class. Ss work in the same groups as in ex. 3b, discussing their answers. Get feedback from various Ss.

## Grammar | *should, have to, can*: obligation and permission

### OPTIONAL GRAMMAR LEAD-IN

Write the following sentences on the board:

*You should speak in English in class; You can eat in class; You have to be a good swimmer to study English.*

Ss work in pairs to say if the sentences are true or false, correcting the verb form of the false sentences to make them true. Elicit feedback from the whole class.

**5** ▶ Ss underline examples of *should, shouldn't, have to, don't have to, can* and *can't* in the text about Gregor in ex. 3. Elicit the example sentences and write them on the board in this order. (There are three examples of *can*. Don't use *when you can be a student* as it is a question.)

### Answers

- ... it should be optional ...
- ... military service shouldn't be compulsory.
- ... they usually have to go into the army ...
- ... I don't have to do military service ...
- ... I can do a lot of things ...
- ... I can't go out every night ...

▶ Now focus on the Active grammar box and ask Ss to complete the rules in pairs. Get various Ss to read out the completed rules so that you can check their answers.

### Active grammar

- A We use have to to say when something is necessary and there is no choice.
- B We use don't have to to say when something is not necessary and there is a choice.
- C We use should to say something is the right thing to do in your opinion.
- D We use shouldn't to say something is not the right thing to do in your opinion.
- E We use can to say when something is permitted.
- F We use can't to say when something is not permitted.

▶ Tell Ss to look back at the sentences they underlined in the Gregor text and ask: *How is have grammatically different from should and can?*

Ss discuss the question in pairs. Elicit/teach the answers (*have* takes the full infinitive and the auxiliary verb, *should* and *can* take the infinitive without *to* and no auxiliary verb). Point out that Ss can consult the Reference on page 57.

**6** ▶ Ss choose the correct word. Elicit answers from various Ss.

**Answers**

- 1 have to
- 2 can
- 3 should
- 4 don't have to
- 5 shouldn't

**7** ▶ Ss complete the sentences. Let them compare with a partner and then elicit the answers from various Ss.

**Answers**

- 1 should
- 2 have to
- 3 don't have to
- 4 shouldn't
- 5 can't

## Pronunciation | connected speech (2)

**8a** ▶  1.36 Explain that when two consonants are next to each other, one of them is often not pronounced. Focus on the two sentences and play the recording. Tell Ss to circle one consonant that they think is not pronounced in each sentence. Elicit the answers, explaining that the *t* at the end of *can't* and *shouldn't* is not pronounced because the next word begins with a consonant.

**Answers**

You shouldn't sit around doing nothing.  
You can't go out every night.

**b** ▶ Ss listen again to check and then repeat the sentences.

▶ For extra practise ask Ss to look back at the sentences in ex. 6 and ex. 7 which contain *can't* and *shouldn't* and practise saying them, in pairs, with good pronunciation.

## Listening and speaking

**9a** ▶  1.37 Get various Ss to read out the sentences and check that everybody understands them. Tell the Ss to listen to three dialogues and to match them with the topics (a–e). Point out that two of the topics are not mentioned. Play the recording and allow Ss to compare with a partner before eliciting the answers.

**Answers**

- a 1
- c 3
- e 2

**b** ▶ Check the Ss understand the questions and play the recording again. Ss take notes and then compare with a partner. Elicit the answers from various Ss.

**Answers**

- 1 You change/develop.
- 2 A kind of civil service where you work in hospitals or on farms.
- 3 To do well at school so you can go to university and get a good career.

**10a** ▶ Ss complete the *How to...* box with the headings (a–c). Get various Ss to read out the headings and the examples for the whole class.

**Answers**

- 1 c
- 2 b
- 3 a

**b** ▶ Put the Ss in small groups to discuss one of the topics from ex. 9a. Get feedback from the whole class.

### OPTIONAL VARIATION

Write the following on the board.

*agree strongly* ✓✓

*agree* ✓

*neither agree or disagree* ?

*disagree* X

*disagree strongly* XX

Ask Ss to read the sentences in ex. 9a again and indicate their opinion with the symbols shown above. Give them time to think about their reasons and then put them in groups to discuss the different topics.

### OPTIONAL EXTENSION

Write the following statements on the board:

*All school children should wear uniforms. Young people shouldn't be allowed to drive until they are twenty-one.*

*Children should be allowed to work at fourteen.*

Divide the class into two groups, A and B. Tell group A that they have to think of arguments to support all three of the statements and group B that they have to think of arguments against those statements.

Ss work together for five to ten minutes. Reorganise the class so that one student from group A is with a student from group B. Using the *How to...* box as a guide, they discuss the statements from the position they have been given.

Alternatively, have a whole class debate on the issues.

After the arguments for and against have been presented, you could allow Ss to vote, expressing their own personal point of view.

## 5.2 Old friends

The Internet has transformed means of communication over the last decade and staying in touch with people is now easier than ever. Websites such as Facebook, MySpace and Twitter allow you to create your own profile, upload photos, get in contact with old school friends, workmates, people from university and old neighbours and meet new people at the same time. They also allow you to play games, set up businesses and exchange presents. More and more people are incorporating visits to these kinds of sites into their everyday life.

In this lesson, Ss read the profile of a woman who belongs to a social networking website and through this context consider the use of the Present Perfect Simple with *for* and *since* and vocabulary related to friendship.

### OPTIONAL WARMER

Tell the Ss to write down the name of a friend from primary or secondary school who they no longer see. They then work in pairs to talk about their memories of that person. After a few minutes, ask the Ss: *Would you like to meet this person again? Have you any idea what this person is doing now?*

## Grammar | Present Perfect Simple: *for* and *since*

### OPTIONAL GRAMMAR LEAD-IN

Refresh Ss' memory of the Present Perfect Simple as compared with the Past Simple (Lesson 2.2) by asking the following questions and eliciting answers from the Ss: *Have you ever been to Paris? What did you do last night?* Write the two questions on the board and ask Ss what tense they are. Elicit rules for when we use each tense. If they don't remember, tell them to look back at the Reference on page 27.

Ask Ss to write one more question in the Present Perfect Simple and one in the Past Simple. Ss mingle, asking and answering each other's questions.

**1** ► Focus Ss on the extract from the website and tell them to read through the text quickly, without worrying at this stage about things they don't understand. Ask them what the purpose of the extract is (to give information about what Tina Armstrong is doing now and to allow her old friends to get in touch with her).

**2** ► Focus Ss on the part of the text that is underlined and tell them to answer the questions, with a partner. Check the answers with the whole class.

#### Answers

- 1 two years ago
- 2 Yes, she does.

**3** ► Focus Ss on the Active grammar box and read through the rule that explains this use of the Present Perfect Simple with the whole class. Read out the examples and add a couple of your own, e.g. *We've been in class for ... minutes. I've been a teacher since ...*

► Contrast the two uses of the Present Perfect Simple that Ss have studied so far, writing the following example sentences on the board: *I have been in hospital twice* (an action in the general past – we don't know when it happened). *I have been in hospital for three days/since Tuesday* (an action that started in the past and continues now).

► Ss complete sentences A and B with *for* and *since*. Write the sentences on the board and elicit the answers to complete them.

### Active grammar

- A We use for when we give the length of the time.  
B We use since when we give the beginning of the time.

► Go through the common time expressions with the whole class, checking Ss understand them. If Ss are not clear about *for* and *since*, do some extra practice. Dictate the following prompts and tell Ss, working with a partner, to write them down using *for* or *since*; *last week (since)*; *ten years (for)*; *two hours (for)*; *four o'clock (since)*; *I was a child (since)*; *a long time (for)*; *primary school (since)*.

► Now ask a few questions of various Ss to check they understand how to use time expressions with the Present Perfect Simple. Indicate whether you want them to answer with *for* or *since*, e.g. *How long have you been in class? How long have you been an English student? How long have you known ... (name of another student in the class)? How long have you lived here?*

► Focus again on the Active grammar box and explain the contrast with the Past Simple. Draw Ss' attention to the Reference on page 57 and the list of irregular verbs on page 149.

### OPTIONAL VARIATION

Put Ss in pairs and have one student look at the irregular verb list on page 149 and test their partner on the past participles by saying the infinitives of ten verbs. They then change roles.

**4** ► Ss read and complete the dialogue in pairs. Have two of the more confident Ss read it out to check the answers.

#### Answers

- 1 since
- 2 for
- 3 since
- 4 for

**5** ▶ Ss correct five of the six sentences in pairs. Elicit the answers from various Ss.

#### Answers

- 1 I have (I've) worked ...
- 2 He bought ...
- 3 ... she has (she's) been ...
- 4 We lived ...
- 5 ✓
- 6 I have (I've) met ...

**6** ▶ Focus on the box and read out the example sentences. Now tell Ss to choose three people or things and explain to a partner how long they have known or had them. Encourage them to give extra information in their descriptions and encourage the partner who is listening to ask follow-up questions. Get a few Ss to give examples for the whole class.

### Vocabulary | friendship

**7** ▶ Ss work with a partner to match the phrasal verbs with the definitions. Check the answers with the whole class, asking Ss read out the full definitions.

#### Answers

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

**8** ▶ Ss complete the story. Tell them to make any necessary changes to verb forms. Let them compare their answers with a partner and then check the answers with the whole class, reading through the text and eliciting a phrase for each gap.

#### Answers

- 1 got on
- 2 went out
- 3 lost touch (split up would also be acceptable here)
- 4 got in touch
- 5 catch up
- 6 split up
- 7 fall out
- 8 keep in touch

## Listening

**9a** ▶  1.38 Focus on the photo and tell Ss to listen to a conversation between Tina and Martin and make a note of who Alison, Jake and Melanie are. Let them compare with a partner and elicit the answers from the class. (They are Tina's closest friends.)

**b** ▶ Read through the questions with the whole class and play the recording again. Ss make a note of their answers and then compare with a partner. Elicit the answers from the whole class.

#### Answers

- 1 for years/since primary school/since they were four and a half
- 2 about once a month
- 3 at work
- 4 He's always encouraging and motivating her.
- 5 for about ten years
- 6 She doesn't give advice, she listens.

## Speaking

**10** ▶ Ss complete the diagram with the names of three close friends and a word or a phrase about each one.

**11a** ▶ In pairs, Ss look at each other's diagrams and write two questions they can ask about each person. Encourage them to use some of the vocabulary from ex. 7. Go around the class, monitoring their work.

**b** ▶ Ss ask and answer the questions about their friends in pairs. Encourage them to ask more follow-up questions.

#### OPTIONAL EXTENSION

Write: *social networking sites: good or bad?* on the board. Put Ss in small groups to discuss this statement. Get feedback from the whole class.

## 5.3 The truth about ageing

Although life expectancy around the world has generally risen, there is still a great difference between countries. The highest life expectancy can be found in countries such as Japan, Australia and many European countries, where many people live to be over 80. The lowest is in countries such as Sierra Leone, Zambia or Afghanistan (35–45). Life expectancy also varies according to sex, with women usually outliving men. There is much scientific debate about the factors that influence life expectancy in developed countries. On the one hand, genetics seem to play a part and on the other hand, diet and lifestyle could be influential. In developing countries, poverty and war are undoubtedly important factors.

In this lesson, Ss read a text about ageing and through this context analyse the grammar of *used to* for past habits and situations.

### OPTIONAL WARMER

Write the following lists of countries and numbers on the board: *US, India, Zimbabwe, Japan, Argentina, Morocco* and *82.6, 78.2, 75.3, 71.2, 64.7* and *43.5*. Tell the Ss that the numbers represent the life expectancy in these countries. In pairs, they match a country with a number, giving their reasons for the order they choose. Get feedback from the whole class  
(Answers: Japan – 82.6; USA – 78.2; Argentina – 75.3; Morocco – 71.2; India – 64.7; Zimbabwe – 43.5)

## Reading

**1a** ► Read the statements with the whole class and check they understand them. Put the Ss in pairs to discuss how true they think they are. Encourage them to give reasons for their opinions. Get feedback from the whole class.

**b** ► Ss read the text quickly and match the statements from ex. 1a with the paragraphs (A–C). Tell them not to worry about any words they don't understand at this stage. Elicit the answers from the class.

### Answers

- A 1  
B 3  
C 2

**2** ► Get various Ss to read out the statements and check everybody understands them. Ss read the text again, marking the statements true (T) or false (F). Let them compare with a partner and then elicit the answers from the class.

### Answers

- 1 T  
2 F  
3 F  
4 T  
5 F  
6 T

► Ask Ss if there are any words or phrases in the text that they don't understand. Encourage other Ss to explain them before explaining them yourself.

**3** ► Put Ss in small groups to discuss the question. Get feedback from the whole class.

## Vocabulary | habits

**4** ► Refer Ss to the underlined parts of the text and the two vocabulary boxes. In pairs, Ss make verb phrases with the words from A and B. Elicit the answers from the class.

### Answers

- be mentally active  
do physical exercise  
eat healthily  
eat junk food  
think positively  
worry about things

**5** ► Put Ss in groups to discuss the questions. Get feedback from the whole class.

## Grammar | *used to*: past habits

### OPTIONAL GRAMMAR LEAD-IN

Write the following sentences on the board with the words in the wrong order:

*eat John to of lot chocolate a used.* (John used to eat a lot of chocolate.)

*to do exercise didn't use any He.* (He didn't use to do any exercise.)

*use he about Did his to lifestyle worry?* (Did he use to worry about his lifestyle?)

Put Ss in pairs to put the words in order. Elicit the answers and write them on the board. Ask Ss: *Does this tense refer to the present, past or future?* (past)

**6a** ► Focus on the Active grammar box and tell Ss to complete the example sentences with *use* or *used*. Copy the sentences on the board and elicit the answers to complete them.

### Active grammar

- + Jeanne Calment used to ride a bicycle until she was 100.  
– She didn't use to worry about things.  
? Did she use to have good lifestyle habits?

► Read through the rule at the top of the box with the Ss and ask: *Does Jeanne Calment used to ride a bicycle refer to a habit or a situation?* (habit)

► Write an example of a situation on the board, e.g. *I used to live in a big house*. Ask Ss to turn to the Reference on page 57 and ask: *Does the form of used to change with he or she?* (No)

**b** ▶ Ss scan the text for three more examples of this structure. Ask various Ss to tell you the examples and write them on the board.

**Answers**

- ... she used to be a heavy smoker ...
- ... she didn't use to eat very healthily ...
- ... she used to eat more than two pounds of chocolate ...

▶ Point out to Ss that this structure only exists in the past. If we want to say something similar about our habits in the present, we use the adverb of frequency *usually*. Write the following examples on the board: *I used to eat a lot of chocolate (past). I usually eat a lot of chocolate (present).*

**7** ▶ Ss complete the sentences. Let them compare with a partner and then check the answers with the whole class.

**Answers**

- 1 I used to eat a lot of junk food, but now I don't.
- 2 I didn't use to worry about things, but I do now.
- 3 Did you use to do regular physical exercise when you were a child?
- 4 My father used to do a lot of physical exercise, but he stopped in 2005 after an accident.
- 5 Did people use to be more mentally active 100 years ago?
- 6 My sister didn't use to like healthy food, but now she loves it.

**8** ▶ Ss choose the correct words. Let them compare with a partner and then check the answers with the whole class.

**Answers**

- 1 used to walk
- 2 went
- 3 usually cook
- 4 didn't finish
- 5 used to play
- 6 didn't use to do

**9a** ▶ Focus on the Lifelong learning box and read through the tips with the whole class, checking they understand them. Then ask them to answer the questions. Get feedback from the whole class and encourage them to adopt any good learning habits they don't already have.

**b** ▶ In pairs, Ss think of three more good learning habits. Get feedback from various Ss, asking them to explain why they think what they suggest is a good idea.

**OPTIONAL VARIATION**

Ask Ss to individually write one more tip. Monitor their work as they do this. Now ask Ss to mingle, asking the other Ss if they usually do this and trying to convince them to do it if the answer is 'no'.

## Speaking

**10** ▶  1.39 Focus on the topics in the box and tell Ss to listen to a man talking about his childhood. Play the recording and get them to answer the questions. Let them compare with a partner and then elicit the answers from the class.

**Answers**

- 1 He mentions holidays, pets and playing with friends (a sport, football, is also mentioned in the context of playing with friends, but this is not the main topic).
- 2 The story about the dog is false.

▶ Play the recording again and ask the Ss to note down any extra information the man gives about the three topics and the questions the woman asks at the end to discover the false story. Let them compare with a partner and then get feedback from the whole class.

**11** ▶ Give the Ss a little time to think about their statements and then put them in pairs to tell each other the three things. The listener has to guess which one is false. Encourage them to ask each other questions, as in the listening, to guess the false statement.

**OPTIONAL VARIATION**

Put the Ss in groups of three and tell them that each one has to prepare a short story, using *used to*, about their childhood. In each group, two Ss should tell a true story and one a false one. Give them time to prepare this and to decide whose story will be false, and help with any vocabulary. Each group then tells their three stories to the rest of the class. The other groups can ask questions and must finally guess which student is lying.

**OPTIONAL EXTENSION**

Divide the class into five groups and give one of the following categories to each group: *pets, food, holidays, sports, school*. Each group has to think of two questions for their category, e.g. *Pets: Did you use to have a dog? Did you use to have a cat?* *Food: Did you use to like vegetables? Did you use to eat in restaurants?* When they have written their questions, Ss mingle and interview the other Ss in the class. Then they go back to their original group, compare results and present the final results to the rest of the class, e.g. *Four Ss used to have a cat, three Ss used to have a dog and seven Ss didn't use to have a pet.*

## 5 Communication

This lesson is based on an idea taken from a popular TV programme called *This is Your Life* that was first shown in the US in the 1950s and then in Great Britain (1955–2003). On this programme celebrities were surprised by a presentation of their past life in the form of a narrative and reminiscences by relatives and friends.

In this lesson, Ss listen to a radio programme called *This is Your Life*, which presents the life of Michelle Obama. Then they talk about the life of somebody they know.

**1** ▶ Focus Ss on the photos and, in pairs, ask them to talk about what they know about each person. Get feedback from the whole class.

### Suggested Answers

Photo 1: Penélope Cruz. She's a Spanish actress, born in Madrid in 1974. She's made many Spanish language films, notably with the director Pedro Almodóvar, and has also been a great success in Hollywood. She became the first Spanish actress to win an Oscar in 2009 for the Woody Allen film *Vicky Cristina Barcelona*. She has been romantically linked to Tom Cruise, Matthew McConaughey and is now married to Javier Bardem.

Photo 2: Maria Sharapova. She's a Russian tennis player who was ranked 14th in the world in 2010. She was born in 1987 and moved to the USA in 1994. Apart from playing tennis, she is known for her beauty and has taken on many modelling assignments.

Photo 3: Michelle Obama (see audioscript 1.40, page 00)

**2a** ▶  1.40 Play the recording and Ss identify the woman, giving reasons for their choice. Get feedback from various Ss.

Answer  
Michelle Obama

**b** ▶ Read through the phrases with the whole class and then play the recording again. Ss put the phrases in the order they hear them. Check the order with the whole class.

### Answers

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

**3** ▶ Individually, Ss complete the fact file about a family member or a famous person. If you have access to the Internet, they could look for information in order to complete this for a famous person.

**4a** ▶ Ss make notes about what they want to say. Remind them to include phrases from ex. 2b.

**b** ▶ Ss take turns to talk to the class about the person they have chosen. Alternatively, put Ss in small groups to do this. Tell the Ss not to mention the name. The other Ss wait until the end of the presentation and then guess who the person is.

### OPTIONAL EXTENSION

Play 'Names on your back'. Give each student a small piece of paper, preferably a small Post-it note. They secretly write the name of an internationally famous person on their paper and then stick it on the back of another student. Tell the Ss they have to guess 'who they are' by asking *yes/no* questions, e.g. *Am I a man? Am I American? Do I make films?* etc. Ss get up and mingle with each other. Tell them they can ask one question to each student at a time and then they must move on to somebody else. When they think they know who they are, they consult you. If they are right, they take off the name and have won the game. Continue playing, however, until you have somebody for second and third place.

## Review and practice

1 ▶

### Answers

- In the UK, you have to wear seatbelts in the back of a car.
- My brother can watch TV for a maximum of two hours a day.
- You should go to Germany to improve your German.
- You have to show your student card to get a reduction.
- You don't have to drive me to the airport. I'll get a taxi.
- You shouldn't drink coffee just before you go to bed.
- You can't play loud music between 11 p.m. and 7 a.m.

2 ▶

### Answers

- You can't enter without a ticket.
- Does he have to work this weekend?
- ✓
- They don't have to wear school uniform.
- Should you take a coat with you?
- ✓
- Are you sure you have to take all your certificates to the interview?

3 ▶

- |         |         |         |
|---------|---------|---------|
| Answers | 2 for   | 4 since |
| 1 for   | 3 since | 5 for   |

4 ▶

### Answers

- I have played the guitar since I was a child.
- My parents have lived in Bristol since April.
- He hasn't worked for ten years./He hasn't worked since his accident ten years ago.
- I have had a dog for two years.
- I have known Jack since October.
- She hasn't played tennis since she was fifteen.
- I have studied English for three years.
- He hasn't seen Angie for five years.

5 ▶

### Answers

- ✓
- Did you use to play football at school?
- She didn't use to get good marks at school.
- Where did you use to live before you came here?
- ✓
- I used to like my job more than I do now.
- Did you use to eat a lot of junk food?
- My parents didn't use to have a television.

6 ▶

- |         |        |          |
|---------|--------|----------|
| Answers | 3 in   | 6 place  |
| 1 do    | 4 lost | 7 active |
| 2 got   | 5 up   |          |

## Writing bank

1 ▶ Ss read the types of forms and say what type forms A and B are.

### Answers

- A a landing card  
B a homestay application form

2 ▶ Ss read the forms again and answer the questions.

### Answers

- No, only in form A.
- Form A: Write in block capitals.  
Form B: Type or use black ink.
- Jayne Jenkins (she doesn't use block capitals).

3 ▶ Ss look at the *How to...* box and match the words or phrases from column A with the words or phrases from column B.

### Answers

- f
- e
- d
- h
- i
- b
- c
- a
- g

4 ▶ Ss complete the form.