English Result

Pre-intermediate Teacher's Book

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OXFORD
UNIVERSITY PRESS

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Introduction

Welcome to **English Result!** We've focussed on making each lesson motivating, attractive, and memorable. We've planned the course to be complete and success-oriented. We treat language as a practical, action-oriented tool for communication. We've made the course transparent and easy to follow, with a clear lesson and unit structure. We hope you enjoy it!

Motivating

English Result is designed to motivate. We believe that quality of learning depends on quality of attention, and students will only pay attention if they are motivated. Student motivation may be extrinsic (they study the subject for external rewards) or intrinsic (they like the subject for its own sake), or a mix of these.

Adult and young adult students often have very good extrinsic reasons for learning English – for work, exams, study, or travel, for example. However, this alone does not guarantee that they will be successful, especially considering that many will have tried to learn English before with disappointing results. We've often heard frustrated students say things like, 'I've studied English for six years and I still can't speak it!'. These students need a fresh new approach, including course material which is intrinsically appealing.

We've written **English Result** with this in mind, by creating material which will act like a magnet to attract students' attention. In our experience, texts and tasks are likely to work as 'attention magnets' if they have one or more of the following properties:

- curiosity
- entertainment
- challenge
- enjoyment
- space for personalization
- space for choice and control

For this reason, we have consciously tried to make sure that at least one of these properties is central to each lesson.

Once the students' attention has been attracted, their motivation needs to be sustained during the lesson and through the course. They need to feel that they are making progress and achieving something worthwhile. This achievement is motivating in itself. We aim to cultivate achievement motivation in a number of ways:

- By providing engaging lessons which begin by stating a practical communicative objective (**How to ...**) and provide all the necessary input for the students to achieve that objective.
- By providing tasks which are clear, focussed, challenging, do-able, personalizable, and which offer choices.
- By providing assessment tools for both learner and teacher which are transparent and allow the students to check their own progress against the independent, internationally recognised student attainment levels in the CEFR (the **Common European Framework of Reference**). For more information, go to www.oup.com/elt/teacher/result.

Attractive and memorable

English Result is designed for maximum visual impact. The entire left-hand page of the main lessons consists of a striking combination of picture and text. These 'impact pages' are designed to attract the students' attention. They are the kinds of pages that would probably spark the curiosity of any person thumbing through the book, even someone *not* studying English. These pages are addressed to the reader-as-person, rather than the reader-as-student-of-English, and their impact is not diluted by instructions, explanations, or exercises. The impact page forms the 'centre of gravity' of the lesson, helping to give each lesson a distinct and memorable character.

We believe that variety from lesson to lesson is crucial to maintaining the students' interest, so the impact pages include a wide mix of genres such as the following:

- magazine articles
- comedy sketches
- mystery stories
- games
- puzzles
- personality tests
- general knowledge quizzes
- poems
- art

There is always a strong visual component on the impact pages. We feel that images are very valuable in language learning for a number of reasons:

- In language teaching, a picture is like a text where the students provide the words. As a result, a picture can provide content for a lesson but at the same time leave the students with an active role in constructing the language.
- A picture can provide a very clear context for new language. Often, this context would be impossible to describe in words at the student's level of English.
- Pictures are level-flexible. The more language you know, the more you can say about the picture.
- Pictures are attention magnets.

Success-oriented

English Result is designed for success.

- **Optimum level of challenge**: The course is based on realistic expectations of what the students should be able to achieve in a lesson. For example, we do not expect students to be able to discuss issues in fluent English when they have only been prepared to produce a few basic exchanges. The course is challenging enough to keep a student of this level alert, but not so difficult that they get lost and lose their sense of control. In this way, students are positioned right at the edge of their competence and pushing it forward.
- **Positive approach**: The course takes a positive approach to learning and progress by helping both the student and teacher to focus on what students CAN do rather than what they can't. Language learning is a complex process and we do not expect that, at the end of a lesson, a student will be able to produce a flawless performance in a communicative task. Instead, we take a positive approach to learning by helping teachers and students focus on elements of communication which are successful, rather than viewing an utterance as something to be corrected. In this way, students can see how far they've come and not only how far they've got to go.
- **Support**: In **English Result Pre-intermediate**, students are given plenty of support in all skills. For example, for spoken English:
  - New words and phrases are modelled on the audio component to help with pronunciation.
  - Often, functional dialogues are printed on the page so that students can see a printed model for their own oral communication.
  - Students are given the opportunity to prepare and plan before freer communicative tasks.
  - All of this kind of scaffolding means that students are not simply 'thrown in at the deep end', and success is more than just a matter of luck.
- **Realistic learning load**: The language presented in **English Result Pre-intermediate** is tightly graded and controlled so as not to overwhelm the learner. The grammar and vocabulary input is informed by publications related to the Common European Framework of Reference, based on what is most useful and frequent. In this way, students are not adrift in an endless sea of new language – they are in a pool, and they have a good chance of reaching the other side.
- **Recycling**: New language is continually recycled from lesson to lesson and across the course. In addition to this implicit recycling, there is explicit recycling in the E lessons and Review lessons at the end of every unit. The E lessons are designed to put some of the new language from the unit into action in the context of a carefully staged and supported writing task. The Review lessons give students a chance to revisit all the new grammar and vocabulary in the unit.
- **Feedback on progress**: **English Result** comes with a comprehensive set of assessment material so that students can test their new skills on a regular basis and get reliable feedback on what they're doing well and what they need to do more work on.

Action-oriented and practical

English Result encourages students to see language in terms of what they can do with it, rather than as a body of knowledge. Often, students view language as just a list of words and grammar structures and they end up in the frustrating position where they know a lot about the language but they still can't speak it. In our experience, most students would like to imagine themselves coming out of a course being able to say, 'I can use English', rather than, 'I know the past tense of irregular verbs in English.' To help move towards this, we have tried to show how the new language is used to create meaning and to communicate:

- The **How to** titles of all the lessons indicate a practical purpose for the language in the lesson, showing the students that they are not simply learning new vocabulary and structures 'because they are there'.
- New grammar and vocabulary are presented within the flow of a lesson, as part of an overall practical objective, and not just for their own sake.
- The **Can do** bar at the end of each lesson reminds students that they are learning practical abilities, not passive knowledge.

Complete

The **English Result Pre-intermediate** syllabus is closely informed by Council of Europe publications and includes a comprehensive coverage of the various competences outlined in them. A strong A1-level student who has worked successfully through **English Result Pre-intermediate** should be able to place themselves at or above A2 for listening, reading, spoken interaction, spoken production, and writing. For more information, go to www.oup.com/elt/teacher/result.

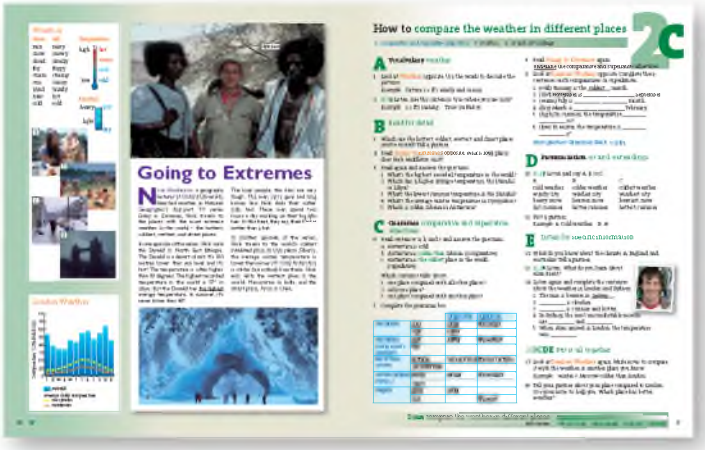
- **Communicative tasks: The English Result Pre-intermediate** lesson themes are functional in nature, and are based on activities described as being appropriate for an A2-level learner. In this way, the student can easily see the use of the language they are learning, and it is pitched to their level to provide an optimum degree of challenge.
- **Skills**: In addition to the traditional four skills of listening, reading, speaking, and writing, **English Result** follows the CEFR by regarding the speaking skill as comprising both spoken interaction (conversation) as a skill in its own right, and spoken production (for example, giving a short self-introduction) as a separate skill. This helps to ensure that the students experience a balanced range of speaker roles so that they really can come away from the course being able to 'speak English'.
- **Strategies**: **English Result** pays explicit attention to the various strategies students can use to overcome difficulties in communicative situations, such as asking for clarification or listening and identifying clues to meaning. In this way, students will be empowered and not left helpless whenever they hit a communication problem.
- **Language competence**: **English Result** has clearly identifiable grammar, vocabulary, and pronunciation strands, which are highlighted at the top of each lesson page as well as in the contents pages. In addition, attention is paid to sociolinguistic competence (namely aspects of culture such as appropriate ways of addressing people) and pragmatic competence (for example being able to make and respond to suggestions appropriately or using linkers to join ideas together). This gives students a full picture of what the language is and how it works.

Clear unit structure

All 12 units of **English Result Pre-intermediate** have the same six-lesson structure:

- Lessons A–D each consist of two pages: the impact page on the left and the lesson page on the right.
- Lesson E is one page, reviewing the language in the unit and building up to a written output task.
- Each unit ends with a one-page Review lesson, providing extra practice of the grammar and vocabulary covered in the unit.

This clear structure means that you know where you are at a glance, making the course clear and easy-to-use.



How English Result works

How to ...

The **How to** provides a clear focus and makes the practical learning outcome absolutely transparent to the student.

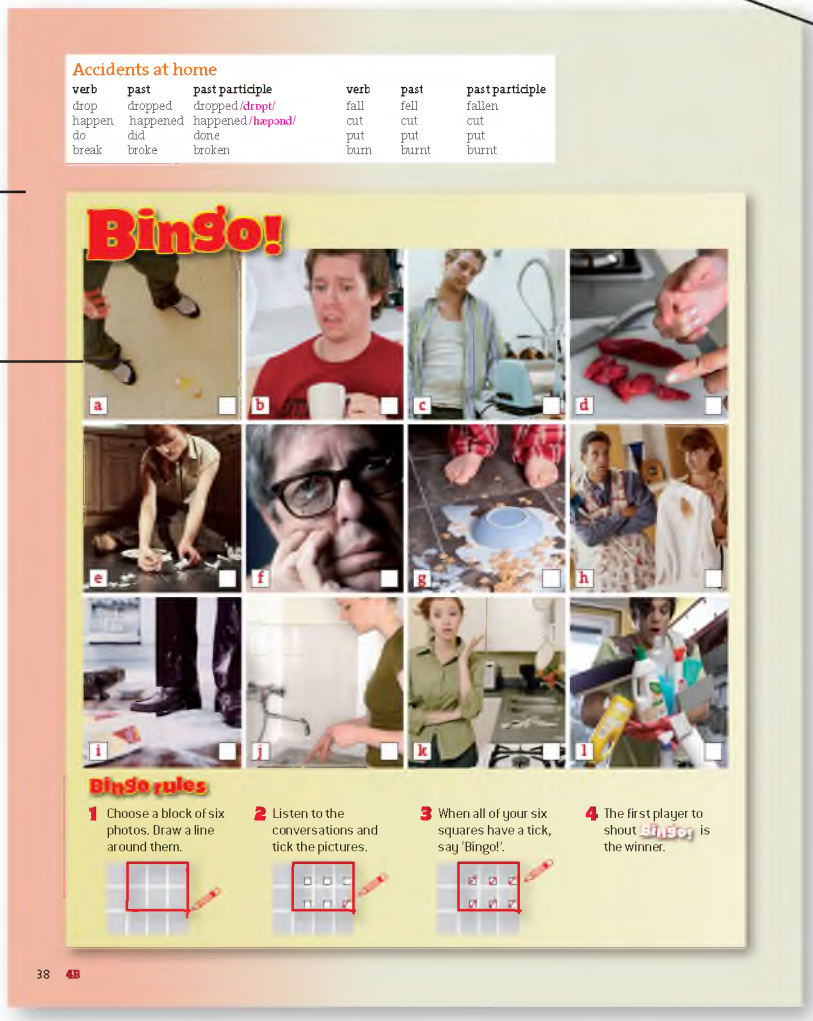
Left-hand impact page

Every A to D lesson includes a whole page of visual stimulation to keep motivation high.

Many different genres, from news articles to adverts, cartoon strips to mystery stories, quizzes to games, help to provide variety and keep the material fresh.

Visual help

Images are used extensively to make texts and new language more accessible and memorable for the students.



Accidents at home

verb	past	past participle	verb	past	past participle
drop	dropped	dropped /drɒpt/	fall	fell	fallen
happen	happened	happened /hæpənd/	cut	cut	cut
do	did	done	put	put	put
break	broke	broken	burn	burnt	burnt

Bingo!

Bingo rules

1 Choose a block of six photos. Draw a line around them.

2 Listen to the conversations and tick the pictures.

3 When all of your six squares have a tick, say 'Bingo!'.

4 The first player to shout 'Bingo!' is the winner.

38 4B

GVP bar

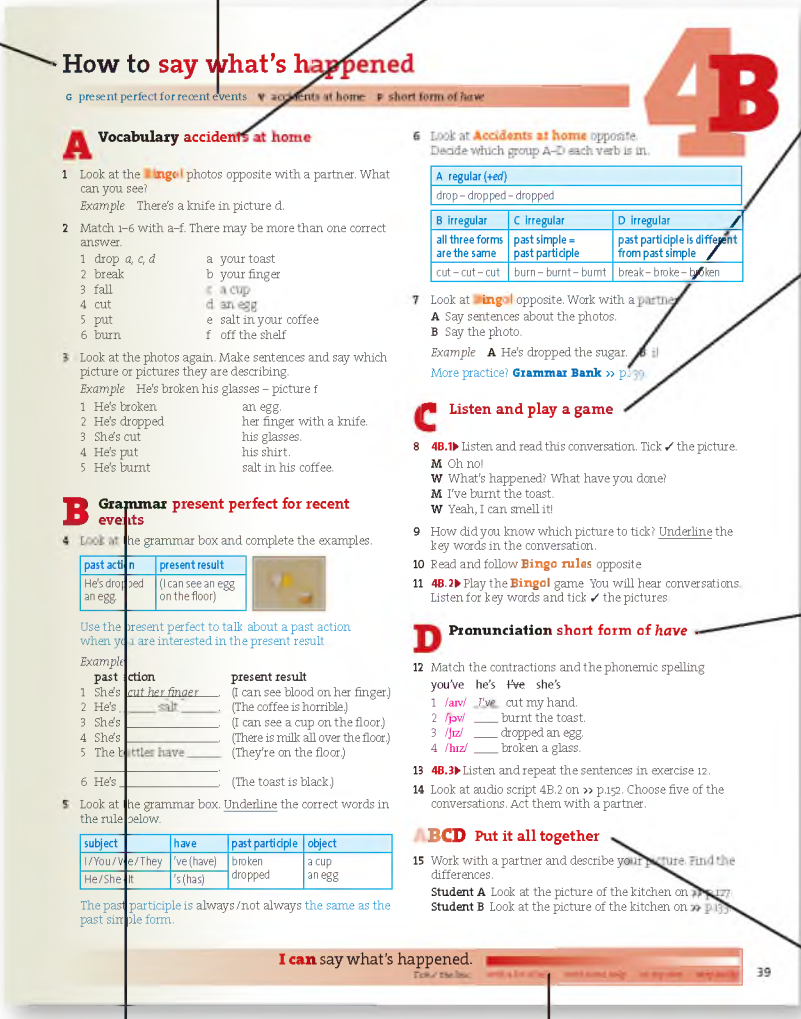
The grammar, vocabulary, and pronunciation content of each lesson is clearly signposted so teachers and students know what to expect.

Vocabulary

The vocabulary input is manageable and relevant – high-frequency, useful language that is of immediate practical value.

Students are given the opportunity to expand their vocabulary in areas which are relevant for them. This helps them to talk about their own life and circumstances.

Vocabulary is constantly recycled across lessons, helping students to fix it in their minds.



How to say what's happened

4B

G present perfect for recent events V accidents at home P short form of *have*

A Vocabulary accidents at home

1 Look at the Bingo! photos opposite with a partner. What can you see?
Example There's a knife in picture d.

2 Match 1–6 with a–f. There may be more than one correct answer.

1 drop *a, c, d*	a your toast
2 break	b your finger
3 fall	c a cup
4 cut	d an egg
5 put	e salt in your coffee
6 burn	f off the shelf

3 Look at the photos again. Make sentences and say which picture or pictures they are describing.
Example He's broken his glasses – picture f

1 He's broken	an egg.
2 He's dropped	her finger with a knife.
3 She's cut	his glasses.
4 He's put	his shirt.
5 He's burnt	salt in his coffee.

B Grammar present perfect for recent events

4 Look at the grammar box and complete the examples.

past action	present result
He's dropped an egg.	(I can see an egg on the floor)

Use the present perfect to talk about a past action when you are interested in the present result.

Example

past action	present result
1 She's *cut her finger*	(I can see blood on her finger.)
2 He's ____ salt ____.	(The coffee is horrible.)
3 She's ____.	(I can see a cup on the floor.)
4 She's ____.	(There is milk all over the floor.)
5 The bottles have ____.	(They're on the floor.)
6 He's ____.	(The toast is black.)

5 Look at the grammar box. Underline the correct words in the rule below.

subject	have	past participle	object
I/You/We/They	've (have)	broken	a cup
He/She/It	's (has)	dropped	an egg

The past participle is always/not always the same as the past simple form.

6 Look at Accidents at home opposite. Decide which group A–D each verb is in.

A regular (+*ed*)
drop – dropped – dropped

B irregular	C irregular	D irregular
all three forms are the same	past simple = past participle	past participle is different from past simple
cut – cut – cut	burn – burnt – burnt	break – broke – broken

7 Look at Bingo! opposite. Work with a partner.
A Say sentences about the photos.
B Say the photo.
Example **A** He's dropped the sugar. **B** d
More practice? Grammar Bank >> p.139

C Listen and play a game

8 4B.1▶ Listen and read this conversation. Tick ✓ the picture.
M Oh no!
W What's happened? What have you done?
M I've burnt the toast.
W Yeah, I can smell it!

9 How did you know which picture to tick? Underline the key words in the conversation.

10 Read and follow Bingo rules opposite.

11 4B.2▶ Play the Bingo! game. You will hear conversations. Listen for key words and tick ✓ the pictures.

D Pronunciation short form of *have*

12 Match the contractions and the phonemic spelling.
you've he's I've she's
1 /aɪv/ I've cut my hand.
2 /ʃɪz/ ____ burnt the toast.
3 /juːv/ ____ dropped an egg.
4 /hɪz/ ____ broken a glass.

13 4B.3▶ Listen and repeat the sentences in exercise 12.

14 Look at audio script 4B.2 on >> p.152. Choose five of the conversations. Act them with a partner.

ABCD Put it all together

15 Work with a partner and describe your picture. Find the differences.
Student A Look at the picture of the kitchen on >> p.177
Student B Look at the picture of the kitchen on >> p.183

I can say what's happened.

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Grammar bank

The **Grammar Bank** at the back of the book provides clear reference notes plus extra exercises for students who need more controlled practice.

Reading and listening skills

Receptive skills, sub-skills, and strategies appropriate for a student aspiring to reach level A2 or A2+ are made explicit in the section headings. Teachers and students know what they are practising and why.

Both audio and textual materials are true to their genre. For example, casual conversation contains features of natural speech such as hesitation. Scripted dialogues contain authentic sound effects so students are exposed to the contrasting varieties of spoken English they might expect to hear both in the media and on the street.

Pronunciation

Pronunciation sections flow naturally from the How to, grammar, or vocabulary of each lesson, helping students see how pronunciation fits into the wider picture.

Equal weight is given to segmental features such as sounds and to supra-segmental features such as sentence stress. In this way, students get balanced practice of English pronunciation both receptively and productively.

Pronunciation exercises take a meaning-based approach wherever possible, so that students can see how pronunciation can change meaning.

Productive Skills

The **Put it all together** section at the end of every A–D lesson gives students the chance to put new language into action in a speaking or interaction activity. This provides an opportunity for freer oral practice of the new language.

The students are given plenty of support and preparation for these activities to help give them the best possible chance of success.

The Put it all together section at the end of every E lesson is a piece of written work that has been carefully prepared, step-by-step, throughout the whole lesson. In this way, students have plenty of ideas, strategies, and appropriate language before they start writing. Students are also shown stages involved in the writing process.

Grammar sections

Students always see new grammar in context before it is actively presented to them. This shows the grammar in action and demonstrates how it contributes to meaning, before they focus on the form.

Students are encouraged to work out rules and patterns of language for themselves so that the presentation is more memorable.

Reflection

The **Can do** bar at the end of each lesson reminds students what the lesson has been about and invites them to reflect on how much they have learnt. This helps them to self-assess their achievement realistically and positively.

What else does English Result offer?

Student's Book

Workbook
with MultiROM

Workbook
with Answer Key Booklet
and MultiROM

Teacher's Book
with DVD

Class Audio CDs

For students: extra practice material www.oup.com/elt/result
For teachers: extra resources www.oup.com/elt/teacher/result

Teacher's Book

The **English Result** Teacher's Book has been designed as a resource:

- for planning before the lesson
- for quick reference during the lesson
- for step-by-step guidance during a lesson

The Teacher's Book is interleaved with the Student's Book so that the teaching notes are on the page facing the corresponding classroom material. This, together with strong section headings, clear answer keys, and colour-coded extra activities, makes for easy navigation and fast cross-referencing.

A Read and understand the writer's aim

In this section, students analyse a note to determine why it has been written.

1 Check students understand the title of the section. Go through the instructions and the questions. Direct students to the note. Set a short time limit for students to skim and scan to answer the questions. Go over answers as a class.

1 Phillipa's house (maybe in the kitchen)
2 Phillipa 3 She's not home to welcome Ana.

2 Ask students to read items 1–6 and check vocabulary. Do the example to make sure students understand the activity. They compare in pairs before you go over answers as a class.

2 perhaps 3 yes 4 no 5 perhaps 6 yes

Extra activity
Ask students for examples from Phillipa's letter which indicate that it's an informal note to a friend, e.g. *Hi!, use of short sentences – one on each line, imperatives, contracted forms.*

What's in it?

The teacher's notes for each lesson are in three main sections:

- **Orientation** This gives you all the background information about the language and content of the lesson so that you can see 'the bigger picture'.
- **Step-by-step lesson notes** These guide you through the lesson.
- **Assessment guide** At the end of the lesson, this helps you assess student performance so that you and your students can see how far they've come.

Orientation

These notes appear in the first column of a set of notes for each lesson, and provide you with a variety of lesson-appropriate information: the context of situation, the language focus of the lesson, and what will happen in the *Put it all together*. The section ends with practical preparation ideas and warmer suggestions.

- **Context notes** This is a an overview of what the students will mainly focus on during the lesson, along with a brief summary of the input material to help you quickly 'tune in' to the material.
- **Culture notes** These are brief notes on aspects of everyday culture such as different politeness conventions or different expectations of how to be a good guest. You can use this information to help your students become more inter-culturally aware. For more information, go to www.oup.com/elt/teacher/result.
- **Language focus** This is an 'at-a-glance' boxed summary of main language areas of the lesson (grammar, vocabulary and phrases, pronunciation and discourse), along with an indicator of language points being previewed, recycled or which should be treated as for recognition purposes only. This helps you distinguish between areas of language which needs greater attention and language which is incidental to a particular lesson.
- **Language notes** These notes give extra information about aspects of the new language that often confuse students, such as structures which may be different in their own language, or false friends. In this way, you'll be prepared for those 'difficult' questions.
- **End-product notes** These notes provide a summary of the final task: what students will be doing, what materials they can look back to for support, and how they will work together to do it. This means you know in advance what the whole lesson is building towards.
- **Preparation notes** These notes tell you what you can do before the lesson to make it run more smoothly, such as asking students to bring dictionaries or preparing a few questions. This helps to ensure you're not caught unprepared.
- **Warmer notes** The Warmer section provides topic-opener activities for you to get your students thinking and talking about the topic and to introduce the How to ..., the communicative task focus and aim of the lesson.

Step-by-step lesson notes

Numbered exercise notes

These notes accompany the exercises in the Student's Book, following the same numbering system for ease of navigation. The notes include:

- Advice on **classroom management**, for example how students should be grouped.
- **Teaching techniques**, for example concept-checking. There are a wide variety of techniques to help you vary your teaching style and discover which procedures best suit you and your class.
- Tips on when and how to give **feedback** on students' performance, and what aspects of their performance to focus on. The notes also advise you where not to expect accuracy or correct error. For more information go to www.oup.com/elt/teacher/result.
- **Text orientation** For the listening and reading sections in each lesson, we provide a mini-orientation to the topic of a text, a summary of the sub-skills being developed, and supplementary information on the genre of a written text or the qualities of a listening text.

Extras

These notes are in colour so that you can distinguish them from the procedural notes. They include:

- **Language notes** on typical problem areas in the focus language.
- **Teaching tips** to give you extra ideas for dealing with different teaching points.
- **Extra help** for dealing with students who are having difficulty.
- **Extra activities** in case you have extra time and would like to give more practice.
- **Extra plus**: ideas to provide more challenge for those students who need it.
- **Early finishers**: extra activities for mixed ability classes or where some students finish earlier than others.
- **Answer keys**: For more open-ended exercises which don't have a single correct answer, suggested answers are given so you know the kind of answer the students are expected to produce.

Student performance

At the end of each lesson, you will find an **assessment checklist** to help you to assess and give feedback on student performance, and to focus student attention on specific criteria when they are deciding where to place themselves on the **Can do** bar.

Student performance

Students should be able to use simple sentences to give information.

Use this checklist for monitoring and feedback or to assess students' performance.

Fluency	Do students say what's happened without a lot of hesitation? exercise 13
Vocabulary	Do students use verbs and nouns appropriately? exercise 3
Pronunciation	Do students mostly pronounce *he's* and *she's* as one word? exercise 14

I can **say what's happened**.

Students tick *on my own* if they can describe the picture without looking at >> **p.38**. They tick *with some help* if they need to look back to >> **p.38** once or twice to check the verb list.

- **Balanced** The list gives you a menu of criteria by which to judge performance, for example accuracy, fluency, vocabulary, or coherence. The criteria are systematically varied from lesson to lesson so that your assessment and feedback is balanced and not dominated by only one aspect, such as grammatical accuracy for example.
- **Practical** When you assess student performance, it is impossible to focus on all aspects at once. For this reason, there are only a few criteria specified in each assessment checklist, in order to make the task more manageable. In addition, for each criterion, a very concrete and specific feature is specified for you to listen out for, helping to make your assessment more focussed and objective rather than impressionistic.
- **Appropriate** The task checklists in **English Result Pre-intermediate** are based on the scales at A2 in the Common European Framework of Reference. This means you can be confident that the assessment criteria are relevant and appropriate to the students' level.
- **Transparent** The assessment checklists are transparent for both teacher and student alike. They make it easy for you to explain and for students to understand exactly what they're doing well and what could be improved. A final note in the Student Performance section gives more advice on helping students self-assess on the **Can do** bar at the bottom of the page. For more information, go to www.oup.com/elt/teacher/result.

Notes for Review Lessons

The Review lessons in the Student's Book provide a set of familiar, free-standing exercises which students can use to review the main grammar and vocabulary in a unit. The accompanying TB notes provide a wealth of extra activities and exercise types to help tailor the material to your students' needs. For further information, go to www.oup.com/elt/teacher/result.

The **Review** lessons can be used in a variety of different ways. For example:

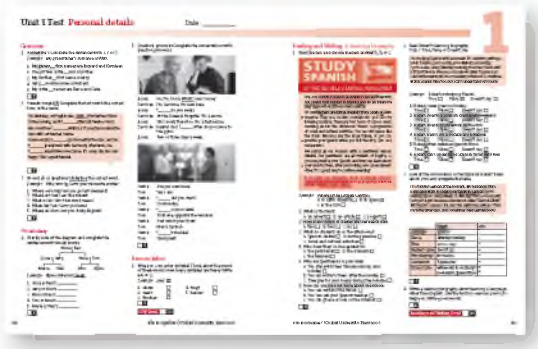
- You can have a quiet class, to allow students to work at their own pace, and make yourself available to attend individual questions.
- Students could work through all the exercises in pairs or small groups.
- Students could chose which exercises they want to do.
- You could also use the **Review** activities at an appropriate point in your lesson to give students further controlled practice.
- You could set the **Review** exercises as homework, possibly asking students to choose two or three exercises, and give students parts of the answer key for them to self-correct.

In each set of Teacher's Book **Review** lesson notes, you will find:

- A Review Lesson **Warmer**, with an exercise or activity based on ten key phrases from the unit.
- **Warm-up activities** for each exercise: suggestions for optional short (often whole-class) activities which get students thinking about a language point before they do the exercise.
- **Set-up notes** for each exercise: practical advice and answer keys.
- **Follow-up notes** for each exercise: suggestions for optional activities which usually have a more student-centred focus.
- **Early finishers**: suggestions for further activities which students can do individually, often giving them the opportunity for personal reflection on their work on the unit as a whole.

Also in the Teacher's Book

Unit Tests



- One photocopiable Test per SB unit (see p.162)
- Each Test includes Grammar, Vocabulary, Pronunciation Awareness, and Reading and Writing sections.
- Easy to administer with clear instructions and examples for students and marking guidelines for teachers.

DVD

Key features:

- 30 minutes of classroom footage and author commentary to show you how the material works in the classroom.
- Accompanying teacher training worksheets www.oup.com/elt/teacher/result.

Other components

Workbook

- One page of grammar, vocabulary, and pronunciation practice exercises for each Student's Book lesson (with **Can do** self-assessment).
- Two pages of **Skills practice** every unit to develop students' reading, writing, and listening skills.
- **Self Check tests** for every unit to help students reflect on their learning and measure their progress.

MultiROM

- **Student's MultiROM** with interactive listening, vocabulary, and pronunciation practice plus downloadable study documents.

Website

The **Result Website** provides extra interactive and downloadable materials, including:

- Listening tests
- Speaking tests
- CEFR support
- English Result Portfolio
- Worksheets to accompany the DVD
- Extra practice for students

Teacher's site: www.oup.com/elt/teacher/result
Student's site: www.oup.com/elt/result

Assessment in English Result

English Result contains a coherent, comprehensive, flexible, and reliable set of assessment materials for both teachers and students. These materials can be found in various components in **English Result**: the Student's Book, Workbook, Workbook MultiROM, Teacher's Book, and Website.

We take a broad view of assessment and provide a set of resources we think will be useful for both teachers and students. We believe that one of the main purposes of assessment is to show what has been achieved, and so, in keeping with the key values of the course, we have provided material to help you to provide reliable feedback and to credit students for what they are able to do. In other words, as well as providing traditional tests, we also offer assessment materials which are success-oriented and informative. We hope the result will be a positive impact on motivation and learning.

For teachers: We provide a set of traditional tests which comprehensively assess language and skills on a unit-by-unit basis, and which are easy to administer and mark. To help teachers feel that they are being fair and consistent in their assessment, we also provide clear answer keys with suggestions on how to allocate marks and what to focus on when assessing the writing and speaking skills. For more information, go to www.oup.com/elt/teacher/result.

For students: We provide a range of materials which will encourage students to reflect on their progress in relation to their personal learning needs and current learning goals. Our aim is to help teachers to help students to take greater responsibility for their own learning. At the end of the course, students who want to will be able to see how their progress in **English Result Pre-intermediate** relates to the Council of Europe 'Can do' descriptions in relation to level A2 for Listening, Reading, Spoken Interaction, Spoken Production, and Writing.

Assessment for teachers

Put it all together tasks

In the Teacher's Book lesson notes, we provide a general description of the type of activities students do in the **Put it all together** section in each lesson. We also offer some task-specific criteria to help you focus on particular aspects of students' language. The checklists offer different criteria on a lesson-by-lesson basis, and using these will help you become more confident in using a range of criteria for speaking and writing tasks. If you want to use the criteria to give your students a mark for their performance, you should also add an overall evaluation of how well you felt students performed the task.

Unit tests

The **Unit tests** give students the chance to show how much they can do. On pp.162–185 of the Teacher's Book, there are photocopiable **Unit tests**. There are three sections, testing Grammar, Vocabulary and Pronunciation Awareness, and a further two sections with Reading Comprehension and Writing tasks. There are 60 marks in total for this part of the test, divided equally between language and skills. Overall, each test takes about 40 minutes, and is easy to administer, with clear instructions and examples which demonstrate to students what they have to do. The listening and speaking tests, with 20 marks allocated to each skill, can be found on www.oup.com/elt/teacher/result.

All the questions and activities are based on the material students have covered in the corresponding Student's Book unit. The grammar and vocabulary content of a unit test is closely linked

to the unit's Review lesson, with a range of testing questions designed to help to build students' confidence before they embark on more specific exam training courses, for example if they plan to sit internationally recognised language tests.

We have designed the speaking tests so that you can choose to focus on either spoken interaction or spoken production, testing students in groups of two or three. There are role cards for students, with clear instructions for each part of the test. There are also step-by-step instructions, and a user-friendly mark record sheet to help you assess your students' performance reliably and with confidence.

Samples of the **Unit tests** and answer keys were trialled in different countries, and we looked carefully at how the students answered questions and what the teachers had to say about the material. The insights we gained informed development of the tests and the answer keys.

The answer keys

The **Unit test** answer keys on pp.186–189 of the Teacher's Book, include guidance on how to deal with students' mistakes in relation to the testing focus of particular questions. For example, in order to help you be sure you are responding to students' answers objectively and consistently, we suggest that it is best if no half marks are awarded. In a reading comprehension test, for example, we advise that an answer which shows a student has understood a text should not be penalised for spelling mistakes. This isn't to say that accurate spelling isn't important – students will be required to demonstrate this in another part of the test.

In the answer keys, we also include assessment criteria to help you assess students' writing and speaking skills, plus advice on how to distribute marks for the different areas. The task-specific assessment criteria have been anchored to A1 descriptions of ability in the CEFR, and they follow a similar format to the assessment checklists in the Teacher's Book notes. You could use information you collect to diagnose and build up a picture of strengths and weaknesses on a class basis or for individual feedback. By showing students how you assess, you can help them develop criteria to evaluate their own work and identify areas needing further attention.

Assessment for students

The Can do bar

At the end of each lesson in the Student's Book, students are invited to reflect on their performance in the task and mark their self-assessment on the **Can do** bar at the bottom of the page. The bar is worded to encourage a positive outlook and is a simple learner-training device. With regular use, it should:

- engage students in the learning process
- make the link between their own learning experiences and progress
- help students identify their personal learning goals
- develop the ability to become more realistic in their self-assessment
- increase student motivation

The Teacher's Book lesson notes offer some assessment criteria which you could use to help students reflect on their performance before they mark the **Can do** bar. There is also a brief description of the abilities of a student who might be considered to be at one of the middle positions on the scale – *with some help* or *on my own*. The other positions, *with a lot of help* and *very easily*, can be described relative to the middle positions.

Students can return to their initial self-assessment and review their position on the bar after they have worked with other **English Result** materials, for example the Workbook. Students can transfer their self-assessment to the Biography in the **English Result Portfolio Practice Book** at regular intervals. Later, these can be transferred to the Passport, which has descriptions of ability in the five skills based on the CEFR. Thus, the bar acts as a personalized record of both achievement during the lesson, and progress over the course.

The Self Check tests

In addition to on-going self-assessment using the **Can do** bars at the end of each lesson, students are given the opportunity to think about their progress by using the **Self Check tests** after each unit of the Workbook. Students are given an answer key, and encouraged to use the tests as a do-it-yourself diagnostic tool.

The questions are based on grammar, vocabulary, and pronunciation awareness. Once students have checked their answers, they are encouraged to reflect on their performance and self-assess their achievements. The notes which follow the Self Check activities help students reflect on language and skills achievement. Using these, students can determine personal study objectives and are given information which guides them to corresponding Student's Book, Workbook, and MultiROM activities for further practice.

The Portfolio Practice Book

The **English Result Portfolio Practice Book** is based on the principles behind Council of Europe accredited models. It is for students who want to keep records of their work, to record and reflect on their learning experiences, to monitor their progress, and to see how their learning progresses during the course.

Students reflect on their ability to perform communicative tasks they practise at the end of each lesson. Later, they will be shown how to use this information for more global self-assessment using skill-specific descriptions for levels A1, A1+, A2 and A2+. These provide students with a stepping stone to CEFR level descriptions in an officially accredited European Language Passport.

Teacher's notes explain the purpose of the different sections in the portfolio, and how to integrate them with the course. For more information, go to www.oup.com/elt/teacher/result.

How to talk about names

1A

Orientation

Context

In this lesson, students will practise talking about their names and how names are 'composed' in their own country.

The names of the five people in the photos in *What's in a name?* are examples of how names are formed in Britain, America, Spain, China, Iceland, and Russia. In *Famous surnames quiz,* students must match the names of well-known people with their photos.

Culture note

Phrases for parts of names don't always translate. In English, 'first name' refers to a name at the beginning, while 'surname' is the last name. In English names, a 'middle name' is a second Christian name.

Language

Focus grammar	possessives *'s, s'*
Preview grammar	questions: *Have you got ...?, Is ...?, Do you like ...?, Does your name ...?*
Focus words	family and names: *cousin, first name, middle name, nickname, surname, etc.*
Focus phrases	*Just call me ...!*
Recognition vocabulary	words: *common, female, male* phrases: *it's short for, we call her*
Recycled language	nationality: *English, Chinese, Russian, Spanish,* etc. family: *daughter, father, grandmother, husband,* etc. jobs: *actor, singer, tennis player, writer* present simple: *be affirmative and question forms* spelling: *letters of the alphabet, capital, double, small*

End product

In *Put it all together,* students mingle and have short conversations with five others about their names, based on audio script 1A.3 on >> p.150. Students look at exercises 5 and 13 for help.

Preparation

Take a soft ball (or several pieces of paper scrunched up into a ball) to the lesson.

Choose English names of famous people your students will know, to show the meaning of *first name, middle name, surname, nickname,* e.g. use David and Victoria Beckham. Victoria Caroline Adams is known as Victoria Beckham or by her nickname *Posh*. Beckham's full name is David Robert Joseph Beckham, his nickname is *Becks*.

Warmer

If students don't know each other, stand them in a circle and throw the ball to a student as you say your name. Students continue. Next, students throw the ball to each other, saying the name of the person they are throwing to. If students can't remember a name, encourage them to use *Sorry, what's your name?* Finally, students throw the ball to someone but say another person's name, to indicate who the ball should be thrown to next.

If students already know each other, write their initials on the board. In pairs, students see if they can name all their classmates. With a multilingual class, check students can pronounce each other's names intelligibly.

Write *How to talk about names* on the board.

A Read and use what you know

In this section, students activate background knowledge of a topic before skimming and scanning short texts for gist and detail.

1 Direct students to the photos on >> p.6, *What's in a name?* and tell them to cover the text. See if students can name the people in the photos before they read texts 1–5. Check students remember vocabulary for jobs and do the example together to check understanding. Set a short time limit for the activity and elicit answers around the class. Do not overcorrect for precise pronunciation, but check students can understand each other.

a J.K. Rowling e Björk d Jackie Chan c Maria Sharapova

2 Ask about the people, encouraging students to guess their nationality and job. Do the example as a class. Monitor and help as necessary as students continue in pairs or small groups. Ask for volunteers to give information and see if the class agrees.

3 Direct students to texts 1–5 and photos a–e in *What's in a name?* on >> p.6. Do the first matching item with the class. Students continue individually and compare in pairs before you check answers as a class.

a 3 b 4 c 2 d 5 e 1

4 Go through items 1–6 and check students understand name vocabulary, e.g. *first name, surname,* etc. by using examples of famous people your students know. Go through the example as a class, reminding students that they don't need to understand every word in the texts. Ask for answers around the class.

2 Joanna, Maria 3 Kathleen 4 Guðmundsdóttir, Yuryevna
5 Márquez 6 Jackie

5 Ask students to read questions 1–7 and put them in pairs to ask and answer. Demonstrate the first item if necessary. Monitor and help as necessary. Ask for volunteers to tell the class some information about their partner.

Extra plus

Nominate students to ask and answer the questions.

B Grammar possessive 's

6 Draw a simple family tree with examples of family members for the words in the box on the board. Elicit or give the words as you go along. Direct students to the column headings, *male, female* and elicit or give examples to show the meaning. Check answers around the class and help with pronunciation as necessary. Ask *Who are my cousin's mother and father? (my aunt and uncle)* and model pronunciation /ˈkʌzn/.

male: son brother grandfather **female:** wife aunt

Teaching tip

Always be aware that every now and then the topic of family is one that might be sensitive or difficult for some students. Make it clear in the instructions that students should only tick the family members they are happy to talk about.

7 Go through the example. Monitor and check pronunciation as students continue the activity in pairs. Remind them to use the *I've got* structure.

8 Direct students to the grammar box and column headings. Write the first sentence from each column on the board, highlighting *'s* and *s'* to show how punctuation carries singular or plural meaning. Direct students to the rules below the box before they complete the examples. Elicit and write the correct answers on the board.

grandmother's daughters'

9 In pairs, students ask and answer about the family members they talked about in exercise 6. Go through the example to demonstrate if necessary. Monitor and check students pronounce the final /s/ sound.

Extra help
Students repeat the activity with a different partner.

Extra plus
Students tell the class about their partner's family.

10 Ask students to read the text quickly and to tell you how many family members the writer talks about. *(Five.)* Check vocabulary, and go through the first item as a class before students do the exercise individually. Monitor and help as necessary and make a note of any problem areas to go over when you check answers as a class.

I've got two brothers. Their names are Ruy and Edson. Ruy's middle name is José. Edson's middle names are Pedro and Paulo. My sister's name is Nélida but we call her Nelly. My parents' names are João and Maria.

Extra activity
Students write names of these people on a piece of paper: their best friend; a common name in their country; the surname of a teacher they like(d) at school; the surname of a teacher they didn't like at school; a first name to give a daughter; a first name for a son. In pairs or small groups, students ask each other about the names, e.g. *Who's Tiggy? She's my* ... etc.

C Listen for key words

In this section, students listen intensively to two texts, a name quiz for key words and an informal dialogue for detail.

11 1A.1 Direct students to *Famous surnames quiz* on >> p.6 to see if they can name any of the people. Go through the instructions and ask students when they might have to spell their names. *(On the telephone, talking to someone who speaks a different language, when giving information to an official to complete a form.)* Tell students they will hear five more names and play the audio. Pause after each name and elicit the answer. Play the audio a second time for students to write the names. Check answers on the board to elicit the meaning of the words *double, small,* and *capital* for describing letters, and *apostrophe* for the punctuation mark.

2 Lacoste 3 Hilfiger 4 Schweppes 5 McDonald's

Extra help
In pairs, students take turns to spell full names of others in *Famous surnames quiz.* Remind them to ask for repetition.

12 1A.2 Divide the class into small teams and tell students they will hear clues about five famous people. Play the audio, pause after each item and give teams time to write their answer. After listening, nominate team members to write the names on the board, and invite others to say if the answer is right and the name spelt correctly. Play the audio a second time, pausing after each item to give the answer.

1 Chanel 2 Ericsson 3 Suzuki 4 Warner 5 Ferrari

Extra plus
In pairs, students choose a famous name and use audio script 1A.2 on >> p.150 to write a simple quiz question for another pair, group or the class.

Extra activity
See if students know the first names of the other people in the quiz. They are: Henry Ford, Christian Dior, Torakusu Yamaha, André and Édouard Michelin, Tommy (Thomas Jacob) Hilfiger, Rene Lacoste, Enzo Ferrari, Ferdinand Porsche, Soichiro Honda, Jacob Schweppe.

13 1A.3 Ask *How many names has Chico got?* and ask students to read the conversation quickly to find the answer. *(Three, or four if you count his nickname.)* In pairs, students guess the gapped words before listening to the audio to confirm their guesses. Do not give answers at this stage.

14 Direct students to audio script 1A.3 on >> p.150 to check answers.

2 first 3 short 4 surname 5 father's 6 call

15 Before students have the conversation, write *How do you spell that?* on the board and remind them to ask if they don't understand. In pairs, students practise reading the dialogue. Monitor and encourage them to look less and less at their book to become more confident and independent. Monitor and check pronunciation of the final /s/ and make sure they swap roles.

ABC Put it all together

16 Explain to students that they will stand up and walk around to ask five other people in the class about their names. Tell them to try and ask the questions from memory or to look at exercises 5 and 13 for help if necessary.

Student performance
Students should be able to have short informal conversations.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students ask about all parts of a name? exercise 15
Communication strategy	Do students ask for spelling, if necessary? exercise 11
Pronunciation	Do students mostly pronounce the final /s/? exercise 9

I can talk about names.
If students haven't used the *I can* self-assessment bar before, make sure they realize that they mark what *they,* not you as their teacher, think about their ability to do the task. To illustrate this, draw a thought bubble on the board and write *You.* Now draw a line and use smilies for different points on the bar (one = *with a lot of help,* two = *with some help,* three = *on my own,* four = *very easily).* Students could repeat exercise 16 before self-assessing. Help them use the *Can do* bar, encouraging them to think positively.

Students tick *on my own* if they have found out about at least three students in the class, if they have looked at exercises 5 and 13 occasionally for key words. They tick *with some help* if they have read two or three questions from the exercises.

Early finishers
In pairs or small groups, students role play being one of the famous people in *Famous surnames quiz,* who meet at a party. Give each student a card with a different name.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to give and understand personal details

1B

Orientation

Context

In this lesson, students will practise giving information about their daily routines.

You're the detective! shows a collection of documents and objects belonging to a woman called Caroline Watt. Some of the documents are labelled.

Culture note

In the UK people aren't obliged to carry personal identification with them all the time but in other countries this is a legal requirement.

Language

Focus grammar	present simple affirmative: *-s* or *-es* ending
Focus words	documents: *badge, card, credit card, driving licence, envelope, ID card, letter, membership card, passport*
Recognition vocabulary	words: *awful, cookery, dress-making, helmet*, etc.
Recycled language	personal details: *address, first name, marital status, married, surname, Mr, Miss, Mrs, Ms.* times: *at half-past six*, etc. everyday routines: *get up at, have a shower, start work at, go to bed at*, etc. hobbies and interests: *dance, go swimming, play tennis, sing, watch football*, etc.
Pronunciation	when is *-s* an extra syllable? *reads* vs *dances*, etc. 1B.2
Discourse	linkers: *and, then*

Language note

Students often have problems remembering the third person *–s* or *–es*, as it doesn't carry meaning. In many languages, the verb ending shows who or what the subject is, but in English a noun or pronoun is used to indicate this. Some linguists predict this feature of English will eventually disappear altogether.

The third person singular spelling rule is closely connected with pronunciation. It is impossible to pronounce /s/ directly after /tʃ/, /ʃ/, so it has to be pronounced /ɪz/. This is looked at in section D.

End product

In *Put it all together*, students give three short descriptions of other students' daily routines. They use the notes they have made in exercise 13 and link information with *and* and *then*.

Preparation

Take a few personal documents you are happy to use as realia (optional for exercise 1) and calculate Caroline's age from the details in her passport for exercise 2. Make sure students have dictionaries.

Warmer

Write *How to give and understand personal details* on the board and play a team game. Draw a very simple silhouette of a person's head and shoulders on the board and put a question mark above it. Put students into small teams and say *You're a detective.* Give an example, *(Sherlock Holmes)* so students understand. Set a three-minute time limit and direct students to >> p.8 to find information about the owner of the items. Elicit suggestions around the class and give one point for each piece of information.

A Vocabulary documents and personal details

1 Show the class some of your documents or point to examples on >> p.8, and elicit the word *document*. In pairs, students show or tell each other about any documents or cards they have with them. Monitor and help with pronunciation as necessary and make a note of any problems for exercise 3.

Extra help

Students repeat the exercise with a different partner.

2 Direct students to the form and check vocabulary. Elicit or remind students that *marital status* refers to whether or not a person is married. Go over the use of *Mr, Miss (unmarried), Mrs (married)*, and *Ms (either)*. Do the example together and set a short time limit for students to complete the form individually. Students compare in pairs before you ask for volunteers to give answers.

2 Caroline 3 she was born in 1981 so her age depends on the current date 4 British 5 12 Oct 1981, Lincoln 6 29 Weldon Street, Louth, Lincolnshire 7 509 483 8927 8 married 9 nurse 10 Louth County Hospital 11 reading French, playing the guitar, cats, tennis, sewing, cookery, listening to music, painting, cycling

3 Go through the instruction and example, pointing out the labels on the picture. Students continue in pairs. Monitor and help them to use the vocabulary from the table in exercise 2. Go over the answers as a class. Help with pronunciation of document vocabulary if necessary, with the stress falling on the first syllable, except for *ID card* /aɪ 'diː/.

1 credit card/driving licence 2 credit card/driving licence 3 passport 4 passport 5 passport 6 envelope/driving licence 7 business card 8 business card 9 badge 10 badge 11 iPod: music, tennis ball: tennis, etc.

Extra activity

Students tick the information on the form a detective would find out about them from the documents they are carrying. See who has the most and least ticks.

B Listen for key information

In this section, students listen for specific information in a short, natural-sounding monologue.

4 1B.1 Tell students they will hear Caroline talking about herself and they should tick the information she gives on the form in exercise 2. Explain that the information on the audio is not in the same order as the form. Play the audio. Students compare answers. Play the audio a second time. To check answers, read through the words on the form, pausing for students to say *yes* or *no* according to whether she talked about them.

✓ surname first name nationality date and place of birth marital status job interests (cycling, tennis, cooking)

5 Direct students to the table and go through the information in the first column. Ask students about the type of information they will listen for to complete the second column, checking the meaning and use of *then* and *and*. Play the audio and check answers as a class.

get up at: 6.30am and have breakfast start work at: 8.00am
finish work at: 5.00pm evening: cook go to bed at: about 11.00pm

Extra activity

In small groups, play the audio again for students to find and point to connected items on >> p.8 *(passport, note from husband Paul, hospital badge, book about cats, bike, tennis, Thai cookbook).*

6 Help students complete the *Me* column, if necessary. As students compare in pairs, monitor and see how well they use the present simple, but do not correct at this point. Encourage students to join sentences using *and* and *then*.

Extra plus

Students tell the class about their normal day.

C Grammar present simple -*s* or -*es* ending

7 Before you do the exercise, use concept questions and draw a timeline on the board to remind students that the present simple is used for everyday routines.

past ———————— now ———————— future

X X X X X X X X X X X X X X X X X X

Point to one X and say *I get up at six o'clock.* Then point to other Xs and say *Monday, Tuesday, ...* Ask *Is this is the same routine every day for me? (Yes.)* Ask a student what time they get up, and repeat with *He/she gets up at ...* to demonstrate spelling of the third-person -*s*. Point to the second column heading and remind students that the verb *go* is spelt with -*es* in the third person. Elicit or explain that *have* and *be* are irregular in the present simple. Students complete the box individually. Check answers and write the verbs in two columns on the board.

-*s*: start – starts read – reads
-*es*: finish – finishes watch – watches

8 Check vocabulary and do one or two examples as a class before students, in pairs, put the spelling rule into practice. Ask for volunteers to give the answers and point out that most verbs just take -*s*, apart from verbs ending in -*ch*, -*sh*, -*x* and -*s*.

-*s*: arrive sing dance make paint draw play eat drink think
-*es*: teach push wash kiss

Extra help

Direct students to >> p.8 and re-elicit sentences about Caroline's interests. If students forget the third person -*s*, write a big colourful 'S' on the board. Point to it every time you hear it omitted. After a while, you will only need to turn in the direction of the 'S' for students to remember it.

D Pronunciation when is -*s* an extra syllable?

9 1B.2 Go through item 1 as a class. Ask *How many syllables?* Play the first item on the audio and tap the table. Repeat with the second item. Continue with items 3–6, pausing after each pair of sentences to give students time to count and decide whether the number of syllables is the same or different. Play the audio a second time, stopping after each pair of sentences. Elicit answers around the class.

3 4/5 (different) 4 5/6 (different) 5 4/4 (same) 6 5/6 (different)

10 Play the audio again for a whole class choral drill. Nominate small groups, pairs, or individuals to repeat.

11 Students write the verbs from exercise 9, according to whether -*s* is pronounced as an extra syllable or not. Go through the example and do another one, e.g. ask *Closes – box 1 or box 2? (Box 2.) Opens – box 1 or box 2? (Box 1.)* Check answers as a class and point out that the rule here is closely connected with the spelling rule from section C.

-*s* is not an extra syllable: reads sings opens goes starts
-*s* is an extra syllable: watches closes finishes

Language note

Sometimes spelling and pronunciation issues are hard to disentangle. *Dance* is spelt with an 'e' at the end but it finishes with an /s/ sound. The -*s* ending must be spelt and pronounced as an extra syllable.

Extra help

Students label the columns A/B and say a verb to test a partner.

12 Put students into different pairs from those they were in for exercise 6. Go through the example and remind students to use *and* and *then*. Monitor and be rigorous about accuracy of both grammar and pronunciation. Remember to praise students when they produce accurate sentences.

Extra plus

Students change pairs again and repeat exercise 12, using the pictures on >> p.8 only.

ABCD Put it all together

13 Students copy the table in exercise 5. Ask them to mingle and talk to three others. Check they are collecting all the information and are making notes rather than writing full sentences.

14 Go through the instructions and the example. Put students into groups of three or four and remind them to use *and* and *then* to link their sentences.

Student performance

Students should be able to give a short description.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students include all the information? exercise 5
Coherence	Do students use *and* and *then* to link some ideas? exercise 6
Pronunciation	Do students usually add an extra syllable for -*es*? exercise 12

I can **give and understand personal details.**

Students tick *on my own* if they can give descriptions of three people using their notes. They tick *with some help* if they need to check the pronunciation of one or two verbs in section D.

Early finishers

Students use a dictionary and the picture page to write a list of ten items in an imaginary 'top drawer'. They swap lists with a partner and work out what information a detective may learn about them.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to ask questions about people

1C

Orientation

Context

In this lesson, students will focus on asking questions to get to know people.

Office Life is a photo strip story from a make-believe TV situation comedy. The main characters are Justin and Holly. (*Office Life* appeared in *English Result Elementary*, lessons 4D and 12C).

In this episode, Justin and Holly meet Anna, a new person to the office. Justin tells her about his work, and talks critically about their new boss, whom he hasn't actually met yet.

Culture note

In Britain, as in many countries, certain topics of conversation are not considered acceptable when you meet someone for the first time or you don't know them very well. These include age, salary, religion, and details of personal relationships.

Language

Focus grammar	question formation: *be, do* pronouns: personal *I, you, he*, etc. possessives: *your, our, their*, etc.
Preview grammar	past simple
Focus words	question words: *how, what, when, where, which, who, why* others: *because, boss, check*
Focus phrases	*What's ... like?*
Recognition vocabulary	*corridor, erase, system, technician, virus, warning*
Recycled language	*family, hobbies, home, study, work*, etc.
Pronunciation	/w/ and /h/ 1C.2 rhythm in questions: *Who was he with? What do they do?* etc. 1C.3

Language note

In questions where a question word is followed by the full form of the auxiliary and a pronoun, they share the rhythm OooO, e.g. *What do they do?* In cases when the auxiliary is a short form, the rhythm changes to OoO, e.g. *What's your name?*

End product

In *Put it all together*, students ask a partner questions about work, studies, family, home and hobbies.

Preparation

Look back at *English Result Elementary* and make a note of key characters and information for exercise 1.

Check you know where the audience laughs in the cartoon sketch so you can help students with exercise 4.

Warmer

Draw three columns on the board: *at school, at work, at a party*. Tell students to imagine they meet somebody new at one of the places, and they want to get to know them better. Ask them to make a list of topics they would talk about. Set a short time limit and write suggestions on the board. Ask what they wouldn't talk about (see *Culture note* above).

Write *How to ask questions about people* on the board.

A Read a comedy sketch

In this section, students read a cartoon story for gist and detail, identifying humour in what the characters say.

1 Ask students what they remember about *Office Life* from *English Result Elementary*. Write some key characters and information on the board, e.g. Justin and Holly work together, the boss is Mr Minnit, Justin is lazy, always at the coffee machine, etc. Direct students to **>> p.10**. Tell them not to read the dialogue but to answer the questions by looking at the photos.

1 Justin and Holly are in their twenties. Anna is a bit older.
2 Justin and Holly are friends.

2 Go through the instructions, emphasizing that students must choose the *best* title. Check any vocabulary problems in a–c. Set a two-minute time limit to encourage students to skim the text. Students compare with a partner and say why their chosen title is the best.

The New Boss (This is the main point of the whole story. There is no information about a computer, and we aren't told about other bad days.)

3 Tell students to read questions 1 and 2 and explain that there is more than one answer to question 2. Students reread the text carefully and compare answers in pairs. Go through the answers as a class.

1 At the end. 2 Justin tells Anna he doesn't check the system for viruses very often, he doesn't get paid enough, the new boss is 'horrible', people call her Ana Conda (which sounds like a type of snake) and he's playing a computer game and not working.

4 Direct students to the title of the section *Read a comedy sketch* and remind them that the dialogue comes from a TV show. In pairs, students decide where they think the audience will laugh. Nominate or ask for volunteers to read Justin and Anna's parts in frames 1–3. Ask why an audience would laugh after Justin says *They don't pay me enough. (Justin doesn't work hard because he doesn't get much money.)* Help students express the idea if necessary, but do not overcorrect for accuracy at this stage. Monitor and help as students continue in pairs.

5 1C.1 Play the audio for students to confirm their guesses. Play it a second time, pausing at the laughter places and ask students why people might laugh. Help students get their ideas across.

6 Check students have covered **>> p.10** and read through the instructions. Remind them to think about the subject pronoun *(Is it singular or plural?)* and the tense *(present or past?)* to help them. Students compare answers in pairs.

7 Students read the text again to check their answers. Nominate students to read the sentences out. As a quick review, ask students what tense each question is *(1 past simple, 5 present continuous, all the others are present simple).*

2 do 3 do 4 do 5 are 6 is/'s 7 is/'s 8 do 9 does 10 is/'s

B Pronunciation rhythm in *Wh-* questions

8 Direct students to *Question words* and the pictures at the bottom of » p.10. Do the example as a class, saying *Because!* to elicit the question *Why?* Students continue individually.

When? Now!	How? Carefully!
Who? You!	Which? That one!
Where? Here!	What? Nothing!

9 1C.2 Draw two columns on the board labelled 1 /w/ and 2 /h/. Play the audio for students to listen and call out 1 or 2. Play the audio a second time and monitor carefully as students repeat.

Teaching tip

/w/ is actually a semi-vowel sound, so some students have problems pronouncing it and try to make it a strong consonant like /g/ or /v/. If this is the case, tell them to form their mouths as though they were going to say /u:/. They can then open out their lips to say /w/.

10 In pairs, students test a partner. Monitor and give positive feedback for clear pronunciation. Give extra help as necessary.

Extra activity

As *question* and *answer* are key pieces of metalanguage, work briefly on pronunciation. Focus on /kw/ in *question* and the silent 'w' in *answer*.

11 1C.3 Draw the stress pattern OooO on the board and write the first question so the stressed words are under the larger circles. Show or elicit that all the words in columns 1 and 4 are stressed. Play the audio, pausing after each item for students to repeat. Begin by tapping the desk on the two stressed words, to help students make the unstressed words (2 and 3) 'fit into' the rhythm. Encourage students to tap along. Play the audio a second time if necessary.

12 In pairs, students practise the conversation. Monitor and help with rhythm and pronunciation if necessary. Make sure that students swap roles.

Extra plus

After students have practised reading the conversation a few times, they can try to do it from memory. Encourage them to add movement and gesture, exaggerating the characters and their interaction, to bring the drama to life. Ask for volunteers to have the conversation for the class.

C Grammar *be* and *do* in questions

13 Direct students to the headings for the columns and rows in the grammar box. Point to the second column and ask *Be or do?* Go through the items as a class before students complete the questions in the grammar box.

present:	are	does	do
past:	was	were	did

Teaching tip

English uses auxiliary verbs *be* and *do* to make questions (and form negatives) in the past and present. Ask students how, in their language, they know a person is asking a question or making a negative. This will raise students' awareness and help them understand the importance of the auxiliary verbs *be* and *do* in English.

Extra help

Transformation drill. Say the cue, for students (SS) to transform affirmative into a question.

Present simple. *T He works in a bank. SS Where does he work? T We work in an office. SS Where do you work? T She works in a hospital. SS Where does she work? T They work in a hotel. SS Where do they work?*

Past simple. *T He worked in a bank. SS Where did he work? T She worked in a hospital. SS Where did she work? T We worked in an office. SS Where did you work? T They worked in a hotel. SS Where did they work?*

14 Check students understand the matching activity by doing the example as a class. Students write the letter of the second part of the sentence, rather than drawing lines to connect the two halves. Check answers as a class by nominating a student to say the first half and another student or group of students to complete the sentence.

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

15 Put students in pairs and go through the instructions, checking that they understand that they should invent a character for the new worker. Monitor and help as necessary and make sure students swap roles. Give positive feedback.

Extra plus

Volunteers do the role play for the class.

ABC Put it all together

16 Direct students back to the question words in exercise 8 and tell them to write one question for each of the topics.

17 Put students into pairs. Students ask each other their questions and make a note of their partner's answers. Remind students to ask for repetition, if necessary. Ask each student to tell the class one fact about their partner.

Student performance

Students should be able to ask personal information questions.

Use this checklist for monitoring and feedback or to assess students' performance.

Accuracy	Do students use auxiliary verbs *be* and *do* appropriately? exercise 15
Vocabulary	Do students use four or five different question words? exercise 10
Pronunciation	Do students try to use rhythm in questions? exercise 11

I can **ask questions about people.**

Students tick *on my own* if they can ask questions from memory. They tick *with some help* if they have read two or three of the questions from exercise 11.

Early finishers

In small groups, students choose one or two of the areas in exercise 16. They ask other students to find a person who is similar.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about vocabulary

1D

Orientation

Context

In this lesson, students will practise explaining the meanings of words.

The fragments from bilingual and monolingual dictionaries in *In the dictionary* illustrate that one word can have different meanings and grammar. They also show how a dictionary provides information on pronunciation. The labels help students talk about the features in a dictionary.

In the magazine quiz, *Definitions!*, there are three definitions given for six words and the task is to identify the wrong definition for each word. The quiz is based on a famous BBC radio programme called *Call my bluff!* in which a team member gives three plausible definitions for obscure words and phrases. A member of the opposing team guesses the correct definition.

Language

Focus grammar	parts of speech in the dictionary
Preview grammar	past simple
Focus words	word classes: *adjective (adj), adverb (adv), noun (n), verb (v)* grammar: *singular (s), plural (pl)*
Focus phrases	definitions: *a kind of, is the opposite of, is the past/present of, means the same as, sounds the same as, What does .... mean?*
Recognition vocabulary	*definition, meaning, pronunciation, similar, uncountable*
Recycled language	present simple: *third person* words with two meanings: *change, fit, left, match, park, watch*, etc.
Pronunciation	pronunciation in the dictionary, using phonemic symbols 1D.1

End product

In *Put it all together*, students read short explanations for the meanings of three words, based on *Definitions!* on >> p.12, and audio script 1D.2 on >> p.150. Their partner identifies the incorrect definition.

Preparation

Take some different types of dictionary to class.

Prepare sets of vocabulary cards if you want to do the *Early finishers* activity at the end of the lesson.

Warmer

Show students some different kinds of dictionaries, e.g. big, small, bilingual, monolingual and picture dictionaries. Ask them which kind of dictionaries they have, which they prefer and why. Ask *What information can you find in a dictionary? (Meaning or definition, pronunciation, grammar, example sentences.)* Do not correct for accuracy, but help students get their ideas across.

Write *How to talk about vocabulary* on the board.

A Think about words and meanings

In this section, students are shown that some words have more than one meaning, or the same word can be used as a different word class.

1 Direct students to *In the dictionary* on >> p.12 and show that if students follow the line from the words they will find an example. Put students in pairs and tell them to look carefully at the fragments. Go over the answers as a class.

2 watch 3 watchful 4 watches, leaves

2 Tell students that sometimes words in English have more than one meaning or use. To demonstrate this, do item 1 together as a class, showing that the words for the small pictures are both nouns and verbs. Students continue in pairs. Go over the answers as a class and clarify the relationship between the pictures and the words in the answers.

1 I'm going to watch a football match on TV.
2 I'm going to ring the restaurant and book a table.
3 Oscar always leaves his car in a car park.

Teaching tip

Set a short time limit for exercise 2, to encourage a light, game-like introduction to the topic.

3 Go though the instructions and each of the words in turn and see if students know two meanings for each word. Write the word *book* on the board. Explain or elicit that it is either something you read, or something you do, e.g. *book a table/ holiday*. Students check to see if this information is in their dictionaries. Do the example as a class and put students in pairs to continue. Monitor and help as necessary.

2 park 3 leaves 4 book 5 watch 6 book 7 leaves 8 park 9 watch 10 cook

B Pronunciation in the dictionary

In this section, students are introduced to ways in which a dictionary can help with pronunciation.

4 Ask *Is it easy to pronounce words in English from spelling? (Not always.)* Ask students to look at item 1 and show how the symbols represent *write* and *right*, they are spelt differently but sound the same. Students, in pairs or individually, continue the activity. Monitor and help students use dictionaries, if necessary. Write the answers on the board, drawing students' attention to the page in their dictionaries which gives a list of all pronunciation symbols (found either in the front or at the back).

2 son, sun 3 wait, weight 4 buy, bye 5 knew, new 6 meet, meat

5 Introduce the activity with a word students know, e.g. *climb*. Write it on the board and ask students to say it. Now write /klaɪm/, and point out that the phonetic symbols show that the final letter *b* isn't pronounced. Explain that the words in the exercise are new and they will find out how to pronounce them. Tell students they will listen and check but give positive reinforcement as students work out the pronunciation.

6 1D.1 Play the audio and pause to give students time to think and check. Play the audio a second time if necessary. Write the words on the board and underline the silent letters.

C Read definitions and respond

In this section, students practise reading dictionary-style definitions in the form of a multiple-choice quiz.

7 Direct students to *Definitions!* on >> p.12. Explain that it's a magazine-type quiz and a radio game. Ask students to read questions 1–6 only to find the words. Elicit *book, park, left, match, fit, ring* and write them on the board. Direct students to the first question and ask *Which definition is wrong?* Read options a, b, and c with the class, and check vocabulary. Students continue in pairs. Monitor and help as necessary.

8 10.2 Play the audio, pausing before each answer. Gesture for students to call out their answer. Continue for students to hear the answer and explain if necessary, as you go along.

Extra help

The question *What does .... mean?* is a useful piece of classroom language for students. Drill it a few times, then follow it up by eliciting more examples: say *left* to elicit *What does left mean?*

9 Direct students to the phrases in the middle column of the table. Tell them that these phrases are used in dictionaries to explain what words mean and that they can also be very useful if students need to describe a word they can't remember. Ask students to underline one example sentence for each phrase in *Definitions!*

Students read the words in the first and last columns. Check vocabulary. Go through the example and do the exercise together as a class, asking for volunteers to make a definition from the table. Check pronunciation of the third person /s/ where appropriate. Ask the class to listen carefully and say *right* or *wrong* after each definition before you respond.

Write sounds the same as *right*.	*Son* sounds the same as *sun*.
Salmon is a kind of *fish*.	*Little* means the same as *small*.
Left is the past of *leave*.	*Easy* is the opposite of *difficult*.
Left is the opposite of *right*.	*Apple* is a kind of *fruit*.

Extra help

In pairs, one student says a word from the first column. A partner completes the definition. Students swap roles.

Extra activity

Write *What does 'orange' mean?* on the board and put students into pairs to write a new quiz question for the word *orange*. Monitor and help, using these examples if necessary: *a It's a colour between red and yellow. b It's a kind of animal. It lives in Indonesia. c It's a kind of fruit, similar to a mandarin and a lemon.*

D Grammar in the dictionary

In this section, students are shown more abbreviations used in dictionaries to indicate the grammar of a word.

10 Explain that most dictionaries use *abbreviations* to show the grammar of a word. Write *adj* on the board and elicit *adjective*. Direct students to *In the Dictionary* on >> p.12 and elicit an example of an adjective. Ask for one or two more examples from the first column of the table. Check students understand the column headings before they complete the table and compare in pairs. Go over the answers as a class.

short for: n – noun, v – verb
examples: adverb – slowly, plural – children, past tense – bought

Extra activity

In pairs, students test a partner. They take turns to write an abbreviation. Their partner says what it's short for and gives an example.

11 Direct students to the text and say *The story is about Justin, Anna, and Holly. True or False?* Tell students to read and ignore the blanks. *(False. The text only mentions Justin and Anna.)* Go through the instructions, the word pool and the example to check students understand the activity and the vocabulary. Students continue individually and can compare in pairs before you go over the answers as a class. Read the text aloud, pausing at each space, for the class to say the missing word.

2 office 3 checks 4 viruses 5 lazy 6 job 7 well
8 stopped 9 asked 10 questions 11 rude 12 new 13 boss

Extra plus

In pairs, students prepare a short text based on personal information from 1C. They choose three words to blank, and write the text again using the abbreviations. Pairs swap texts.

ABCD Put it all together

12 Put students into groups of four and give each pair within the group a letter, A or B. Explain that they will write quiz questions similar to those in *Definitions!* on >> p.12. Check pairs are looking at the correct page. When students have finished, give them time to rehearse saying the definitions.

13 Students play *Definitions!* If necessary, encourage students to explain, very simply, why an answer is wrong.

Student performance

Students should be able to make short, simple statements.

Use this checklist for monitoring and feedback or to assess students' performance.

Fluency	Do students say definition phrases without a lot of hesitation? exercise 9
Vocabulary	Do students use different word classes? exercise 11
Pronunciation	Do students pronounce the /s/ on the third person? exercise 9

I can talk about vocabulary.

Students tick *on my own* if they have prepared and read one of their quiz questions without a lot of hesitation. They tick *with some help* if they hesitated occasionally in all their quiz questions.

Early finishers

Write the following words on cards: *lemon, saw, wrong, thin, slept, push, give, fantastic, old, boss, slowly, thought.* Give a set of word cards to each pair of students. They take it in turns to pick up a card and ask *What does ... mean?* The partner answers using phrases from exercise 9.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and language

In this lesson, students will read about why and how people learn languages to enable them to write a personal learning biography.

Recycled language	words: *classroom language* phrases: *verbs and nouns: play games, read a book, send an email*, etc. grammar: *present simple tenses; question pronouns*
Recognition language	places: *Mali, Senegal, West Africa*

End product

In *Put it all together*, students write a short paragraph using their notes (about 65–75 words). They review spelling and capitals and swap texts with a partner to compare ways of studying.

Warmer

Write *biography* and *diary* on the board. Ask *What's the difference?* Set a short time limit for students to brainstorm ideas *(a diary is more private, a biography more public)*. Ask why people write a language learning biography *(to reflect on what they know and, how they learn)*. Write *How to write a learning biography* on the board.

A Read for general meaning

In this section, students scan a text for specific information.

1 Read the question. Direct students to the gap in the first sentence. Ask them to read quickly to find the answer *(French)*.

2 Go through the instructions. Ask students to read items 1–5 and check vocabulary. Students continue individually and compare in pairs. Go over the answers with the class, asking for volunteers to correct any false facts.

2 False. (evening classes) 3 True 4 False. (She listens to CDs.) 5 True

3 Read through questions 1–4 and give students time to make notes. Monitor and help with ideas. In pairs or small groups students exchange information. One person from each group reports to the class.

B Think about learning English

4 Go through the instructions and the example as a class. Put students in pairs to continue. Monitor and help as necessary. Ask for answers around the class.

2 sing, listen to, write, understand 3 watch, understand 4 read, understand 5 play 6 read, review, study 7 listen to, talk to, practise with 8 listen to

Extra activity

Read down the list of nouns, asking for a show of hands for each item if students use these for their learning. Nominate students to use one of the verbs to say what they do.

5 Write *Why?* and *How?* on the board. Ask *Which word do you answer with* because? *(Why)*. Students answer the questions individually. Check answers as a class. Elicit more reasons for learning a language and write key words on the board, e.g. *work, pleasure, it's a school subject, for qualifications.*

1 To travel to Senegal and Mali. It's the most important language in West Africa.
2 She goes to evening classes, studies in her free time, writes vocabulary in her notebook, listens to CDs and the radio.

6 Read through the instructions and the example. Do one or two more items together before students continue individually. Monitor and help as necessary. Check answers as a class.

2 Why 3 How 4 How 5 Why 6 Why 7 How 8 How

Extra activity

In small groups, students brainstorm other ways of studying, e.g. *practising speaking in the mirror, sending emails in English, writing new vocabulary on sticky notes and labelling things around the house.* Ask students if they've tried these ideas.

7 1E.1 Check students understand the activity and the table. Play the audio for them to make notes. Students compare in pairs. Play the audio a second time if necessary. Check answers.

Why: wants to visit Canada
How: two lessons a week, does homework, practises speaking in an Irish pub, watches English TV there too

8 Tell students to complete the final column for themselves. They can use dictionaries to help. Monitor and help as necessary.

C Check spelling

9 Direct students to Cleo's learning biography and elicit that the red underlining indicates typing mistakes. Go through the example as a class before students correct the other mistakes. Ask for volunteers to spell the words correctly. Remind them of the importance of checking their own work for spelling.

always example vocabulary write listen sometimes understand

ABC Put it all together

10 Tell students to say *why* they are studying before they explain *how*. Remind them to refer back to exercise 8 if necessary.

11 Encourage students to use dictionaries to check spelling and capital letters.

12 Students, in pairs, swap biographies. Ask them to report similarities back to the class

Student performance

Students should be able to write a paragraph following a simple plan.

Use this checklist for monitoring and feedback or to assess students' performance.

Organization	Have students written an introduction saying why they are studying?
Content	Have students given three different ways of learning?
Punctuation	Have students spelt words correctly?

I can **write a learning biography.**

Students tick *on my own* if they have included all the information in the correct order. They tick *with some help* if they have made a few spelling mistakes.

Early finishers

Students compare ideas in small groups. They choose another *how* to try for the next unit.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember who

Read sentences 1–10 below. Students write who said or wrote them and then check in unit 1.

1 Yes, it's short for Francisco. 2 I'm from Louth. 3 I'm a computer technician. 4 What's the boss like? 5 Ouch! 6 I've got some CDs for listening practice. 7 I'm learning English because I want to go to Canada. 8 My husband's name is Paul. 9 I'm playing a computer game. 10 There's an Irish pub in my town.

1 Chico	4 Anna Conde	7 Luisa	10 Luisa
2 Caroline Watt	5 Holly	8 Caroline Watt	
3 Justin	6 Cleo	9 Justin	

A Grammar

1 Possessive 's 1A exercises 6–10

Warm-up: Write one or two sentences about yourself and your family on the board, omitting the 's. Ask students to suggest corrections.

Set-up: Go through the instructions. Do the first item together and tell students to write a dash (–) in spaces where they don't need to add a letter.

1 –	4 names	7 parents'	10 –
2 sisters	5 brother's	8 surnames	11 father's
3 sisters'	6 –	9 mother's	12 –
13 surnames			

Follow-up: Students write a couple of sentences about themselves and their family, including one false fact. They can use the text in 1A exercise 10 for help if necessary. Students swap sentences with a partner, who asks questions to find the false fact.

2 Present simple -s or -*es* endings 1B exercises 7, 8

Warm-up: Say verbs from the word pool for students to say the third person singular form. Monitor for pronunciation. If you can't hear the final 's' sound, draw a big letter 's' on the board.

Set-up: Say a couple of the verbs and nominate students to spell the third person singular form.

2 goes	4 takes	6 finishes	8 reads	10 plays
3 has	5 starts	7 watches	9 sings	

Follow-up: In pairs, students create three gap-fill sentences. Students swap with another pair and complete the sentences. They check each other's answers.

3 *be* and *do* in questions 1C exercises 13–15

Warm-up: Write these letters on the board: *e, i, a, e, w, d, o, i, s, r.* Set a short time limit for students to make auxiliary verbs, using letters more than once.

is, are, was, were, do, does, did

Set-up: Ask students to read questions 1–7 and check any vocabulary problems.

2 did 3 are 4 were 5 do 6 does 7 is

Follow-up: Go through the question words *What?, Where?, Who?* and ask for an example answer. Put students in pairs. They choose four questions to ask a partner.

4 Pronouns and possessive adjectives 1C exercises 11, 13

Warm-up: Tell students to imagine they are talking about Flavio. Tell them to use the information in exercise 1 to make sentences, e.g. *His name's Flavio.* Ask for volunteers to say their sentences. Monitor for accuracy of pronouns and possessive adjectives.

Set-up: Go through the first item as an example with the class.

1 Their 2 My 3 your 4 His 5 Our, We

Follow-up: Students choose two people from the unit and write three sentences about each one. They read their sentence in pairs or small groups for the others to guess who it is.

5 Grammar in the dictionary 1D exercises 10, 11

Warm-up: Write the following abbreviations on the board: *n, v, adj, pl, adv.* Ask what they mean and for an example of each.

Set-up: Go through the instructions and the example to check students understand the activity.

2 plural noun 3 adverb 4 noun 5 adjective 6 past tense

Follow-up: In pairs, students write a list of ten words from unit 1. They join with another pair and ask what type of word it is.

B Vocabulary

6 Personal details 1B exercise 2

Warm-up: Pair work. Set a short time limit of about two minutes for students to write types of personal information. Give one or two examples from the first column in the table.

Set-up: Direct students to the table and check vocabulary in the first column.

Students' own answers

Follow-up: In pairs, students ask each other two or three questions.

7 Documents 1B exercise 3

Warm-up: Write the following words on the board: *credit card, driving licence, passport* and ask students what personal information each one contains.

Set-up: Choose one of the items to do together as a class.

1 note 2 ticket 3 envelope 4 licence 5 initials 6 card
7 badge 8 passport

Follow-up: Students empty their pockets and bags and see how much information somebody could find out about them from the documents they are carrying. They tell a partner.

8 Question pronouns 1C exercise 8

Warm-up: Write these letters on the board: *w, o, e, r, n, a, t, y, i, c, h.* Set a short time limit for students to write question pronouns. They can use the letters more than once.

who, what, where, why, when, how, which

Set-up: Go through the example. Tell students to look at the answer to help find the word.

2 Who 3 What 4 When 5 How 6 Which 7 Why

Follow-up: Pair work. Students ask each other one question using each pronoun. They use questions from exercise 8, or their own ideas.

Early finishers

Students write *My language and English* and draw two columns with the headings *same* and *similar.* They go through unit 1 to find words to put in both columns. In the second column students write a translation. They can add any other words connected to the topic that they know.

How to ask for tourist information

2A

Orientation

Context

In this lesson, students will focus on asking for information about tourist attractions.

Day trips from Bangor is a tourist brochure advertising attractions and day trips around Bangor, in North Wales. The photos of places of interest illustrate the vocabulary panel, *Tourist attractions*. Specific details of a trip on the Snowdon Mountain Railway are given below the brochure page, e.g. prices and length of trip.

Culture note

Britain (or Great Britain) includes England, Scotland and Wales, and with Northern Ireland it forms the United Kingdom (UK). Welsh is the official language of Wales, spoken by about 700,000 people at home and for official purposes. All schools in Wales are obliged to teach Welsh and all road signs and markings are written in Welsh, usually with the English below. Many Welsh sounds are difficult for English people to pronounce, e.g. 'dd' is pronounced /ð/, and 'f' is /v/. Wales, like the rest of Britain, still uses imperial measures, e.g. *feet, miles* rather than the metric system of *metres, kilometres*.

Language

Preview grammar	superlative: *the highest, the longest*, etc.
Focus words	tourist sights: *castle, countryside, desert, forest, lighthouse, ruins, village* day trips: *fare, journey, one-way, return, round trip, single* adjectives: *far, high, long, much, old* prepositions of direction: *from, to*
Focus phrases	*How high is it?, How much is the fare?, It's a bit expensive.*
Recognition vocabulary	*charming, countryside, famous, kilometres, man-made, metres, natural, ruins, spectacular, summit*
Recycled language	numbers: *4 miles, 2 hours, 1000 metres* places and buildings: *beaches, church, island, lake, mountain, park, railway station, river* grammar: *prepositions of place in, on, at*
Pronunciation	rhythm in *How* questions 2A.2

End product

In *Put it all together*, students take turns role playing a tourist and a tourist information officer. They have a short conversation similar to *Pairwork* on >> **p.126** and >> **p.132**, asking and answering three questions. They can ask for repetition and can use cues on the board to help.

Preparation

Collect some authentic holiday brochures (optional for exercises 1 and 15), but essential if you want to do the *Extra activity* in exercise 7.

Think about a tourist attraction to describe to the class for exercise 7.

Warmer

Direct students to the map of North Wales and ask *How many lakes are there in the area? How many islands are there? What is Snowdon? How far is Anglesey from Bangor?* Do not overcorrect for accuracy at this stage, but help students get their ideas across.

Write *How to ask for tourist information* on the board.

A Read a tourist brochure

In this section, students practise scanning and more detailed reading in a semi-authentic tourist brochure.

1 Begin by raising interest and showing some authentic holiday brochures, if you have some. Elicit the word *tourist brochure* or use the section heading and ask students what kind of information they expect to find in one. Direct them to *Day trips from Bangor* and picture a. Do the first item as an example if necessary. Set a short time limit to encourage students to scan rather than read each text carefully to match the descriptions with the photos. Check answers quickly as a class.

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

2 Ask students to look at the photos again, and to number three trips they would like to go on (1 first choice, 2 second choice, 3 third choice). Students compare with a partner and tell the class about their first choice. Tell them not to worry about correct pronunciation of place names and monitor for correct use of prepositions of place *in, on,* and *at*. If necessary, give examples of places in the text, for students to say the preposition and find and underline the phrase.

3 Tell students they will find out about the Snowdon Mountain Railway trip, using the map and the brochure information. Go through questions 1–4 and check vocabulary. Ask *What do we call the top of a mountain? (Summit.) What do we call a single and return journey together? (Round trip.) What do we call the price of train, plane or bus journey? (Fare.)* Go over the answers as a class.

1 3560 feet/1085 metres 2 4.5 miles/7.5 km 3 2.5 hours 4 £11.00

Extra help

If necessary, review numbers at this point. Write the following on the board: *a 3.5 b 35,000 c 35 d 335 e 3,500 f 3,000 g £3.50*. Read the numbers out in random order for students to call out a letter corresponding to the figure you say. Gradually increase the speed you say the numbers until students recognize them quickly. Change the numbers to generate more practice (e.g. 7.5, 75,000, etc.) if necessary. Elicit and drill pronunciation and put students in pairs to continue.

Extra activity

Ask the class which they would prefer to do: *walk up Snowdon, take the mountain railway up and down, or take the railway up and walk down.* See which activity is the most popular.

B Vocabulary tourist attractions

4 Direct students to *Tourist Attractions* and do the example together. Tell students that one of the words isn't in the pictures *(desert)*. Students complete the activity. Go over answers as a class. Ask *Are there any deserts in Great Britain? What's the weather like in a desert?* Monitor pronunciation for stress on the first syllable, making sure students don't pronounce it as *dessert* /dɪˈzɜːt/!

beach e	island h	railway f
castle c	lighthouse b	river d
church h	lake a	ruins h
desert (not in picture)	mountain f	village g
forest a		

5 Introduce the activity by asking *Is a mountain man-made? (No.) Is a railway man-made? (Yes.)* Do one or two more examples with the class if necessary before students continue in pairs. Do not give the answers at this stage.

6 2A.1 Play the audio for students to check their answers. Play it a second time and pause after each item for them to repeat. Monitor for pronunciation and give extra practice if necessary. Check students are saying the two-syllable nouns with the stress on the first syllable. Note the /ə/ sound in the second syllable of *desert, island, river* and *castle*. The 's' and 't' in *island* and *castle* are silent and there is an intrusive /w/ sound in *ruins* /ru:wɪnz/. Write the words in two columns on the board.

Extra help

In pairs, students say words from *Tourist Attractions* for a partner to say *natural* or *man-made*.

7 Demonstrate the activity by telling students about a tourist attraction you know. As students continue in pairs, monitor and help as necessary. Ask for volunteers to tell the class about tourist attractions in their area.

Extra activity

Put the students into small groups and give each group a tourist brochure. Say words from *Tourist Attractions* for groups to look quickly through their brochure to find an example. The first group to hold the brochure up to show they have found the word wins a point.

C Pronunciation rhythm in *How* questions

8 2A.2 Write *How* on the board and check students understand the adjectives in the questions. Copy the circles on the board and play the first example on the audio, pausing and pointing to the symbols as students listen and repeat. Ask students to repeat as necessary, monitoring to check they stress the words correctly and their voices fall at the end. Although both *How* and the adjective following it are stressed, the adjective has most prominence, and the voice rises and falls slightly on it. Use gesture to show this, moving your hand from right to left. Continue the audio, pausing at the end of each question for the class to repeat.

Extra help

Set up a drill using these prompts for the students (SS) to respond to with a question. *T The mountain's really high. SS How high is it? T The castle's really old. SS How old is it? T The summit's a really long way. SS How far is it? T The tickets are really expensive. SS How much are they? T The journey's really long. SS How long is it?*

Extra plus

In pairs, one student says the name of a tourist attraction, and the other responds with an appropriate question.

9 Go through the questions in the box and check students understand the vocabulary. Focus on *far* and *to* and use examples of local places to illustrate meaning. Do the example as a class and put students in pairs to continue. Tell them it doesn't matter if they don't know the exact answers to the questions, they can say *about* ... when giving their answers. Monitor for correct stress and rhythm. Ask for volunteers to have their conversation for the class, and ask for a show of hands from students if they would visit the attraction.

D Listen for specific information

In this section, students listen to a short conversation for gist and specific information.

10 2A.3 Books closed. Tell students they will listen to a woman called Sara. Ask *Where is Sara? (At the tourist office in Llanberis.)* and play the audio. After the listening, ask *What does she want to know about? (Snowdon mountain railway.)*

11 Give students time to read questions 1–7 and check any vocabulary before you play the audio. Students compare their answers in pairs and listen again, if necessary.

12 Direct students to audio script 2A.3 on >> p.150 to check. Say the questions again and elicit answers around the class. Ask students to underline questions in the audio script.

1 Because she hasn't got good shoes.
2 3,500 feet / 1,000 metres
3 4.5 miles
4 By bus.
5 2.5 hours
6 A restaurant.
7 It's a bit expensive.

Extra help

Students read the conversation in pairs, taking turns to be Sara. Monitor and check pronunciation of *How ...?* questions.

13 Draw students' attention to the visuals of the Eiffel Tower and the London Eye. Ask if anyone in the class has visited either of them. If so, what did they think? Divide the class into As and Bs. Students ask and answer questions to complete their tables. They compare tables at the end of the activity.

ABCD Put it all together

14 Encourage students to think of three tourist attractions, using their ideas from exercise 7 or places near where they are studying. Tell students to write these clearly on a piece of paper and remind them to check for capital letters.

15 Put students into pairs and direct them to exercises 8 and 9 to think about questions they will ask in exercise 16.

16 Put students with different partners. Students exchange pieces of paper and ask questions to find out about their partner's place. Check students swap roles.

Student performance

Students should be able to ask simple information questions with *How*.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students use a range of questions? exercise 8
Accuracy	Do students use correct word order in *How* questions? exercise 9
Pronunciation	Do students try to use rhythm in *How* questions? exercise 8

I can **ask for tourist information.**

Students tick *on my own* if they can ask questions about three tourist attractions from memory. They tick *with some help* if they need to look at exercises 8 and 9 once or twice to make questions.

Early finishers

Students change partners and repeat the activity.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to describe places

2B

Orientation

Context

In this lesson, students will practise giving a description of a typical holiday destination.

The *Travel Agent* photo story is about a couple who want to go on a safari holiday and a travel agent who is trying to promote holidays to Scandinavia (Norway, Sweden, and Denmark). The travel agent tries to convince the customers to change their plans, and finally suggests Oslo zoo. The couple leave without booking a holiday.

Language

Focus grammar	adjective order in noun phrases (fact and opinion): *lovely blue water*, etc.
Focus words	opinion adjectives: *fine, horrible, interesting, lovely, nice, pretty*, etc.
Focus phrases	*Are you sure?, How about a ...?, to book a holiday*
Recognition vocabulary	*animals, insects, palm trees, pyramids, safari, zoo*
Recycled language	adjectives: *blue, little, long, quiet, white*, etc. compass directions: *north, south, east, west* tourist attractions: *beaches, forests, islands, lakes, ruins*, etc.
Pronunciation	stress-timed rhythm 2B.3–4

Language note

The stress-timed rhythm of English means that unstressed syllables become very reduced and are usually either pronounced as /ɪ/ or /ə/, both very weak sounds, e.g. *-es* in *beaches* and *villages* is pronounced /ɪz/, and *ful* in *beautiful* and *colourful* is pronounced /fəl/.

End product

In *Put it all together*, students describe a place for a holiday in small groups. Students' descriptions are based on a listening text, and notes they have made about the weather, beaches, food, people and things to do in the place.

Preparation

See if you can find any colourful and detailed tourist brochures for holidays in Africa and Scandinavia, for the *Warmer*.
Think about tourist attractions in the places in exercise 1.

Warmer

Write *Scandinavia* and *Africa* at the top of two columns on the board and set a short time limit for students to brainstorm why people go to these places on holiday. Ask for suggestions around the class and write them on the board.
Show the brochures if you have any. Ask *Which place would you prefer? Why? Have you ever been on a safari? Have you ever been to Scandinavia?* Do not correct for accuracy at this stage, but help students get their ideas across, providing vocabulary as necessary.

Write *How to describe places* on the board.

A Read and listen for detail

In this section, students read a cartoon story and read for detail and follow the order of a conversation.

1 Go through the instructions and elicit a few examples of tourist attractions in North Wales (lesson 2A). Read the list of countries and put students in small groups to do the activity. Encourage students to add one or two places of their own. Set a short time limit then ask for suggestions for each place. Ask each group to tell the class about one more place.

2 Students read the photo story. Tell them to identify the tourist attractions and underline them. Then they identify which countries they come from. Students compare answers in pairs before you go over answers as a class.

palm trees, beaches: the USA pretty villages, fine castles: Spain Aztec ruins: Mexico pyramids: Egypt

3 2B.1 Play the audio for students to listen for the missing adjectives.

Frame 3 nice Frame 6 horrible, big Frame 8 white, blue
Frame 9 white, old Frame 11 long

4 Go through the example as a class and ask students to find the information in the dialogue. Ask them to read items 2–5 and check vocabulary. Students continue individually correcting any sentences they think are false. Students compare answers in pairs before you go over them as a class. Check any vocabulary in the dialogue and ask students if they would go to this travel agent's.

2 True 3 False. The customers want to see animals. 4 True
5 True

B Grammar adjective order

5 Direct students to the cartoon and ask *Who likes the insect? (The woman.)*, and *How does she describe it?* Write *a lovely little insect* on the board. Repeat for the man, and write *a horrible little insect*. Ask students whether *lovely* and *horrible* are opinions *(Yes)*, and whether *little* is an opinion *(no, fact)*. Go through the rule with the class, eliciting the answer before students complete the gaps.

Put the fact **after** the opinion.
Put the opinion **before** the fact.

6 Books closed. Ask students what two false facts Jen told the customers about Scandinavia. Elicit or give *It has pretty white villages.* and *It has fine old castles.* Ask which words are facts *(white, old)* and which are opinions *(pretty, fine)*. In pairs, students complete the activity. Ask around the class for answers.

fact: big white blue old long
opinion: horrible beautiful pretty fine

7 Go through the instructions and the first item as a class. Students work individually and compare their answers in pairs.

8 2B.2 Play the audio for students to confirm their answers. Play it a second time and pause after each item for students to repeat the phrases. Encourage students to say the phrases at a natural speed, as they are said on the audio (rather than as three clearly separate words).

1 ✓ 2 ✓ 3 beautiful white beaches 4 ✓
5 lovely blue water 6 nice long safari 7 ✓

Extra help

Class back-chain drill. Choose a couple of the phrases from items 1–7. Say the last word, for students to repeat, e.g. *railway*. Next, say the fact adjective and the noun for students to repeat, e.g. *old railway*. Finally, say the whole phrase for students to repeat, e.g. *beautiful old railway*.

Extra plus

Books closed. Say the nouns only in items 1–7 randomly and nominate students to say the complete phrase from memory. Students continue in pairs.

9 Go through the instructions and check understanding. Give A and B students time to look at the pictures on >> **p.126** and >> **p.132** and make notes to describe the places using adjectives. Tell them they can use their dictionaries and monitor and help them think of phrases to describe the places, e.g. *Picture A: a lovely quiet/small beach, a pretty little village, horrible dirty factories; Picture B: horrible crowded beach, lovely quiet lakes, beautiful green forests.* At the end of the activity, see which place is the most popular.

C Pronunciation stress-timed rhythm

10 2B.3 Draw circles representing the three rhythms on the board. Point to a rhythm and tap the table, keeping the strong taps at roughly regular intervals whether you are tapping rhythm 1, 2, or 3. This helps show how the weaker taps have to 'fit in' with the strong ones. Play the audio, and pause after each phrase for students to repeat. Each phrase is said three times. Give extra practice if necessary.

11 2B.4 Play the audio, pausing after each set. Ask *Rhythm 1, 2, or 3?* Play the audio a second time for students to listen and repeat.

a rhythm 3 b rhythm 1 c rhythm 2

Extra plus

In pairs, students say a phrase from exercises 10 and 11, for a partner to say which rhythm.

D Listen to someone describing a place

In this section, students listen to an authentic-sounding description of a place for gist.

12 2B.5 Draw a simple compass on the board and review the directions *north, south, east, west*. Read the instruction and options, pointing out that the definite article is used when the direction words are nouns but not adjectives. Play the audio.

The north of Spain

13 Direct students to the words and ask if the north of Spain has all these attractions *(Yes)*. Play the audio. Students compare with a partner before you give the answers.

✓ forests, towns, mountains

14 Put students into pairs and set a short time limit for them to recall the adjectives Sara used to describe the nouns in exercise 13. Students can listen to the audio again before they look at audio script 2B.5 on >> **p.151** and check.

forests: lovely, big **towns:** beautiful, old
mountains: high, nice

Extra activity

Ask if students know or like the north of Spain. If they visited as a tourist, ask if they liked it. If they haven't been, ask if they'd like to go there on holiday. Why? Why not? Help them express their ideas but do not overcorrect for accuracy.

ABCD Put it all together

15 Write the five topics on the board. Elicit one or two examples of words and phrases associated with each one and write them on the board. Give students time to make notes and rehearse saying their descriptions.

16 Put students into small groups to describe their places. Ask for a volunteer from each group to tell the class which place they thought was the best and give one reason.

Student performance

Students should be able to give a short description.

Use this checklist for monitoring and feedback or to assess students' performance.

Accuracy	Do students mostly use fact and opinion adjectives in the correct order? exercise 8
Vocabulary	Do students use different adjectives in their descriptions? exercise 9
Pronunciation	Do students try to use rhythm in noun phrases? exercise 11

I can **describe places.**

Students tick *on my own* if they have given a description of all aspects of a holiday using their notes. They tick *with some help* if they have looked at the notes on the board and read a few phrases from exercise 7.

Early finishers

Put students in pairs and give them time to prepare a conversation like *The Travel Agent*, using the places they talked about in exercise 16. Pairs act the conversation for the group.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to compare the weather in different places

2C

Orientation

Context

In this lesson, students will practise using comparatives and superlatives to compare weather in different places.

Going to Extremes is a magazine article which introduces a new geography-based TV series about the most extreme weather conditions in the world. The main picture shows a member of the Afar tribe, nomadic people from the north-east region of Africa, and the small picture is Oymyakon in Siberia.

The four small photos in *Weather* show different places in London (the River Thames, Hyde Park, a main shopping street, and Tower Bridge) and illustrate the weather vocabulary. The graph, *London Weather*, shows London rainfall and temperatures.

Culture note

The weather is considered Britain's favourite topic of conversation, but it's probably true to say that it's a universal topic. It's a neutral, non-controversial subject, especially for polite conversation with a stranger and a typical conversation opener might be *It's a lovely day, isn't it?* Many people associate the weather in England with being cold, rainy, and foggy much of the time, but, in recent years the summers have become hotter, drier, and longer.

Language

Focus grammar	comparative and superlative adjectives, *more, most*
Focus words	weather: *foggy, rain, rainy, storm, temperature, 5 degrees, -25 degrees*, etc. seasons: *summer, winter*
Recognition vocabulary	*Afro, average, episode, hair, rainfall, recorded, TV series*
Recycled language	months: *in January, in March*, etc. numbers: *5, 20*, etc. grammar: *comparative and superlative adjectives; be* present; *present simple and continuous: It's raining, It's windy, There is/aren't*
Pronunciation	*-er* and *-est* endings 2C.2

Language note

When there is a consonant cluster in phrases, e.g. *windiest city/hottest summer*, the 't' at the end of *-est* often disappears.

End product

In *Put it all together*, students use their notes to tell their partner about the weather in places they know, giving four or five pieces of information about different times of the year. They refer to audio script 2C.3 on >> **p.151** to make their notes, and are given rehearsal time before doing the activity.

Preparation

Find a picture or map of Australia for exercise 12 and collect pictures of extreme weather.

Warmer

Draw some weather symbols and temperatures on the board. Elicit simple weather vocabulary, e.g. *rain, sunny, hot, cold* and ask about the day's weather. Write *England, Ethiopia, Siberia*, and *Australia* on the board, and ask what kind of weather students associate with each place. Point out that the weather isn't always bad in England.

Write *How to compare the weather in different places* on the board.

A Vocabulary weather

1 Direct students to pictures a–d on >> p.20 and check their understanding of weather vocabulary. Ask *Are there any clouds in picture b? Is the weather warm in picture c? In which pictures is the weather wet? Can you see the sun in any of the pictures? Do you think the temperature is high or low in picture b? Is the rain in picture d heavy or light? Is the weather stormy in any of the pictures?* Students continue the matching exercise. Ask for volunteers to give the answers.

b It's hot and dry. c It's cold and snowy
d It's foggy and rainy.

2 2C.1 Explain the activity and play and pause the audio for students to respond as a class. Play the audio a few times until students are responding quickly.

Extra help

Write the sentences from audio script 2C.1 on >> p.151 on the board and remind students of the use of the verb *be* in the present continuous tense in *It's raining* and *It's* + adjective *(It's hot)* and *There is/are* + noun *(There isn't any wind)*. Students make their own true/false statements about the weather like the ones in exercise 2. They read them to their partner, who says true or false.

B Read for detail

In this section, students practise skimming a magazine article for gist and scanning for specific information.

3 Elicit the names of places which have very dry, very wet, extremely hot, and extremely cold weather. Students talk to a partner about the weather in places they have visited. Ask for volunteers to tell the class.

4 Tell students they will read an article about a new TV series *Going to Extremes*. Ask the class to look at the pictures and predict what it might be about. Elicit a few ideas, and ask students to read the article very quickly to see if they were correct. Student read it again quickly and find the names of four places Nick visits. Direct them to the small picture at the end of the article and ask *Where? (Siberia.)*

The Danakil in NE Ethiopia; Oymyakon, Siberia; Mawsynram, India; Arica, Chile

5 Read questions 1–5 to check vocabulary. Ask students *Are you going to read the text in detail? (No.)* Direct them to question 1 and ask *What type of information do you need to look for to answer the question? (A number.)* Show them that they read and find a number, and then look at words on either side to check they have found the correct information. Set a short time limit and check answers as a class. Ask students if they would watch the programme.

1 57° 2 the Danakil 3 40° 4 lower than -25° 5 Antarctica

Extra help

Write the answers on the board in random order. Students match the answers to the questions and check in the text.

Extra activity

In pairs, students choose three or four new items of vocabulary in the text. They guess the meaning of each word and check and confirm in their dictionaries.

C Grammar comparative and superlative adjectives

6 This activity reminds students of the use of comparative and superlative adjectives, initially presented in *English Result Elementary*. Do the activity as a whole class.

1 c 2 a 3 b

7 Say the descriptions of the words in the first column for students to respond with the example in the second column. Write the words *cold, colder, the coldest* on the board and elicit the superlative form of *high*. Students continue individually and compare in pairs. Monitor and help as necessary. Check answers around the class and ask students to spell the adjectives. Elicit a few more simple sentences using the place names on the board. Monitor and check students are using comparative and superlative forms correctly.

the highest hotter – the hottest more uncomfortable – the most uncomfortable heavier – the heaviest the best worse

Extra help

Class prompt drill. Students close their books and respond to cues to manipulate comparative and superlative forms. Say key words from *Going to Extremes* to prompt students, as a class, to make sentences, e.g. ***T*** *The Danakil/high/temperature/world* ***SS*** *The Danakil has the highest temperature in the world* ***T*** *The Danakil/low/sea level* ***SS*** *The Danakil desert is lower than sea level* ***T*** *Arica/Chile/dry/world* ***SS*** *Arica in Chile is the driest place in the world.* Check students say *than* as /ðən/ not /ðæn/.

8 Ask students which type of words they need to look out for when reading to find more regular comparative and superlative adjectives (words ending in *-er* and *-est*). Ask students to guess the meanings of the words, and use their dictionaries to check.

lower softer driest

9 Direct students to *London Weather* on **>> p.20**. Ask *Which part of the graph shows temperature? (The lines.) Why are there two lines for temperature? (One shows the maximum average per day, the other shows the minimum average per day.)* Ask *Which part of the graph shows rainfall? (The bars or blocks.)* Go through the example as a class and explain that for the rest of the items they will need to write more than one word. Students continue individually and compare in pairs. Check answers as a class.

2 wetter than 3 the warmest 4 drier than 5 higher than 6 lower than

Extra help

Comparative and superlative tennis. Divide the class into two teams. Team A 'serves' (calls out) an adjective. Team B 'returns' by saying the comparative form, team A 'returns' with the superlative form. If a team makes a mistake or hesitates for more than five seconds, the other team wins a point. Team B serves an adjective to begin the play for the next point. Use the adjectives in exercise 7. Continue until one team gets five points.

D Pronunciation *-er* and *-est* endings

10 2C.2 Go through the instructions and play the audio, pausing after each item for students to say A, B, or C. Help with pronunciation as necessary, making sure students pronounce the *-er* ending as /ə/ and the *-est* ending as /ɪst/ not /est/. Play the audio a second time and repeat if necessary.

11 Put students into pairs to test a partner. Monitor and help with pronunciation problems as necessary.

E Listen for specific information

In this section, students listen for a speaker's opinion and specific information in a short description.

12 Ask if anyone has been to Australia and, if so, how was it? Direct students to the picture (see *Preparation*) and set a short time limit for them to work with a partner and compare the climate in Australia and England. Elicit ideas around the class.

13 2C.3 Tell students they will listen to Alan Brent comparing the weather in the two places. For the first listening they should see what they can find out about the speaker, e.g. where he's from, how old he is. Play the audio and let students compare their ideas in pairs. Ask for suggestions and play the audio a second time after you have been over the answers.

Alan Brent: Australian, young, prefers hot weather

14 Ask students to read items 1–5 and check any vocabulary. Play the audio while students listen and compare. Direct students to audio script 2C.3 on **>> p.151** to check their answers.

2 London 3 Sydney 4 January, February 5 minus 2 (-2°)

ABCDE Put it all together

15 Tell students to think about the weather in a place they know well. Ask them to write five or six weather words for winter and summer and use these to make notes to compare their place with London. Direct them to audio script 2C.3 on **>> p.151** and the sentences in exercise 14 for more support, if necessary. Make sure students are writing notes rather than full sentences.

16 Give students time to rehearse their description by mumbling it to themselves, and encourage them to ask for help with pronunciation. In pairs, students tell their partners about their places. At the end of the activity, ask pairs to tell the class about the place with the better weather.

Student performance

Students should be able to give simple factual information.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students give three or four pieces of information? exercise 5
Vocabulary	Do students use five or six different words for weather? exercise 7
Pronunciation	Do students say the *-er* ending clearly? exercise 11

I can **compare the weather in different places.**

Students tick *on my own* if they can make comparisons using their notes. They tick *with some help* if they have looked at exercise 14 and read two or three simple sentences word for word.

Early finishers

Books closed. Students repeat the activity from memory with a different partner.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about personal things

2D

Orientation

Context

In this lesson, students will focus on talking about holiday souvenirs and personal belongings.

Souvenir Challenge is a travel magazine article which invites readers to see how much they know about the world by guessing which countries different souvenirs come from. The places are shown on the world map accompanying the article.

Postcard shows the back of a postcard that a woman called Petra has written to her friend James. She mentions the Khan el-Khalili Bazaar in Cairo which is one of Cairo's most important shopping areas.

Language

Focus grammar	past simple: affirmative, negative, yes/no questions, *Wh-*questions regular and irregular verbs: *bought, go, spend, visit, want, write,* etc.
Focus words	souvenirs: *cap, cup, fan, key ring, mug, postcard, poster,* etc. countries and regions: *India, North Africa, South America,* etc.
Focus phrases	*Better than nothing!, Oh well!*
Recognition vocabulary	*challenge, duty free shop, Pisces*
Discourse	using topically-related vocabulary in conversation

End product

In *Put it all together,* students have conversations in pairs about personal possessions, e.g. about the place of origin and who bought the item. They have rehearsed a similar conversation before, and can use notes of key words from the listening in exercise 12.

Preparation

Take some souvenirs to the class. They can be like the ones on >> p.22 or, for example, stones from a beach or postcards.

Warmer

Put students into small groups and ask them to write a list of the type of holiday presents people buy. Ask around the class for examples. Show your souvenirs if you have any and ask *What's more important, things or memories?* Do not overcorrect for accuracy but help students express their ideas. Direct students to the pictures around the map to see which items they mentioned.

Write *How to talk about personal things* on the board.

A Vocabulary souvenirs, countries, and regions

1 Tell the students to look at the map on >> p.22. Put students in pairs, and go through the instructions and the example. Give them three minutes to brainstorm names of countries for each of the areas. Ask around the class for suggestions and see if students have visited any of the places.

Suggested answers
Asia: China, India, Japan, etc.
Central America: Mexico, Guatemala, etc.
Europe: Greece, Spain, Poland, etc.
North Africa: Morocco, Sudan, Egypt, etc.
North America: Canada, Cuba, the USA, etc.
South America: Brazil, Argentina, Chile, etc.
The Middle East: Iran, Iraq, Israel, etc.

2 Students work individually, matching pictures 1–12 with the words in *Souvenirs,* before comparing in pairs. Do not give answers at this stage.

3 2D.1 Play the audio, pausing after each item for students to check their answers. Explain that the words are in sentences.

1 fan	4 key ring	7 plate	10 T-shirt
2 rug	5 cup	8 poster	11 bag
3 mug	6 knife	9 cap	12 postcard

Extra help
Say the picture numbers for students to call out the words. Monitor and give extra pronunciation practice, if necessary.

4 2D.2 Go through the instruction and tell students to listen carefully as the conversation is very short. Play the audio and give students the option of listening a second time. Direct them to audio script 2D.2 on >> **p.151** and divide the class in A/B halves to practise the conversation aloud and swap roles.

caps from the USA (New York City)

5 Direct students to *Souvenir Challenge.* In pairs, students guess where the souvenirs were bought. Ask for answers and see if the class agrees before confirming or giving the correct answer.

1 China	4 London/UK	7 Mexico	10 Panama
2 Egypt	5 Austria	8 Moscow	11 Peru
3 Germany	6 Jordan	9 New York	12 Tunisia

6 Put students into pairs to answer the questions and monitor conversations. Help quieter groups by asking some questions to keep the conversation going. Ask for volunteers to tell the class about themselves and others in the group.

B Read a postcard

In this section, students read a postcard for specific information and detail.

7 Ask students what type of information people write on a postcard and write suggestions on the board. Give them one minute to read the postcard and ask *Who's it to? (James), Who sent it? (Petra)* and *Where is she? (Cairo), Is she having a good holiday? (Yes).* Students read the postcard again to find the souvenir Petra bought.

a rug

8 Read the instructions and ask students to read items 1–5. Check any vocabulary and the irregular past tenses. Do item 1 as a class before students continue in pairs. As you go over the answers check students are using the correct tenses.

1 False. She's there on holiday.
2 False. She wrote the postcard after she visited the carpet shop.
3 True
4 False. She says *We – her and Bernie.*
5 False. The man gave them some tea.

C Grammar past simple

9 Books closed. Write or elicit this sentence on the board *Petra and Bernie went to Cairo and visited the Khan el-Khalili Bazaar.* Circle the verbs and ask *Present or past, regular or irregular?* Elicit the negative and question form of *They visited Cairo.* and write the sentences on the board. Circle *did* and *didn't* and the infinitive *visit* to remind students that it is the auxiliary which changes in negatives and questions. Direct students to the grammar box on >> **p.23** to complete the sentences in pairs. Monitor and help as necessary before going over the answers as a class.

+ went, visited – didn't buy ? Did / buy Did / visit
irregular verbs: go, buy

Extra help
Say a few factually correct or incorrect sentences about Petra's holiday. Students, as a class, repeat if the information is correct and remain silent if it's false.

Extra plus
In pairs, students make factually true or false sentences for a partner to repeat if they are true.

10 Do the example as a class. Ask students where they can check irregular verbs if they are uncertain (*dictionaries*) and the irregular verb table on >> **p.148**. Students continue individually before you ask for answers around the class and check spelling.

bought did found got gave went had left sent spent took

Extra help
Controlled practice prompt drill. Divide the class into two groups, A and B. Explain that groups will take turns to make questions and negative forms in response to your prompt, e.g. *T He bought it. As Did he buy it? Bs He didn't buy it.* Use clear gestures to orchestrate the drill, so that groups know when to respond. Keep the mood light and pacy, and repeat the whole drill a few times if necessary.
Cues: *She went there. He did it. She gave it to him. He sent it to her.*

11 Ask students to read the conversation and ignore the blanks. Ask *How many questions does A ask? (Four.)* Direct students to the word pool and the example. Ask *Present or past?* and remind students to write the past tense of the verbs. Students continue individually and then check in pairs. Elicit answers around the class. Check students understand how A's questions relate to the information in B's previous answers.

gave did/buy worked did/do gave Did/enjoy

Extra help
Students practise reading the dialogue with a partner.

Extra activity
Students have similar conversations with different souvenirs.

D Listen for key words

In this section, students read and listen to a conversation before listening to a similar conversation between the same speakers.

12 2D.3 Go through the instructions and check students understand the activity. Play the audio for students to follow the text, underlining other key words as they read. Go through the conversation and elicit the answers. Play the audio a second time. Pause it and point out that the key words, which are topically connected, are stressed by the speaker.

blue fish Mexico plate

13 2D.4 Tell students they will listen to Petra and James talking about more souvenirs and to make a note of key words to identify the topic of conversation. Play the audio and elicit the answers. Play the audio a second time and ask students to add any other key information they hear. Direct students to audio script 2D.4 on >> **p.151** to check and compare notes.

posters (extra information: aunt, boat trip, the Baltic, St Petersburg, street market)
camel postcard (extra information: aunt, Tunisia)
camel rug (extra information: Egypt)

Extra help
In pairs, students read the dialogue, stressing key words.

ABCD Put it all together

14 Tell students that they will have a conversation about a personal possession, something they are wearing or have with them or at home. Give them time to think about their possession and to make notes if they want to.

Ask students to stand up and mingle as if at a party. Make sure they change partners at least twice. At the end of the activity, students tell the class about any objects or places they thought were interesting.

Student performance
Students should be able to start and maintain a short conversation.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students give informative answers? exercise 11
Coherence	Do students respond to answers with topically connected questions? exercise 11
Vocabulary	Do students use three or more different verbs? exercise 10

I can talk about personal things.
Students tick *on my own* if they can ask and answer questions in one or more of their conversations without looking at their notes. They tick *with some help* if they look at their notes for all the conversations.

Early finishers
In pairs, students prepare a conversation about one of the souvenirs on >> **p.22**, to act out in small groups. They don't actually say the name of the souvenir.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will work with two emails. The first is a request for information and the second is a reply. Neither of the writers knows each other.

New language	*famous for its ..., one of the, some of the*
Recycled language	words: *cold, forests, information, lakes, mountains, region, wet, winter, etc.* grammar: *fact and opinion adjectives, superlatives*
Recognition language	*location, research, scenery, snow-capped, volcano*

End product

In *Put it all together,* students write a paragraph (about 65–75 words) using their notes. Their description should be informative and interesting. Students' writing may contain mistakes in conjunctions and verb structure if they try to use complex sentences.

Warmer

Ask questions about Chile, e.g. *Which continent? Near which countries? What language? What kind of scenery? Weather?* Write *How to write a description of a region* on the board.

A Read a description of a region

In this section, students read for detail and proofread to identify and correct grammar mistakes.

1 Direct students to the emails and ask *What nationality is Brian? (Australian.) Who is he writing to? (Elvira Pardo.) Why? (To ask about Chile and the Osorno region.) Does Elvira answer his question? (Yes.)* Do the exercise as a class.

volcanoes ✓ rivers ✗ waterfalls ✓ forests ✓

2 Do the first item as a class to demonstrate the activity. Tell students there are four more mistakes. In pairs, students continue the activity. Nominate students to give answers.

1 one of most beautiful regions ✗ = one of **the** most beautiful regions ✓
2 blue nice lakes ✗ = **nice blue** lakes ✓
3 the older forests ✗ = the **oldest** forests ✓
4 summers are quite heat ✗ = summers are quite **hot** ✓
5 I get the photo ✗ = I **got** the photo ✓

3 Go through the instructions. Ask students to read the first column and check vocabulary. Point out that the topic words reflect the order of the information in Elvira's email. Students compare answers in pairs before checking answers as a class.

location: south, Santiago
name of region: the Lake District
scenery: lakes, waterfalls, volcanoes
weather: winters = cold and wet summers = hot

B Get ideas to write about

4 Direct students to the second column of the table and tell them to write the name of their own home town at the top. Monitor and help as necessary, encouraging students to use dictionaries to check spellings and capital letters. Ask for volunteers to tell the class about their home town. Do not overcorrect for accuracy at this point, but help students express their ideas.

5 Go through the instructions and example as a class. Elicit or give the type of adjectives students could use in their descriptions, e.g. *colour, size, style, opinion, age.* Ask for examples and build up a pool of words on the board. Monitor and help with ideas if necessary. Ask each student to give one example and monitor for accuracy.

6 Read the instructions to the class. Check students understand Elvira's description of the forests in her region. Ask *Are the forests very old? (Yes.) Are they the only very old forests in the world?* Write *some of + superlative + plural noun* on the board. Go through the examples, checking students understand the difference in meaning between *some of* and *one of.* Monitor and make a note of any common grammatical errors. Write them on the board for class correction.

7 Write the expression *is famous for its ...* on the board and ask about Osorno to elicit *snow-capped volcanoes.* Say the names of places students know to elicit a few more example sentences, e.g. *London is famous for its ... (black taxis).* Go through the example and monitor and help as necessary.

AB Put it all together

8 Read through the instructions and answer any questions. Tell students to use all the information they have written in the table in exercise 3. Elicit the order of the topics before students start writing: *location, name of region, scenery, weather.* Tell students that they will exchange their writing with a partner. Remind them to use capital letters for names of places. Direct students back to lessons in the unit to check any grammar they are unsure of, if they are having problems. Check students' writing is legible.

9 Go through the instructions with the class and check that students understand that *interesting* means being informative by using adjectives to give detail. Put students into pairs and ask them to swap paragraphs. After a few minutes, ask students to talk together about their descriptions, saying what was interesting and to help each other with any grammar problems. Ask students to report interesting facts to the class.

Student performance

Students should be able to write a paragraph (about 75 words) describing a place.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Have students given five or more facts about their country?
Organization	Have students organized the information logically?
Accuracy	Have students used superlatives accurately?

I can **write a description of a region.**

Students tick *on my own* if their partner has one or more interesting facts. They tick *with some help* if they have made one or two grammar mistakes.

Early finishers

In small groups, they read their description aloud. The group decides on the place which sounds the most interesting to visit. Students write a second draft to correct grammatical mistakes.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember where

Ask students to look at *Day trips from Bangor* on >> **p.16**. Say sentences 1–10 below for students to find the names of the places. Correct pronunciation is not important.

1 It's got beautiful beaches. 2 There's a famous old castle there. 3 It's got a mountain railway. 4 There's a lighthouse on this island. 5 There are lakes, forests, and mountains in this park. 6 It's the highest mountain in Wales. 7 This is a charming little town. 8 You can go windsurfing there. 9 The name of the Welsh St Valentine. 10 The place with the longest name in the world!

1 Anglesey	4 Holy Island	7 Betws-y-Coed
2 Conwy	5 Snowdonia	8 Anglesey
3 Snowdon	6 Snowdon	9 Saint Dwynwen

10 Llanfairpwllgwyngyllgogerychwyrndrobwylllantysiliogogogoch

A Grammar

1 Adjective order 2B exercise 5

Warm-up: Write *Scandinavia* and *Africa* on the board. In pairs, students think of as many tourist attractions as they can.

Set-up: Go through the example as a class.

2 We'd like a nice long holiday.
3 There are lots of horrible little insects.
4 I saw a beautiful old church.
5 There are lots of pretty green islands.
6 We visited a fine old castle.
7 Look at the lovely blue water!

Follow-up: Students write four jumbled sentences about a place they know well. They swap with a partner and write the new sentences. Students check each other's answers.

2 Comparative and superlative adjectives 2C exercises 6, 7

Warm-up: Use the adjectives in the word pool to play Comparative and Superlative Tennis. Divide the class into two teams. Team A 'serves' (calls out) an adjective. Team B 'returns' by saying the comparative form, team A 'returns' with the superlative form.

Set-up: Ask students what they know about the weather in Sydney, Australia and London. Go through the example and item 2 as a class to show that sometimes the first letters are given to help.

2 cloudier than	6 more extreme
3 lighter	7 higher than
4 sunny	8 The most uncomfortable
5 hotter than	9 the coldest

Follow-up: Students tell a partner about the weather in a place they know. The partner guesses the place.

3 Past simple 2D exercise 11

Warm-up: Write these words on the board: *you, shoes, buy, where, did, your?* Ask students to put the words in order to make the question *Where did you buy your shoes?*

Set-up: Use the example and tell students to make sentences by moving from left to right, right to left, up and down, but not diagonally. The first word of each sentence is numbered.

2 My brother went to Malta. 3 My sister bought me a poster.
4 I lived in Mexico for a year. 5 Did he buy you a present?
6 When did you arrive home? 7 We didn't buy any souvenirs.
8 Who did you go on holiday with? 9 Did you enjoy the holiday?
10 Where did she go?

Follow-up: Students translate the sentences and compare word order in their language.

B Vocabulary

4 Tourist attractions 2A exercise 4

Warm-up: Set a short time limit for students to list as many types of tourist attractions as they can. Direct them to >> **p.16** to compare with *Tourist Attractions*.

Set-up: Ask students to look at the map and name one or two attractions.

b lighthouse	f church	j train
c castle	g forest	k beach
d ruins	h lake	l river
e village	i mountain	

Follow-up: In pairs or small groups, students describe a place they know and decide which sounds the best to visit.

5 Day trips 2A exercise 2

Warm-up: Give students one minute to study *Snowdon Mountain Railway* on >> **p.16**. Books closed. Ask questions to see what students remember, e.g. *How much is the return fare?*

Set-up: Direct students to *Ferry to Peddy Island*. Ask *How much/far/long?* questions.

2 fare 3 adult 4 distance 5 journey 6 way 7 round

Follow-up: Students design an information poster about day trips to a place they know.

6 Weather 2C exercise 1

Warm-up: Ask around the class for words to describe today's weather.

Set-up: Go through the example as a class, pointing out that each blank represents one letter.

2 hot	5 cool	8 minus
3 light	6 high	9 sunny
4 foggy	7 heat	10 clouds

Follow-up: Students make some anagrams for a partner using weather words on >> **p.20**. They swap anagrams and check each other's answers and spelling at the end.

Early finishers

Students write phrases with two adjectives to describe the places >> **p.126** and >> **p.132**. They write translations and compare word order.

How to talk about likes and dislikes

3A

Orientation

Context

In this lesson, students will practise using *like ...ing* and *would like to ...* to talk about activities.

The life-style type personality test is based on everyday and extreme sports. Students will say how they feel about the activities and their answers reveal if they are more of an adventurous (a daredevil) or an unadventurous person (a chicken). The test has added information about how men, women, young, and older people tend to score in *Did you know?*

The pictures which decorate the test illustrate some of the vocabulary in *Adventure sports*.

Language

Focus grammar	*like ... ing*; *would like to*
Focus words	sports: *climbing, ice climbing, scuba-diving, skiing, waterskiing*, etc. other: *average, board, deep, prefer, water*
Focus phrases	*I like..., I don't like ..., Do you like ...?, I'd like/love to ..., I wouldn't like to..., Would you like to ...?, I prefer ..., I quite like ..., Me too!, Not me!, No way!*
Recognition vocabulary	words: *boring, chicken, daredevil, ice-rink, relaxing, scale, wave* phrases: *be cool* (informal *good/fashionable*), *point of view*
Recycled language	sporting activities: *football, sailing, swimming, tennis*, etc. prepositions of place: *on, under*
Pronunciation	consonant clusters: *sn-, sp-, sk-* 3A.1

Language notes

Knowing when compound nouns should be hyphenated (*scuba-diving*), written as two separate words (*roller skating*), or joined together (*snowboarding*) is difficult since there is no consistent rule in English.

Recent research shows that around 45% of British people use *like to do something* interchangeably with *like doing something* to express enjoyment of activities. However, many language tests still expect students to use *like doing something* in this context.

End product

In *Put it all together*, students talk in small groups or as a whole class, asking and answering about five things they like doing in general, and five things they would like to do at the weekend. They find the best person to spend the weekend with, and can use conversation maps for help.

Preparation

Collect some magazine pictures of sports and prepare a list of ten everyday sports such as *football, tennis, swimming, sailing, fishing, climbing*, etc. for the *Warmer*.

Warmer

Draw two columns on the board, one for adventure sports and the other for everyday sports. Don't label these at this stage. Show students the sports pictures and elicit or give the names, writing them in the appropriate column. Now tell students that you have a secret list of ten sports and they have one minute to guess them. As students guess, tick or add words to the columns. See which sports students like and which they would like to try.

Write *How to talk about likes and dislikes* on the board.

A Vocabulary adventure sports

1 Ask students to look at the title of the test and the two small pictures either side to match them to the columns on the board. Ask students if they use the same concepts to express these ideas in their language. Direct students to the photos on >> p.26 and ask *What do we call these sports?* to elicit *adventure sports*. Go through the instructions and put students in pairs to do the activity. Monitor and help by pointing out that students can guess by looking at the parts of the word, e.g. *waterskiing*. Check answers as a class and ask for a show of hands to see who does the sports and who would like to.

ice climbing	roller skating	scuba-diving
skydiving	snowboarding	waterskiing

Extra activity

Almost all *–ing* sports have the stress on the first syllable, including compound nouns such as *scuba-diving* and *ice climbing*. Point this pattern out and ask students to mark word stress on the words in *Adventure sports*. Students point to photos and test a partner on the vocabulary.

2 Go through the instructions and demonstrate by doing one or two examples as a class. Tell students to use their dictionaries and put them in pairs to continue. Monitor and note any pronunciation problems for the next section. To check answers, say the sports and nominate students to give the information around the class.

skiing – on ice, on skis
waterskiing – on water, on skis
snowboarding – on snow, on a board
surfing – on water, on a board, on waves
windsurfing – on water, with the wind
skating – on ice, on the street
roller skating – on the street
climbing – on rock
ice climbing – on ice
diving – under the water, from a plane
scuba-diving – under the water
skydiving – from a plane

B Pronunciation consonant clusters

3 3A.1 This activity helps students pronounce consonant clusters at the beginning and end of words. Ask students to read the phrases in columns A and B and check vocabulary. Copy the first A/B examples on the board. Underline the /s/ sound in each phrase to show students the difference in the sound. Play the audio, pausing for students to repeat.

As students listen and repeat, monitor carefully to check for the following problems: not pronouncing one of the sounds, e.g. *skate* instead of *skates*; adding a vowel sound before the cluster, e.g. *esport* instead of *sport*; or adding a vowel sound in the middle or at the end of the cluster, e.g. *support* instead of *sport*. Give extra practice where necessary.

Teaching tip

Some learners find it difficult to pronounce consonant clusters at the beginnings of words and might insert an initial vowel sound, e.g. they might say /səkeɪt/ instead of /skeɪt/ for *skate*. For this reason, students might find phrases in column B easier to say. If this is the case for your students, practise the phrases in column B and then column A, making sure that they pronounce them differently.

4 3A.2 Play the audio again for students for students to say A or B. Put students into pairs and monitor as they test each other. At the end, ask students to choose two sports they wouldn't like to try. Ask around the class and give positive feedback for clear pronunciation.

C Read and do a personality test

In this section, students guess the meaning of new vocabulary in context to do a magazine-type personality test.

5 Direct students to *Personality Test* on >> **p.26** and point to the barometer at the bottom of the page. Check students understand that their scores will move the arrow to the left for chickens and to the right for daredevils. In pairs, students do the personality test. Monitor and help as necessary. Students compare their scores in groups before you ask for a show of hands for the chickens, the people in the middle, and the daredevils. Ask students if they agree with their 'personality'.

6 Direct students to *Did you know?* Go through the text together as a class and ask them if they are surprised. Help students express their ideas but do not overcorrect for accuracy.

7 Go through the instructions and check students understand the activity. Put students in pairs to decide three words to look up in their dictionaries. Monitor and help as necessary.

Extra help

Put students into small groups to talk about words they are still unsure of and to see if others can help.

D Grammar *like doing; would like to do*

8 Copy sentences 1 and 4 on the board. Circle *like + -ing* and *'d/would like + to + verb* to highlight the form. Underline *-ing* and *to + verb* to draw attention to the different verb pattern. Elicit or explain that *'d* here means *would*. Before students match the sentences with the meanings, go through the grammar box quickly, making sure students remember all the forms. Read sentences a and b with the class and ask students to match the meanings with the forms.

1 b 4 a

Extra help

Picture drill. Point to different photos on >> **p.26** and give the prompts *now* and *in the future*. Elicit examples of the structures in exercise 8, e.g. *I like snowboarding. I'd like to try waterskiing.* etc.

9 Go through the example as a class. Tell students to write complete sentences and explain that they can use the verb *go* and *try*. Monitor and check for accuracy.

10 Go through the instructions as a class and ask one or two questions, e.g. *Do you like ...? Would you like to ...?* and elicit positive and negative replies and write them on the board. Put students into pairs to ask and answer. Monitor and give positive feedback for correct use of verb patterns for statements and questions. After a few minutes, nominate pairs to report on whether they like similar or different things.

E Listen and follow

In this section, students listen and follow short turns in simple conversations.

11 3A.3 Remind students how conversation maps work, e.g. that the shading/different colours represent one speaker and the arrows point to the different ways a speaker can respond. Draw two columns on the board, *Yes* and *No*. Ask students to find different ways the speakers say *yes* and *no* and write them on the board.

Play the audio while students listen and follow the routes. Ask students to compare in pairs. Play the audio a second time, pausing after each turn for students to check and explain any vocabulary and phrases as you go along.

1 **A** Do you like swimming?
B Yes, I do.
A Me too. And I'd like to try scuba-diving.
B Oh, not me. It's too dangerous!
2 **A** Would you like to try skydiving?
B Yes, I'd love to. I like exciting sports.
A What sports do you do?
B Oh, rock climbing, ice climbing ...

Language note

The phrases that the speakers use for agreeing and disagreeing *(Me too. Oh, not me.)* are fairly colloquial, and should only be used in an informal context.

12 Divide the class into A/B halves to have the conversations as a class. Then put students in pairs and monitor and encourage them to use their voices to sound interested in the conversation.

13 Put students with a different partner to talk about a different activity and give their real opinions. Direct students to the lists for agreeing and disagreeing on the board and encourage them to use different expressions. Monitor and check students are responding appropriately and make sure that they swap roles. At the end, ask for volunteers to have their conversations for the class. The class listens and decides whether the speakers like the same or different things.

ABCDE Put it all together

14 Read through the instructions and encourage students to use their own ideas.

15 Ask students to talk to different people in order to find someone who likes doing similar things.

Student performance

Students should be able to exchange ideas in an informal conversation.

Use this checklist for monitoring and feedback or to assess students' performance.

Coherence	Do students respond appropriately? exercise 13
Vocabulary	Do students use different expressions for likes and dislikes? exercise 13
Fluency	Do students use *I like* and *'d like to* without a lot of hesitation? exercise 10

I can talk about likes and dislikes.

Students tick *on my own* if they can have two conversations without looking at the conversation maps. They tick *with some help* if they have looked at the grammar box once or twice for support.

Early finishers

Ask students to look back to their results in the personality test. In small groups, they speak to one person with a similar result and one with a different result and decide together if the test is good or not.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about your abilities

3B

Orientation

Context

In this lesson, students will focus on talking about past and present abilities.

Rabbit Kekai ... is a magazine article about a man who is still surfing at the age of 85 and is decorated with pictures showing him in action.

Abilities gives verb and noun collocations for various activities.

Language

Focus grammar	*can, can't, can you ...?, could, couldn't, could you ...?*
Focus words	*chess, fire, jigsaws, sewing machine*
Focus phrases	*I didn't know you ..., Really?, What about you?, What do you like ...ing?*
Recognition vocabulary	*Bermuda shorts, bomb, great-grandfather, physically, sunglasses*
Recycled language	words: *bike, computer, crosswords, golf, guitar, map, nickname, puzzles, table tennis*, etc. collocation: *do crosswords*, etc. *make dinner*, etc. *play the guitar*, etc. *read a map*, etc. *ride a bike*, etc. *use a sewing machine*, etc. grammar: *past tenses; time phrases: in 1941, when he was six*, etc.
Pronunciation	stressing the negative: *can't, couldn't* 3B.1
Discourse	*but* to introduce a contrast

Language note

Accurate pronunciation of *can/can't* and *could/couldn't* is important in terms of recognition and production. When a person says, e.g. *I can't drive*, the 't' at the end of *can't* often disappears. However, comprehension doesn't break down because the vowel sound in negatives is also given its full, stressed form.

End product

In *Put it all together*, students have a conversation with a partner about things they can and can't, could and couldn't do. The activity is based on a listening, and students have the conversation from their notes.

Preparation

Take some realia to class, such as chess pieces, a tennis ball, and a dice, to set the context of games.

Warmer

Write some activities from previous lessons on the board. Ask students to put them in order and then label them according to the phrases on the *Can do* bar at the end of each lesson. Example activities: *play football, tennis, guitar, ride a bike, make dinner, do crosswords, read Chinese*, etc. Put students into groups to compare abilities. Do not correct for accuracy but make a note of how well students use *can* and *could* for ability and if they use verb/noun collocations appropriately.

Write *How to talk about your abilities* on the board.

A Vocabulary abilities

1 Start students thinking about collocation. Tell them to tick the things they can do, and to use a dictionary to check any new vocabulary. Ask them which words they would look for *(the nouns, not the verbs)*. Put students into pairs to ask and answer. Monitor and help with pronunciation as necessary.

2 Do the first item as an example. Direct students to *Abilities* to find an example of another language. Elicit the verb and tell students to continue individually, using the examples on >> p.28 to help them if necessary. Students compare answers in pairs before you go over answers as a class.

read: Chinese	**do**: a Sudoku puzzle
ride: a camel	**play**: tennis
use: a digital camera	**make**: a cheese sandwich

Extra activity

Students check their dictionary to see if it gives this information. They might find it in an example sentence after the definition of the word or on a separate page which gives common verb/noun collocations.

3 Ask students to look at the verbs and nouns in *Abilities* and ask *What type of words do we use with* do? Elicit or tell students that *do* is generally used with games and quizzes on paper. Repeat for the other verbs. Set a time limit for students, in pairs or small groups, to add more nouns to the lists. Elicit answers briskly around the class and give positive feedback.

Extra help

Give students time to study their lists. Call out a noun for students to say the verb. Students continue testing a partner.

B Read a magazine article

In this section, students anticipate the content of a text from visual clues, before reading for gist and detail.

4 Direct students to the title of the text on >> p.28 but tell them not to read it. Put students into pairs and set a short time limit to discuss ideas. Ask for suggestions around the class and write key words on the board.

5 Give students time to read the text and put a tick by any of their guesses.

6 Go through the instructions, emphasizing the word *main*. Ask students to read items a–d to check vocabulary and tell them that all the facts are in the text. Go over the answer as a class and ask students to explain why.

b is the main point of the text. Rabbit still surfs, wins competitions, gives lessons, and he plans to continue surfing until he's 100 years old.

7 Focus students' attention on key factual information. Go through the instructions and the example as a class. Check students understand the difference between *false* and *doesn't say* (Students write *false* if there is different information, and *doesn't say* if there is no information in the text.) Students read items 2–6. Check any vocabulary problems. Students complete the activity. Monitor and help as necessary. Go over the answers as a class, asking students to give you information from the text to explain their answer.

2 True 3 True 4 False 5 True 6 Doesn't say

C Grammar ability

8 Read the instructions and direct students back to the text to find *can, could* and *couldn't* in context. Set a time limit of about three minutes for students to work individually. They compare in pairs, and count how many of each example they have found in the text *(can = two, could = five, able to = one)*. Elicit examples of sentences from the text. Point out that *be able to* is also used to talk about ability. Do not focus on this now, as students will be taught how to use it in the next level.

9 Read through the grammar rules together as a class. Students complete the grammar rules. Check answers as a class.

Use **can/can't** to talk about ability in the present.
Use **could/couldn't** to talk about ability in the past.

Extra help

Choral controlled practice. Use *Abilities* on >> p.28 and make sentences in the present for students to transform into the past or vice versa, or give affirmative sentences to be transformed into questions, e.g. *T He can play the guitar. Past tense? SS He could play the guitar. T She could play chess. Question? SS Could she play chess?* etc. Students continue in pairs or small groups.

10 Direct students to the cartoons. Point to the first picture and ask *Can the boy swim?* Elicit *Yes, he can.* Ask *And when he's older?* Ask for suggestions of other activities people can usually do when they are young but not when they are older, e.g. touch their toes, do daredevil activities or extreme sports. Do the first item as a class and show how the words around the blank will help them find the answer. Students complete the text individually and compare answers in pairs. Do not give answers at this stage.

11 3B.1 Play the audio, pausing after each line for students to check their answers.

1 could 2 couldn't 3 can 4 can 5 can't

12 Go through the instructions and check students understand the activity. Play the audio and go through the rule together. Play the audio a second time for students to say the verse, pausing at the end of each pair of lines for students to repeat.

couldn't and **can't** are stressed.
could and **can** are not stressed.

Extra help

Model and drill the modal verbs in isolation and check students are producing weak forms /kən/ and /kəd/ and strong forms /kɑːnt/ and /kʊdnt/. Draw oO on the board to show the pattern for *can swim* and *could swim*. Contrast this with *can't swim* and *couldn't swim*, and draw OO and OoO on the board. Ask students to 'shadow read' the poem, reading it quietly alongside you or the audio.

Extra plus

Ask students to read the poem slowly, loudly, quietly, quickly, in a whisper and so on, maintaining natural stress and rhythm.

13 Go through the instructions and the activities. Elicit the verbs used with each topic *(cooking = make; sports = play; computers = use; games = do, play; languages = read, speak, understand)* before reading the example. Students continue in pairs. Monitor and ask for clarification if you can't distinguish between the positive and negative forms. At the end of the activity, ask for volunteers to say a sentence about their partner.

D Listen for specific information

In this section, students listen to a conversation for specific information.

14 3B.2 Introduce the listening and read the question to the class. Play the audio while students listen for the answer *(Ben)*.

15 Go through the instructions. Ask students to put a tick or a cross by the activities if they can remember any information from the first listening. Play the audio and ask students to compare their answers in pairs. Play the audio a second time if necessary before you go over answers as a class.

Sarah can windsurf. Sarah can't surf, read maps.
Ben can ski, climb, do mountain walking. Ben can't surf.

16 Go through the instructions. Tell students that items 1–4 are the words Ben and Sarah used, and items a–d are the reasons why they ask them. Check students understand this idea by referring to some of the lesson titles, e.g. *How to apologize, ... start a conversation, ... ask for information.* Do the first item before students continue in pairs. Monitor and help, directing students to audio script 3B.2 on >> p.151, if necessary. Play the audio a second time, pausing after each item a–d. Check answers. In pairs, students role play the conversation.

1 b 2 d 3 c 4 a

Teaching tip

Don't let students spend a lot of time on this. They should understand that Ben and Sarah play an active part in the conversation and respond as interested listeners to the information the other gives.

17 Direct students to audio script 3B.2 on >> p.151. Give them time to read it through individually. Divide the class into pairs. Students practise the conversation with their partner. Ask pairs to act the converation for the class.

ABCD Put it all together

18 Go through the instructions as a class. Give students time to complete the table with two or more examples for each box. Ask a volunteer to read the example conversation to demonstrate.

Student performance

Students should be able to have a short conversation and respond as interested listeners.

Use this checklist for monitoring and feedback or to assess students' performance.

Interaction	Do students ask a few questions to show interest? exercise 16
Accuracy	Do students use *can/could* appropriately? exercise 13
Pronunciation	Can you hear the final /t/ sound in negatives? exercise 13

I can talk about my abilities.

Students tick *on my own* if they can have a conversation about their present and past abilities and interact appropriately looking at phrases in exercise 16 once or twice. They tick *with some help* if they have to refer to exercise 16 more than twice.

Early finishers

Students change partners once or twice and see if they can find somebody who has the same abilities in the present and past.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to suggest what to do

3C

Orientation

Context

In this lesson, students will focus on using *could* for possibility to suggest things to do.

The TV guide gives a typical night's viewing for three channels, with pictures to generate interest in three of the programmes.

The poem, *Nothing to do,* reflects the mood of the two teenagers sitting on the sofa.

Language

Focus grammar	*could* (possibility)
Focus words	*boring, channel, interesting, new, old, programme*
Focus phrases	*Good idea!, go out, How about ...?, Let's ..., nothing to do, nowhere to go, Shall we ...?, stay at home, switch off, switch on, We could ..., What shall we ...?*
Preview language	*action, comedy, nothing, nowhere, something, somewhere, thriller*
Recognition language	*dark, except, news, reality show, series, too (as well)*
Recycled language	times: *18.00, at 6 o'clock* activities: *go to a restaurant, go to the cinema, listen to music, play a game, watch the news, watch TV*

Language note

There are subtle differences in use between the phrases for making suggestions. *What shall we do?* is used to invite suggestions and *Shall we ...?* is used to offer a suggestion tentatively and to keep the discussion going. Both *How about ...?* and *Let's ...* are used in informal contexts to make suggestions. *Let's ... (Let us ...)* is used to make a suggestion which includes the speaker, whereas *How about ...?* can also be used to suggest actions for others. It is always followed by *...ing. We could ...* is used to make a tentative suggestion and can be used in formal and informal situations.

End product

In *Put it all together,* students make and respond to suggestions. In pairs, they generate ideas before having conversations in small groups. They should reach consensus on what to do for the evening.

Preparation

Take a TV guide, an empty DVD or video box or other small realia related to free-time activities to class.

Warmer

Put students into small groups to brainstorm typical teenage activities, e.g. going out with friends, playing computer games and use the realia to get students thinking. Write suggestions on the board. Ask students about the activities and use mime to teach the words *interesting* and *boring.*

Write *How to suggest what to do* on the board.

A Read and find

In this section, students read a poem for specific information. They also scan a TV guide and then read for detail.

1 Direct students to the picture of Jessica and Jack on >> p.30 and elicit some ideas about what they are doing and how they are feeling. Write the title of the poem on the board to introduce the context and put students into pairs or small groups. Write short sentences for the thought bubbles and ask students for ideas and see how well they can use language for suggestions. Take a class vote on the best suggestions.

2 3C.1 Say each of the phrases with the class and elicit the opposites to activate vocabulary before students read and listen to the poem. Direct students to the poem, and play the audio for students to find the opposites.

old/new light/dark switch on/switch off
interesting/boring something to do/nothing to do
stay at home/go out somewhere to go/nowhere to go

Extra activity

In pairs, students test each other on vocabulary opposites.

3 Remind students about sentence stress and rhythm. Play the audio for students to read the verse aloud as they tap along.

Extra plus

Students read and add a 'lazy' feeling to the poem. Their pronunciation will help carry the meaning of the poem.

4 Direct students to the *TV Guide* on >> p.30 and give them time to familiarize themselves with the programmes. Point out the three columns and check they understand the difference between *channel* and *programme.* Ask students how people read these texts (quickly at first to look for things of interest, then more carefully for detail).

Set a two-minute time limit for students to read the TV guide and find four or five programmes which interest them. In pairs, students then choose three programmes to watch together. Ask for volunteers to tell the class which programmes they chose.

B Listen for specific information

In this section, students listen to two authentic-sounding conversations for specific information and detail.

5 3C.2 Go through the instructions and tell students to listen out for the names of programmes and to underline them in the TV guide. Play the audio, pausing after each conversation to give students time to compare their answers in pairs. Play the audio a second time if necessary.

1 The Money Programme Anaconda Change your Husband
2 The National Lottery Mad House Anaconda Big Brother

6 Go through the instructions as a class, and check students understand they will need to make notes on *why* or *why not* for each question. Students complete the activity. Ask each question and elicit reasons around the class. Alternatively, play the audio again for students to listen and check.

1 No, she doesn't. She wants to watch the *Money Programme* (the film finishes after the *Money Programme* starts).
2 Yes, he does. The woman suggests videoing it. 3 No, he doesn't. It's boring. 4 No, he doesn't. He's seen it before.

C Vocabulary making suggestions

7 Students match sentence halves to make functional expressions they have heard in conversations. Do the first matching item as a class and set a short time limit for students to complete the activity. Do not give answers at this stage.

8 3C.3 Play the audio and pause after each expression for students to check. Play the audio a second time for students to repeat until they are saying them fairly fluently. At the end of the pronunciation phase, remind students that *How about* is used to suggest a general idea (with or without the speaker's involvement) and is followed by an *-ing* verb form. Do not focus on the grammar of the other phrases, it is sufficient for students to be able to use them as chunks at this level.

1 c 2 e 3 b 4 a 5 d

Extra plus

Focus on the different ways the phrases are used. Refer students to the poem and audio script 3C.2 on >> p.151 and ask *Which one do we use to ask for a suggestion? (What shall we ...?); Which ones are used to suggest ideas which include the speaker? (Let's ... We could ... Shall we ...). Which one is used to make a suggestion which doesn't automatically include the speaker (How about ...?).*

9 Read the instructions and direct students to the first two turns. Read the first part of the conversation and ask *What will the next speaker do – say yes or no, or give a suggestion? (Give a suggestion.)* Read the second part of the conversation. Students continue the activity individually. Monitor and help them think about what type of response would come next. Do not give answers at this stage.

10 3C.4 Play the audio and pause after each turn to see if students can say what comes next. Ask for volunteers to read the conversation out in open pairs. Put students in pairs to have different conversations. Monitor and check that students give appropriate responses and help as necessary.

Extra help

Class drill. Ask *What shall we do?* and use realia such as the DVD, video or TV guide to elicit suggestions with *Shall we ..., Let's ... How about ...? We could ...* Students pass the realia around to practise asking the question *What shall we do?* and answering in different ways.

11 Put students into pairs to try to have the conversations from memory. Encourage students to write some key words on a piece of paper, before they close their books. Remind them to listen to their partner carefully so they can respond appropriately. Remind them to ask for repetition or clarification if necessary. Monitor and help, giving positive feedback for fluent use of suggestion phrases.

Extra activity

Put students into groups of three. Two students have the conversation and the third listens and helps by saying the first word of the next line if necessary.

D Grammar *could* (possibility)

12 Contrast the use of *could* for ability and possibility. Draw two columns on the board labelled *past* and *now*. Remind students of Rabbit Kekai from 3B and elicit or write the sentence *Rabbit could surf when he was five.* Direct students to the grammar box and read the past ability examples in the first column as a class. Point out the use of time phrases like *as a child* and *when he was three.*

Remind students of expressions for making suggestions in the previous section and elicit *We could watch Sports Week.* Go through the other examples in the second column in the grammar box.

Ask students to read sentences 1–8 and check any vocabulary. Do the example and one or two items as a class. Monitor and help as necessary as students continue individually. Students compare in pairs before you go over answers as a class.

2 possibility 3 possibility 4 ability 5 possibility
6 ability 7 ability 8 possibility

Teaching tip

Stress that *can* is not used for possibility when we are talking about the actual chance of something happening. It is wrong to say *That film can be good.* Ask students to compare this in their own language.

13 Go through the instructions and model the activity by setting up a chain drill. Nominate a student to read A's part, another to read B's, and gesture for A to continue. Elicit a few more A/B turns and stop the activity. Ask students for phrases to use to show they agree and elicit examples like *OK. Good idea! Sounds good! I'd like to do that, too.* and write them on the board. Monitor and give positive feedback for appropriate responses as students continue the controlled practice activity.

ABCD Put it all together

14 Put students into pairs. Students make notes of things to do for a night out.

15 Set up the activity up by allocating A/B/C roles to three students and ask them to read the conversation for the class. Put students into groups of three or four to plan a night out using their notes from exercise 14.

16 Ask for one volunteer from each group to tell the class what they have decided to do. The class decides which plan is best.

Student performance

Students should be able to make suggestions.

Use this checklist for monitoring and feedback or to assess students' performance.

Coherence	Do students respond appropriately? exercise 11
Fluency	Do students use some suggestion phrases without a lot of hesitation? exercise 8
Vocabulary	Do students use different suggestion phrases? exercise 11

I can **suggest what to do.**

Students tick *on my own* if they can contribute to the conversation without looking at exercise 7. They tick *with some help* if they need to look at the phrases in exercise 7 once or twice.

Early finishers

Students change groups and talk about a class visit or a day out.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about what's going to happen

3D

Orientation

Context

In this lesson, students will focus on using *going to* to talk about things which are about to happen.

Movie magazine, has a magazine-style film quiz which has questions and scenes from well-known films.

Types of story gives film types from the quiz.

Language

Focus grammar	*going to* (predictions on current evidence)
Focus words	films: *actor, character, director, scene, star, story* types of story: *action, comedy, crime, epic, horror, novel, play, romance, science fiction, thriller* other: *bite, couple, fall, history, lover, movie, ship*
Focus phrases	*based on, set in*
Recognition vocabulary	*classic, movies*
Recycled language	dates: *in 1928, 1931*
Pronunciation	the letter *r* 3D.1

Language notes

The word *actress* is used only for females. However, nowadays the word *actor* tends to be used for both male and female actors.

The words *movie* and *film* are sometimes used as synonyms. *Movies* is used more frequently in American English, and also refers to the cinema. The word *film* is used more frequently in British English and refers to a series of moving pictures, and is also used to describe documentaries.

Going to can be reduced to /gənə/, often written as *gonna* in song lyrics, or /gəʊntə/. The main stress falls at the end of the phrase.

End product

In *Put it all together*, students compare pictures and find differences by explaining what's about to happen based on current evidence.

Preparation

Take some pictures of films, adverts for films or, if you have them, some empty DVD or video boxes. Check the *Warmer* suggestions (see below) and prepare a list of different paired film stars your students will know, if necessary. Prepare some true/false sentences for a different film for exercise 9 if you don't think your students will know about *The Da Vinci Code*.

Warmer

If your students are quite big film-goers, play a film game. Divide the class into teams and give a point to the first team to name the film with these famous film star combinations: Scarlett Johansson and Bill Murray *Lost in Translation*; Antony Hopkins and Jodie Foster *Silence of the Lambs*; John Travolta and Uma Thurman *Pulp Fiction*; Julia Roberts and Richard Gere *Pretty Woman*; Daniel Craig and Eva Green *Casino Royale*; Daniel Radcliffe and Emma Watson *Harry Potter* films. Alternatively, use the visuals/realia to elicit some names of famous films and actors.

Write *How to talk about what's going to happen* on the board.

A Read and do a quiz

In this section, students are introduced to strategies for guessing the meaning of words in context before confirming in a dictionary.

1 Students personalize the topic by discussing the question in pairs or small groups. Ask around the class for favourite types of films and help students express their ideas. Give vocabulary as necessary but do not teach it at this stage as it is the focus of section B.

2 Direct students to *Movie Magazine* on **>> p.32** and read the full title. In pairs or small groups, students look at the pictures. Set a short time limit for them to discuss what they know about the films. Go through each picture in turn and elicit what students know. Check they understand *classic* in the title by asking *Are the films famous?* See if students like or think they would like the films.

3 Put students into pairs to do the quiz. Tell them to guess any new vocabulary for the moment. Go over the answers as a class and award one point for each correct answer.

1 False	6 a	11 Roger Moore, Pierce Brosnan
2 Oliver Hardy	7 Julius Caesar	12 c
3 Dracula	8 c	13 c
4 b	9 b	14 a
5 Gone with the Wind	10 a	

4 Tell students to go through the *Movie Magazine* questions again and underline any new vocabulary.

5 Ask students what they do when they see a new word in their own language and elicit ideas around the class. Choose a new vocabulary item for your students from the quiz (e.g. *character* in question 2) and write it on the board. Demonstrate strategies 1–3 using the word on the board. Repeat with another word if necessary to check students understand the strategies. Tell students to choose three of their underlined words, guess the meaning and answer questions 1–3. Monitor and help as necessary, and give encouraging feedback as appropriate.

6 Monitor as students use their dictionaries to confirm guesses. Remind them to use these strategies when reading outside the classroom.

B Vocabulary types of story; films

7 Direct students to *Types of story* on **>> p.32** and tell them that these words can be used for books and films. Read the instructions and ask students to read the second column *meaning*. Check any vocabulary. Go through the two examples with the class, demonstrating that students can also use the strategies from exercise 5 to help them. Monitor and help as students continue, individually or in pairs. Ask for answers around the class and help with pronunciation as necessary.

3 a thriller	6 a romance
4 an action film	7 a play
5 a comedy	8 a novel

Teaching tip

Some learners might confuse the words *story* and *history*, often because they pronounce *story* with an intrusive initial vowel sound. Help students by showing the number of syllables in each word (*story* = 2, *history* = 3). Students check the meaning in dictionaries if necessary.

8 Do the first part of the activity as a class and check answers before students continue in pairs or small groups. Monitor and help students find a close (but not perfect) translation of the film name in English, if necessary. Elicit names or information about films or stories around the class.

1 Julius Caesar 2 Dracula 3 Psycho 4 Blade Runner 5 Laurel and Hardy 6 Titanic 7 Julius Caesar 8 Dracula plus students' own answers

9 Go through the instructions and do the example as a class to demonstrate the activity. Keep the mood light-hearted as you say the name of the film and read statements 1–5 for students to say true or false. Put students into pairs to write their own true/false statements and tell them they can use the information in *Movie Quiz* or their own ideas. Monitor and help as necessary and give students time to practise reading their sentences to each other to prepare for the next activity.

1 False. Thriller. 2 True 3 True 4 True 5 False. Ron Howard. (Students don't have to give the name of the director.)

10 Put students into different pairs to read their information. Their partner identifies any false facts. Ask for volunteers to read their information for the class to guess.

11 To introduce the activity, write *Actor, director, or character?* on the board and use the following examples with the class: ***T*** *Harry Potter* ***SS*** *character* ***T*** *Alfred Hitchcock* ***SS*** *director* ***T*** *Johnny Depp* ***SS*** *actor* ***T*** *Keira Knightley* ***SS*** *actor* (you could accept *actress* but this is less commonly used nowadays). Put students in pairs or small groups to test each other.

C Grammar *going to* (predictions)

12 Direct students to look at the picture under the grammar box and ask *He's going to fall, true or false?* Write the sentence on the board and ask students what *'s* represents *(is)*. Write *subject + is going to + verb* and elicit the negative and question forms. Elicit the sentences to complete the grammar box and monitor for accuracy as students write the answers.

+ I'**m going to be** late. They're **going to kiss**.
– He **isn't going to fall**. They're not **going to kiss**.
? Is he **going to fall**?

13 Go through the instructions and one or two examples as a class. Students continue individually and ask for answers around the class. Monitor for pronunciation of the weak form of *going to* and give further practice if necessary.

Extra help

Backchaining drill. Say a *going to* sentence for students to repeat each word from the last to the first, e.g. ***T*** *You're going to watch a film. film.* ***SS*** *film.* ***T*** *a film.* ***SS*** *a film.* ***T*** *watch a film.* ***SS*** *watch a film.* ***T*** *going to watch a film.* ***SS*** *going to watch a film.* ***T*** *You're going to watch a film.* ***SS*** *You're going to watch a film.*

14 Go through the instructions. Say the example sentences and ask students to tell you the films *(Gone with the Wind, Blade Runner)*. Put students in pairs to make sentences and guess the film. Remind them to ask for repetition if necessary.

Extra activity

Students mime simple actions for others to guess what they are going to do. Demonstrate the activity. Ask *What am I going to do?* Mime preparing for an action, e.g. read a book, but stop just before the action itself so that *going to* for prediction is used in a realistic way. Call out for students to continue and whisper an action. Prompts: *You are going to clean your teeth; eat an apple; play the piano*, etc.

D Pronunciation the letter *r*

Teaching tip

Students often overpronounce the letter *r* in spoken English and in this section they focus on instances when English speakers tend not to pronounce the letter *r*. Students can choose which version of *r* they prefer

15 3D.1 Ask students some questions about British and American films, e.g. *Which films do you watch most? English, British or American? Which do you prefer? Why? Which accent do you find easier to understand? Why? Can you recognize whether an accent is British or American?* Tell students that one difference in pronunciation is the way both speakers pronounce the letter *r*. Go through the vocabulary with the class and play the audio, pausing after each word for students to underline the letter *r* if it is not pronounced.

actor star director thriller character horror Ford Hardy Potter Star Wars

16 Do the exercise as a class, reading each rule in turn for students to say which rule is correct *(b)*. Drill the words and names if you feel this is an area your students need to work on productively. For most students, recognition will be enough.

ABCD Put it all together

17 Go through the instructions and divide the class into half, A/B. Tell the As to turn to >> **p.126** and Bs to >> **p.133**. Give students time to find the characters and decide what they are going to do. Tell them to look back at *Movie Magazine* for help. Choose two students to read the example conversation before putting students into A/B pairs. Tell them to keep their pictures hidden and ask for clarification if necessary. When students have finished, they look at each other's pictures and check.

Student performance

Students should be able to give short descriptions.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students talk about all the people? exercise 14
Communication strategy	Do students ask for clarification if necessary? exercise 14
Fluency	Do students use *going to* without a lot of hesitation? exercise 14

I can **talk about what's going to happen.**

Students tick *on my own* if they can make predictions without looking at the grammar box. They tick *with some help* if they look at the grammar box once or twice for help.

Early finishers

Students show or make some simple drawings of clues about what they plan to do after the class, e.g. a bus ticket, car keys, food. In pairs or small groups they predict what they are going to do.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will think about the information a reader needs in an invitation.

Recycled language	words: *concert, invitation, wine bar* phrases: *suggestions: Would you like to ...?* grammar: *modals: could, can, shall, prepositions: in, on, at*

End product

In *Put it all together,* students write an email invitation following a given structure.

Warmer

Ask *What can people invite you to do?* Make notes of answers on the board, e.g. *go to a party, have dinner, go for a walk, watch a sports event, see a film.* Go through the activities to see which are the most popular. Write *How to write an invitation* on the board.

A Read for information

In this section, students read informal email invitations for gist, inference and detail.

1 Direct students to the emails and ask *Who wrote them? Who are they to?* Read the question and set a short time limit for students to read the emails. Ask *Which email invitation is to watch a film? (2) To go for a day out in the country? (3) To watch a sports event? (1).* Take a class vote and ask students to say why.

2 Go through the activity and check vocabulary. Elicit or give examples of local or well-known places. Do the example, pointing out that they should use the information in the email to help. Set a short time limit and put students in pairs to continue. Monitor and help. Go over answers as a class. Can students give reasons for their answers?

2 *The Coffee Pot* (the name, a place for breakfast)
3 *The Castle* (pub names often have historical connections)
4 *Tapas Time* (people in Spain have 'tapas' or snacks in wine bars)
5 Hope Lane (Lane is another name for a type of street)
6 *Angels and Demons* (is coming out, something people see)
7 *Sky Sports* (watch, the match is 'on')
8 Italy / Germany (are playing, World Cup)
9 Snowdonia (weather good, climbing)

3 Ask the question to the whole class. Elicit or explain that Marek is the person receiving the invitations. Point out informal phrases, e.g. *Hi, What do you think?* in emails between friends.

Yes. The writer doesn't explain what or where the places are.

4 Direct students to the table, and ask them to find and underline the information in the first column in Niko's email. Students continue individually for the other two emails. They check in pairs before you go over answers as a class.

email 2: Marek film see it together Saturday at the *Odeon* in Hope Lane (meet at *Tapas Time* 7.30 first) What do you think? Manon
email 3: Marek rock climbing with Zofia and Anni Saturday at *The Coffee Pot* at 9.00 phone, send quick email Zofia

B Check for missing information

5 Go though the instruction and check students understand. Ask *Do you need any more information?* Students continue in pairs. Go over answers as a class.

1 The place and time. 2 The invitation itself.

C Put the information into a message

In this section, students practise writing an informal email invitation by transferring given information.

6 Ask students to read the information quickly to say if they would accept or not. Check any new vocabulary. Tell students that they will use the information to complete Marek's email. Explain that there is one blank for each letter of a word, and the first letter has been given. Point out how capital letters and apostrophes can help them guess missing words.

Tell students to use the information and to look back at the three emails in exercise 1 to find typical phrases and expressions used in invitations. Put students in pairs to complete the activity. Monitor and help, encouraging students to think about the grammar of the sentences to help them, e.g. if there is a time and the word before it has two letters and the first one is *o*, they can guess the word is the time preposition *on*. If students are stuck, give them a word to help. Make a note of any common problem areas to go over after exercise 7.

Extra help

Before you begin, direct students to the emails in exercise 1 and ask questions about organization. Ask *How do all the emails start? (Hi.) And how do they finish? (Just with the name.) Are they long or short? (Quite short.) Are they friendly? (Yes.)*

7 3E.1 Play the audio for students to check their answers. Play it a second time, pausing at the end of each sentence if necessary.

Extra activity

Complete cloze team game. Copy the blanks of the email on the board and number them. Put students into small teams. Books closed. Give each team a turn to give a word and number of the blank. Award two points if both pieces of information are correct. Award one point for a correct word but wrong place. Write the words in the blanks until the email is complete.

ABC Put it all together

8 Read the instructions. Direct students back to exercises 1 and 4 if necessary. Pair students to make sure everyone will receive an email for exercise 9.

9 Remind students to review their writing for content and capital letters before giving it to their partner. Ask students to report back on the invitation and if they will accept or not.

Student performance

Students should be able to write a short informal invitation.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Have students included all the information?
Coherence	Have students used informal expressions?
Punctuation	Have students used capital letters correctly?

I can **write an invitation.**

Students tick *on my own* if they have included all the information in exercise 4. They tick *with some help* if a partner has to ask a question about the arrangement.

Early finishers

Students role play a phone call to accept or turn down an invitation.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the activities

Write phrases 1–10 below on the board. In small teams, students find one example of a sport for each one.

1 on ice 2 on rock 3 on water 4 on snow 5 under the water 6 from a plane 7 on the street 8 on a board 9 on waves 10 with the wind

1 skiing, skating, ice climbing	6 diving, skydiving
2 climbing	7 skating, roller skating
3 waterskiing, surfing	8 snowboarding, surfing
4 snowboarding	9 surfing
5 diving, scuba-diving	10 windsurfing

A Grammar

1 *like doing; would like to do* 3A exercise 8

Warm-up: Write *like doing* and *'d like to* on the board. Ask students to make one sentence using each verb pattern. Students tell the class.

Set-up: Go through the instructions and example to check students understand the activity.

2 I'd like / I could lend you some.
3 like / You could go to the Alps for a holiday.
4 'd like / You could go to Russia for a holiday.
5 like / You could move house.
6 'd like / You could turn the light on.

Follow-up: Students make a note of three problems and tell a partner. A partner makes suggestions.

2 *can / could* (ability) 3B exercise 9

Warm-up: Ask students what Rabbit Kekai could do when he was young.

Set-up: Ask students to read the conversation and say if the people are talking about the present or past *(both)*.

1 can 2 couldn't 3 can't 4 could

Follow-up: Students tell a partner about their ability to do these things: ski, windsurf, climb, and cook.

3 *going to* (predictions) 3D exercise 12

Warm-up: Direct students to *Quiz of the Month* on >> **p.32**. Say some sentences about what's going to happen for students to say the picture number.

Set-up: Go through the instructions and check students understand that the first set are positive and the second negative.

2 He's going to have a drink.	6 He isn't going to stop.
3 She's going to read.	7 He isn't going to cry.
4 She's going to watch a film.	8 She isn't going to laugh.
5 He's going to listen to music.	9 They aren't going to get him.

Follow-up: In groups, students mime the preparation for actions, for others to guess what they are going to do, e.g. *cleaning teeth, eating an apple, playing the piano.*

B Vocabulary

4 Prepositions of time 3C exercise 4, 3D exercise 9

Warm-up: Write these words on the board: *2005, 7 o'clock, Wednesday* and ask students to give you the correct preposition *in, on* or *at*.

Set-up: Tell students to read items 1–6 and check any vocabulary.

1 in 2 at 3 on 4 at 5 on 6 in

Follow-up: Pairs have a conversation about what to do next weekend.

5 Abilities 3B exercise 2

Warm-up: Collocation and compound noun noughts and crosses. Draw the grid below on the board and write a noun in each box *(crossword, dinner, guitar, map, bike, computer, jigsaw, golf, music)*.

crossword	dinner	guitar
map	bike	computer
jigsaw	golf	music

Divide students into a noughts team and a crosses team and remind them of the rules of normal noughts and crosses. Explain that they have to make a correct verb–noun collocation to win the square. The first team to get a line of three wins.

Set-up: Go through the instructions and the first item as a class.

1 use 2 ride 3 play 4 read 5 play

Follow-up: In pairs, students write five more sentences for another pair. Students swap sentences and complete them. They check their answers with the pair who wrote the sentences.

6 Types of story; film 3D exercise 7

Warm-up: Say the names of latest films for students to say the type from memory. Students revise *Types of story* on >> **p.32** if necessary.

Set-up: Ask students to read the clues and check vocabulary.

Across: 1 set 2 based 4 epic 6 thriller 9 film 10 action 11 movie
Down: 1 scene 3 star 5 comedy 7 romance 8 play

Follow-up: Students think of the name of a film. A partner asks questions using the vocabulary in *Types of story* on >> **p.32** to guess the name of the film.

Early finishers

Students review the *Can do* bar at the end of units 1–3. They write a list of things they can do in English.

How to ask for things in a hotel

4A

Orientation

Context

In this lesson, students will practise having conversations in which they request and offer hotel services.

The magazine article takes a light-hearted look at normal and strange things people steal from hotel rooms and is decorated with an illustration of a hotel room with an en suite bathroom. The photos of a receptionist and a guest have speech bubbles with examples of things each might say.

Culture note

In many other languages and cultures *please* and *thank you* are used differently for requests, regardless of people's status or the size of the favour in question.

Language

Focus grammar	*can / could* (requests)
Preview grammar	present perfect: *Have you ever ...?*
Focus words	hotel: *double, floor, key, room service, shampoo, single, towel*, etc.
Focus phrases	hotel phrases: *Can I help you?, I'd like ..., What time's ...?*
Recognition vocabulary	words: *lamp, lose, owner, receptionist, steal, tap, worth*, etc. phrases: *don't/doesn't work, in one case, walk away with*
Recycled language	adjectives: *hard, old, small, wet* times/numbers: *from 7.30–10 o'clock, at 7.30, €80, room 224* grammar: *comparatives and superlatives* articles: *a hotel room, an alarm call, the second floor*
Pronunciation	guessing words from phonemic transcriptions; final *'s/s* 4A.1

Language note

'Have you ever stolen a hotel towel?' occurs in the first line of the text. This is a preview of the present perfect, which will be dealt with in the rest of this unit.

End product

In *Put it all together*, students take turns being a hotel receptionist and a guest, asking for and offering various services. Students use the role card cues for support, and have listened to similar conversations in exercise 11.

Preparation

If possible, write the words for the *Warmer* on the board before the class arrives.

Warmer

Write the following words on the board: *guest, alarm call, key, double room, passport, receptionist, single room* and ask students to sort them into two groups, *things* and *people*. Ask them what the guest might ask for *(alarm call, key, double room)*, and what the receptionist might ask for *(your passport)*. Direct students to the picture of the hotel room on >> p.36 and ask if they would like to stay there.

Write *How to ask for things in a hotel* on the board.

A Vocabulary hotel words and phrases

1 In pairs, students talk about their last hotel experience or where they stayed last holiday. After a short time, ask for volunteers to tell the class and help students get their ideas across if necessary.

2 Give students the opportunity to show what vocabulary they already know. Ask students to cover >> p.36 and set a time limit of about two minutes for them to brainstorm in pairs. Students look at *Hotel rooms* on >> p.36 and compare lists.

Teaching tip

Tell students to swap partners two or three times. They compare lists and add more words.

3 Students demonstrate they understand meaning by matching *Hotel rooms* vocabulary to the numbered items in the picture. Do the example together, pointing out the number before students continue individually. To check answers, call out numbers for the class to say the words. Do not correct pronunciation at this stage.

1 shampoo	6 toilet roll	11 mini-bar
2 soap	7 ashtray	12 pillow
3 lamp	8 glass	13 sheet
4 tap	9 remote control	14 blanket
5 towel	10 floor	

Extra activity

Students name other things in the picture, e.g. mirror, table.

4 Use the first item to demonstrate the activity. Check students understand that *'s* is the short form of *is* and ask about /bed/, and where they would find this type of text *(in a dictionary)*. Look at the second item together and write /ˈblæŋkɪt/ on the board and see if students can pronounce and spell it. Tell students all the words in the poem are in *Hotel rooms* on >> p.36. Students continue individually and compare in pairs.

5 4A.1 Play the audio, pausing at the end of each line for students to confirm their answers. Play it a second time for students to repeat. Put them in pairs to practise reading the song aloud. For variety, students could read alternate lines.

2 blanket 3 pillow 4 sheets 5 towel 6 floor 7 taps
8 shampoo 9 lamps 10 ashtray 11 soap 12 control

Extra plus

Students discuss which problems in the song would be important for them personally.

B Read for specific information

In this section, students guess what an article is about. They scan to confirm ideas before reading for specific information.

6 Books closed. Read the question and check students understand *steal (take without paying)*. Set a short time limit for students to brainstorm ideas in pairs. Ask for ideas around the class.

7 Direct students to *Who steals hotel towels?* on >> p.36 and tell them to read the text quickly to check their ideas. Refer back to the title, and ask students for the answer according to the text. (*One in five Americans.*)

8 Ask students to read the text again. Copy the labelled diagram and ask *How much does a towel cost? About five euros? And a bottle of mineral water?* Mark the position of both on the diagram and ask students to copy it. Elicit and write the items people steal from hotels on the board and ask students to add them to their diagram. After a couple of minutes, invite a couple of volunteers to copy their diagrams on the board. If students disagree, ask them to justify their opinions

Possible **answers**
cheap – toilet roll soap shampoo
drinks from the mini-bar glasses towels pillows
blankets sheets ashtrays remote controls
toilet seats lamps dog shower – **expensive**

9 Go through the example, and show how identifying the key words in the question will help locate the answer in the text. Students continue individually and compare in pairs. Monitor and help students identify key words if necessary. Elicit answers around the class, and ask why items 3 and 4 are false.

2 True 3 False. Hotels sometimes charge stolen items to the guest's credit card. 4 False. Some guests drink the mineral water from the mini-bar then fill the bottles with tap water. 5 True

10 Put students in pairs to discuss the questions and ask around the class for opinions. Do not overcorrect for accuracy.

C Listen and understand a receptionist

In this section, students anticipate the sequence of turns in one part of a short conversation before listening to confirm.

11 Direct students to the picture of the receptionist at the bottom of >> **p.36**, and her part of the conversation. Say *Can I help you?* and tell students that this a typical first comment from a hotel receptionist. Ask students, in pairs, to put what she says into a logical order. Do not give answers at this stage.

12 4A.2 Play the audio, pausing after each of the receptionist's turns for students to confirm answers.

2 e 3 d 4 f 5 c 6 a

13 Put students into pairs and direct them to audio script 4A.2 on >> **p.152**. Monitor for word order in questions as students have the conversation and check students change roles. Give positive feedback when they sound polite.

Extra help
Write the following on the board: *8.30–9.30, 10.00 a.m., Room 338, £70 a night, $55 a night* to elicit and remind students about the different ways number phrases are pronounced e.g. *from eight thirty to nine thirty* etc.

Extra plus
Students change some of the details, e.g. the room number, breakfast times and the price. Remind them to check they have understood each other's information correctly.

D Grammar *can / could* (requests)

14 4A.3 Direct students to look again at *The Receptionist* and *The Guest* and ask *Who asks for the most things? (the guest)* to set the context for the focus on polite requests. Read the instructions and play the audio. Pause and elicit the answer after each request. Ask about the meaning of *alarm call, doesn't work* and *outside line* by asking *What do you ask reception for if you need to wake up early and don't have a clock? What's another way of saying something is broken? It ...?* and *What do you need to phone someone who is outside the hotel?* Play the audio a second time for students to listen and repeat.

15 Direct students to *The Guest* on >> **p.36** to find examples of *can* and *could* and complete the rule. Ask *Which request requires more work of the receptionist? (Getting the coffee and the TV repaired.)* Check students' understanding of register by asking *Would you use* can *or* could *with your boss? (Could.) Your teacher? (Could.) Your younger cousin? (Can.)*

... **could** is more polite. ... if your request is **big**.

Extra help
Class drill. Give prompts for students to make appropriate requests according to the size of the favour.
Prompts: *T use your pen SS Can I use your pen, please? T your car SS Could I use your car, please? T use your dictionary SS Can I use your dictionary, please?*

16 Go through the instructions and put students into pairs for the controlled practice activity. Ask for two volunteers to make and respond to a request using the information in the columns. As students continue in pairs, monitor for accuracy, and keep a note of any errors to go over at the end. Check students swap roles and give positive feedback when they sound polite.

Extra plus
Students make requests using the problems in exercise 4.

ABCD Put it all together

17 Go through the instructions. Explain that the conversation starts at the reception desk, and the others are over the phone. Put As and Bs together to give students some time to prepare. Then put students into A/B pairs, reminding them to be polite and to say *sorry* if there is a problem. After a few minutes, students change roles and write new information before having the conversations again. At the end ask *Who stayed at a good hotel?*

Student performance
Students should be able to make polite requests.

You can use this checklist to monitor and give feedback or to assess students' performance.

Communication strategy	Do students check they have understood, if necessary? exercise 13
Politeness	Do students make polite requests? exercise 13
Accuracy	Do students use modal verbs correctly? exercise 16

I can **ask for things in a hotel.**
Students tick *on my own* if they make requests without looking at their notes. They tick *with some help* if they looked at the sentences in exercise 16 once or twice.

Early finishers
Students speak to other hotel receptionists and decide which hotel is the best.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to say what's happened

4B

Orientation

Context

In this lesson, students will practise using the present perfect to talk about the results of recent events.

Bingo! is a picture-based game board with photos of people suffering minor mishaps at home. These illustrate the vocabulary in *Accidents at home*. The rules of the game are explained at the bottom of the page.

Language

Focus grammar	present perfect (+); past participles of regular and irregular verbs
Focus words	verbs for accidents: *break, burn, cut, do, drop, fall, happen, put*
Recognition vocabulary	words: *blood, floor, horrible* phrases: *Are you alright?, I can smell it., It's not too bad., What a mess!*
Recycled language	*bottles, cup, egg, finger, glasses, iron, milk, plates, salt, shelf, shirt, sugar, toast*
Pronunciation	short form of *have* 4B.3

Language note

The verbs in *Accidents at home* illustrate the common patterns of spelling of irregular past participles. *Burn* has both regular and irregular alternatives in most dictionaries. *Accidents at home* on >> p.38 gives only the irregular version.

End product

In *Put it all together*, students find picture differences between *Pairwork* >> p.127 and >> p.133 by describing events which have just taken place in a kitchen. Students can ask for repetition and clarification if necessary.

Preparation

Put a plaster on your finger just before class and, if you have a small first aid kit at home or in the school, take it to class as realia.

Remind students to bring bilingual dictionaries for the next lesson (4C).

Warmer

Show your finger and say *I've cut my finger. Now it hurts.* Use mime to show what you mean and gesture to encourage students to ask you questions about how you did it. Now draw a first aid kit (a box with a cross on it) or show a real one, and ask *When do we use this?* Elicit or give *accident*. Ask students *Where do most accidents happen? (In the home.)*

Write *How to say what's happened* on the board.

A Vocabulary accidents at home

1 Give students the opportunity to show what they know and familiarize them with *Bingo!* on >> p.38. Direct students to photo b and ask *Why does the man look unhappy? What can you see?* and accept different suggestions. Go through the example together. Monitor and help as students continue in pairs by giving the first letter or syllable of words. Elicit answers around the class and help with meaning and pronunciation as necessary. Check students pronounce *finger* as /ˈfɪŋgə/ not /ˈfɪŋə/, and the plural of *shelf* as *shelves* not *shelfs*.

Suggested answers

a egg, floor	e cup	i sugar
b cup	f glasses	j finger
c toast	g milk	k plates
d finger, knife	h shirt, iron	l bottles

2 Students start thinking about meaning by matching verbs with possible phrases. Go through the example before students continue individually. Check answers around the class by saying the verb and eliciting the noun phrases. Drill the complete phrases and help with pronunciation, if necessary.

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

Teaching tip

Check students understand the concepts by asking Which are more serious accidents? (break your finger, burn your finger); Which are expensive to fix? (broken glasses); When do you need to clean up? (drop a cup, egg or milk); Which tastes bad? (salt in coffee); Why is the man in photo b unhappy? (He's put some salt in his coffee.)

3 Students demonstrate they understand the meaning of vocabulary by matching the sentence beginnings and endings to describe the photos. Use the example to check students understand the activity and put them in pairs to continue. To check answers, nominate one student to say the first part of a sentence, and another to continue and a third to say which picture it is. If students ask, explain that in item 6 the subject of the verb is *bottles*, but don't focus on the form of the present perfect yet as it will be covered in the next section.

2 He's dropped an egg . picture a
3 She's cut her finger with a knife. picture d
4 He's put salt in his coffee. picture b
5 He's burnt his shirt. picture h

B Grammar present perfect for recent events

4 Point to the small picture next to the grammar box. Elicit *He's dropped an egg.* and write the sentence on the board. Check the concept, that we are interested in the direct connection of the past event with its present relevance by asking *Do we know when he dropped the egg? Was it a long time ago? (No.) Can you see the result now? (Yes.)* Say the section heading and ask *What does recent mean? (Not long ago.)* Draw this timeline on the board:

dropped egg EGG ON THE FLOOR!
past ———— X ———— now ———— future
past action present result

Read the explanation with the class. Write *past action* and *present result* on the board and use the pictures to elicit one or two pairs of different examples for each column.

Continue with the exercise to consolidate the concept. Direct students to the example and ask them to read the *present result* column. Students complete the sentences. Monitor and help as necessary and give students time to compare before going over answers as a class.

2 He's put salt in his coffee.
3 She's broken a cup.
4 She's dropped the milk.
5 The bottles have fallen on the floor.
6 He's burnt the toast.

5 Go through the grammar box and highlight the form of the present perfect for affirmative statements (subject + *have/has* + past participle) using the sentence on the board. Read through the rule with the class, and direct students to *Accidents at home* on >> **p.38** to find *broken* and *dropped* in the past and past participle columns.

Teaching tip

Some languages have a structure similar to the present perfect but which is used like the past simple in English. Students tend to transfer uses from their first language and consequently use the present perfect in English incorrectly. Ask students about their own language and see if a similar form is used when a speaker wants to talk about the present results of a past action.

6 Ask students to copy the grammar box and leave space for more words in each column. Direct students to *Accidents at home* and go through the verbs one by one with the class and ask *Which column, A, B, C, or D?*

A regular happen – happened – happened
B irregular (all three forms the same) put – put – put
D past participle is different from past simple do – did – done, fall – fell – fallen

Extra help

Ask students to spell past participles as you check answers. Note the double *p* in *dropped*. Remind students of spelling rules for past tense forms of verbs.

7 Go through the instructions and put students into pairs to do the controlled practice activity. Do one or two examples as a class and remind students to ask for repetition or to repeat their sentences if necessary. Monitor for accuracy, and keep a note of any errors you hear to go over at the end, rather than interrupt the students' flow during the activity.

C Listen and play a game

In this section, students listen to short conversations for key words.

8 4B.1 Tell students that they will read and listen to a conversation to identify a picture from *Bingo!* Play the audio and ask *Which picture? (c).* Elicit or use mime to check students understand *smell* and check they understand what *it* refers to *(the toast).*

9 In pairs, students identify key words in the conversation in exercise 8. Ask them to call out the words they identified. Play the audio a second time for students to tune in to the key words as they listen.

burnt toast (smell is not a key word, but does help the listener confirm their understanding)

10 Tell students to read *Bingo rules* on >> **p.38** and ask questions to check understanding, e.g. *How many photos do you choose? (Six.) Six together or separately* (use a gesture)*? (Together.) What do you do if you hear key words describing one of your pictures? (Tick it.) What do you do when you have ticked all six boxes? (Say 'Bingo!'.)* Tell students to use a pencil.

11 4B.2 Announce the beginning of the game in a motivating way. Play the audio and continue until you have first, second, and third place winners. To check students have marked their bingo cards correctly, look at audio script 4B.2 on >> **p.152** and ask the winners to say key words. Other students check they have marked their own cards correctly.

D Pronunciation short form of *have*

12 Tell students that we don't usually say *have* or *has* with the present perfect when speaking, we use short forms which sound like one word. Copy /aɪv/ on the board and ask students to say it as one word before they continue in pairs. To check answers, say an item number for students to say the whole sentence as a class.

2 You've 3 She's 4 He's

13 4B.3 Play the audio, pausing for students to repeat the sentences. Check they use short forms and give extra practice as necessary.

14 Put students into pairs and direct them to audio script 4B.2 on >> **p.152** to choose which conversations they will act out. As students have the conversations, monitor and check they use short forms. Encourage them to put drama into the conversation so that the pronunciation supports the meaning of the dialogues. Volunteers act out conversations for the class.

ABCD Put it all together

15 Go through the instructions and put students into A/B pairs. As turn to >> **p.127** and Bs to >> **p.133**. Go through the model conversation as a class, reminding students to keep their pictures hidden. Set a time limit of about four minutes for students to continue in pairs. Stop the activity and elicit a couple of differences from A and B students before they look at the pictures together and check.

Student performance

Students should be able to use simple sentences to give information.

Use this checklist for monitoring and feedback or to assess students' performance.

Fluency	Do students say what's happened without a lot of hesitation? exercise 13
Vocabulary	Do students use verbs and nouns appropriately? exercise 3
Pronunciation	Do students mostly pronounce *he's* and *she's* as one word? exercise 14

I can say what's happened.

Students tick *on my own* if they can describe the picture without looking at >> **p.38**. They tick *with some help* if they need to look back to >> **p.38** once or twice to check the verb list.

Early finishers

In pairs, students write a mini conversation about one of the kitchens. They read their conversation to another pair, who identifies the picture, A or B.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resourcess

How to say what you've done

4C

Orientation

Context

In this lesson, students will focus on using the present perfect in questions and answers to talk about recent events.

Home Alone is a cartoon story. Lisa's mother phones and checks her daughter has done various household chores. We see that Lisa hasn't done any of the jobs. She thinks her parents are still on holiday, but she will be found out as they're just about to arrive home.

Around the house shows two illustrated word maps, *in the kitchen* and *services*.

Culture note

Couples in Britain tend to share the housework fairly evenly, but there are still some household jobs which are more often done by women. In most families, children from the age of about nine onwards are expected to do some jobs around the home. They are sometimes given small amounts of money from their parents as a reward. In Britain, the legal age at which children are allowed to be left 'home alone' is 12.

Language

Focus grammar	present perfect (+, -, ?): *I've cleaned the bathroom.*
Preview grammar	definite article: *the dog, the plants, the gas*
Focus words	in the house: *electricity, gas, sheet, sink,* etc. verbs: *clean, feed, turn off, turn on, wash, water,* etc.
Focus phrases	*Just a moment., Me too.*
Recognition vocabulary	words: *cactus, noise* phrases: *don't worry, home alone, kept clean, put everything away*
Recycled language	*bed, door, floor, knife, pillow, plates, shower*
Pronunciation	when to stress *have* 4C.2

Language note

In the question form, *have* is a very reduced sound. After a consonant the 'h' disappears, so it is pronounced /əv/ and *What have* becomes /wʌtəv/. In yes/no questions the 'h' is pronounced, but *have* is still a weak form /həv/. In the affirmative, *have* is also a weak sound and usually contracted to *I've, you've,* etc. which students studied in the last lesson.

End product

In *Put it all together,* students mingle to find others who've done the same jobs around the house recently. Students have the conversations from memory.

Warmer

Write *Small jobs* on the board and ask students about small jobs they did at home, either yesterday or before they came to class. Give one or two examples and help students express their ideas. Write five examples on the board. Ask students to put the jobs in order, with number 1 the job they hate the most and number 5 the least. Do a class survey of the best and worst job, and ask *Who does these jobs in your house?*

Write *How to say what you've done* on the board.

A Vocabulary things around the house

1 Direct students to *Around the house* on >> p.40. Show that the words are grouped in topics. In pairs, students complete the matching activity. To check answers, say the picture number and elicit the word.

1 plate	4 glass	7 sink	10 heating
2 cup	5 fork	8 water	11 gas
3 knife	6 spoon	9 electricity	

Language note

Point out the silent 'k' in *knife* and make sure students are pronouncing *spoon* as /spu:n/ not /sepu:n/.

2 Students start thinking about meaning by matching verb phrases with possible nouns. Go through the instructions and the example as a class. In pairs, students continue the activity. Check answers by reading the first part of each sentence, elicit different possible endings around the class and check students use the definite article. Give positive feedback for more examples which don't appear in *Around the house*.

Example answers
1 turned on: the tap, the gas, the heating, the electricity, the TV
2 washed: the cups, spoons, the plates
3 cleaned: the sink, the windows
4 done: the cleaning, the washing, the washing up
5 fed: the cat, the dog, the baby
6 watered: the plants, the garden

Language note

The definite article is used for items which are obvious in context, e.g. the dog, the plants. Explain briefly if students ask.

Extra help

Books closed. Say the verb for students to write the nouns.

B Read for detail

In this section, students use pictures to help them understand the main point of the story.

3 Direct students to *Home Alone* on >> p.40, and use the illustration to ask about the situation and things around the house. Put students into pairs and set a short time limit for them to discuss the questions. Ask around the class for suggestions and help students express their ideas.

They are on their way back from holiday. She's going to tell her friends to go home. She's going to tidy the house.

4 Help students understand the main points in the text. Do the first item as a class before students read the text and complete the activity. Check answers as a class.

1 hasn't fed 2 hasn't taken 3 's watered 4 hasn't kept
5 's invited

5 4C.1 Go through the instructions. Play the audio and pause as necessary to give students time to write the questions. Let students compare in pairs. Write the questions on the board and give students time to check in audio script 4C.1 on >> p.152. Ask the class what Lisa's answers were (*'Yes' to both*), and whether they think she was telling the truth (*probably not!*).

1 Have you cleaned the bathroom?
2 Have you done the shopping?

Extra help

Divide the listening activity into two stages. The first time students mark the place where they hear the extra questions. The second time, pause the audio for them to write the question.

Extra plus

Ask why Lisa's mum asked *Have you turned on the heating?* and help students get their ideas across. *(Suggested answer: To see if Lisa was telling the truth. It's summer!).*

C Grammar present perfect [+] [-] [?]

6 Underneath *Small jobs* from the *Warmer* on the board, write *feed the dog* and *water the cactus*. Put a cross next to *feed the dog* and ask students to make sentences about Lisa without looking at >> **p.40**. *(She hasn't fed the dog. She's watered the cactus.)* Ask questions to remind students of the concept that we use the present perfect when we are interested in the present result of an action, not when it was done, e.g. *Does she need to feed the dog today? (Yes.) Is the job done? (No.) Did she water the cactus today or yesterday? (We don't know.)* Students complete the grammar box individually and compare in pairs.

+ They'**ve fed** the dog. – She **hasn't washed** up.
? **Have** they **fed** the dog?
1 Yes, she has. 2 No, it doesn't.

Language note

Some students might use *yet*, which adds the idea *but I plan to* to present perfect structures. This will be focussed on in **10B**.

7 Direct students to *Home Alone* to notice the grammar in context. Monitor and check they underline all forms. Check answers.

8 Ask students to imagine what Lisa's house would be like and help them express their ideas. Direct students to *Lisa's house* on >> **p.127** and give them one minute to study the picture. Books closed. Students write about what Lisa has and hasn't done. Monitor and check for accurate grammar and repeat students' sentences as examples for positive feedback.

9 In pairs, students take turns asking each other about what they remember. Monitor for correct use of full forms in the answers. Make a note of any problems to go over at the end of the activity. Give them time to check the picture again for any differences they may have about Lisa's activities.

Extra activity

Books closed. Students choose a question about Lisa's house and nominate a pair to give the answer.

D Pronunciation when to stress *have*

10 **4C.2** To raise interest in the poem, write *the floors, the doors, the sheets, the bed and the bread* on the board. Mime the verb which goes with each noun to elicit *clean, wash, make, buy* and write them next to the nouns. Ask the class to read and listen to the poem and say which jobs on the board have been done. Tick *the floors and the doors* and read the rules to the class. Ask *True or false?* Students read and listen again.

2 True 3 False

11 Play the audio for students to read aloud or shadow read. Tap the desk on the stressed words.

12 In pairs, students practise reading *Home Alone*. Monitor and give praise for accurate use of stress. Check they swap roles after a few minutes. Ask for volunteers to perform the text in front of the whole class. In small groups, students think of another title for the story and the class votes for the best idea.

E Listen for detail

In this section, students listen to a short telephone conversation for gist and detail.

13 **4C.3** Go through the instructions and items 1–3. Check students understand that they need to listen for three things simultaneously. Play the audio and ask students to compare their answers in pairs. Play the audio a second time if necessary and check answers as a class.

1 friend 2 hasn't 3 is

14 Read the instruction and ask *What does housework mean? (Work in the house.)* Tell students to look at the list of jobs in note form. Play the audio again but do not give answers yet.

15 Books closed. Ask questions and nominate students to answer from memory. Monitor for accurate grammar but don't confirm answers yet. Direct students to audio script **4C.3** on >> **p.152** to check their answers, or play the audio again.

washed the towels ✓	made the bed ✓
cleaned the cooker ✗	cleaned the bathroom ✓
washed the sheets ✓	cleaned the floors ✗

ABCDE Put it all together

16 Go through the instructions with the class. Make sure students write notes rather than full sentences. Students add their own ideas, using dictionaries if necessary.

17 Nominate or ask for two volunteers to have the example conversation and point out the final response. Ask students to stand up and ask questions to find others who have done the same things. At the end of the activity, ask for volunteers to tell the class about people who have done a lot of jobs.

Student performance

Students should be able to ask and respond to questions of a factual nature.

Use this checklist for monitoring and feedback or to assess students' performance.

Fluency	Do students ask some questions without hesitation? exercise 9
Accuracy	Do students use verbs and nouns appropriately? exercise 2
Pronunciation	Do students pronounce *n't* in negative sentences? exercise 11

I can **say what I've done.**

Students tick *on my own* if they can ask and answer some questions without their notes. They tick *with some help* if they need time to think about the questions.

Early finishers

In pairs, students prepare a reply to explain why they can't accept an invitation to the cinema. Students use audio script **4C.3** for help, and act the conversation for another pair.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about experiences

4D

Orientation

Context

In this lesson, students will focus on talking about and giving details of experiences.

The introduction to the magazine questionnaire, *How independent are you?*, provides background information about the connection between the words *married* and *house* in two languages.

The questionnaire asks about the type of experiences a person has had. The answers are used to calculate an unmarried person's degree of independence, with scores weighted to take account of their age.

Culture note

On the whole, young British people are fairly independent, generally leaving home sometime between the ages of 18 and 25, often to go to college or university. However, a significant number return to live with their parents after graduating until they are able to get a job and support themselves! They don't generally get married until their late twenties or early thirties.

Language

Focus grammar	present perfect with *ever*; past simple
Focus words	*abroad, ever, lose, never, once, slept, twice*
Focus phrases	*a few times, lots of times, pay a bill/rent*, etc.
Recognition vocabulary	*battery, independent, show, soap*
Recycled language	words: *alone, electricity, fridge, gas, guest, heating, remote control, towel, turn on*, etc. phrases: *last night, last week, last year, yesterday*, etc. grammar: *past tense, wh- questions*

Language note

As well as using the present perfect to link present results to an event which has already taken place, we can use the present perfect with *ever*. The addition of this word broadens the concept to an experience at any time in your life.

End product

In *Put it all together*, students play a game in small groups asking about experiences and for further details. Students' conversation is based on listening texts and a model conversation in *Pairwork on* p.127.

Preparation

If possible, write the words for the *Warmer* on the board before the lesson.

Warmer

As preparation for section A, write these words on the board: *have, married, home, school, get, leave, buy, rent, get, children*. In pairs, students classify the words into nouns and verbs and match them (*have children, get married, leave school, leave home, buy a home, rent a home*). Go through each one and ask for a show of hands to see if students have done any of these.

Write *How to talk about experiences* on the board.

A Read a questionnaire and respond

In this section, students discuss the topic to activate ideas before reading a questionnaire for detail.

1 Do the first item together to demonstrate the activity. Put students into small groups and give them time to discuss the answers before asking around the class. Help students express their ideas but do not overcorrect for accuracy at this stage.

Teaching tip

In multilingual classes, organize students so that each group has a mix of nationalities to generate cross-cultural comparison. In monolingual classes, there is scope for discussion on the typical ages that people do these things.

2 Direct students to *How Independent Are You?* on >> p.42 and set a short time limit for them to read and identify the topic (*b leaving home*). Ask for suggestions around the class and words in the text which helped them decide. Ask *Is the word for marriage and house connected in your language?*

3 Direct students to the glossary at the bottom of >> p.42 and read the first word and definition. Elicit or explain that a glossary is a mini-dictionary for words in a particular text. Ask students to guess the answers first and then scan the text to check. Check answers as a class.

2 rent 3 heating 4 guests 5 remote control

4 Explain to students that they can do the questionnaire for themselves or somebody they know. Go through the key with the class and check they understand how to calculate their scores. Monitor and help as necessary as students work through the questionnaire alone. For class feedback, nominate students and ask if they were surprised by their independence rating and to give one example to explain why.

5 4D.1 Tell students that they are going to listen to a young British man answering the questions. Play the audio and pause after each main section for students to mark his answers. Play the audio a second time if necessary and allow students time to calculate his score. In pairs, students discuss whether they are more or less independent than Callum and if any of his answers surprised them.

Callum scores 11 points, a score which indicates he is not very independent.

B Grammar present perfect with *ever*; past simple

6 Direct students to the two cartoons and ask them to point to the picture in which they can see a recent result (*picture b*). Ask *What's happened? (He's hurt/broken his arm.)* Ask *What's the person pointing to him asking?* and elicit *Have you broken your arm?* Tell students to look at the sentences under the pictures and ask *Which question asks about life experience? (Question 2.) Which question asks about a recent event? (Question 1.)* Match the questions and pictures as a class before students copy the questions in the speech bubbles.

Copy these timelines on the board and ask students which one matches which sentence (*1b, 2a*). Point out the position of *ever* after the subject but before the past participle.

timeline 1 = recent event

broken arm?

past ———————— X – now ———————— future

timeline 2 = life experience

broken arm?

? – ? – ? – ?

past ——X——X——X——X——now——— future

Extra help

Remind students that in 4B they were focussing on the results of *recent events*. In this lesson they are talking about *life experiences*. To practise the form and show the change in concept with *ever*, elicit and drill *Have you ever ...?* questions about life experience based on familiar vocabulary, e.g. *Have you ever put salt in your coffee? Have you ever cut your finger?*

7 Students practise manipulating the grammar. Go through the example with the class and remind students that they can find past participle lists on >> p.148. Monitor and help if necessary as students continue individually. To check answers, ask for volunteers to ask you the question and give your reply using some of the expressions in exercise 8. Check students understand the meaning of *once* and *twice* and encourage them to ask follow-up questions and respond with more detail.

Have you ever
2 ... stolen a hotel towel?
3 ... lost your house keys?
4 ... paid a bill with a credit card?
5 ... bought something on the Internet?

8 Go through the instructions and the example. Answer questions about the experiences in the box. Put students into pairs to interview each other, and monitor and help with word order in questions as necessary. Do open-class pairwork at the end and ask follow-up questions to students' replies.

9 Use the information from the open pairwork and write an affirmative sentence about one of the students on the board, e.g. *Hana has lost her house keys a few times.* Ask *Did this happen in the past? (Yes.) Do we know when? (No.) Is the time or the experience important? (the experience)* to check the concept of this use of the present perfect again. Ask students *When?* and amend the sentence on the board, *Hana lost her house keys last year.* Direct students to the grammar box, example sentences and the time phrases. Go through questions 1–4 together as a class and see if you can elicit the rule for item 5.

1 No 2 Yes 3 No 4 Yes 5 Present perfect

10 Ask students to read items 1–5 and do the first item as a class. Point out the time clause at the end of the sentence and in the grammar box in exercise 9. Monitor and help if necessary as students continue individually. Students compare in pairs before you go through the answers as a class.

1 lost 2 've had 3 hasn't drunk 4 Have/ever lived
5 Did/watch

Extra plus

In pairs, students ask the questions in exercise 7 again. They start with a present perfect question and use the past simple to ask for details.

C Listen and follow a conversation

In this section, students listen and follow detail in a short conversation and then order information using a conversation map.

11 4D.2 Read through the instructions and questions 1–3. Play the audio. Students answer the questions and compare in pairs.

1 James 2 in 2001 3 fell downstairs

12 Direct students to the conversation map and the small letters at the beginning of each turn. Tell students that each row is a new turn. Talk through the options at each turn and see if students can remember which conversation route Alice and James took. Play the audio a second time for students to check answers. Students can check with audioscript 4D.2 on >> p.152.

2 b 3 d 4 g

13 In pairs, students practise the conversation. Encourage them to refer to the conversation map if necessary. Ask for volunteers to have their conversations for the class.

ABC Put it all together

14 To introduce the activity, tell students to ask you a *Have you ever ...?* question, e.g. met a famous person. Tell students to ask you *Wh ...* questions to see if you are telling the truth or not and warn them that you might not answer their questions honestly. After five or six questions, ask students if they think you really have met ...

Tell students to turn to >> p.127. Go through the instructions as a class and make sure students write six *Have you ever ...?* questions. Direct them to *How Independent Are You?* for ideas. Ask for two volunteers to have the conversation and put students into small groups of three or four to play the game. At the end, ask students to tell the class about interesting experiences others have had.

Student performance

Students should be able to start and maintain a short conversation.

Use this checklist for monitoring and feedback or to assess students' performance.

Interaction	Do students respond to questions appropriately? exercise 12
Fluency	Do students ask *Have you ever ...?* without a lot of hesitation? exercise 8
Coherence	Do students ask appropriate questions about the experience? exercise 12

I can talk about experiences.

Students tick *on my own* if they can ask *Have you ever ...?* questions without using their notes. They tick *with some help* if they need to read some of their questions.

Early finishers

Students write different questions and repeat the activity with a different group.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will think about a reader's and writer's purpose for writing thank you notes.

New language	*Feel free to ..., Help yourself to ..., Make yourself at home.*, etc.
Recycled language	words: *things and actions around the house* grammar: *present perfect*

End product

In *Put it all together*, students write a short note (about 70 words) based on audio script 4E.1 on >> p.152–53.

Warmer

Ask students to imagine they stayed at a friend's house and left before the friend arrived home. Ask for a show of hands to see how many would leave a thank you note. Write *How to write a thank you note* on the board.

A Read and understand the writer's aim

In this section, students analyse a note to determine why it has been written.

1 Check students understand the title of the section. Go through the instructions and the questions. Direct students to the note. Set a short time limit for students to skim and scan to answer the questions. Go over answers as a class.

1 Phillipa's house (maybe in the kitchen)
2 Phillipa 3 She's not home to welcome Ana.

2 Ask students to read items 1–6 and check vocabulary. Do the example to make sure students understand the activity. They compare in pairs before you go over answers as a class.

2 perhaps 3 yes 4 no 5 perhaps 6 yes

Extra activity

Ask students for examples from Phillipa's letter which indicate that it's an informal note to a friend, e.g. *Hi!, use of short sentences – one on each line, imperatives, contracted forms.*

B Vocabulary welcome and thanking phrases

3 Direct students to the title and ask *When?* to elicit the situations in which the two things are done. Go through the example as a class and put students in pairs to think about the function of each phrase. Monitor and help as necessary. Nominate pairs to give answers and ask students to find examples of welcome phrases in Phillipa's note.

2 W 3 T 4 T 5 T 6 W 7 T

C Imagine your reader's questions

In this section, students are introduced to a strategy which they can use to help make the content of their writing appropriate.

4 Read the instructions. Go through the situation and the questions as a class and elicit possible answers. Write notes on the board, encouraging students to use their imagination and give some background detail. Point out that if a writer imagines a reader's questions it can help decide what to include in the note.

Ask students to write the answers to Phillipa's questions, and to look again at the phrases for thank you notes in exercise 3 for help. Monitor and check correct use of the present perfect. Give positive feedback for ideas.

5 4E.1 Go through the instructions and check students understand the activity. Tell students to put a tick by any information which is the same, and write key words to note any differences. Play the audio and give students the option of listening a second time if necessary.

6 Direct students to audio script 4E.1 on >> p.152–53 to check. Ask for volunteers to give similarities and differences. Explain that students' texts are not wrong if there are differences, but that they should check they have answered the questions in exercise 4.

Extra help

Go through the questions in exercise 4 and ask students for the answers in the audio script.

ABC Put it all together

7 Read through the instructions with the class and check students understand the activity. Put students in pairs to share ideas. Monitor and refer students to the note in exercise 1 and lesson 4B for more ideas if necessary. Elicit a couple more small accidents around the class.

8 Go through the instructions and elicit some explanations around the class. In pairs, students think about the questions their friend might ask about the accidents they have had in the home. If necessary, direct students back to the questions in exercise 4. Encourage students to use their dictionaries.

9 Ask for an example of a greeting and a closing, and remind them to use both. Tell students to look at audio script 4E.1 on >> p.152–53 for help if necessary. Students should review their writing for short forms for the present perfect, and make corrections if necessary. Ask pairs to swap notes and to check they have answered the questions in exercise 8.

Student performance

Students should be able to write a thank you note (about 70 words) using simple sentences. Their writing might contain occasional errors if they try to express the connection between an event and its consequences.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Have students given explanations for two or more accidents?
Organization	Have students used greetings and closings? Have students thanked and apologized?

I can write a thank you note.

Students tick *on my own* if they have explained each mishap. They tick *with some help* if they need to include more information.

Early finishers

In small groups, students tell others what happened during their stay and then read their notes. The group decides if the note explained the situations.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember who

Write sentences 1–10 below on the board. In small groups, students write down who said or wrote them. They check answers by looking back through the unit.

1 Could I have an alarm call at 7.30 a.m., please? 2 I haven't watered the cactus. 3 Have you ever broken your arm? 4 Have you fed Toby? 5 I've made the bed for you in the end room. 6 Just for one night? 7 I haven't started on the kitchen yet. 8 I've fed the cat. 9 I've cleaned the floor. 10 We've decided to come home early.

1 the guest	4 Lisa's mum	7 Frank	10 Lisa's mum
2 Lisa	5 Phillipa	8 Ana	
3 James	6 the receptionist	9 Lisa	

A Grammar

1 *can/could* (requests) 4A exercise 14

Warm-up: Write these words on the board for students to make a hotel request: *please, TV, work, send, could, someone doesn't, the, you, to, it, at, look, ?*

The TV doesn't work. Could you send someone to look at it, please?

Set-up: Go through the example with the class.

2 Could I have a cup of tea, please?
3 Could you send me some new towels, please?
4 Could I have an alarm call at seven, please?
5 Could you tell me how to turn the heating off, please?

Follow-up: Students write translations of the questions and compare ways of making polite requests in their language.

2 Present perfect for recent events 4B exercises 4–5

Warm-up: Direct students to look at *Bingo!* on >> **p.38**. Say a picture number for students to say what's happened.

Set-up: Ask students to read the text and check any vocabulary problems. Go through the example as a class.

2 He's dropped the milk. 3 He's burnt the toast.
4 He's broken the plate. 5 He's cut his finger.

Follow-up: Students say past actions from exercise 4 on >> **p.39** or invent their own. A partner says the present result.

3 Present perfect for recent events 4C exercise 4

Warm-up: Remind students about Lisa. Ask *What hasn't she done?* and elicit ideas around the class.

Set-up: Use the example and tell students to make sentences by moving from left to right, right to left, up and down but not diagonally. The first word of each sentence is numbered.

2 Has she cleaned the floor?
3 Lisa has invited her friends for a party.
4 Has she washed up?
5 Lisa has turned on the heating.
6 Lisa has dropped food on the floor.
7 Lisa hasn't kept the kitchen clean.
8 Her parents have decided to come home early.
9 Has she fed the dog?

Follow-up: Students tell a partner about the things they've done and not done before they came to class.

4 Present perfect questions with *ever* 4D exercise 7

Warm-up: Nominate students and ask a few questions in *How independent are you?* on >> **p.42**.

Set-up: Ask students to read the text and check vocabulary. Do the example as a class.

Have you ever ...
paid for the shopping? paid rent?
cooked for your family? cooked for guests?
put soap in the washing machine? put a shelf on the wall?

Follow-up: Students role play the conversation and then ask each other the questions.

B Vocabulary

5 Hotels 4A exercise 11

Warm-up: Ask students for three things a hotel receptionist and a guest might say.

Set-up: Tell students to read the conversation. Ask *How long is the guest staying? (One night.) What's the hotel room number? (224.)*

2 room	5 included	8 key
3 night	6 May	9 second
4 with	7 passport	

Follow-up: In pairs, students write their own gapped conversation for another pair to complete. They check each other's answers at the end.

6 Around the house 4A exercise 3, 4C exercise 1

Warm-up: Write *bedroom, bathroom, living room* on the board. Set a short time limit for students to write a list of the things they might find in each room.

Set-up: Go through the instructions and the example as a class.

2 blanket	6 towel	10 heating
3 pillow	7 toilet roll	11 gas
4 tap	8 ashtray	12 electricity
5 soap	9 lamp	

Follow-up: Students choose ten things around the house from unit 4 and write their own anagrams. They swap lists and find the words. Students check their partner's answers and spelling.

7 Irregular past participles 4B exercise 6

Warm up: Write some of the past participles from the word pool on the board. Ask students for the infinitive and the past tense.

Set up: Go through the instructions and the example as a class.

2 burnt	5 done	8 paid	11 stolen
3 bought	6 fallen	9 put	12 taken
4 cut	7 kept	10 seen	

Follow up: Students choose three past participles they want to remember and write a sentence for each one.

8 Time phrases 4D exercise 9

Warm-up: Draw two columns on the board entitled *finished time* and *unfinished time*. Elicit time phrases and write them on the board. Direct students to >> **p.43**, exercise 9 to check.

Set-up: Ask students to read conversations 1–3 and check any vocabulary.

1 never, once 2 last, this 3 times, twice

Follow-up: Students ask each other two questions using *Have you ever ...?* and *How many times have you ...?*

Early finishers

Students review the unit and choose ten verbs. They draw three columns and write the verb, past tense and participle. They check with a dictionary.

How to talk about clothes

5A

Orientation

Context

In this lesson, students will focus on using adverbs and adjectives to give their opinions on clothes.

Window Shopping is a cartoon strip which features two shop dummies, Gavin and Jeff, who 'come alive' in a shop window. Gavin, who is outside the picture, tells Jeff his clothes have attracted the attention of a female passer-by. Jeff thinks the woman is looking at Gavin, who is shocked because he isn't dressed for the window display.

Photos 1–11 illustrate the vocabulary in *Clothes*.

Language

Focus grammar	adverbs of degree: *a bit, a little, enough, quite, really, too, very*
Focus words	clothes: *socks, top, tights, tracksuit, trainers, underwear* adjectives: *bright, dark, nice, tight*
Focus phrases	*What do you think of my ...?, It's/They're really nice!, It suits you.*, etc.
Recognition vocabulary	*half-price, perhaps, sales*
Recycled language	clothes: *dress, sandals, shorts, suit, sweatshirt, trousers* adjectives: *big, casual, comfortable, long, short, small, smart*, etc.
Pronunciation	intonation in opinions 5A.2
Discourse	object pronoun substitution *it, they*

Language note

In spoken English, speakers tend to give negative opinions with rising intonation. This gives the impression that the opinion is tentative, so the hearer is less likely to be upset by it. For example, *They're a bit unusual.* said with rising-falling intonation sounds positive, while the same words said with falling-rising intonation sounds negative. Euphemism, for example, saying *It's a bit expensive.* rather than *It's very expensive.* is also a convention in spoken English, used to avoid giving displeasure.

End product

In *Put it all together*, students exchange opinions on what people are wearing in pictures in *Pairwork* on >> p.127 and >> p.133.

Warmer

Review colours and test students' recognition of clothes words by asking *Who's wearing something pink today? Who's wearing brown trousers? Who's wearing a white shirt? Who's wearing smart clothes? Who's wearing a green jacket? Is anyone wearing red socks? Is anyone wearing a blue T-shirt?*

Write *How to talk about clothes* on the board.

A Vocabulary clothes

1 Check students have covered >> p.46. Put students into pairs or small groups and give them three to four minutes for the brainstorming activity. Elicit vocabulary around the class. Ask for spellings as you write words on the board and check students understand the meaning of any new vocabulary.

2 Students work individually, then in pairs to match the words to the photos. Check answers by saying a photo number for the class to say the word. Monitor for pronunciation and direct students to the pronunciation of suit and tights in *Clothes*.

1 suit 2 sandals 3 top 4 socks 5 trainers 6 shorts
7 tracksuit 8 underwear 9 sweatshirt 10 tights 11 dress

3 Give students time to read questions 1–4 and check any vocabulary. Do the first item as a class before students continue individually and then compare answers in pairs. Monitor for pronunciation of the final /s/ and give positive feedback when students pronounce words correctly.

1 women's clothes: dress, tights, top men's clothes: suit
2 smart clothes: suit casual clothes: shorts, sweatshirt sportswear: tracksuit, trainers, sweatshirt
3 plural words: sandals, shorts, socks, tights, trainers
singular words: dress, suit, sweatshirt, top, tracksuit, underwear
4 Students' own answers.

4 Go through the instructions and check students understand the adjectives. Read the examples and give one or two strange combinations, e.g. *long trainers, smart socks* to help students understand the activity. Tell them to think of two combinations for each adjective. Monitor and help as necessary. To check answers, go through each adjective in turn and elicit suggestions from the class. Encourage students to use *a* with singular clothes words and *some* with plural clothes words.

Suggested answers
big sweatshirt, sandals **casual** top, dress
comfortable sweatshirt, sandals **long** socks, top
nice suit, dress **small** sweatshirt, trainers
short socks, dress **smart** top, suit, dress
tight top, shorts **warm** sweatshirt, tights

Language note

Comfortable has only three syllables. The 'or' in the middle is not pronounced. The 'gh' in *tight* is not pronounced and in British English the 'r' in *warm* is silent.

Extra help

Students test each other on the opposite adjectives, e.g. ***A*** *long socks* ***B*** *short socks* ***B*** *tight trainers* ***A*** *comfortable trainers*, etc.

B Listen for key words

In this section, students listen to a dialogue to recognize key words and for detail.

5 Direct students to *Window Shopping*. Ask them to look at the pictures and say who the people are *(two shop window dummies, and a woman in the street)*. Set a short time limit to name all the clothes vocabulary in the story. Check answers, encouraging students to use the collocations from exercise 4.

6 5A.1 Go though the instructions and give students time to study the words. Check students have covered the text before you play the audio. Play the audio a second time if necessary.

✓ jacket, trousers, shirt, top

7 Ask *Who's Jeff? Who's Gavin?* Tell students to read *Window Shopping* again to find three answers to the question.

1 It's smart. 2 The jacket's a good fit. 3 He loves the colour.

Extra plus

Students listen to the audio rather than reading.

8 Go through the instructions and items 1–5, using the example to demonstrate that students need to read carefully to find a sentence with the same meaning. Monitor and help as students work individually before comparing in pairs. Ask for volunteers to give the answers. As you go over the answers, ask what *it* refers to in item 2, and check students understand the difference between *fit* and *suit* by asking *Which verb is used about style or colour? (Suit.) Which word is used about size? (Fit.)* For item 5, ask why Gavin says *Oh no!*

2 It really suits you. 3 What do you think of the shirt?
4 The woman in the red top. 5 I haven't got anything on!

Extra help

Cue-response drill for pronoun substitution using singular and plural words for clothing. Point to the photos in *Clothes* and say (maybe with some irony!) *Nice dress!* to which the students respond *I like it too!* Continue with other photos, e.g. ***T*** *Nice sandals!* ***SS*** *I like them too!* ***T*** *Nice suit!* ***SS*** *I like it too!* etc.

C Pronunciation intonation in opinions

9 5A.2 Books closed. Draw two faces on the board, one smiley and one not. Tell the class they're going to hear some people giving opinions, some positive and some negative. Play the audio and stop it after the first sentence. Ask the class whether the speaker sounded positive or negative. Continue in the same way with the other sentences. Direct students to the sentences in exercise 9. Play the audio a second time for students to repeat.

Extra help

Play the audio again and hum the intonation instead of saying the words, and encourage students to do the same. Exaggerate the fall-rise/rise-fall patterns a little, so they are clearer. Play the audio again for students to repeat with the words.

10 In pairs, students read *Window Shopping*, practising intonation in opinions in context. Monitor and give praise for appropriate use of intonation, and ask for volunteers to say the conversation for the class.

D Grammar adverbs of degree

11 Ask students if they can remember what Gavin says about Jeff's jacket and shirt to elicit *It's really nice.* and *It really suits you.* Write these sentences on the board. Underline *nice* and *suits* and ask students what kinds of words these are *(adjective, verb).* Circle *really* in each sentence and ask what kind of word it is and what it does in the sentence *(an adverb, gives extra information about an adjective or verb).*

Direct students to the pictures and go through the grammar box as a class. Put students in pairs to find more examples of adverbs of degree in the cartoon story. Monitor and help as necessary. Students read out the adverbs they found.

really nice very smart too short quite short
long enough a bit bright

12 This exercise encourages students to work out the rules of form for themselves. Students do the exercise individually and then compare in pairs. Go over the answers as a class.

1 c 2 a 3 b

Extra help

Elicit more examples for each rule, e.g. Rule 1 *It's long enough. It isn't smart enough.* Rule 2 *It's very expensive. It's very warm. It's quite warm.* Rule 3 *They're really nice.*

13 Go through the instructions and the example as a class. Give students time to read items 1–8. Check vocabulary and make sure that students understand the connection between nouns and pronouns in items 1, 3, 4, 7. Students continue individually and compare in pairs. Ask for answers around the class and for students to read the complete sentences.

2 quite 3 a little 4 very 5 enough 6 too 7 too 8 really

Extra plus

Put students into pairs. Student A makes some positive comments about Student B's clothes. Student B responds appropriately. Students swap roles.

ABCD Put it all together

14 Put students into pairs and direct them to *Pairwork* photos on >> **p.127** and >> **p.133**. Tell students they have the same photos, read through the instructions and the names of people. Go through the example to demonstrate the activity. At the end, students show each other their pictures and check the names of the people.

15 Give students two or three minutes to comment on the clothes people are wearing. Ask for comments around the class and see if students agree.

Student performance

Students should be able to express an opinion and give a short explanation using simple sentences.

Use this checklist for monitoring and feedback or to assess students' performance.

Politeness	Do students use adverbs with negative opinions? exercise 10
Vocabulary	Do students use five or six different adjectives to describe clothes? exercise 4
Pronunciation	Do students attempt to use intonation in opinions? exercise 10

I can **talk about clothes.**

Students tick *on my own* if they occasionally look back at expressions in exercise 11. They tick *with some help* if they need to look at *Clothes* on >> **p.46** for vocabulary.

Early finishers

Students write a list of what they like and dislike. They role play two of the people in *Pairwork* on >> **p.127** and have a conversation like *Window Shopping.*

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to make promises and offers

5B

Orientation

Context

In this lesson, students will practise using *will* for promises and *shall* and *will* for spontaneous offers of help.

Style Factory, at the top of the page, is an advertising leaflet which gives information about guarantees and services the shop offers its customers.

In the picture story, *Sadie and Vic Go Shopping*, the pictures represent various stages in the day of two friends. The dialogue contains examples of polite ways of making offers. The pictures are not in the correct order.

Culture note

Shall is a polite way of making an offer. It is used to ask a question which allows the speaker to appear as if they are giving the person a choice to accept the offer or not. It is more tentative and friendly and requires a *yes* or *no* answer.

Language

Focus grammar	*will* (promises and offers): *I'll buy you a drink.* *shall: Shall I carry your bag?*
Preview grammar	first conditional
Focus words	*borrow, carry, hold, lend, pay, pay back, wear, wrap*
Focus phrases	offers: *I'll buy you ..., I'll help you, I'll lend you ...*, etc.
Recognition vocabulary	*accessories, delivery, designers, guarantee, online, product, purchase, quality, register, service*
Recycled language	words: *bag, scarf, umbrella* grammar: (pronouns) *you, your, it*
Pronunciation	stress in sentences with *will, won't* and *shall* 5B.2–3

End product

In *Put it all together*, students use the cues and possible shopping situations in *Pairwork* on >> p.127 to have a series of conversations for another pair to follow. They have practised similar conversations.

Preparation

Make sure you have something with you for the lesson that you can *either* carry or wear, such as a scarf or a watch.

Warmer

Write the word *Help!* on the board, and the following situations: *It's raining, no money, an exam tomorrow, got a headache, it's cold, a secret, it's late, a heavy suitcase, hungry.* Put students into pairs or small groups. Set a three-minute time limit for them to think about things they could say to a good friend in these situations. Go through each situation and brainstorm ideas. Help students express their ideas and monitor for *will* and *shall* but do not overcorrect for accuracy at this stage.

Write *How to make promises and offers* on the board.

A Read an advertising leaflet

In this section, students read an advertising leaflet for gist and detail.

1 Activate students' background knowledge about the topic. Go through questions 1–3 with the class and put students into pairs or small groups to talk about them. Monitor and help students get their ideas across, but do not correct for accuracy at this stage. Go through the questions one by one and nominate students to reply.

2 Direct students to *Style Factory* on >> p.48. Tell students not to worry about new vocabulary at this stage and set a short time limit for them to answer the question. Ask for suggestions around the class, and encourage students to give information from the text to support their ideas.

People who want to buy cheap clothes and accessories.

3 Read the question and go through items a–h to check vocabulary. Students do the activity individually before comparing in pairs. To check answers, say the item, nominate one student to say *yes* or *no* and a second to say if they agree. Do not focus on new vocabulary at this stage.

✓ a, c, d, f

4 Read through the instructions and items 1–5 to check vocabulary. Go through the example as a class. Remind students to look at the highlighted words and information on either side to find the word or phrase. Students continue individually. Go over the answers as a class.

2 purchase 3 register 4 product 5 guarantee

5 Go through the instructions and the first item from exercise 4 as a class. Put students in pairs to continue. Explain that these are strategies they probably use when they meet a new word in their own language. Ask which are good ideas and which they have never tried when reading in English.

B Listen and identify what people are talking about

In this section, students listen to a conversation for gist and use context to identify the topic of conversation.

6 5B.1 Direct students to *Sadie and Vic Go Shopping*. Ask a few questions about the pictures to set the scene, e.g. *Who buys the most, Sadie or Vic? (Vic.)* Set a short time limit for students to guess the order of the pictures. Play the audio for them to listen and check.

b, d, a, c

7 Go through the instructions and do item 1 as a class. Ask students to find the phrase and ask questions, e.g. *Who's speaking? Who's she speaking to? What's going to happen? Where's Vic?* Play the audio and pause after the first conversation. Elicit or give the answer *(Bridge Street Market)*. Do not focus on the meaning of vocabulary in items 2–6 at this stage. Play the audio, pausing after each conversation for students to compare their ideas. Go over answers as a class and play the audio a second time.

1 Bridge Street Market 2 coffee and cakes 3 bag
4 Vic hasn't got enough money to pay for the scarf
5 Vic's going to pay for the scarf 6 the scarf

8 Tell students they will guess the meaning of similar words using audio script 5B.1 on >> p.153. Go through item 1 as a class. Ask *Who is going to wear something? (Vic.) Who offers to wrap something? (The cashier.) What do you use to wrap something? (A bag, paper.)* Students continue in pairs. Monitor and help as necessary. Elicit or give example sentences to check that students have understood the meanings.

Example sentences
1 I'm going to **wear** my coat today. It's cold. I **wrapped** my friend's present in some nice expensive paper.
2 I've got no money. I'll **borrow** some from the bank. I can **lend** you some money.
3 I'll **pay** for the coffee. You can **pay** me **back** next time.
4 Can you **carry** my suitcase to the car? Can you **hold** my umbrella for a moment?

Teaching tip
Explain that *lend* is similar to *give* (for a short time), and *borrow* is similar to *take* (for a short time). Explain that *hold* is often used for smaller things, and it suggests stillness, while *carry* is associated with motion. Use a watch or scarf to show the difference between *wear* and *carry*.

Extra help
Draw two columns and write *Carry or wear?* and *Carry but not wear* on the board. Say or write these words for students to put into the correct columns: *briefcase, hat, purse, gloves, money, cap, tie, handbag, suitcase, jacket.*

Carry or wear: cap, hat, gloves, hat, tie, jacket
Carry but not wear: briefcase, money, handbag, purse, suitcase

C Grammar *will* for promises and offers

9 Write Sadie: *I'll lend you a hundred pounds.* Vic: *Thank you very much. I'll pay you back next month.* on the board. Ask questions to help students understand the concepts of promises and offers, e.g. *Who asks someone if they want something to happen? (Sadie.) Who says they are going to do something? (Vic.)*

Direct students to the grammar box and the first column to give more examples of *will* for promises and offers. Go through the sentences in the second column. Elicit that the negative of *will* is *won't* and that we say *Shall I ...?* not *I shall.* Point out the difference in form between *will/won't + verb* and *shall + I.*

promises: I won't forget. You won't be sorry.
offers: Shall I carry it? Shall I pay for you?

10 Tell students to look at *Style Factory* again. Ask if they expect to find more promises or offers in this type of text. *(Promises in a guarantee. We'd find offers in a sales leaflet which talks about cheap prices.)* In pairs, they underline examples in the text. Ask them if they think the *Style Factory* is a good place to shop.

You won't find lower prices ... We will lower ...
... we will give you your money ... We will replace ...
We will deliver ... ... we will send ... We will keep ...

11 Tell students to look at *Sadie and Vic* again and ask if they expect to find more promises or offers. *(Offers – we don't make promises all the time.)* Direct students to audio script 5B.1 on >> p.153 to underline the offers and to compare with a partner. Ask *Who offers? (Sadie.) Who promises? (Vic.) Do you think Vic will pay Sadie back?*

I'll pay ... Shall I carry ...? I'll lend ... I'll hold ...

Extra help
Cue-response drill. Tell students that for each problem you say, they have to make an offer or promise, e.g. ***T*** *I'm thirsty. drink* ***SS*** *I'll buy you a drink.* ***T*** *I can't do my homework. help* ***SS*** *I'll help you.*

12 Students work individually and do the controlled practice exercise to apply the grammar. Monitor and check students are using the short forms. Ask for volunteers to say the sentences in full to check answers.

1 Shall 2 'll 3 won't 4 won't 5 Shall 6 'll

D Pronunciation stress in sentences with *will, won't* and *shall*

13 5B.2 Go through the instructions and play the audio while students read and listen. Play the audio a second time for students to mumble the pronunciation as they listen.

14 5B.3 Go through the instructions and play the audio, pausing after each sentence for students to repeat. Monitor and check students are pronouncing *I'll* as /aɪl/.

15 Go through the question as a class and elicit the answer *(won't)*

Extra help
In pairs, students mark the sentences in the grammar box for stress and practise saying them to each other.

16 Direct students to audio script 5B.1 on >> p.153. Divide the class into A/B pairs. Students practise the conversation. Monitor and check for correct use of stress. Make sure students swap roles.

Extra activity
In pairs, students repeat the dialogue, changing what they want to buy.

ABCD Put it all together

17 Direct students to the shopping maze on >> p.127 and go through the instructions. Put students into pairs and monitor and help as necessary. Give students time to practise having their conversations using their notes.

18 Put students into groups of four and go through the instructions. Pairs check the route at the end of each conversation.

Student performance
Students should be able to have a short conversation, responding to offers and promises.

Use this checklist for monitoring and feedback or to assess students' performance.

Politeness	Do students respond to offers and promises appropriately? exercise 14
Coherence	Do students make offers and promises appropriately? exercise 14
Pronunciation	Do students attempt to use sentence stress? exercise 14

I can **make promises and offers.**
Students tick *on my own* if they can make and respond to promises and offers without a lot of hesitation. They tick *with some help* if they need some time to think before making an offer or promise.

Early finishers
Students choose a different route and repeat the activity.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to ask for things in shops

5C

Orientation

Context

In this lesson, students will practise using shopping phrases.

The Story of Jeans describes the origin of jeans and their modern-day equivalent.

The verse *Dean's Jeans* is an advertising jingle, with 'ea' spellings, which are also stressed syllables, highlighted.

Buying Jeans is a photo story where we see a customer and a shop assistant in a typical clothes shopping situation. The pictures are not in the correct order.

Language

Focus grammar	phrasal verbs: *put ... on, take ... off, turn ... off, turn ... on, try ... on*
Preview grammar	past passive
Focus words	*changing room, fine, jeans, a pair of jeans, pair, size*
Focus phrases	shopping phrases: *Can I try it/them on?, I'll pay in cash., I'll take them., I'm not sure.*
Recognition vocabulary	*cowboys, dear, dry, fashionable, independence, miners, neat, symbol, wet*
Recycled language	words: *cheap, favourite, invent, sailor, trousers* phrases: *a bit small, how much,* grammar: *how much, how many*
Pronunciation	sounds spelt with *ea* 5C.1
Discourse	substituting pronouns: *this one/these ones*

End product

In *Put it all together,* students role play a conversation in a clothes shop, based on the dialogue *Buying Jeans.* They talk about three or four situations, and can look at the pictures to help them remember. Students have rehearsed similar conversations with a different partner.

Preparation

Write the words *try, on, them* and *these jeans* on pieces of different coloured cards. You should be able to make all the sentences in exercise 15 at the same time. Take these and some blu-tack to class if you want to demonstrate how particles in phrasal verbs can change position (see exercise 15, *Teaching tip*).

Warmer

If you have room, put students into groups of five. Ask them to line up according to the following criteria: *who is wearing the biggest shoes to who is wearing the smallest shoes; who went shopping for clothes most recently to who went shopping for clothes least recently; who is wearing the oldest top to who is wearing the newest top; who spends the most money on clothes to who spends the least money on clothes.* Alternatively, run the activity as a seated discussion, with students numbering themselves from 1 to 5. Get some brief feedback from the groups after each line-up.

Write *How to ask for things in shops* on the board.

A Think about the topic before you read

In this section, students read a factual article for specific information and practise giving personal responses to the content.

1 Put students in groups of three to four to discuss the questions and monitor and help as necessary. Listen for interesting comments and contribute to students' discussion if possible. After about five minutes, go through the questions and ask for a volunteer to report back the group's answers. Tell the class any interesting facts or comments.

2 Write *The Story of Jeans* on the board. Tell students that they will think about what they already know first, to help them with their reading. Ask students to read questions 1–3 and check any vocabulary. Students continue individually and then compare their answers in pairs or groups.

3 Direct students to *The Story of Jeans* on **>> p.50** to check their answers. Monitor and help with vocabulary as necessary. Go over answers as a class and ask students if the text was easy or difficult to understand. Give students time to read again and answer any vocabulary questions.

1 b 2 a 3 c

4 Explain to students that when we read factual texts, we often find out something new or interesting and tell a friend about it. Give or elicit the responses from the example and write them on the board. Go through the example as a class. Read A's part and nominate different students to respond. Encourage students to sound interested in the conversation but don't focus too long on this.

Ask students to underline four examples of new or interesting information. Monitor and help as necessary. Put students in pairs to do the activity and give positive feedback when students sound convincing in their response.

Extra activity

In pairs, students write their own interesting facts about any topic. Students read one sentence each to the class, and nominate another student to respond.

B Pronunciation sounds spelt with *ea*

5 5C.1 Direct students to the title of the section. Ask *Can you tell the pronunciation of words in English from spelling? (Not always.)* Tell students that one difficult area is knowing how to pronounce words with 'ea'. Direct students to the table and copy the five symbols on the board. Elicit a word for each sound and write it on the board.

Go through the instructions and tell the class that they are going to hear an advert for jeans in the form of a poem. Point out that the 'ea' sounds are highlighted. Play the audio twice, and ask students to compare answers between each play. Give them time to write the words before going over answers as a class. Ask the class to read the words and check pronunciation.

/i:/ jeans, clean, neat, cheap, beach, dreams
/e/ sweater, weather /eɪ/ great /ɪər/ dear /eər/ wear

6 Put students in small groups to think of more words. Tell them to look in their dictionaries if they need to check.

Suggested answers
/i:/ team, eat, meal, reach, tea, pea, leave, peace
/e/ breakfast, dead /eɪ/ steak /ɪər/ ear, hear /eər/ bear

7 Play the audio and pause after each line for students to repeat. Play it a second time, but stop after every two lines for students to repeat. Finally, play it all the way through for students to read quietly with the audio. Students practise reading the poem aloud in pairs.

C Vocabulary shopping phrases

8 5C.2 Introduce the topic by asking the class when they last bought a pair of jeans and about their experience. Tell students they will listen to a conversation in a shop and ask them to cover the picture page.

Students read questions 1–4. Ask them to look at question 1 and write *How much are the jeans?* on the board, underlining *are* and *jeans* to show the grammatical connection. Contrast this with question 3. Write *How many pairs of jeans ...?* and underline *many* and the *s* in *pairs*. Play the audio and go over answers as a class.

1 £54.99 2 No 3 two 4 cash

9 Encourage students to think more about the context of shopping. Direct them to *Buying Jeans* and set a short time limit for them to put the pictures in order. Ask students to compare in pairs but do not give answers yet.

10 Play the audio for students to check and go over answers as a class. Go through the conversation again and ask about the highlighted words and phrases Ask *Are they singular or plural? What do they refer to, jeans or a pair of jeans?* Divide the class into A/B groups to read the conversation.

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

Extra activity

Books closed. Write the words *customer* and *shop assistant* on the board. Say some of the phrases from the dialogue, for students to say who says each one. Add *Thanks, I'm just looking.* and *I'm fine, thanks.* as customer phrases on the board.

11 Go through the instructions and the example. Do one or two more examples to demonstrate the activity. Students continue in pairs.

12 5C.3 Play the audio for students to check. Go over any problems as a class. Play the audio a second time, pausing after each item for students to repeat.

13 Put students in pairs to practise the conversation and check they swap roles. As students go through the conversation, monitor and encourage them to read, look up from the page, make eye contact with their partner and say some phrases from memory. Give positive feedback for all attempts.

Extra help

Students repeat the exercise with another clothes item from 5A.

D Grammar phrasal verbs with *on* and *off*

14 Direct students to the dictionary entry and go through the question as a class. Ask *What kind of word is try on? (A phrasal verb.)* Explain that the position of *sth* in the dictionary tells us that the noun can be placed between the verb and the preposition. Tell students that this is not the same for all phrasal verbs, and that they can use their dictionary to help.

15 Go through the example sentences as a class and put students in pairs to work out the rules. As you go over each rule, give cues to elicit more sentences, e.g. *trousers, sweater.*

1 can 2 can 3 can 4 can't

Teaching tip

Stick the different coloured cards to the wall to demonstrate how the noun can move (see *Preparation*).

16 Go through the instructions and check students understand the activity. Ask students to read items 1–8 to find examples of other phrasal verbs *(turn on/off, take off)*. Explain that these phrasal verbs follow the same rules as *turn on*. In pairs, students do the exercise. Monitor and help as necessary. Check answers as a class.

2 ✓ 3 ✓ 4 ✗ I'm going to take it off. 5 ✓
6 ✗ Take them off. 7 ✓ 8 ✗ ... try it on?

Extra help

Activate phrasal verbs with this TPR (Total Physical Response) activity. Students give each other instructions to perform in small groups or as a whole class. Do some examples as a class. Say *Take your ring off. Put it on again. Turn the lights off.*

17 Go through the instructions and the example. Put students in pairs to practise a few times and do the exercise as a group drill. Say the prompts for students to respond as a class. Point out that these are very short exchanges, similar to the ones in the *Buying Jeans* dialogue.

Suggested answers

2 Turn the heating off.
3 Take them off.
4 Turn the lights on.
5 Try it on.

ABCD Put it all together

18 Read through the instructions and put students in pairs to practise the conversation. Remind them to look at the pictures and say phrases from memory. Check they swap roles.

19 Books closed. Put students with a different partner to have the conversation from memory.

Student performance

Students should be able to have a short transactional conversation.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students role play three or four shopping situations? exercise 11
Interaction	Do students make suggestions? exercise 17
Coherence	Do students sometimes use pronouns in place of a noun? exercise 11

I can **ask for things in shops.**

Students tick *on my own* if they can role play three or four shopping situations from memory. They tick *with some help* if they look at the highlighted phrases in *Buying Jeans* once or twice.

Early finishers

Students write another shopping dialogue, with a very difficult customer. They say their conversations for another pair, who count how many problems the customer has.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about rules (1)

5D

Orientation

Context

In this lesson, students will practise using *must* and *mustn't* to talk about rules in public places.

Signs depicts four common rules and regulations found in public places.

Welsh mall ... is a newspaper-style article which deals with the topic of teenagers wearing heelies in a shopping centre in Wales. The text contains examples of different types of rules in shopping centres.

The small labelled photos below the text illustrate key vocabulary.

Culture note

Using modal verbs *must* and *mustn't* implies authority over someone else. In British culture, it is natural for a teacher, parent, doctor or boss to use them with their student, child, patient or employee because the hierarchical relationship between them is clear. *Must* and *mustn't* are often used in written rules.

Language

Focus grammar	*must, mustn't*
Focus phrases	*Can you repeat that?, Ehm, let's see ..., Sorry?*
Recognition vocabulary	words: *crowded, heels, hoods, mall, roller blades, skateboards, wheel* phrases: *a safe place, be careful*
Recycled language	everyday topics: *behaviour, documents, dress, drink, equipment, food, time* prepositions of place
Pronunciation	*must, mustn't* 5D.1

Language note

The final 't' in *must* and *mustn't* is only fully audible if it comes before a word with an initial vowel sound, e.g. in *must enter*. The final 't' in the middle of *mustn't* is always silent /'mʌsnt/.

End product

In *Put it all together*, students have conversations about different rules of a place, using their notes to help. Their conversation is based on the listening in 5D.2. They try and use phrases to help manage the conversation.

Preparation

Make a list of rules for a place students know, e.g. the library at your school or a form of public transport.

Warmer

Write the name of a place on the board. Set a three-minute time limit and put students into small groups to brainstorm the rules. Go round each group and ask for a rule. Ask the other groups if they agree and award a point if the rule is correct. Monitor and see how well students use *must* and *mustn't* but do not overcorrect for accuracy at this stage.

Write *How to talk about rules* on the board.

A Read a news article

In this section, students use visual clues and a title to anticipate the content of a news article. They also read for gist and detail.

1 Students engage with the theme of the text by matching signs and rules. Ask students to read items 1–4 and check any vocabulary. Direct students to *Signs* on >> p.52 and set a short time limit for them to do the activity individually. Check answers as a class.

1 Skateboards, bicycles, and rollerblades prohibited
2 Please keep off the grass
3 No admission to persons wearing wet shoes or wet clothing
4 No hoodies, no baseball caps

2 Put students into pairs. Set a time limit of about two minutes for them to read the title and look at the pictures to think about the content of the article. Elicit answers around the class and write key words on the board.

3 Go through the instructions and read items a–d and check any vocabulary. Students work individually and match topics a–d with a paragraph. Monitor and help as necessary. In pairs, students compare answers. Go over answers as a class, eliciting examples of words and phrases in the paragraphs which helped students decide.

a paragraph 3 (other malls)
b paragraph 2 (safety, break, knock down)
c paragraph 1 (new, fashion)
d paragraph 4 (shoppers)

4 Focus students' attention further on key factual information through closer reading of the text. Read the instructions and ask students to read items 1–6. Check vocabulary and go through the example as a class. Ask students why the first statement is false *(Teenagers mustn't enter the mall if they are wearing a new kind of training shoe, Heelies)*. As students continue individually, monitor and help as necessary. Go over answers as a class and, if a sentence is false, ask students to explain why. Do not overcorrect for accuracy at this point.

2 True
3 False. They can walk around in their socks.
4 False. They mustn't wear baseball caps.
5 True
6 False. The mall manager doesn't want large groups of teenagers standing on the stairs.

B Grammar *must, mustn't*

5 Students think about the meaning of the target grammar in the context of rules for shoppers. Read the instructions and write *You mustn't use rollerblades in the centre.* on the board. Ask students to decide individually which sentence a, b, or c, best explains the meaning. Take a class vote. Go through each one and ask *Why?* or *Why not?*

Option a is wrong because it means that people can wear rollerblades if they want to.
Option c is wrong because we use *should* or *shouldn't* for opinions.
Option b is the correct answer.

6 In this activity students work out the rules for the form of *must* and *mustn't*. Read through the instructions and ask students to work individually before comparing in pairs. Go through the answers as a class and underline the examples in the sentence from exercise 1 on the board.

1 mustn't 2 c

7 Direct students to the bank card security information. Go through the example as a class. Tell students to read the instructions and ignore the blanks for the moment. Ask *Are these rules or suggestions? Why? (Rules. If you don't follow them you could lose your money. Legally, your bank doesn't have to help.)* In pairs, students continue the activity. To check answers, say an item number, nominate a student to say the whole sentence and another to say if they agree or disagree.

2 must 3 mustn't 4 must 5 mustn't 6 mustn't

8 5D.1 Tell students they will listen to the sentences in exercise 1 and say if they hear the *t* sound. Play the audio and pause after each item and go over the answer. Ask students to underline *t* in the sentences. Play the audio a second time, pausing for students to repeat.

The only case where the *t* in *must* or *mustn't* is audible is in item 3, where the following word begins with a vowel.

Extra activity

Students write as many sentences as they can from the *Warmer*, using *must* and *mustn't*. Elicit examples from the class.

9 Direct students to the signs and ask them to work in pairs to write a rule for each one. Monitor and help as necessary. Go over answers as a class. Ask students to change pairs and say the sentences for a partner to say the number of the rule.

1 You mustn't smoke.
2 You must wear seat-belts.
3 You mustn't use your mobile.
4 You mustn't drink the water.
5 You mustn't play football.
6 You mustn't take photos.

C Listen to a conversation about rules

In this section, students use background knowledge to anticipate what speakers say about the topic. They think about how speakers manage a conversation.

10 Go through the instructions and items 1–5 to check vocabulary. Do item 1 together as a class to demonstrate the activity. Put students into pairs to guess what the speakers say about each topic. Go through each item as a class, and write key words on the board.

11 5D.2 Play the audio for students to see if their guesses were correct. Say the words on the board and tick correct guesses. Play the audio a second time if necessary.

12 In this activity, students are encouraged to think about how people manage a conversation. Read through the instructions and items a–e together as a class. Ask *Do you do these things when you are having a conversation in your language?*

Direct students to audio script 5D.2 on >> **p.153** and ask students to find and underline item 1. Ask *What is the speaker doing?* and go through items a–e. Point out how the speaker moves from the topic of the membership cards to the machines.

Ask students, in pairs, to find and underline items 2–5 in the audio script. Tell them to look at the phrases before and after, and match the words with the conversational functions in a–e. Go over the answers as a class. Divide the class into A/B groups for them to have the conversation and get a feel for the language in context.

2 a 3 b 4 e 5 d

Teaching tip

Do not spend a lot of time on this activity. Students are already aware of the function of *Sorry?* to ask for repetition. The exercise raises their awareness to other phrases a speaker can use to manage a conversation.

ABC Put it all together

13 Go through the instructions and the activity as a class. Check students understand the vocabulary. Elicit some ideas for each of the topics and write them on the board. Put students in pairs to write a list of rules for two places. Tell students to choose one or two phrases in exercise 12, and to practise having conversations similar to Simon and Judy's.

14 Put students into different pairs and direct them to the role cards in *Pairwork* on >> **p.127**. Read the instructions for Student A and Student B with the class. Ask for a volunteer and have the example conversation to demonstrate how students start the conversation. Students report back to the class at the end of the activity.

Student performance

Students should be able to give a short explanation.

Use this checklist for monitoring and feedback or to assess students' performance.

Interaction	Do students use one phrase to manage the conversation? exercise 12
Accuracy	Do students use *must* and *mustn't* appropriately? exercise 9
Vocabulary	Do students talk about two different topics? exercise 10

I can **talk about rules.**

Students tick *on my own* if they can have the conversation using their notes. They tick *with some help* if they use the notes on the board occasionally for ideas.

Early finishers

Students prepare a list of rules about a different place and have conversations with a different partner.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will practise explaining cultural conventions for visitors from abroad.

New language	words: *refuse, religion, religious* phrases: *connected to, make a mistake*
Recycled language	words: *abroad, envelope, souvenirs, tips, wrap, unwrap* grammar: *could (possibility), must, mustn't*
Recognition language	words: *dying, even number, lucky, subtitle, unlucky* phrases: *do the same thing*

End product

In *Put it all together*, students write a short text (about 60–70 words) giving advice to visitors from abroad.

Warmer

Draw a simple picture of a gift-wrapped box on the board and ask students when they give gifts, *For birthdays? Festivals? Anniversaries? Visiting home?* Ask students how they feel if they expect to be given a gift and aren't. See what students know about gift-giving in other countries. Write *How to write tips for visitors from abroad* on the board.

A Read and respond

In this section, students read for gist and detail in a guide book text about cultural conventions.

1 Direct students to *Giving gifts in China*. Go through the instructions and check students know which question they should answer. Set a short time limit to encourage students to read quickly. Ask for volunteers to give answers. Do not correct for accuracy but help students express their ideas.

Students' own answers

Extra activity

Ask students for similarities between gift-giving conventions in the country they are in now, or their own country, another country they know and Chinese culture.

2 Go through the instructions and questions 1–3. Check any vocabulary problems. Put students in pairs or small groups to exchange ideas before nominating students to tell the class.

Students' own answers, based on information in the text.

3 Go through the instructions and example, reminding students of the use of *could* for possibility. Set a short time limit and elicit answers around the class.

Suggested answers
give with one hand, offer the gift once, unwrap the gift in front of the giver, give four things, give a clock, wrap the gift in white, black or blue

B Think about cultural differences

4 Students discuss the questions in pairs or small groups. Monitor and contribute to the conversations, prompting students to think about cultural differences connected with traffic and transport, shops and services, around the house, body language and gesture. Nominate students to report back on their discussions and personal experiences.

For question one, encourage students to say how they feel when people from different countries and cultures make mistakes. For question two, encourage students to tell their own 'culture gaff' anecdotes. Do not overcorrect for accuracy but help students get their ideas across.

5 Do the activity with the whole class, eliciting a couple of examples for each topic. Ask students how they can find out about what to do *(guide books or the Internet give explanations of cultural conventions)*, and what to do if they make a mistake *(apologize and explain how things are done differently in your own country)*.

6 Go through the instructions and check students understand *title* and *subtitle* by eliciting examples from *Giving gifts in China*. Ask students to read the information in columns A and B and check any vocabulary. Do the first item as a class to demonstrate the activity. Ask students to continue individually and compare in pairs. Check answers as a class.

1 a, f, i 2 b, e, g 3 c, d, h

Extra plus

In pairs, students write their own subtitles for the topics in exercise 5.

AB Put it all together

7 Go through the instructions and check students understand the activity. Tell them to choose a topic, think of three subtitles and to write two or three pieces of advice similar to those in *Giving gifts in China*. Point out that the pieces of advice are written as a list under each subtitle.

Encourage students to find vocabulary in their dictionaries. When students have finished ask them to swap their notes and decide if the advice is helpful.

Student performance

Students should be able to write a list of topically related points. Their writing might contain errors in verb forms when they talk about hypothetical situations.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Have students written helpful tips for visitors?
Organization	Have students used a title and subtitles?
Accuracy	Have students used *must* and *mustn't* accurately?

I can **write tips for visitors from abroad.**

Students tick *on my own* if they can write tips without looking at *Giving gifts in China*. They tick *with some help* if they have copied one or two subtitles from exercise 6.

Early finishers

Students choose a different topic and make notes. They tell a partner about the conventions for the partner to guess the topic.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the situations

Write lessons A–D *How to* titles on the board: *A ... talk about clothes, B ... make promises and offers, C ... ask for things in shops, D ... talk about rules*. Say phrases 1–10 below for students to call out the lesson.

1 You mustn't use rollerblades in the centre. 2 I'll lend you my jacket. 3 It really suits you. 4 It isn't warm enough to wear shorts. 5 How much are they? 6 You mustn't cycle here. 7 Shall I carry it? 8 We'll call you later. 9 Can I try a pair on? 10 I love your shirt.

1 D 2 B 3 A 4 A 5 C 6 D 7 B 8 B 9 C 10 A

A Grammar

1 Adverbs of degree 5A exercise 11

Warm-up: Choose five clothes words from *Clothes* on >> **p.46**. Students say adjectives which can be used to describe them.

Set-up: Ask students to read items 1–8 and point out the two parts of the exercise.

2 too 3 a bit 4 enough 5 too 6 quite 7 a little 8 enough

Follow-up: Direct students to exercise 13, >> **p.47**. In pairs, students write five similar sentences and swap with another pair. They swap back and check each other's answers.

2 *will* (offers and promises) 5B exercises 9, 12

Warm-up: See what students remember about Sadie and Vic. Ask *Who phoned who to invite them to go shopping? (Vic.) Who bought lots of things? (Vic.) Who didn't have enough money to buy a scarf? (Vic.)*. Direct students to look at >> **p.48** to remember the story.

Set-up: Ask students to read items 1–8 and check vocabulary.

1 Shall 2 'll 3 won't 4 'll 5 Shall 6 won't 7 'll 8 won't

Follow-up: Students use audio script 5B.2 and mark the sentences in exercise 9 on >> **p.49** for stress. They say the sentences to a partner, who says *offer* or *promise*.

3 Phrasal verbs with *on* and *off* 5C exercises 14–17

Warm-up: Write the following words on the board, for students to make a sentence: *I, jeans, on, but, them, too, like, small, they, these, I, tried, and, were*. Students revise the grammar section on >> **p.51**, if necessary.

I like these jeans, but I tried them on and they were too small.

Set-up: Go through the first item as a class.

1 Turn the computer off .../Turn off the computer ...
2 Can I try it on?
3 Put your coat on .../Put on your coat ...
4 You must take off .../You must take your shoes off ...
5 Can you turn on the lights?/Can you turn the lights on?
6 Turn them off.

Follow-up: Students choose a sentence containing a phrasal verb with *on* or *off* in lesson 5C. They write a jumbled sentence for a partner and check answers at the end.

4 *must* and *mustn't* 5D exercise 7

Warm-up: Ask students, in small groups, to write some tips for travellers. Set a two-minute time limit and ask for suggestions around the class.

Set-up: Ask students to read items 1–6 and see how many of their tips are the same.

2 must tell 3 mustn't take 4 mustn't leave 5 must arrive 6 mustn't smoke

Follow-up: Ask students to put the tips in order of importance for them. They compare with a partner.

B Vocabulary

5 Clothes 5A exercise 2

Warm-up: Ask students to turn to >> **p.46** and look at the pictures in *Clothes*. Ask them to cover the words. Say the numbers in random order for the class to say the name and spell the word.

Set-up: Do one or two items as a class.

Across: 1 trousers 3 sweatshirt 5 dress 7 tights 8 suit 9 scarf
Down: 1 tracksuit 2 shirt 3 sandals 4 trainers 6 hats 7 tie

Follow-up: Ask students to work in pairs and write *M* (man), *W* (woman) or *M/W* (both) next to the clothes.

6 Shopping phrases 5C exercise 8

Warm-up: Put students in pairs to write two shopping phrases for a shop assistant and two for a customer.

Set-up: Ask students to read the conversation and say what the shopper buys.

2 ones 3 try 4 size 5 fine 6 take 7 pay 8 cash

Follow-up: Students write a similar conversation but for a shopper who decides not to buy anything. They act their conversations out for another pair.

7 Favours 5B exercise 13

Warm-up: Direct students to the shopping maze on >> **p.127** and elicit favours for a couple of the situations.

Set-up: Go through the instructions and example to check students understand the activity.

I'll pay your telephone bill.
I'll water your plants and feed the cat.
I'll lend you my camera.
I'll lend you a warm coat.
I'll meet you at the airport.

Follow-up: In pairs, students role play the conversation.

Early finishers

Students choose and copy three useful phrases from lessons A–D. They write a brief conversation using each one, and a translation in their language.

How to talk on the phone

6A

Orientation

Context

In this lesson, students will practise using telephone phrases to get put through to someone.

Paola phones the college is a picture story which shows Paola becoming more frustrated as she tries to speak to her college tutor on the phone. She gets cut off, gets the wrong number, and isn't understood by an operator. The conversations are fairly formal so all speakers use polite expressions such as *Can I ...?, please, thank you,* and *sorry* and limit their conversational turns to a minimum.

Automated Message takes a light-hearted look at recorded telephone messages.

Culture note

Different languages and cultures have different telephone conventions. For example, a Brazilian answering the phone might ask *Where are you calling from?,* whereas European Spanish speakers might say *Yes, tell me.* British people tend to say *Who's calling?* or *Who's speaking?* or say the telephone number or name of the company. If a person answering the phone doesn't meet a caller's expectations then it can disturb the flow of conversation and take time before the speakers adjust to each other.

Language

Preview grammar	*if* + imperative
Focus words	*answer-phone, busy, earlier, later, operator, press, tone*
Focus phrases	telephone phrases: *busy at the moment, call back later, get cut off, hang up, hold the line, leave a message, put you through, wrong number*
Recognition vocabulary	words: *landline, queue* phrases: *waste your time*
Recycled language	words: *abroad* phrases: *Can I ...?, I'll ..., Just a moment, Sorry, can you repeat that?, Would you like ...?*
Pronunciation	stress in corrections 6A.5

End product

In *Put it all together,* students take turns making and answering telephone calls using the role cards in *Pairwork* >> **p.128**. Students have conversations from memory, checking, confirming and clarifying information as necessary.

Preparation

Think about how you will organize the classroom for the telephone role plays in *Put it all together* (ideally the students should be sitting back-to-back). Tell students to bring bilingual dictionaries to the next class (lesson 6B).

Warmer

Write *Communication* on the board and elicit and write different ways of communicating, e.g. *letters, emails, text messages,* etc. Students rank them in the order of frequency they use them, (1 for the least and 5 for the most frequently used). Students discuss their order in pairs or small groups. Ask each group to report back on whether their answers were very similar or different.

Write *How to talk on the phone* on the board.

A Read and follow a conversation

In this section, students skim short telephone conversations before reading and inferring for detail.

1 Go through the questions with the class and check vocabulary. Put students in pairs to discuss their answers briefly and ask for volunteers to report back on what their partner said.

2 6A.1 Direct students to the pictures and focus on the scenario. Ask *Is Paola happy? (No, she seems to be getting more and more unhappy as the situation continues.)* Read the instructions and elicit or explain that *How many phone calls does she make?* means how many times does she dial the number. Play the audio and go over answers as a class.

Paola makes four calls: to the college, to Kwikfix Motors, to the college, to the college.

3 Prepare students to read for detail and infer by pointing out that they will need to read carefully. They will also need to think about the situations as the answers are not always written in the texts. Demonstrate by focussing on the first question together as a class. Ask students to look at the first two pictures and read the conversations. Elicit the problem and write *Paola gets cut off* on the board and tell students to continue in pairs. Ask for volunteers to give answers and explain why. See if the class agrees.

1 phones (or dials) the wrong number; Mr Hardy's busy
2 Central College 3 Yes, she's his student.

Extra activity

Ask for four volunteers to role play the conversations.

B Vocabulary telephone phrases

4 Check students cover >> **p.56** and ask *Who calls?* and *Who answers?* Direct students to typical phrases used in polite telephone conversations in the columns in the box. Use the example to demonstrate the activity and put students in pairs or small groups to continue from memory. Monitor and give the first letter or syllable of words to help jog students' memory, and tell them to leave any problem phrases for the moment. Ask for full phrases as you elicit answers around the class. Do not say if answers are correct at this stage.

5 6A.2 Play the audio while students listen and read to check their answers. Play the audio a second time as a model, pausing after each key phrase. Students repeat chorally, then nominate individual students to repeat. Listen carefully and praise and correct pronunciation as appropriate.

2 number 3 cut 4 back 5 busy 6 leave 7 line 8 hang 9 put

Extra help

Backchain drill. Help students remember difficult phrases by getting them to repeat starting with the final word. Add one word at a time until students can say the whole phrase from memory. Play the audio again for students to repeat the phrases and check intonation. The phrases sound most polite when rising and falling intonation is used, with the most important voice movement on the stressed word. Check students make their voices start a little higher on these words, and then fall.

6 6A.3 Direct students to the song on >> p.56 and read the introductory sentence to the class. Ask *What's an automated message?* and elicit the types of places which use them *(banks, airlines)*. Ask for some examples of the things people say in automated messages and help students express their ideas. Tell students to listen to the song to get the general idea of its content and tone. Ask *Is the song serious or fun?* Play the audio.

Go through the instruction and do one or two examples. Explain that the words or phrases needed come from the box in exercise 4. As students continue in pairs, monitor and help as necessary. Play the audio again for students to listen and check.

1 you through 2 Don't hang 3 the line 4 busy 5 call back 6 a message 7 cut

7 Students read the song carefully and use background knowledge to focus on key vocabulary. Do the example as a class. In pairs, students complete the activity. To check answers, read each item aloud for students to call out the answers. Give extra pronunciation practice if necessary.

2 operator 3 answer-phone 4 tone 5 abroad 6 press

Extra activity

Students read the song aloud with a partner saying alternate operator instructions.

8 Ask *How do you know if you're talking to an answer-phone or a real person?* Help students express their ideas. *(People talk about things in a more personal way, e.g. they use names.)* Use the example and one or two items to show students what makes an answer-phone message different to a personal reply. Students continue in pairs. Go over answers as a class. Ask for examples of language that helped students decide their answer.

2 P (*this is* + name) 3 M (impersonal *There's no-one ...*)
4 P (*Would you ...?* a direct question giving a personal option)
5 P (personal *I'll*) 6 M (*This is ... I'm out*) 7 M (impersonal instruction to press a number)

C Listen and follow phone calls

In this section, students listen to three short phone calls for specific information and general understanding.

9 6A.4 Read the instructions and say the names of the people. Elicit the phrase *Can I speak to ...?* and tell students to listen carefully. Play the audio, pausing at the end of each conversation for students to write the names. Go over answers as a class and play the audio a second time if necessary. Ask *Did the callers speak to the people? (No.)*

1 Frank 2 Ms Perry 3 Mr Mills

10 Ask students to look at the instructions and read items a–c. Check any vocabulary and play the audio. Students compare in pairs before checking answers.

call 1: b call 2: c call 3: a

11 Go through the instructions and items 1–5 as a class. Direct students to audio script 6A.4 on >> p.154 and do one or two examples as a class. When checking answers, ask students to say the phrase from the conversations. In pairs, students practise the conversations. Monitor and give positive feedback when they sound polite.

1 call 2 (Did you say Ms Berry?) 2 call 3 (four thirty)
3 call 2 (P-E-R-R-Y) 4 call 3 (half past five) 5 calls 1, 2 and 3

Extra help

Encourage students to ask for clarification or repetition when they are on the phone. Elicit a few phrases, e.g. *Sorry, can you say that again, please?* and write them on the board.

D Pronunciation stress in corrections

12 6A.5 Direct students to columns A and B. Explain that the sentences are exactly the same, except that the stress is on a different word. The stress is indicated in bold. Explain that they will hear the sentences, but not necessarily in that order. Play the audio and pause after each sentence for students to call out which one they hear, A or B. Play the audio a second time for students to repeat.

13 This exercise shows the difference in meaning between the sentence pairs in exercise 12. The stress is being used for corrections. Write the exchange below on the board and explain that the person asking the question misheard the last number as *nine*. The person answering says the correct number *five* with stress to emphasize it.

A The number is five one five.
B Did you say five one nine?
*A No, five one **five**.*

In this example, *No, **five** one five.* (sentence A) can't be the answer, because the person asking the question didn't make a mistake with the first five, so there is no reason to stress it.

Students read each question and decide which sentence from the table is the correction, A or B. Check answers as a class. Students then ask and answer in pairs to practise stressing the corrections.

1 B, A 2 A, B 3 B, A

Extra activity

Students repeat the activity sitting back-to-back.

ABCD Put it all together

14 Read the instructions and demonstrate the activity by having the example conversation for the class. Take the part of A and ask for a volunteer to read B. Put students into pairs and direct them to *Pairwork* on >> p.128. Tell them to decide who will be the caller and the answerer. Give students time to look at the role cards and check they understand the activity. Remind the *answerer* to listen very carefully to the *caller's* requests. Sit students back-to-back if possible and check they swap roles.

Student performance

Students should be able to have a short, factual non face-to-face conversation.

Use this checklist for monitoring and feedback or to assess students' performance.

Interaction	Do students solve the telephone conversation problem? exercise 11
Politeness	Do students use greetings and make apologies? exercise 11
Fluency	Do students use some telephone phrases without a lot of hesitation? exercise 5

I can **talk on the phone.**

Students tick *on my own* if they can have the conversations without looking at the board or exercise 4. They tick *with some help* if they look at exercise 4 once or twice.

Early finishers

Students write a new conversation with one of the problems in exercise 11. Students say their conversation for another pair to identify the problem.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about obligations

6B

Orientation

Context

In this lesson, students will practise using *have to, don't have to,* and *mustn't* to talk about driving obligations in different countries.

Road Rules Quiz! is a magazine quiz which invites students to see how much they know about the rules of the road of one particular country. The pictures illustrate some typical rules and some of the vocabulary is labelled. There are no answers to the questions.

Culture note

The rules of the road, for example who has right of way at a zebra crossing, can be different from country to country. Tourist websites and guides usually explain rules and regulations so anyone driving in a different country will know what they must and don't have to do.

Language

Focus grammar	*have to, don't have to*
Recycled grammar	*mustn't*
Preview grammar	*everything, anything*
Focus words	*cyclist, helmet, number plate, motorway, pavement, pedestrian crossing, seat-belt, traffic lights, tyre,* etc.
Focus phrases	*I prefer ...ing, run out of*
Recycled language	words: *accident, buy, drive, park, pass, use, wear* adverbs of frequency: *always, sometimes, usually*
Pronunciation	*have to* /hæf tə/ or *have two* /hæv tuː/ 6B.1–2

End product

In *Put it all together,* students talk about two forms of transport, saying which they prefer and why. Students are given a model and time to prepare what they will say and can refer to their ideas when they have the conversation.

Preparation

Check you can answer *Road Rules Quiz!* for the country you are in.

Warmer

Write these verbs on the board: *wear, use, pass, buy, drive, park.* Set a short time limit for students, in small groups, to think of verbs and noun phrases connected to the topic of driving. Write suggestions on the board and ask students about their driving experiences: *Have you ever driven or been in a car in a different country? Was it the same as or different from your country? What about riding a bike? What about crossing the road?* Encourage students to tell anecdotes about their experiences in a different country. Help students express their ideas but do not overcorrect for accuracy at this stage.

Write *How to talk about obligations* on the board.

A Read and answer quiz questions

In this section, students use visual clues to help with vocabulary, before reading and responding to detail.

1 Set a short time limit for students to show what they already know by brainstorming words for parts of a car in pairs. To collate answers for feedback, draw (or ask a volunteer to draw) a simple picture of a car on the board. Ask for volunteers to come to the board and label parts. Ask the class to check spellings.

2 Direct students to *Road Rules Quiz!* to match the words and pictures. Go through the example as a class. Students compare in pairs. Check by pointing to different squares and asking students to call out the relevant word.

cyclist e	motorway b	seat-belt h
helmet d	pavement g	traffic lights a
number plate c	pedestrian crossing f	tyre j

Extra activity

To activate the vocabulary, put students into pairs to point to pictures in the quiz. The partner says as many vocabulary items as they can remember.

3 Read the introductory questions at the top of the quiz which are written to challenge the reader to show what he/she knows. Write *a lot, a little, nothing* on the board, and ask for a show of hands to see how much students think they know about the rules of the road for the country they are in now. In pairs, students answer the questions together. Monitor and make sure students understand *have to* and *don't have to* in context, but avoid giving a grammar presentation as this is the focus of the next section. Direct students to the pictures to help with vocabulary as necessary.

Teaching tip

If students need help with the concept of *have to* and *don't have to* to talk about obligation and the absence of obligation, use the first statement in the quiz and ask *Can you drive through red traffic lights? (No.)*

4 Students change pairs and compare answers. Go through each question with the class. Write different answers on the board, take a class vote for each one and give feedback or ask students to check for homework.

Extra plus

Students repeat the quiz, but for a different country. They report some of the *Road Rules* to the class or in small groups.

B Grammar *have to, don't have to, mustn't*

5 Go through the exercise as a class to focus attention on the form of *have to* and *don't have to.* Write the headings *obligation* (you can't choose) and *no obligation* (you can choose) on the board. Copy statement 1 from the quiz on the board and ask questions a and b. Repeat with statement 8 from the quiz and questions c and d. Highlight the form and use *have to/don't have to* cues from the quiz to elicit other driving rules and to check students understand the concept.

have to = b (obligation, you can't choose)
don't have to = c (you can choose)

Extra help

Question-answer drill. Say a situation from the quiz and ask a question for students to respond, e.g. *T The traffic lights are on red. Do I have to stop? SS Yes, you have to stop. T I'm 17. Can I drive? (SS country answers). T I'm in Australia. Can I drive on the right?* Other example questions: *I'm going on the motorway. Do I have to pay? I'm a learner driver. Do I have to use a sign? I'm cycling. Do I have to wear a helmet?*

6 Direct students to the instructions and check vocabulary. Say the example and ask around the class for one or two more examples. Students continue in pairs. Monitor and help with pronunciation as necessary and give positive feedback for accurate grammar. To elicit ideas, say the name of a road user and nominate students at random to make sentences. See if the class agrees.

Extra activity

In pairs, students make sentences saying what a certain type of road user *has to* and *doesn't have to* do in their country. The partner guesses the type of road user.

7 Remind students of the meaning and use of *mustn't*. Write the example sentence on the board and ask students to find the meaning in a–d *(d)*. Direct students to *Road Rules Quiz!* to see how many examples of *mustn't* they can find *(3, 10, 14)*.

8 Go through the instructions. Tell students to read through the text and ask *Why does the writer prefer driving to cycling?* and elicit a few ideas from the text. Do the example and one more item as a class to check students understand the activity. Monitor and help as students continue individually before you elicit answers around the class.

2 don't have to 3 don't have to 4 mustn't 5 have to
6 have to 7 mustn't

9 Remind students of the grammar of modal verbs. Ask them to look at the word after the blank in items 1–6 and point out that it is the infinitive form and use item one to exemplify this. Students do the controlled practice exercise individually and compare in pairs. Monitor and help as necessary but do not give answers at this stage.

10 6B.1 Direct students to the pictures and ask them to match the sentences below with the correct picture. Tell students that *to* in *have to* is an unstressed sound, while *two* as a number must be stressed. The /f/ sound in *have to* will come more naturally once the correct stress pattern is in place. Play the audio for students to repeat.

11 6B.2 Ask students to look back to their answers for exercise 9. Play the audio, pausing after each item for students to check and repeat.

2 mustn't 3 don't have to 4 mustn't 5 have to
6 don't have to

Extra help

Say some items from exercise 9, but change the modal verb. Students, as a class, repeat if the information is factually correct and stay silent if it's incorrect.

Extra plus

Students test each other in pairs using the two sentences in exercise 10.

C Listen to a radio interview

In this section, students anticipate the content of a radio interview before listening for general and specific information.

12 Go through the instructions and ask *Would you like to be a traffic police officer? Why? Why not?* Help students express their ideas but do not overcorrect for accuracy. Read questions 1–3 and check vocabulary before putting students into pairs or small groups to discuss their ideas. Go through each item and ask for suggestions around the class. Write them on the board.

13 6B.3 Play the audio while students listen and check. Put a tick by their suggestions from exercise 12 on the board. Direct students to audio script 6B.3 on >> **p.154** and add any they didn't guess.

14 See what students remember from the listening. Read the instructions and go through the example to check students understand the activity. Students read items 2–11. Check any vocabulary problems before they continue in pairs. Play the audio again or direct students to audio script 6B.3 on >> **p.154** to check their answers. Elicit answers column by column and see if students remember what he usually, always, and sometimes has to do. Ask for a show of hands to see how many students would like/not like to be a traffic police officer.

has to: 2, 3, 4, 6, 8 doesn't have to: 9, 10, 11 mustn't: 5, 7

ABC Put it all together

15 Direct students to *Pairwork* on >> **p.128**. Go through the instructions as a class and demonstrate the activity by taking the part of A and ask for a volunteer to read B. Copy the first part of the sentence *I prefer ...ing* on the board and give students time to prepare notes about two forms of transport. Direct students to exercises 6 and 8 if necessary. Put students in pairs to talk about the forms of transport, and remind them to use frequency adverbs to give more detail.

Student performance

Students should be able to give short explanations.

Use this checklist for monitoring and feedback or to assess students' performance.

Coherence	Do students use appropriate obligations for people? exercise 6
Vocabulary	Do students use two or three different phrases? exercise 9
Pronunciation	Do students mostly pronounce *have to* /hæf tə/ correctly? exercise 11

I can **talk about obligations.**

Students tick *on my own* if they can explain why they prefer something using their notes. They tick *with some help* if they look at the board or exercise 9 once or twice for help.

Early finishers

Students swap partners or work in small groups and see who agrees.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to tell a story

6C

Orientation

Context

In this lesson, students will focus on talking about an event in the past.

True Crimes is a magazine article which has two stories of crimes involving theft of money, both of which involve a mistake of some sort. The first article is illustrated with a painting by Edward Hopper, *Drug Store*. The pharmacy, with its advert for Ex-Lax, connects it to the first story and the painting in general has a sinister air which sets the scene for petty crime.

The small pictures illustrate the vocabulary in *Bank and post office*.

Culture note

The stories take place in America, and so the use of some vocabulary is different to British English, e.g. pharmacy (or drug store) = chemist's, purse = handbag, license = licence, store = shop (store is used in British English, for department store).

Language

Focus grammar	irregular past tense verbs: *bought, caught, found, lost, stole, thought*, etc.
Preview grammar	past continuous
Focus words	bank and post office: *account, cashier, cheque, envelope*, etc. adjectives: *amazing, frightening, funny, sad, strange*
Recognition vocabulary	*cashier, crime, grocery store, mail, pills*
Recycled language	words: *address, cash, customer, driving licence, ID, letter, post code, purse, manager, money* time phrases: *eight days later, one morning, three years later*
Pronunciation	*-ought / -aught* /ɔːt/ 6C.2
Discourse	pronoun substitution

Language note

A limerick is a humorous poem with five lines and a standard rhythm in each line: 3 beats, 3 beats, 2 beats, 2 beats, 3 beats.

End product

In *Put it all together*, students take turns to tell a petty crime story based on pictures in *Pairwork*. They discuss their ideas and note key words before telling another partner.

Preparation

Think of examples of stories or films your students will know that can be described using the adjectives in the *Warmer* and exercise 8.

Write out the verbs in exercise 12 if you want to use *Extra activity* and *Extra plus* (exercise 13). Make enough sets for groups of three or four students.

Warmer

Write these words on the board: *sad, amazing, strange, funny, frightening*. Ask students if they enjoy reading these types of stories and elicit examples around the class. Ask for volunteers to tell short stories for the class to guess what type of story it is. Help students get their ideas across, but do not overcorrect for accuracy at this stage.

Write *How to tell a story* on the board.

A Vocabulary bank and post office

1 Students use vocabulary they already know and try to complete the matching activity individually. To check answers, say the letters for the class to call out the words. Monitor and make notes of where students might need extra pronunciation help in exercise 3.

cash k	cheque a	stamp h
cash machine i	credit card c	traveller's cheque j
cashier d	ID e	post code g
envelope f		

2 In this exercise, students review the meaning of verbs in the past tense and activate lesson vocabulary by matching sentence halves appropriately. Use the example to demonstrate the activity by asking *What can you buy in a bank and post office?* and elicit a few general examples. Go through options a–i in turn to show that only one answer is possible. Ask students to read items 2–9 and check vocabulary. Direct students to items 6 and 7 and point out that sometimes there is information which will help them find the answer, e.g. *a* and *to*. Monitor and help as necessary while students continue individually. Do not give answers at this point.

3 6C.1 Play the audio and pause after each item for students to confirm answers. Point out that *cash* and *ID* are uncountable nouns. Play the audio a second time and model and drill any pronunciation problems.

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

Extra help

Students cover the words in *Bank and post office* and look at the pictures. Say the words for students to call out the letter.

Extra plus

To activate and personalize the new vocabulary, elicit *When did you last ...?* questions, e.g. *When did you last give your account number / use a cash machine?* Students ask similar questions using the verb-noun combinations in exercise 2. Ask for volunteers to tell the class what they found out about their partner.

B Read two true crime stories

In this section, students read two newspaper crime stories for gist and detail.

4 Set a short time limit for students, in pairs or small groups, to discuss the questions. Monitor and help as necessary and elicit answers around the class.

5 Direct students to the picture underneath *True Crimes* on >> p.60. Ask students *Where do the stories take place? (America.)* Elicit or give American and English words from the story and ask students what type of stories they will read, *sad, amazing, strange, funny* or *frightening?* Read the instructions and tell students that they will choose the best title for the stories by thinking about all the information. Point out the present tense in the choice of title (normal for newspaper headlines) but do not focus on vocabulary in the options at this stage. Students continue individually and then compare and explain their answers in pairs or small groups. Go over answers as a class, checking students understand why each title is best.

1 Money by mistake 2 Cashier checks cheque

6 Ask the names of the main characters in each story and write them on the board *(Barry Lyn Stoller, Gennifer Robinson)*. Go through the questions and set a short time limit to encourage students to scan the texts quickly to answer the questions. Elicit answers around the class.

Stoller: 1 38 2 Kent, Washington 3 builder
Robinson: 1 20 2 Louisiana 3 cashier

7 Focus on the use of pronouns to avoid repeating names. Go through each of the people and elicit their actions in the story, e.g. ask *What did Stoller do?* and write the name and verbs on the board. Direct students back to the story and ask students to count how many times his name occurs *(five)*. Ask *Which other words are used to talk about Stoller? (Barry Lyn Stoller, he, Mr Stoller.)* Repeat this activity for the other names and elicit or explain that the writer (or speaker) does this to avoid sounding repetitious. Students work individually and read carefully to match the characters with the actions. They compare in pairs. Check answers as a class and point out the use of time phrases to describe the actions in the past.

2 Sandoz 3 Stoller 4 Williams 5 Sandoz 6 Robinson
7 Robinson 8 Williams

Extra plus

In pairs, students choose one of the stories in *True Crimes* and retell it using the name of the main character three times only.

8 Remind students of the vocabulary in the exercise and ask them to choose one or two words to describe each story. Ask for volunteers to explain why. Go over any vocabulary questions, encouraging students to guess the meaning before you explain. Ask *Is one of the stories about the picture?* and encourage students to make any connections they can find.

1 funny 2 amazing, strange

C Pronunciation *-ought / -aught* /ɔːt/

9 Ask *When did the police catch Mr Stoller?* to elicit *They caught him three years later.* Monitor for the /ɔːt/ sound in *caught*. Direct students to the illustration, and elicit a few ideas about the girl, her clothes and the mouse. Go through the instructions and the first line of the poem and ask about the girl's name *(Pat, the neighbour's daughter)*. In pairs, students guess the order of the poem.

10 6C.2–3 Play the audio for students to listen and check. Point to the section title and explain that most words spelt with *-ought* or *-aught* are pronounced this way. Ask students to underline all the /ɔːt/ sounds in the poem and elicit examples around the class. Play the audio a second time, pausing for students to repeat and give extra pronunciation practice if necessary. Students practise saying the poem together in pairs.

My neighbour's daughter Pat / Thought she bought a hat /
She brought it back / And it caught a rat / So I guess she
bought a cat

Extra help

Do a minimal pair exercise to help students say the /ɔːt/ sound using *short* (A) and *shut* (B). Write A /ɔːt/ B on the board and say the words randomly for students to identify. Say the letters for students to say the words until students are saying *short* so you can understand it. Students continue in pairs.

Extra activity

Play the audio again, tapping the stresses to show the limerick rhythm as students listen. Tap the rhythm again without the audio. Students say it as a class.

D Grammar past of irregular verbs

11 Raise students' awareness to grammatical information in learners' dictionaries to show them how they can work independently of a teacher. Direct students to the dictionary entries, and go through the questions below as a class.

1 the second entry 2 Because *ask* is a regular verb.

Ask students where else they can find help with irregular verbs. Remind them of the list of irregular verbs on >> p.143 in the Student's Book.

12 Tell students that the verbs are not in the same order as they are in *True Crimes*. Ask students to think about the irregular verb form first, and then find it in the story. They can underline the irregular verbs in the stories, before writing them next to the infinitives. Check answers.

bought, caught, came, drove, found, gave, got, went, had, left, put, ran, saw, sent, stole, took, told, wrote

Extra activity

Infinitives race. Put students into groups of three or four. They put the verbs in a pile face down and turn them over one by one. The first student to say the infinitive gets the point.

13 In pairs students take it in turns to test each other on the verbs. Monitor for correct pronunciation of the past forms.

Extra plus

Story dominoes. Put students into groups of three or four and divide the verb cards between them (see *Preparation*). Student A says a sentence with one of his/her verbs and puts it down. Student B does the same, but his or her sentence has to follow on in some way from Student A's. Then student C plays. The game continues until all the cards are used up.

ABCD Put it all together

14 Read the instructions as a class and put students into A/B pairs to look at the picture and brainstorm ideas. Encourage them to find appropriate verb and noun vocabulary. Give them time to practise telling each other the story.

15 Reorganize students into A/B pairs to tell their stories. At the end of the activity, students can tell their stories again in groups, or to the class, and vote on the best titles.

Student performance

Students should be able to narrate a short story.

Use this checklist for monitoring and feedback or to assess your students' performance.

Content	Do students include detail in their story? exercise 6
Coherence	Do students use different ways of referring to people? exercise 7
Vocabulary	Do students use verbs and nouns accurately? exercise 2

I can **tell a story.**

Students tick *on my own* if they can tell the story using key words. They tick *with some help* if they look at exercise 2 once or twice.

Early finishers

Students swap pictures and tell the story to a new partner who decides if it is sad, amazing, strange, funny, or frightening.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to say what was happening

6D

Orientation

Context

In this lesson, students will practise using the past continuous and past simple to describe interrupted actions.

Terror on Dock Street is a comedy picture story, set in a courtroom. The witnesses give evidence about a character involved in small crimes, with the images in the thought bubbles illustrating the events being described. The names of the witnesses and the Police Constable (P.C.) are types of dogs, and at the end of the story we find out that the supposed 'criminal' is, in fact, a dog.

Language

Focus grammar	past continuous with *when*
Recognition vocabulary	words: *blood, brake, counter, knock down, noise, terror, wild* phrases: *bit me, leg of lamb, to be continued*
Recycled language	words: *crash, crime, news, police, queue, steal* grammar: *past simple; irregular verbs in the past*
Pronunciation	rhythm: *is / are* or *was / were* 6D.2
Discourse	combining simple sentences: *and, then*

Language note

The past continuous is rarely used in isolation as it describes actions in progress when another action takes place. *When* is often used to link the past simple and past continuous clauses, and can be used before either tense and at the beginning or in the middle of a sentence.

End product

In *Put it all together,* students use their notes to tell the class a true story of an event in the past. They should include information on where the event took place, what was happening and what happened. Students have rehearsed telling their story to a partner before telling the class.

Preparation

Prepare about ten questions relevant to your class that you can ask in the *Warmer.*

Warmer

Tell students to close their eyes for thirty seconds and remember their last lesson. Tell them to open their eyes and explain that you are going to ask them questions to see how good their memory is. Ask questions like *What was Alessandra wearing? Who arrived late? What grammar did we study? Who was sitting by the door? What was the weather like?* You can use the past continuous in a few of your questions. At the end of the activity, ask the class who they think has the best memory.

Write *How to say what was happening* on the board.

A Read for detail

In this section, students use visual clues to guess the content of a story before reading in more detail.

1 Direct students to the pictures on >> p.62 and ask focus questions, e.g. *Where are the people? (In a courtroom.)* and *What are they thinking and talking about? (Events connected with a crime.) What do you think the title of the story means?* Set a short time limit for students to talk about the story in pairs. Elicit suggestions from the class. Pre-teach *judge* and *witnesses.*

2 Give students time to read the text and check their ideas. Ask each pair to tell the class one thing they guessed correctly.

3 Help students understand factual detail in the story, e.g. where people were and what they were doing when the event took place. Go through the instructions and use the example to demonstrate the activity. Direct students to the paragraph entitled Mrs Samoyed and ask them to read it carefully and to look at the picture. Say sentences 1–5, stressing the negative in the statement as appropriate, for students to say *true* or *false* for each one. Point out that the titles (Mr, Mrs, and Miss) in the text and the pronouns in the statements will help them decide which texts to read. Monitor and help with vocabulary as students continue the activity individually.

2 Mrs Beagle 3 Mr Collie 4 Miss Setter 5 Mr Basset

Teaching tip

Students see the past continuous in context, in items 2, 3 and 4. It is important for them to understand the concept rather than the form at this point. Form is dealt with in the next section.

4 Direct students to the table and go through the information to check they understand how the notes are written and organized. To check understanding of the phrasal verb *to knock something/somebody down,* stand a dictionary up on the table, and knock it down to elicit *knock something down.* Then ask *What about if this is a person?* to elicit *knock someone down.* Students complete the activity in pairs. Monitor and help as necessary. Check answers.

Mr Basset: driving
Miss Setter: in front of post office, waiting for bus
Mrs Samoyed: butcher's, he took a leg of lamb
Mr Collie: taking money out of cash machine
Mrs Beagle: garden, watching children playing

5 6D.1 Ask students who *he* is *(a dog).* Play the audio while students listen and check. After listening, point out or elicit that all the witnesses are named after breeds of dog. Direct students to the end of the text *To be continued ...* and see if students can suggest what might happen next.

Extra activity

Books closed. Write the names of the witnesses on the board for students, in pairs, to test each other on the events in the story. One student chooses the name of a witness and the other answers *Where? Doing what?* and *What happened?*

B Grammar past continuous

6 Direct students to the grammar box and copy the first two sentences (*He was driving. He wasn't driving.*) on the board and ask *Who? (Mr Bassett, Mr Collie.)* Draw ? and elicit or give the question *Was he driving?* Highlight the form *(subject + was/were + verb -ing)* and elicit the sentences to complete the grammar box.

+ You **were driving**. – We **weren't driving**. ? Was **he driving**?

7 Tell students to read the text carefully to find ten examples of the past continuous in the story. Monitor and help as students continue individually.

8 Direct students to the timeline and Mr Basset's first comment. Go through the rules with the class.

past continuous: longer action **past simple:** shorter action

9 Go through the example with the class before students continue individually. Students compare answers in pairs before you check as a class. Point out the use of *when* to link the clauses.

2 was sitting, started 3 saw, was waiting 4 were having, rang

Extra plus

Team game. Give students a minute to read *Terror on Dock Street* again and then close their books. Divide the class into teams of three or four. Make a sentence opener using the box in exercise 4, e.g. say *Mr Bassett was in Dock Street when ...* for Team A to complete it from memory. Give a total of two points for an accurate answer, one for the information and one for the language. If there is a problem with the answer, repeat the sentence opener and pass to Team B. Keep passing the sentence opener around until a team can produce both the information and the grammar correctly.

C Pronunciation *is/are* or *was/were*

10 6D.2 Copy the stress pattern and the first example from each column on the board. Underline the stressed syllables, showing that the auxiliary verbs in both tenses aren't stressed. Direct students to the two columns and point out that the stressed syllables in each pair of sentences are the same, even though the grammar is different. Play the audio and pause for students to repeat each sentence and tap the oOoOo rhythm as students repeat. Give extra practice as necessary.

11 6D.3 Go through the instructions with the class and tell students to listen carefully for the /w/ sound. Play the audio and pause after each item for students to respond as a class. Put students into pairs to test each other and monitor carefully for rhythm and weak forms. Give positive feedback for good attempts.

Extra help

Write *A is* and *B was* on the board. Say the words so students see the change in the shape of your mouth. Do a minimal pair activity. Once you feel students are reasonably confident, repeat with your back to the class. Play audio **6D.3** again for students to say *present* or *past*.

12 Divide the class into A/B pairs. Student As turn to **>> p.128** and Bs to **>> p.134**. Draw a question mark on the board and write *Benny/do/police/arrived* to elicit the *Wh-* question *What was Benny doing when the police arrived?* Model and drill the question several times. Students complete the information gap activity and compare pictures at the end. Monitor for the correct use of the question and affirmative forms of the past continuous. Give positive feedback at the end, both for grammar and pronunciation.

D Listen for key words

In this section, students listen to three short listening texts to identify key words and detail.

13 6D.4 Go through the instructions and key words. Play the audio. Students compare in pairs and play the audio a second time if necessary before checking the answers. Ask students *What was the important news? (The speakers don't say.)*

Nick: window TV shop **Sarah:** bed phone sister switch on
Tom: teacher text message friend

14 Direct students to the information in the box and play the audio again for them to make notes. Pause briefly between each speaker to give students time to write. Play the audio a second time after students have checked answers in pairs.

15 After students have checked answers in audio script 6D.4 on **>> p.154**, elicit the information around the class. In pairs, students practise the conversation.

Nick: going past a TV shop **Sarah:** in bed, reading a book
Tom: in history class, thinking about lunch

Extra activity

Ask *How did each person hear the news?* and replay the audio if necessary. Students check in pairs and with the audio script.

Nick: He saw the pictures on TV. **Sarah:** Her sister told her the news. **Tom:** He got a text message from a friend.

ABCD Put it all together

16 Put students into pairs. Encourage them to use their dictionaries to check any vocabulary. Ask each pair for one example of an important event. Help students express their ideas but do not overcorrect for accuracy at this stage.

17 Go through the instructions and give students time to rehearse telling their stories. Encourage them to look up from the page occasionally. Remind them to use *when* to connect ideas.

18 Put students into small groups and give them time to rehearse telling their stories from their notes.

Student performance

Students should be able to tell a short narrative using their notes.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students give the three elements of the story? exercise 2
Coherence	Do students use *when* to connect ideas? exercise 12
Pronunciation	Do students pronounce /w/ in *was* and *were*? exercise 11

I can **say what was happening.**

Students tick *on my own* if they can tell a part of their story without looking at their notes. They tick *with some help* if they are dependent on their notes to tell the whole story.

Early finishers

Students choose another story and make notes in pairs. They change partners and tell their stories.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will write a short narrative about an accident based on the type of information included in the insurance claim form *Part 3, Accident Details*, in exercise 4.

New language	*claim, cow, hurt, seat-belt*
Recycled language	words: *car park, hospital, lorry, police, sports centre, traffic lights* phrases: *directions: in front, times, turned left, passing the ...* grammar: *past simple, past continuous, when*
Recognition language	*context, event, insurance claim form, result*

End product

In *Put it all together*, students write a paragraph (about 75 words) describing an accident. The story is based on a model in exercise 2 and includes a context, an event and a result.

Warmer

Write *Insurance Claim Form* on the board. In small groups, students talk about what it is and when it might be used. Brainstorm answers around the class. Explain that it is a form to be completed after an accident so a person can get money to pay for a repair.

A Read and order

In this section, students read sentences for detail and put them into chronological order based on a context-event-result framework.

1 Go through the instructions and put students into pairs or small groups. Monitor and help as they decide which ones are funny. Read each sentence and check vocabulary. Ask volunteers to say if they find the descriptions funny or not and to say why. Do not overcorrect for accuracy but help students get their point across.

2 Explain that the four sentences are part of the same story. Ask students to read them and go over any vocabulary. Students put the sentences in order and compare with a partner. Do not check answers at this stage.

3 6E.1 Play the audio for students to confirm the correct sequence. Check answers as a class.

1 I was driving home ... 2 I was passing the sports centre ...
3 I turned to the left and ... 4 I told the police immediately ...

4 Direct students to the claim form. Go through each section as a class, eliciting information that the man in exercise 2 should write. Students complete the form individually. Check answers.

Context: driving 11.30pm; on Wellington Road;
Event: I was passing the sports centre when a young man ran in front of me. I turned to the left and crashed into a traffic light. **Result:** yes; yes; yes

B Check the story is complete

5 Go through the instructions and the example. Do one or two more examples if necessary. Students continue in pairs. Copy the table onto the board and elicit answers around the class. Check students agree before you write the words in the appropriate column. Point out that elements of *context* include places, times and what was happening (present continuous), and elements of *events* and *results* are verbs in the past simple.

context: at night; half past 11.00; was passing Wellington Road
event: crashed into; ran in front of; turned to
result: hurt my neck; went to hospital

6 Go through the instructions. Ask *Are the stories complete? (No.) Are the stories all missing the same or a different piece of information? (Different.)* Direct students to the claim form in exercise 4, and go through the first story as a class. Students continue in pairs or small groups. Check answers.

1 What happened? (event) 2 What were you doing? (context)
3 Were you hurt? What did you do? (result)

7 Read the instructions. Students continue in pairs. Monitor and check correct use of tenses Ask for volunteers to tell the class their missing information. The class guesses the story.

C Join the sentences

8 Go through the instructions and example sentences. Ask *What do you notice about the punctuation in the second sentence? (There is a comma before the past simple clause.)* Students continue individually and compare in pairs. Check answers.

1 When I was driving to work, I saw an accident.
2 I crashed into a parked car when I was turning a corner.
3 When I was waiting at the lights, a man knocked on my car window.
4 My car stopped when I was driving in the mountains.

ABC Put it all together

9 Go through the instructions and check students understand. Tell them they can copy the claim form and complete the information, or simply write notes using the box from exercise 5.

10 Remind students to use the present continuous for the context, and past simple for events and results. Ask them to check they have included all the information and that they have joined some sentences with *when*.

11 In pairs or small groups, students read each other's stories and check they have included the main pieces of information.

Student performance

Students should be able to write a short paragraph using some compound sentences.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Have students included sufficient details?
Organization	Have students organized their ideas logically?
Coherence	Have students joined sentences with *when*?

I can write a story.

Students tick *on my own* if they can write a story with the three main pieces of information. They tick *with some help* if their partner asks for more information.

Early finishers

Students copy and complete an insurance claim form based on the information in a partner's writing. They decide if they would give their partner any money.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the sentences

Team game. Write these words on the board: *I, can, Mr, to, the, speak, wrong, Perry, no, later, did, Berry, you, off, call, hold, sorry, number, cut, say, line, got, back.*

Give students three minutes to make sentences in small teams. Tell them they can reuse words. Ask each team in turn to say a sentence. Ask the class *Is it correct?* If it is (and they're correct) give two points to the team who wrote the sentence. If it isn't, give two points to the first team to correct the sentence.

Possible answers
Can I speak to Mr Perry? Did you say Mr Berry? No, Mr Perry. Hold the line. Can you call back later? Sorry, wrong number. I got cut off.

A Grammar

1 *have to, don't have to, mustn't* 6B exercise 5

Warm-up: Say some sentences from >> **p.59,** exercise 9. Students repeat the sentences if they are correct for where you are.

Set-up: Tell students all the sentences are about rules in Britain. Ask them to read items 1–7 and check vocabulary.

2 don't have to 3 mustn't 4 don't have to 5 have to
6 mustn't 7 don't have to

Follow-up: Students decide if the sentences in items 1–7 are true in their country.

2 Past of irregular verbs 6C exercise 12

Warm-up: Do a quick review of past tense verbs on >> **p.61**. Say a sentence in the present for students to transform into the past.

Set-up: Tell students to look horizontally, vertically and diagonally to find the verbs.

Across: told found saw bought sent left drove got
Down: came broke put went lost wrote stole

Follow-up: In pairs, students design their own irregular verbs word search with eight columns and rows. Pairs swap word searches.

3 Past simple or continuous 6D exercise 8

Warm-up: Say a period of time, e.g. *from 10 o'clock to 10.30 last night.* Ask students what they were doing. Ask if anything else happened at the same time.

Set-up: Go through the example with the class.

2 was walking	6 stopped	10 phoned
3 was crossing	7 was lying	11 was leaving
4 knocked	8 was coming	12 said
5 was going	9 put	

Follow-up: Sentence completion game. Put students into groups of three or four and tell them to think of a past continuous clause beginning with *when*. Each student says their sentence opener, for others in the group to complete it in a different way. The student who said the sentence decides which ending is the most interesting.

B Vocabulary

4 Telephone phrases 6A exercise 4

Warm-up: Read some of the telephone phrases from >> **p.57**, exercise 4 for the class to say *caller* or *answerer.*

Set-up: Go through the example as a class, pointing out that the first letter of the missing word is given.

2 calling 3 cut 4 line 5 through 6 message 7 back

Follow-up: Put students in pairs to act out a conversation using the phrases on >> **p.57**, exercise 4.

5 On the road 6B exercise 2

Warm-up: Ask students to look again at exercise 1 and find *On the road* words *(drivers, cyclists, pedestrians, bus, train, driving, fare).*

Set-up: Go through the example with the class.

2 helmet 3 seat-belt 4 accident 5 pavement 6 licence
7 motorway 8 pedestrian crossing

Follow-up: Set a three-minute time limit for students, in small groups, to write the story of an accident. They try to use as many of the words in exercise 6 as possible.

6 Bank and post office 6C exercise 2

Warm-up: Write the names *Barry Lyn Stoller* and *Gennifer Robinson* on the board. Ask students to choose one of the characters and to see how many facts they can remember from their true story. Direct students to *True Crimes* on >> **p.60** to check.

Set-up: Go through the example and point out that there are two blanks for each item.

2 traveller's cheques 3 credit card 4 insurance details
5 bank account

Follow-up: Students write gap-fill sentences with anagrams of *Bank and post office* vocabulary on >> **p.61**. They swap with a partner and find the words. At the end they check with the students who wrote the anagrams.

Early finishers
Direct students to read the audio scripts on >> **p.153** for lesson 6A. They copy five phrases they think are useful and write a translation in their language.

How to have a conversation about work

7A

Orientation

Context

In this lesson, students will focus on asking questions to keep a conversation about work going.

The job advertisements are typical of those found in the general employment section of a newspaper. The advertisement for bed sheets, for a company called Zed Beds, is a joke.

The bilingual dictionary extracts for various languages show the different type of information given.

Culture note

Contrastive stress is often used to manage a conversation and turn-taking. In some speaking cultures, it is normal for conversations to be animated, with the loudest speaker often taking the floor. For speakers of English, it is normal to invite a listener to join the conversation.

Language

Focus words	jobs: *company, expenses, experience, fax, flexible, qualified, responsibilities, salary, staff, time off, well-paid*, etc.
Focus phrases	job conditions: *long hours, travel a lot, wear a uniform, work in a team*, etc.
Recognition vocabulary	*commission, contract, cruise ship, entertainer, luxury, provided, valid, VIP*, etc.
Recycled language	words: *address, email, look smart, name, phone number* grammar: *present simple; Wh- questions; have to; don't have to; must*
Pronunciation	contrastive stress: returning questions 7A.1–3

End product

In *Put it all together*, students have short conversations about their real jobs or jobs they would like to have. The conversation is based on the listening in exercise 13 and students can refer to cues in exercise 14 for help.

Preparation

Consider how to organize classroom space for the *Put it all together* activity.

Warmer

Ask students how people find jobs and write ideas on the board (newspaper adverts, job centres or agencies, through friends, on the internet, etc.). Put students into small groups to brainstorm questions they would ask about a job and write key words on the board, e.g. pay, hours, experience, travel. Take a class vote on the most important aspect of a job.

Write *How to have a conversation about work* on the board.

A Read for information

In this section, students practise skimming, scanning and reading advertisements for detail.

1 Activate students' background knowledge about job advertisements. Go through the type of information using examples from the *Warmer* to help students understand the vocabulary. In pairs, students put a number by each item, 1 = essential, 2 = not necessary. Go through each item and ask for a show of hands to see how important students think the information is.

2 See if students understand the main points in the job advertisements. Set a short time limit for students to skim and scan the texts to find one which isn't real. Ask about each advertisement with the class, and for students to say why it is or isn't a joke. See if they would like the job or not.

Advertisement 6 is the joke.
Clues: sleeping, and working hours are nights

3 Direct students to items 1–8 and check any vocabulary before they read the texts in more detail. Use the example to show them that there might be more than one job for each description. Monitor and help as students continue individually.

2 Job 2 3 Job 7 4 Job 1 5 Job 5 6 Jobs 3, 7 7 Job 3
8 Jobs 2, 4

4 Tell students to think about the job and the reasons, using ideas from exercises 1 and 3. Put students in pairs or small groups to discuss. Monitor and give feedback for the correct use and pronunciation of *have to*. For feedback, nominate students and ask questions, e.g. *What job did ... choose? Would anyone in your group like to be a ...? Why? Why not?*

Extra plus

Students evaluate each advert according to the information given, e.g. specific or general information about salary, number of hours work, etc.

Extra activity

Students think about the job they would least like and compare their reasons in small groups. Take a class vote on the worst job and elicit reasons around the class.

B Use a dictionary

5 Direct students to the dictionary extracts at the bottom of >> p.66 and tell them they will use the information after each blank to guess the missing word. Do the first one together and see if students can guess from the pronunciation. Ask them to look for a word they think will sound similar. If they can't guess, see if they can use other clues. In pairs, students continue the activity. Monitor and help as necessary. Go through the answers with the class and ask students which advertisement the word appears in.

1 staff (1) 2 flexible (5) 3 uniform (5) 4 salary (1, 3, 4, 5)
5 magician (7)

Teaching tip

Students often have an idea about the word they are looking for, but need to find the word itself. The dictionary entries raise awareness to the type of information students might encounter to help them find a word.

6 Ask students to read items 1–4 and check vocabulary. Ask them to reflect on how they identified each of the words in exercise 5 and go through each one with the class. Point out that these are some of the types of information that dictionaries give and that students can look at when they want to use a word.

Extra activity

Students check the information for the words in exercise 5 and the dictionary entries in their own dictionaries.

7 Ask students to underline unknown words in the ads. Put them into pairs to choose three or four to discuss the meaning of using the suggestions in items 3 and 4 in exercise 6. Monitor and help with pronunciation as necessary.

8 Students check meanings in their dictionary. Ask for volunteers to tell the class about new words.

Extra activity

Students work individually and guess the meanings of other words and phrases in the ads and use their dictionaries to check.

C Pronunciation contrastive stress

9 7A.1 Students listen and read a conversation to help them understand how the conversation is structured. Read the instructions and play the audio. Nominate students to say the answer, and see if the class agrees. Tell students to read the conversation again. Ask *Who asks the questions? (Andy and Belén.)*

Andy is a limousine driver. Belén is a Spanish teacher.

10 7A.2 Remind students of contrastive stress used to help people understand mistakes in telephone conversations (unit 6). Direct students to the pictures of people playing tennis and tell them that contrastive stress is also used in a similar way to a tennis ball being hit between the players in a conversation.

Read the information and ask students to find the sentences in the conversation in exercise 9. Point out that when Andy says *What do you do?* he is starting the conversation (or serving the ball) and when Belén says *What do YOU do?* she is sending control of the conversation to Andy. Play the audio, pausing for students to listen and repeat. Ask students if they do this in their language. Play the audio a second time if necessary.

11 7A.3 Play the audio for students to recognize the difference between the stress patterns. Give extra practice as necessary.

12 Divide the class into A/B groups to say the conversation in exercise 9. Swap roles. Put students in pairs to continue. Monitor and give positive feedback for clear use of contrastive stress.

Extra activity

Divide the class into two groups, A and B. Say a question, e.g. *What's your name? Where do you live? Where do you work?* and *Do you like pizza?* for group A to 'serve' to group B and group B to 'return' the question with appropriate sentence stress. Repeat for group B to serve and group A to return.

D Listen for specific information

In this section, students listen to a conversation for gist and specific information.

13 7A.4 Play the audio for students to complete this gist task. Students compare answers in pairs. Check answers.

The man is a nurse. He does job 4.
The woman is an actor. She does job 7.

14 Go through the instructions and ask students to read sentences 1–11. Check vocabulary by asking *What do you call the money that people have to spend on things like food, drink and hotels as part of their job? (Expenses.)* and *What do you call a car given to you to use for your job? (Company car.)* Play the audio. In pairs, students compare their answers. Monitor as students compare and play the audio a second time if necessary.

15 Direct students to audio script 7A.4 on >> p.154 to check their answers before going over them as a class. Go through the audio script and elicit or point out ways the speakers show interest in each other (*Oh really? Oh right. Wow. Really? That's great! Lucky you. Sounds great.*)

2 M 3 X 4 M 5 X 6 W 7 X 8 W 9 W 10 X 11 W

Extra help

In pairs, students use the audio script and read the conversation taking turns to read the man's and the woman's part.

16 Tell students to choose a job from >> p.66. In pairs, students ask and answer to guess the job. Monitor and give positive feedback when students sound interested.

ABCD Put it all together

17 Go through the instructions and check students understand that they can choose any job. Encourage them to use dictionaries.

18 Read through the instructions. Tell students that they must change the person they are speaking to after one minute. Ask them to stand up as if at a party. Say *time* for students to speak to a new partner. Students report back to the class on who has the most interesting job.

Student performance

Students should be able to exchange factual information in a short conversation.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students talk about four or more aspects of their jobs? exercise 16
Interaction	Do students invite their partner to have a turn in the conversation? exercise 12
Accuracy	Do students make *Wh-* questions correctly? exercise 9

I can **have a conversation about work.**

Students tick *on my own* if they can have a conversation with one or two partners without looking at exercise 9. They tick *with some help* if they look at the conversation once or twice.

Early finishers

Students have their conversations again in small groups and decide who sounded the most interested listener.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to explain what you mean

7B

Orientation

Context

In this lesson, students will practise asking about vocabulary using defining relative clauses.

A guided tour of my workplace shows different parts of a school and different people who work there.

What are they saying? shows different pieces of information missing from pictures 1–10.

Language

Focus grammar	defining relative clauses: *who, which, that, where*
Focus words	jobs: *caretaker, pilot*, etc. workplaces: *canteen, cockpit, laboratory, library, staff room, studio* tools: *photocopier*
Focus phrases	*is a person, is a place, is a thing, is called, is used for, What's that?*
Recognition vocabulary	words: *breaks, projects* phrases: *takes care of*
Recycled language	jobs: *cashier, mechanic, nurse, receptionist, scientist, secretary*, etc. equipment: *camera, computer, machine, telephone* in school: *board, classroom, kids, subjects (geography, history)*, etc. grammar: *present simple*

End product

In *Put it all together*, students ask for explanations about information they are given about a person's job. The conversation is based on the example given in *Pairwork* on **>> p.129** and students are given time to practise before they have the conversations.

Preparation

Familiarize yourself with the organization of the jobs quiz game on **>> p.129** and **>> p.134** to help students as they do exercise 12.

Warmer

Write these three pairs of words on the board: *a bookshop, a library; a fitness instructor, a bed tester; the coast, city centre, airport* and put students in small groups to say what the difference is. Set a time limit of about three minutes and see which team can find the most differences. Ask for suggestions around the class and notice whether or not students are using defining relative clauses. Do not draw attention to this or do any correction at this stage.

Write *How to explain what you mean* on the board.

A Read for general meaning

In this section, students read short texts for detail.

1 Go through the instructions and examples. Ask *What are tools? Are they people or things? (Things.) True or false? Tools are things people use to do a job. (True.)* Elicit two examples of *tools* from the examples. Put students in pairs or small groups and set a time limit of about three minutes for students to complete the activity. Remind them to use their dictionaries. Monitor and help as necessary. Ask for volunteers to tell the class about the job/person, places and tools.

2 Direct students to look at the photos on **>> p.68** and activate topic vocabulary. Set a time limit of one minute and ask students to close their books. Ask around the class for words connected with the photos. Books open. Read the title *A guided tour of my workplace* and ask about the job and the place *(teacher and school)*. Tell students to look at the photos with captions and ask *What are the first words (This is) When do we use these words? (For introductions.)* Direct students to the captions in exercise 2 and ask them to write them in the correct place. Go over answers and any vocabulary as a class.

Picture 2: This is the school where I work.
Picture 4: This is Chris Walton, head of Maths.
Picture 8: This is the place where the kids have lunch.
Picture 9: This is the lab where the kids have Chemistry lessons.

3 Point to the speech bubbles at the bottom of **>> p.68** and ask *What are they saying?* Do the first one as a class to demonstrate the activity. Students continue in pairs. Monitor and help as necessary, pointing out the connection between key words and clues in the pictures. Ask for volunteers to give the answers.

a picture 3 b picture 9 c picture 10 d picture 4 e picture 6

B Listen for detail

In this section, students listen to a monologue. They use key words to check their understanding of the text.

4 7B.1 Tell students they are going to listen to Kevin describing the people, places and things in the photos and explain that they should make notes about any information not in the captions or speech bubbles. Play and pause the audio after the first piece of information. Direct students to the example and point out that they only need to write key words. Play the audio and pause after each picture description, giving students time to write key words. Do not check answers at this stage.

5 Read the instructions and ask students to read items 1–9 and check vocabulary. Do the example as a class and ask students to continue individually. Monitor and see how many items students can answer, before putting them in pairs to compare. Nominate students to give the answers, and if the information is false, elicit a correction. Play the audio again for students to check.

Extra help

Students listen again before answering true or false. Then listen a second time to check their answers.

2 False. He teaches in the next classroom. 3 True
4 False. He is a geography teacher. 5 True 6 True
7 False. Sometimes, but usually in the staffroom. 8 True
9 False. They love him.

Teaching tip

Students look at audio script **7B.1** on **>> p.155** and underline the words they noted in exercise 4. Point out, using the questions in exercise 5, how much of the listening they could understand with these words.

C Grammar defining relative clauses

6 Go through the exercise as a class. Copy the sentence on the board, underlining the red part, and ask *What's it for? Is it a question? (No.)* Direct students to option b in the exercise and ask *True or false? (True.)* Tell students that the underlined part of the sentence is called a *defining relative clause.*

7 Students work out the rule about form by looking again at *What are they saying?* on **>> p.68**. Read the instructions and do the first item to demonstrate the activity. Put students in pairs to continue. Go over answers as a class by saying the item number for the class as a whole to say the answer.

1 where 2 who 3 which 4 that

Extra plus

Ask students to say which ones could be replaced by *that* but don't focus on when the relative pronoun can be omitted at this stage. This grammar focus is to help students use relative clauses to ask for help when they can't find a word. A fuller presentation will be given at the next level.

8 Go through the instructions for the controlled practice exercise with the class. Go through the example, referring back to exercise 7. Ask students to continue individually and monitor and help with vocabulary as necessary. Go over answers as a class and use items 1 and 2 to draw attention to form. Ask *What kind of word usually comes after* who? *(a verb)* and *What kind of word usually comes after* where? *(a subject).* Write *who + verb* and *where + subject* on the board. Elicit and add *which + subject.* Ask students for the answers to questions 4 and 5.

2 where 3 which 4 where (canteen) 5 who (technician)
6 which

Extra help

Asking for definitions. Say these three questions for students to repeat: *What do you call someone who takes care of buildings? What do you call a place where teachers sit in the breaks? What do you call a machine which students use for projects?*

9 This exercise gives students practice in giving definitions. Students work individually and compare answers in pairs before you check with the whole class. Monitor and help with word order as necessary and give positive feedback for correct use of the pronoun.

2 ... which you use to copy documents.
3 ... where you go to borrow books.
4 ... who teaches English.

Extra plus

In pairs, students prepare two questions: *What do you call someone/a person who ...?* and *What do you call a building/a place/a shop where ...?* using vocabulary they already know. Monitor and help as necessary. Put pairs into groups of four or six to practise asking and answering their questions.

D Vocabulary jobs and workplaces

10 Remind students to use a bilingual dictionary to check vocabulary. In pairs, students match the jobs and workplaces. To check answers, nominate a student and ask a question about the person or the place, e.g. *What do you call a person who works in a bank? What's a studio?*

artist – studio	mechanic – garage	receptionist – hotel
cashier – bank	nurse – hospital	scientist – laboratory
dentist – surgery	pilot – cockpit	secretary – office

11 Write *The word?* and *The meaning?* on the board and ask students if they ask these types of questions about their own language. Tell them that it is useful to be able to do this in English. Divide the class into A/B pairs. Point to *The word?* and gesture for students to have the conversation. Change A/B roles and repeat. Point to *The meaning?* and repeat. Demonstrate the activity by asking one or two questions about the vocabulary before putting students in pairs to test a partner. Remind them to use the present simple tense and monitor and give positive feedback when they do this.

Teaching tip

Use a bilingual dictionary for this exercise. Students will probably understand the definition and say what it means in their own language, but not know the word in English.

12 Divide students into A/B teams of three or four. Direct them to **>> p.129** and **>> p.134** to read the information. Go through the instructions as a class, explaining that A/B students have similar quiz cards, with six questions to ask the other team and the answers. Read *You can ask for clues ...* and check students understand the questions. Set a time limit of about five minutes and monitor and help while students play the quiz game. Which team guessed the most words?

ABCD Put it all together

13 Tell students to turn to **>> p.129** and go through questions 1–4 as a class. Students write about their jobs and workplaces.

14 Read through the instructions. Tell students to underline key words in their explanations and to practise saying the descriptions a couple of times to themselves.

Student performance

Students should be able to give a short explanation.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students provide enough information about a job? exercise 12
Vocabulary	Do students use *person, place,* and *thing* accurately? exercise 12
Accuracy	Do students use the present simple accurately? exercise 11

I can explain what I mean.

Students tick *on my own* if they can explain a job and workplace using their notes. They tick *with some help* if they look at their notes once or twice for help.

Early finishers

Students change pairs and repeat the activity.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about rules (2)

7C

Orientation

Context

In this lesson, students will practise using *can* and *can't* to talk about permission.

In this episode of the comedy sketch, *Office Life*, a new employee called Joan joins the staff. Justin is asked by his boss, Anna, to explain the office rules. He is in the middle of explaining how to use the boss-alarm when she appears behind him.

Culture note

Justin's ironic comments are typical of English humour, of which irony is a central feature. He makes statements which appear on the surface to be serious, but which are actually ridiculous, e.g. *you can wear any colour socks you like, you can't send personal emails before 6pm* (when the office closes), etc. Irony also often plays on the use of opposites or paradoxes, as in *You can't arrive early, you can't leave late and you can't work in the lunch hour.*

Language

Focus grammar	*can / can't* (permission)
Focus phrases	*not allowed to ..., take time off, wear (jeans)*
Recognition vocabulary	words: *dress rules, forbidden, hit, miss* phrases: *show somebody around*
Recycled language	office words: *cupboard, emails, mobile phones, office, supplies*, etc. clothes: *jeans, skirt, socks, suit, trousers*, etc. everyday routines: *eat, run, smoke, speak, talk, wear*, etc. preposition of place: *in the classroom, in the corridor, in the office* *can* (polite request): *Can you show her ...?*
Pronunciation	short and long *o* /ɒ/ and /əʊ/ 7C.2–3

Language note

The position of the mouth shape is fixed for the short *o*, but opens a bit then rounds with the long *o*.

End product

In pairs, students describe the rules in a place they know using their notes to help.

Preparation

Check the difference between pictures A and B in *Pairwork* on >> p.129 and >> p.134 so you can help students with exercise 11 if necessary.

Warmer

Brainstorm places where there are rules, e.g. at school, at work, around town, on the road, in airports, in games, in sports, etc. and write these on the board. Ask students *Have you ever broken a rule in one of these places or situations? Is it important for people to obey (or keep) the rules?*

Write *How to talk about rules* on the board.

A Read a comedy sketch

In this section, students scan a dialogue for gist and detail.

1 Direct students to *Office Life* on >> p.70. Put students into pairs or small groups and set a short time limit for them to say what they remember about the people. Ask *Is Justin a good employee? (Not very.) Is he a good colleague? (Yes.)* to remind them of his character. Students can look again at 1C if necessary.

2 Go through the instructions and titles a–d. Set a short time limit for students to skim the text for gist. Put students in pairs to compare ideas and ask for suggestions around the class.

> *Office Rules* is the best title as this is the topic Justin talks about the most.

3 Go through the instructions as a class before students work individually and compare in pairs. Nominate students to answer the questions at the feedback stage.

> 1 No more than four cups of coffee a day; no smoking; you can take any office supplies from the cupboard; no jeans; no personal emails.
> 2 No, because he adds ironic comments to each rule as he describes it.

4 Students engage more closely with the language to predict how a TV audience will react to the comedy sketch. In pairs, students read and decide.

5 7C.1 Play the audio for students to confirm their answers.

> Audience laughter occurs after the lines: *I've started drinking tea, Don't ask, ... if you can find the key, any colour socks you want, True, That gives us time to start working* and *Ehm ...*

Extra activity

Nominate or ask for four volunteers to take the parts of Holly, Anna, Justin, and Joan to read the sketch for the rest of the class to mimic audience laughter.

6 Go through the instructions and items 1–5. Students find and underline the sentences in the text individually. They compare with a partner. Nominate students to say the phrases. Do not explain the grammar at this point as it is the focus of section B.

> 2 Smoking isn't allowed. 3 You aren't allowed to wear jeans. 4 You can wear any colour socks you want. 5 Can you send personal emails?

7 Discuss this question with the whole class. Ask *Would you like to work with Justin? Why? Why not?* Help students express ideas.

> *You* is used generally in the sentences to talk about anyone who works in the office.

B Grammar *can / can't* (permission)

8 Write *can/can't permission* on the board, and elicit or give a sentence with each for the rules in *Office Life*, e.g. *You can wear coloured socks. You can't wear jeans.* Write the sentences on the board and direct students to the grammar box. Elicit the other sentences to complete the box and write them on the board for students to copy. To reinforce the concept, ask *Are these sentences about permission or ability? (Permission.)*

– You can't leave early.
? Can you wear jeans? Can you leave early?

9 Direct students to *Office Life* to underline examples of *can* and *can't* for permission. Check students understand that *Can you show her around?* is a polite request, and in ... *if you can find the key*, is about ability. Monitor for pronunciation of *can* and give extra help if necessary.

+ Nobody can go in there. You can take anything you want. You can wear any colour socks you want.
– You can't have more than four cups a day. You can't arrive early, you can't leave late and you can't work in the lunch hour.
? Can you send personal emails?

Extra help
Remind students of the weak pronunciation of *can* in positive sentences /kən/, and drill the sentences from the text. For *can't* remind them of the long vowel sound and stressed pronunciation in negative sentences /kɑːnt/, and drill the sentences from the text. Finally, model the question and ask *Is can stressed or unstressed? (Unstressed.)* Drill the question.

10 This exercise reinforces the difference between *can* for ability and *can* for permission. Put the students in pairs to work together, then check with the whole class.

1 permission 2 permission 3 ability 4 ability 5 permission

Extra help
Controlled practice drill for questions about permission. Divide the class into two halves, A/B. Tell students that you will give one half of the class a word and they ask the other half about permission. The other half gives a short answer. ***T** smoke* ***As** Can we smoke?* ***T** shakes head* ***Bs** No, you can't.* ***T** drink coffee* ***As** Can we drink coffee?* ***T** nods head* ***Bs** Yes, you can.* etc.

11 Divide the class into A/B pairs and check students turn to the correct *Pairwork* pages. Give them time to look at their pictures and note useful vocabulary from *Office Life* and exercise 6. Monitor and help with ideas if necessary. Set a time limit of about four minutes for students to continue the activity in pairs. Stop the activity and ask students to look at both pictures. Elicit differences and see which office is more popular.

C Pronunciation short and long *o* /ɒ/ and /əʊ/

12 7C.2 Ask students about the smoking rule in Justin and Holly's office and elicit *No smoking* and ask *Is Holly the boss?* to elicit *Holly's not the boss*. Write the sentences on the board, read them out and underline the four *o*'s. Ask *Are the o sounds long or short? (Long in the first sentence, short in the second.)* Direct students to the pronunciation box and play the audio, pausing for students to repeat the sentences as a class.

13 7C.3 Play the audio and pause after each item for students to say if each *o* sound is long or short. Play the audio a second time if necessary before students listen and repeat.

closes L coffee S don't L go L not S
office S own L show L smoking L socks S

Extra plus
Give students longer sentences to repeat. Exaggerate the more staccato or flowing sounds and encourage them to do the same, as a way of being playful with the pronunciation.
Quick and staccato short o: *She's not John's boss; she's Bob's boss; Don's gone; I want hot coffee not hot chocolate!*
Slower and more relaxed long o: *No, don't close those notebooks. No smoking, Joan! Go home alone. Show Joan the road home.*

D Listen for general meaning

In this section, students listen for gist and detail in a conversation.

14 7C.4 Tell students they will hear two teenagers talking about school rules and to listen for which school has more rules *(a The girl's school)*. Play the audio and let students compare answers in pairs before giving the answer to the whole class.

15 Go through the instructions. Ask students to look at items 1–6 and check vocabulary. Play the audio again and monitor as students write their answers. Say the number for students to repeat the sentences chorally.

2 He 3 She 4 He 5 She 6 She

16 Read the question with the class and direct students to audio script 7C.4 on >> p.155 to look for the answers *(a and c)*. Check together as a whole class and point out that this is a feature of natural speech. Play the audio again.

17 Put students in pairs to say what they remember about the schools. Monitor and give positive feedback when students use 'erm' appropriately.

ABCD Put it all together

18 Tell students they are going to talk about rules in a place they know. Go through the ideas and give students a few minutes to make notes. Encourage them to use dictionaries. Put these prompts on the board to give students some ideas: *clothes, make-up, hair, jewellery, food and drink, emails, phones, names, starting and finishing times.*

19 Put students into small groups to discuss and compare the rules where they work or study. Ask around the class for students to report back.

Student performance
Students should be able to have a short conversation explaining facts.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students talk about three or more rules? exercise 11
Accuracy	Do students use *can* and *can't* correctly? exercise 11
Pronunciation	Do students pronounce 't' clearly in *can't*? exercise 11

I can talk about rules.
Students tick *on my own* if they have explained three or four facts to their partner using their notes. They tick *with some help* if they have looked at the sentences in exercises 6 and 15 once or twice for help.

Early finishers
Students work together in pairs and invent some new rules for *Office Life*. They read their conversations to the class, who decides which one is the funniest or most realistic.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to describe a typical day

7D

Orientation

Context

In this lesson, students will practise using *because* and *so* to give details about factual information.

A day in the life of ... is a magazine article which gives a description of the job of a postman in India. As well as delivering mail, he helps local villagers in many different ways. The photos which decorate the article show different aspects of his work.

Language

Focus grammar	*because, so*
Focus words	*bring, postman, mail, neighbour*
Recognition vocabulary	*caption, commission, fingerprint, paperwork, pension, turban*
Recycled language	words: *bicycle, customers, desert, dial, excited, postcard, switch on, telephone, uniform, village* grammar: *present simple for repeated actions* prepositions of place: *in India, on his bicycle, on his head*, etc. discourse: *using pronouns to substitute for names of people*
Pronunciation	grouping words 7D.1–2
Discourse	joining sentences with *because* and *so*

End product

In *Put it all together*, students give, follow and respond to a mini-presentation about a typical day. Students use their notes, which are organized chronologically, to help.

Preparation

Plan your own simple personal pie chart for the *Warmer*.

Warmer

Draw a circle on the board and tell students it represents a typical day in your life. Divide the circle up into sections, e.g. with about a third marked *sleeping*, a third *working*, and the rest in smaller sections marked *shopping, watching TV, talking with friends, doing sports*, etc. Now tell students about your typical day. Ask students to draw their own charts, and put them in small groups to explain a typical day to each other. Ask for volunteers to tell the class anything interesting they found out about their classmates.

Write *How to describe a typical day* on the board.

A Read and identify the people

In this section, students use pictures to predict content before reading a magazine article for gist and detail.

1 Write *A day in the life of ...* on the board. Ask students to cover the text and look at the photos. Elicit ideas about the person's daily life and write some key words on the board. Students read *A day in the life of ...* quickly to see if their ideas are in the text.

2 Direct students to the caption for the first photo and ask students where they see these types of captions *(in newspapers, on the Internet)*. Ask students to read captions 2–7 and explain or demonstrate *fingerprint*. Put students into pairs and set a short time limit for them to complete the captions. Monitor and help them locate information if necessary. Nominate pairs to read their captions and check students understand *pension*. Elicit or point out that the captions are in the present simple.

2 postcard/cousin 3 good/happy 4 pension 5 sign/help 6 dials 7 end/paperwork

3 Students work individually and check in pairs. Don't worry about pronunciation of the names but ask students for spellings if clarification is needed.

2 Rajendra, Geeta 3 Geeta 4 Rajendra, Sua 5 Sua 6 Rajendra, Samundar 7 Rajendra

4 Go through the instructions and ask students to read questions 1–9 to check vocabulary. Write the example question on the board and circle *he*. Ask students *Who is 'he'? (Rajendra.)* and *What kind of word is 'he'? (A pronoun.)* Ask students to circle the pronouns in the questions, and continue the activity individually. Monitor and help as necessary and ask students to compare in pairs before nominating students to give answers.

2 they – everybody in the village 3 he – Rajendra, it – the postcard 4 she – Geeta 5 she – Sua 6 he – Rajendra, her – Sua 7 he – Rajendra 8 she – Samundar, him – Vishnu 9 he – Rajendra

5 Do the example as a class and point out or elicit that the questions begin with *Why* so the answers in notes begin with *because*. Put students in pairs to continue and tell them to guess any new vocabulary and then check in their dictionaries. Check answers with the whole class.

2 because they don't get many visitors. 3 because Geeta can't read. 4 because the news on the postcard is good. 5 because she can't sign her name. 6 because she's very old. 7 because many of the villages don't have phones. 8 because she needs some money. 9 because he's been a postman for 22 years.

B Grammar *because, so*

6 Write *She's happy because the news is good.* on the board. Ask *Who is she? (Geeta.)* Ask *Why is she happy?* to elicit *Because the news is good.* Now say *The news is good.* and ask *What's the result?* to elicit *She's happy.* Direct the students to the grammar box and go through the rule together as a class.

Because comes **after** the result. *So* comes **before** the result.

7 Go through the instructions and the example to demonstrate. In pairs, students write the sentences. Monitor and help as necessary. Nominate students to read out the answers.

2 I can't send you an email because I haven't got a computer.
I haven't got a computer so I can't send you an email.
3 He can't read the phone number because he hasn't got his glasses.
He hasn't got his glasses so he can't read the phone number.
4 She's ill so she can't come to work today.
She can't come to work today because she's ill.
5 He had a job interview so he was wearing a suit and tie.
He was wearing a suit and tie because he had a job interview.
6 We came on the bus because our car's broken down.
Our car's broken down so we came on the bus.

Extra help

Repeat exercise 7 orally. Choose a sentence half at random for the class to respond chorally.

Extra plus

In pairs, students make sentences with *because* and *so* based on *A day in the life of ...* They read their sentences to another pair, who repeats them if the information is correct.

C Pronunciation grouping words

8 7D.1 Copy sentences A and B on the board and underline the full stops. Ask *What's the difference? (The position of the full stop.) Do A and B mean the same? (No.)* Ask *A or B? This person hasn't got a job. (B.) This person works (A.) Who sleeps at night? (A and B.)* Play the audio and point to the full stops as the speaker pauses. Play the audio a second time, for students to repeat.

9 In pairs, students test each other. Play the audio again, making sure they swap roles. Volunteers can test themselves against the class.

10 7D.2 Direct students to the sentence *She's happy because the news is good.* on the board and ask where there might be a pause *(after 'happy')*. Read it aloud with the pause and explain that we pause in certain places to give a listener time to understand the information.

Go through the instructions. Students read and listen to the example. Tell them to look at items 2–6 and, in pairs, guess where the pause will be. Play the audio for them to mark the pause. Play the audio a second time for students to repeat.

2 They don't get many visitors / so they're excited.
3 Rajendra has to read it out / because she can't read.
4 The news is good / so she's happy.
5 Sometimes he has problems with his bike / so he has to push it.
6 I told him to come home / because I need some money.

11 Read the question and go through the first sentence. Explain that we also pause when there is a comma. Show that there are two pauses in the first sentence and elicit the answers. Monitor and help as students work individually. Students compare in pairs or small groups before going over answers as a class.

At the end of the day, / Rajendra does the paperwork / and thinks about his job. / He knows the problems well / because he's been a postman for 22 years. / The big problem is transport. / Sometimes there are no roads. / Sometimes he has problems with his bike / so he has to push it. / "But on the whole, / it's a good job," / he says.

12 In pairs, students practise reading their paragraphs. Remind them they can use *'erm'* to show they haven't finished speaking. Monitor for correct use of pausing and praise achievement. Tell students that marking a text they want to read aloud is a useful strategy to help listeners understand them better.

D Listen for specific information

In this section, students use background knowledge to anticipate the order of information before listening for specific information.

13 Ask *What do we call someone whose job is to sell holidays?* to elicit *travel agent* and *Do you think it is an interesting job? Why? Why not?* Students read the list of tasks a travel agent does every day. Ask *Are they exciting? (No.)* Students put the tasks in a logical order and compare with a partner.

14 7D.3 Play the audio for students to see if their guesses were correct. Check answers with the whole class.

1 arrive at work 2 switch on the computer 3 check the emails 4 make a cup of coffee 5 open the shop 6 close the shop for lunch 7 close the shop 8 do the paperwork 9 go home

15 Ask students to read questions 1–5 and play the audio. Students compare their answers in pairs and listen again if necessary.

16 Direct students to check their answers in audio script 7D.3 on >> p.155 and check together as a class. Go through the audio script and point out that he gives a general introduction to his job, (the days in the week he works, what job he does), and then gives detail about his day, from start to finish.

1 six 2 nine o'clock 3 just one 4 because of the Internet 5 7 o'clock

ABCD Put it all together

17 Ask students to make a note of the things they do in any order. They number them one to ten and then add detail with *so* or *because*. Give them time to practise by reading it a few times.

18 In pairs, students listen to their partner and make a note of three questions to ask at the end. Remind them to use *'erm'* to give them time to think and to show they haven't finished speaking. Check students swap roles. When they have finished, ask the class for any interesting facts, reasons or results.

Student performance

Students should be able to give, follow, and respond to factual information.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students use *so* and *because* to give information? exercise 17
Fluency	Do students use 'erm' to keep talking about the topic? exercise 12
Coherence	Do students give information in a logical order? exercise 13

I can describe a typical day.

Students tick *on my own* if they can give a short presentation using their notes. They tick *with some help* if they have to pause for an unnaturally long time before they speak.

Early finishers

Students repeat the activity with another partner. Volunteers give mini presentations to the class, and ask questions at the end.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will focus on planning, writing and reviewing to produce a second draft of a description of a job. In the article, *The World of Work*, the writer talks about the good and bad aspects of his job.

New language	*earn, flexible, self-employed, tax form*
Recycled language	words and phrases: *jobs and working conditions* grammar: *have to, doesn't have to, because, so*
Recognition language	*on the whole*

End product

In *Put it all together*, students write a second draft of a short description (about 75 words). Their aim is to produce a text with detail that that they could use for a mini presentation.

Warmer

Tell students you are thinking of a job. They can ask 15 yes/no questions to guess it, e.g. *Do you work outdoors?, Do you get a lot of money?* Students continue in small groups. Write *How to write a job description* on the board.

A Read a description of a job

In this section, students use visual clues to help them predict content in a short article, before reading to check and for detail.

1 Direct students to the picture of Karol. Students cover the text and answer questions 1–6 in pairs or small groups. Elicit suggestions around the class and write them on the board.

2 Set a short time limit for students to scan the text and compare the information with the suggestions on the board. Go through the questions and answers and see how much students were able to guess from the picture. Point out that using visuals to think about content can make reading easier.

1 At home. 2 He's an architect. 3 At home. 4 Yes.
5 His daughter. 6 She's six years old.

3 Direct students to the table and draw two columns on the board. Copy the example and point out that students should use third person singular verbs. Elicit one or two more examples. Encourage students to use their dictionaries to help with any new vocabulary. Monitor and help as necessary. Ask volunteers for answers and write them on the board.

good points: he hasn't got a boss, he doesn't have to wear a uniform, he has flexible working hours, he doesn't have to get up early, he can work when he wants, he goes on holiday at quiet times of the year, he sees a lot of his daughter
bad points: he doesn't have a salary, he doesn't get paid every month, he doesn't get any holiday pay, some months he doesn't earn anything, he has to fill in tax forms every three months

4 Put students into pairs or small groups. Ask them to compare aspects of their daily life with that of Karol's and go through the example. Monitor for the correct use of present simple and *have to/don't have to, can* and *can't* as students talk about their daily life. Make a note of any mistakes to go over at the end.

B Think before you listen

5 Go through the instructions and check students understand. Elicit one or two examples before students continue in pairs.

6 7E.1 Play the audio for students to listen and check their predictions. Play the audio a second time if necessary. Ask *How many of your predictions were correct?* Ask for suggestions around the class. Ask *Would you rather be self-employed and work at home or work in a company? Why?*

good points: he had a salary every month, he had paid holidays, he had good friends at work
bad points: the boss was horrible, he wasn't allowed to make personal calls at work, the boss read their emails, he wasn't allowed to drink coffee at his desk, he worked long hours (nine until seven)

C Write a first draft

7 Tell students that they will start thinking of ideas for the writing activity. Go through the instructions and check students understand. Students complete their tables.

8 Go through the instructions and ask students to find some useful phrases in Karol's article, e.g. *The best thing about my job is that ..., The worst thing about my job is that ..., On the whole..., Also, ...* Tell students to write the first draft of their description using the information in their completed tables.

9 Put students in pairs and go through the instructions. Explain that we produce better writing if we look back over what we have written and write it a second time. This is especially important if we are writing a mini-presentation. Students read each other's texts, and write *Why?* wherever further explanation could be added.

ABC Put it all together

10 Monitor and encourage students to check spellings in their dictionaries before writing their second drafts.

11 Go through the instructions and direct students back to exercise 10, 7D. Tell students to read the text to get an idea of where they could pause when they read it aloud. Students mark their texts. Give them time to practise saying the text a few times. In small groups, students read their mini-presentations to the class. After each mini-presentation, the group or class decides if the speaker likes their job or not.

Student performance

Students should be able to write a short factual text, giving information supported by reasons and results.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Have students included sufficient detail and explanations?
Organization	Have students organized their ideas logically?
Accuracy	Have students used *because* and *so* appropriately?

I can **write a description of my job.**

Students tick *on my own* if they have included two or three reasons for or results of an event. They tick *with some help* if they looked once or twice at Karol's text for ideas.

Early finishers

Students review their texts again and decide if it is good enough for a mini-presentation. They make notes of any changes to make.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember where

Ask students to write the name of the place from lessons A–D. Read phrases 1–10 below for students to answer in pairs or small groups.

1 A place where you can find a boss alarm. 2 A place where teachers sit in breaks. 3 A place where an artist works. 4 A place which is looking for fitness instructors. 5 A place where school children have lunch. 6 A place where you can't drink more than four cups of coffee a day. 7 A place a doctor works. 8 A place where you can get a job as an entertainer (a musician or actor). 9 A place which sells holidays. 10 A place which has classes in the evenings.

Possible answers

1 Justin's office	5 canteen	8 a cruise ship
2 staff room	6 Justin's office	9 a travel agent's
3 a studio	7 hospital/surgery	10 a language school
4 Power Gym		

A Grammar

1 Defining relative clauses 7B exercises 7, 8

Warm-up: Write the words of the example sentence on the board for students to add in the missing word.

Set-up: Point out that, although there might be more than one possible answer, students only need to write one relative pronoun.

2 ... a shop where ... ; greengrocer's
3 ... a shop where ...
4 ... doctor who/that ...
5 ... person who/that ...; a history teacher
6 ... place where ...; a canteen
7 ... machine which ...
8 ... the place where ...; a studio

Follow-up: In pairs, students choose five words from unit 7 and prepare a quiz based on *Pairwork 7B, Jobs quiz* on >> **p.129**. They test another pair.

2 Defining relative clauses: *who, which, that, where* 7B exercise 9

Warm-up: Write *A library is a place ...* on the board and elicit two possible endings. Remind students of the form *a place where + present simple* or *a place where + passive (... a place where people read books.* or *... a place where books are kept.)*.

Set-up: Tell students to write two sentences where possible. Do the first item as a class if necessary.

Suggested answers
1 ... a person who/that drives taxis.
2 ... a place which sells books./ ... a place where books are sold.
3 ... a person who/that plays guitar.
4 ... a person who/that works in an office.
5 ... a place which shows films./ ... a place where films are shown.

Follow-up: Students write short descriptions of two jobs, without naming them. In pairs or small groups, students read the descriptions for others to guess the job.

3 *can/can't* (permission) 7C exercise 8

Warm-up: Ask students about the rules in *Office Life*.

Set-up: Use the example to demonstrate the activity. Do the second item as a class if necessary.

2 You can't bring dogs in here.	5 You can cycle here.
3 You can park here.	6 You can't talk here.
4 You can't take photos here.	

Follow-up: Students write a list of the names of the places where the signs might be found, and compare in pairs.

4 *because/so* 7D exercises 6, 7

Warm-up: Write *I haven't got a car.* on the board, and elicit reasons for and results of the situation.

Set-up: Go through the example as a class.

2 a because b so 3 a so b because

Follow-up: In pairs, students write a short sentence to describe a situation. They note as many results and reasons as they can. They exchange sentences with another pair and repeat. After two minutes, they compare sentence endings.

B Vocabulary

5 Job advertisements 7A exercises 7, 8

Warm-up: Books closed. In small teams, students brainstorm information which can be found in job advertisements.

Set-up: Direct students to the advertisement and ask how they will decide which word goes in which space *(adjective + noun collocation)*. Do one or two examples as a class if necessary.

2 staff 3 salary 4 flexible 5 company 6 expenses
7 experience 8 well 9 interview

Follow-up: Individually, students rank the information in the advertisement, putting the most important condition first. They compare lists in pairs or small groups and decide if they would apply for the same type of jobs.

6 Job conditions 7A exercise 14

Warm-up: Ask around the class for examples of job conditions for a teacher. Tell the class if they are correct or not.

Set-up: Point out that the first letter of the word is given and do the first item as a class.

1 smart 2 flexible 3 uniform 4 company 5 expenses
6 weeks 7 bad 8 team

Follow-up: In pairs, students use the vocabulary in exercises 6 and 7 to describe a job. Another pair guesses the job.

7 Work and workplaces 7B exercise 10

Warm-up: Write *work and workplaces* on the board. Set a two-minute time limit for students to write words connected to the topic. Go through suggestions as a class, and nominate different students to spell the words.

Set-up: Ask students to read the clues and go through any vocabulary problems.

2 technician	5 mechanic	8 laboratory	11 nurse
3 surgery	6 cashier	9 receptionist	12 camera
4 studio	7 caretaker	10 canteen	

Follow-up: Individually, students prepare five sentences and anagrams for another student.

Early finishers

Students use dictionaries and write a job advert for their perfect job.

How to apologize and respond to apologies

8A

Orientation

Context

In this lesson, students will focus on using phrases to apologize for mistakes.

Wi-fi thief ... is a newspaper article which tells the story of a teenager in Singapore who got into trouble for using a neighbour's wireless Internet connection. The pictures and captions illustrate the situation and the glossary explains key vocabulary.

Photos 1–4 show situations in which people have made a mistake and would need to apologize. *Sorry!* relates to picture 2.

Culture note

Situations in which people apologize vary across cultures. In some cultures, apologizing in certain situations might be seen as a sign of weakness. However, in others not offering an apology in the same situation could be considered impolite. British people are notorious for apologizing for things which aren't their fault, a behaviour which is based on complex politeness conventions.

Language

Focus grammar	possessive pronouns: *mine, yours, his, hers, ours, theirs*
Preview grammar	present passive, first conditional, present perfect with *just*, *will* future
Focus words	*apologize, headphones, keyboard, laptop, screen, text message*
Focus phrases	apologies and responses: *Don't worry, I'm sorry, I made a mistake, Never mind, That's all right.*
Recognition vocabulary	words: *access, delete, disconnected, email, file, hostel, Internet, misuse, mouse, network, online, wireless* phrases: *doesn't work, exactly the same, is the same as, got wet*
Recycled language	accident words: *break, drop, forget, lose, spill*
Pronunciation	using intonation to sound sorry 8A.2

Language note

Sorry, really, so and *very* must all be stressed for apologies to sound sincere, and the voice mustn't be too flat. As with apologies, an adequate pitch range needs to be used to make responses sound sincere. If the range is too limited, a response won't sound genuine and this could cause offence.

End product

In *Put it all together,* students choose a situation and role play making apologies. The conversations are based on audio script 8A.1 on >> p.155. Students talk about the situation and problem together, before having a conversation with another partner.

Warmer

Write *Saying sorry?* and the following situations on the board: *You arrive five minutes late to a friend's house for dinner; You tell someone you don't agree with them; You give somebody bad news; Your meal in a restaurant is cold; You lose you friend's camera; You stand on someone's foot on a bus; Someone stands on your foot on a bus.* In small groups, students discuss if they would apologize or not in their culture. Ask for a show of hands for each situation. Ask for examples of other situations when people apologize.

Write *How to apologize and respond to apologies* on the board.

A Read and understand a newspaper article

In this section, students use a headline and visual clues to think about content in a newspaper article before reading for specific information.

1 Read through the instructions and put students into pairs or small groups to list vocabulary related to the topic. Ask one student from each group to read out the list and write the words on the board. Make sure the words which appear in the reading text are on the board *(Internet, network, online, wireless).*

2 Direct students to the photos and headings, and set a short time limit for students to guess what the text is about. Ask for volunteers to make suggestions and write key words on the board. Do not tell students if they are right or not at this stage.

3 Students read the article quickly to see how many words on the board they can tick. Go through the words one at a time, and put a tick by the ones everyone agrees with.

4 Ask students to read sentences 1–5 and check vocabulary. Tell students to read the text again, but to ignore any new vocabulary. Ask them to decide if the sentences are true or false. Go through the sentences as a class and elicit information from the text which helped students decide.

1 True. His parents were very worried.
2 False. He used his neighbours' connection in his own house.
3 True. The neighbours talked to Tan.
4 True. In court, Tan said he was very sorry.
5 False. The judge sent Tan to a boys' hostel.

5 Students complete the activity individually. Monitor and help them find the words if necessary. Go over answers as a class and help them express their ideas.

disconnected = separated from the Internet
access = able to connect to
misuse = use something for the wrong purpose
hostel = a place for young people who have done something wrong

6 Help students reflect on strategies they used to guess the meanings of words. Read through the instructions and items a–e as a class. Ask students to think again about the words in exercise 5 and how they guessed the meanings. Explain that different strategies work best for different words, and they may use more than one. Tell students to write the letter(s) a–e next to the words. Ask for other examples of strategies to guess the meaning of words and see if they do these things in their own language. Ask students to find another new word and to experiment with the strategies.

7 Read through the instructions and questions 1–3. In pairs, students exchange opinions. Monitor and help students express their ideas as necessary. Go through each question in turn and ask students to report back on what they thought.

B Vocabulary apology phrases

8 8A.1 Go through the instructions and direct students to photos 1–4 and *Sorry!* on >> **p.76**. Ask *What's in the photos?* and elicit or give the answers. *(1 coffee spilt on a keyboard 2 a woman looking unhappily at a computer 3 a girl drying a mobile phone with a hair dryer 4 a text message in which somebody apologizes for having to work late)* Play the audio while students read and listen for key words to match the conversation with one of the photos.

picture 2 (key words: delete, email, file)

9 Ask students to read questions 1–4 and check vocabulary. Students find the answers in the text individually. They then compare in pairs before you go over answers as a class.

1 She was using Bill's computer. 2 She deleted a file.
3 No, it isn't hers. It's Bill's. 4 Because hers is broken.

10 Read the questions and ask students to underline all the phrases for apologizing used in the conversation. Elicit the apology phrases and write them on the board. Ask *Does Tina sound sorry?* and play the audio again. *(Yes, she does.)*

I'm so sorry. I'm really sorry. Sorry, Bill!
I'm really sorry about that.

11 8A.2 Elicit or explain that it's important to sound sincere when you make an apology and one way to do this in English is through intonation. Tell students to listen to the verse and ask *How many apologies and replies are there?* Direct students to the verse to read and check *(six apologies, four replies).*

Point out that *worry* /ˈwʌrɪ/ and *sorry* /ˈsɒrɪ/ don't rhyme, despite having similar spelling. Play the audio and pause at the end of each line for students to repeat. Play the audio a second time, for students to practise reading the text aloud. Clap or tap the desk to keep the rhythm. Students continue apologizing and responding in pairs, using the verse. Monitor and give positive feedback when conversations sound natural and sincere.

Extra activity

Write these situations on the board: *You broke someone's sunglasses. You spilt someone's drink. You took someone's MP3 player by mistake. You lost a friend's new pen by mistake.* Students work in pairs or small groups to write apologies for the situation. Students vote for the best ones.

C Grammar possessive pronouns

12 Go through the exercise as a class. Direct students to *Sorry!* on >> **p.76**. Write *Why are you using mine?* on the board. Circle *mine* and ask *What is he talking about?* to elicit *my computer.* Ask students to find *Well, mine's broken* and *so I used yours* and ask what the words *mine* and *yours* refer to in the conversation *(my computer, your computer).* Explain that the words *mine* and *yours* are possessive pronouns which replace the pronoun and a noun in certain situations.

Ask students why they think the speakers use *mine* and *yours.* Elicit or explain that they use possessive pronouns because they both know what the object is so they don't need to say it.

13 Read through the instructions. Say the possessive pronouns for students to say the corresponding possessive adjectives and write them on the board. Go through the example as a class. Ask students to read sentences 2–4 and check vocabulary. Students continue individually and compare in pairs. To go over answers, say the sentence for students to say the shorter sentence together as a class. Nominate individuals to say the sentence making sure they pronounce the final 's' as /z/ not /s/.

Extra help

Transformation drill. Say prompt sentences for students to say a shorter sentence. *T It's my bag. SS It's mine. T They're your pens. SS They're yours. T They're our books. SS They're ours. T It's his coat. SS It's his. T It's her mobile. SS It's hers.* etc.

D Predict before you listen

14 Go through the instructions and questions as a class. Direct students to photograph 3 in *Sorry!* on >> **p.76**. Put students in pairs to guess the answers to the questions and make notes. Ask for suggestions around the class but do not tell students if they are right at this stage.

15 8A.3 Play the audio for students to check their guesses. Students then compare answers in pairs. Play the audio a second time if students want to listen again.

1 She's drying a phone. 2 Zach's. 3 She hasn't got any credit.
4 Jess dropped it in the bath.

16 Go through the instructions. Elicit ideas around the class and direct students to audio script 8A.3 on >> **p.155** to check.

Oh well. Don't worry. (I hope it still works!)

ABCD Put it all together

17 Go through the instructions with the class and ask them to read items 1–3. Students make notes about the three stages of the situation. Put students into pairs to explain their situations. Tell the partner to listen carefully and say if they need more information for the problem or the explanation.

18 Read through the instructions with the class, and put students into pairs to continue with the activity. Ask for volunteers to act out a conversation for the class. The class decides if the person apologizing sounds sincere and if they should feel better about the mistake.

Student performance

Students should be able to describe a problem, give a short explanation and apology and respond to the apology.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students describe the problem and give an explanation? exercise 8
Politeness	Do students sound sincere? exercise 11
Fluency	Do students respond to the situation without a lot of hesitation? exercise 11

I can **apologize and respond to apologies.**

Students tick *on my own* if they can apologize and respond to apologies without a lot of hesitation. They tick *with some help* if they have looked at exercise 11 once or twice for help.

Early finishers

Students change partners and choose another situation where an apology would be required. They prepare and perform a short role play for another pair, who guesses the situation.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to describe things

8B

Orientation

Context

In this lesson, students will practise using passive forms to describe the shape and material of objects.

Material and shape shows photos of common objects and gives the words to describe what they are made of and their shape.

Making pencils is a text about the manufacturing process for making pencils. It is in jumbled order.

Pencils trivia provides information that students may not know about pencils.

Language

Focus grammar	present passive
Focus words	material: *cardboard, china, cloth, glass, metal, plastic, wood* shape: *flat, long, round, square, thin*
Focus phrases	*it's got ..., it's made of ..., it's put in ..., it's used for ..., it works by ...*
Recognition vocabulary	*billion, block, carpenter, eraser, front, lead, left- right-handed, roll, roll off, trivia*
Recycled language	household items: *coffee table, pan, plate, spoon, toothbrush,* etc. verbs: *leave, move, paint, wash, wear,* etc.
Pronunciation	passive or active? auxiliary *be: 's, 're* in passives 8B.1

Language notes

In passive sentences, the person or people involved in the process can be added at the end of the sentence by adding *... by someone,* e.g. *Pencils are used by people all over the world.* This part of the sentence is called the *agent* and will be dealt with in the next level.

Note the pronunciation of *lead* is /led/.

End product

Students work in small groups, taking turns to describe everyday household objects in *Pairwork* on **>> p.129** for a partner to guess what is being described. The descriptions are based on audio scripts 8B.2-3 on **>> p.155–56**, and students use key words to help.

Preparation

Take a bag of simple man-made objects for the *Warmer*, e.g. a paper clip, a coin, a pencil sharpener, a marble, a small toy, a scarf, a dice, and a traditional wooden pencil. Students must not be able to see into the bag.

Take enough pencils to class so pairs can look at one for exercise 5.

Warmer

Hold out the bag of objects and invite different students to put their hand in, choose an object, and try to guess what it is without looking. Ask *What's it made of? What shape is it?* to see how much vocabulary students know, but do not teach any new vocabulary at this stage.

Write *How to describe things* on the board.

A Vocabulary material and shape

1 Direct students to *Material and shape* vocabulary on **>> p.78**. Point to different things in the classroom and ask yes/no questions, e.g. *Is this made of cardboard? Is this round?* Tell students to do the matching activity using the vocabulary panel as a visual dictionary. Check answers as a class. Monitor for /ə/ in the second syllable of *china* and *metal*, the /θ/ sound in *cloth*, and the /kw/ sound in *square*.

2 plate 3 pan 4 coffee table

2 Use the example to introduce the activity. Copy the sentence on the board and circle *long, thin,* and *plastic*. Ask *What kinds of words are these?* and write *shape, shape, material* above them. Monitor and help with vocabulary and pronunciation as necessary while students continue in pairs. Do not focus on the passive structure here as students will study this in section C.

B Read for interest

In this section, students read for gist and follow the logical sequencing of a text.

3 To introduce the topic, ask students what they usually write with *(a pencil, biro, fountain pen, felt tip pen)* and why. Ask *Does anyone know how pencils are made?* Help students express their ideas but do not correct for accuracy at this stage.

Direct students to *Making pencils* and the picture on **>> p.78**. Tell students not to worry about new vocabulary and to work in pairs to put the text in order. Find the first sentence with the class. Monitor and help if necessary. Go over answers as a class.

2 The blocks ... 3 Lines are cut ... 4 The pencil leads ...
5 A second flat piece ... 6 The pencil sandwich ...
7 The pencils are ... 8 The information ... 9 An eraser ...

4 Ask *What colour are most pencils in the USA? What distance can an average pencil draw?* and elicit suggestions. Go through the instructions and direct students to *Pencils trivia* on **>> p.78**. Students read the text and underline new or interesting information.

Nominate students to tell others about new or interesting information and help them get their ideas across. Demonstrate the meaning of information in the text using a pencil, e.g. show students how well/badly you write with your right/left hand. Direct students back to the title and elicit or give the meaning of *trivia (small facts or details that aren't important).*

5 Put students in pairs and check they can see a pencil. Go through the instructions and ask them to read questions 1–7, explaining any vocabulary. As students discuss the questions, monitor and respond to interesting comments. Nominate a few students, and ask for volunteers to tell the rest of the class if anything surprised them.

C Grammar present passive

6 Do the activity as a class. Read the instructions and the two possible titles. Ask for a show of hands for each title. Copy title 2 on the board and ask students why this is better.

2 The text doesn't say anything about the people.

7 Read the instructions and ask *Which sentence is better, a or b?*

b The focus of the text is on the materials and the process of making pencils not the people.

8 Direct students to the grammar box, and go through the questions with the class. Underline the beginning of each sentence on the board from exercise 2 to highlight *It's* + shape, and *It's made of* + material.

1 The words *a person*. 2 The object moves and becomes the subject of the sentence. 3 *cuts* becomes *is cut*.

9 Ask students to underline the verbs in the passive in *Making pencils*. Nominate students to read them out. Use the second example in *Making pencils* and ask about the form of the passive. Ask *What starts the sentence? (A noun.)* and *The second word? (The verb be.)* and *The next word? (The past participle.) What tense is the verb? (Present simple.) Why is it the present simple here? (Because the pencil making process is always the same.)*

1 is cut 2 are cut 3 are cut 4 are put 5 is stuck 6 is cut 7 are shaped 8 is printed 9 is fitted

Extra help

Transformation drill: active to passive. *T Someone cuts the blocks. SS The blocks are cut. T A person cuts the leads. SS The leads are cut. T Someone puts the leads into the wood. SS The leads are put into the wood. T A person prints information on the pencils. SS Information is printed on the pencils.* etc.

10 Go through the example with the class. Ask students to read items 2–6 and check vocabulary before they complete the exercise individually. Monitor and check for singular/plural agreement between nouns and verbs. Ask students to compare in pairs before going over answers.

2 The pencils are painted yellow.
3 Tuna fish is sold in cans.
4 The plates are washed and put away.
5 The ties are made from the best cloth.
6 Toothbrushes are made of plastic.

Extra plus

In pairs, students make some sentences about what they think happens before and after the pencil-making process. Write answers on the board at the checking stage.

Possible answers
before: Trees are cut down. The wood is brought to the factory.
after: The pencils are put in boxes. The pencils are sent to shops. The pencils are bought by different people.

D Pronunciation passive or active?

11 8B.1 Direct students to the pronunciation box and ask *What's the difference between the sentences in the first and second row? (Singular/plural.)* Play the audio, pausing after each sentence for students to say active or passive. Play the audio a second time, pausing for students to repeat. Monitor and encourage students to pronounce the /s/ if it isn't clear. The answers are given on the audio, so pause the audio just before the answer each time.

12 In pairs, students test each other. Monitor and give positive feedback. Ask for volunteers to test themselves against the class.

E Listen for key words

In this section, students listen for key words in order to answer short quiz questions.

13 8B.2 Books closed. Students listen and write down the object (a *hairdryer*). Play the audio twice before asking for suggestions.

14 Give students the opportunity to understand and reflect on how they listen. Go through the instructions. When they have marked their text, ask *How many words did you underline? How many words didn't you underline?* to show how effective this strategy is. Write *plastic, metal, electricity, handle, drying, hair* on the board. Elicit or explain that if students understood these words, they should be able to guess the object.

15 8B.3 Tell students they will listen to descriptions of three more objects and that they must listen carefully for key words. Play the audio. Students compare answers in pairs. Play the audio a second time if necessary. Check answers. Ask students to use audio script 8B.3 on >> **p.156** to underline key words. Write the key words on the board and see if students agree.

1 dishwasher (key words: metal, plastic, big, square, electricity, washing, dishes, plates, spoons, pans)
2 paint brush (key words: wood, hair, handle, long, thin, painting, artists)
3 sunglasses (key words: glass, plastic, metal, two pieces, dark, glass, round, sunny, eye)

Extra help

Elicit or give useful phrases for describing objects *(it's made of ..., it's got ..., it's used for ..., it's put in ...)* and write them on the board. In pairs, students choose one of the items from audio scripts 8B.2–3 and describe it for their partner to guess.

ABCDE Put it all together

16 Put students into small groups and go through the instructions. Ask students to choose two items and to make notes of useful size and shape vocabulary from the lesson and audio scripts 8B.2-3 on >> **p.155–6**. Tell students to listen to the complete description before they reveal their guesses. Groups choose a description to tell the class and the class guesses the object.

Student performance

Students should be able to give a short description.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students describe three or more properties of an object? exercise 2
Vocabulary	Do students use different size and shape words? exercise 1
Pronunciation	Do students pronounce *be* in the passive clearly? exercise 12

I can **describe things.**

Students tick *on my own* if they can describe an object without looking at the vocabulary panel on >> **p.78**. They tick *with some help* if they looked at the vocabulary panel on >> **p.78** once or twice.

Early finishers

Students work with a new partner and describe an object from *Material and shape*, giving information about what it's used for and where it's found.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to make predictions

8C

Orientation

Context

In this lesson, students will focus on using *will* to talk about the future.

Adults of the future are abridged authentic newspaper texts reporting the views of British children, aged 7–11, on what they think life will be like in the next 1,000 years. The predictions concern typical child-like ideas, including innocent yet humorous comments. For example, one child says that mobile phones might control 'Mum', and another that pets will have learnt to talk and will have their own computers.

Language

Focus grammar	*will, won't* (predictions)
Focus words	*amazing, control, environment, optimist, optimistic, pessimist, pessimistic, pocket,* etc.
Focus phrases	*I hope so, I think so, I've no idea,* etc.
Recognition vocabulary	*economics, politics, robot, ruin, tubes, underground*
Recycled language	*education, food, science, telephones, travel, TV, weather* linkers: *and, because, but, or, so* indefinite pronouns
Pronunciation	pronoun + *'ll* 8C.1–2

End product

In *Put it all together,* students exchange ideas on how things will change in the future; agreeing, disagreeing and commenting on a partner's suggestion. Students can use their notes during the activity, and check and clarify as necessary during the conversation.

Warmer

Write the figure 3008 on the board and ask what it could refer to (*a date about 1000 years from now*). Write *The future?* and the following topics on the board: *politics, robots, pets, health, clothes, the environment, mobile phones, economics.* Check vocabulary and ask students to put them into two lists: *topics children might talk about* and *topics adults might talk about.* Politics, healthcare, the environment and economics are unlikely topics for children to think about, as they usually think about things close to their own lives.

Write *How to make predictions* on the board.

A Read for general meaning

In this section, students read several short texts for gist and detail.

1 Having raised interest in the topic of the lesson with the *Warmer,* direct students to the titles and the quote *'We will live in ...'* . Ask *Do you think these texts will be serious or not?* Help students express their ideas, encouraging them to give reasons.

Go through the instructions and set a short time limit to encourage students to skim the texts quickly for gist. Students work individually before comparing answers in pairs. Ask for volunteers to give answers.

8 Chocolate houses	4 Clothes	5 Environment
1 Mobile phones	3 Pets	7 Robots
6 Tall buildings	2 Time travel	

2 Read through the instructions with the class. Direct students to the first text and ask *Optimist or pessimist? (optimist)* to check students understand the activity. Ask students for examples of words and phrases which helped them decide *(amazing, even mum!).* Students continue individually before comparing with a partner. Go over answers as a class.

5 dead, really old, horrible; 7 really angry, eat us all

Extra activity

Ask students to read the texts again and circle these words: *and, or, but, so* and *because.* Ask *Which child gives the most detail? (James Williams.) Which children don't give any explanation? (James Williams, Nicholas Paolozzi.)*

3 Ask students to read questions 1–3. Check any vocabulary and put students in pairs or small groups to continue. Encourage them to use their dictionaries and to underline the parts of the text which supports their answers. Monitor and help as necessary, and join in where you can. Go through each question, nominating students to report back on what they talked about. Ask students about things children in their country might say about the future.

Teaching tip

To maximize student-talking time, ask students to stand up and mingle. They compare answers with at least three others.

B Grammar *will* (predictions)

4 Help students think about the meaning of *will.* Copy the example sentence on the board. Go through questions 1–3.

1 The future. (next 1,000 years) 2 She is guessing.
3 c (She's expressing an opinion but she does say that everybody will have fun, which suggests she thinks it's a good idea.)

5 Point to the sentence on the board and ask students if they agree. Nominate a student who doesn't agree to make the negative and ask him or her to write it on the board. Write ? and elicit and write the question. Direct students to the grammar box and ask them to complete it individually. Monitor and help as necessary and go over answers as a class.

+ Robots **will do** all the work. Our pets **will be able** to talk.
– We **won't live** underground. Our pets **won't be able** to talk.
? **Will** robots **do** all the work?

6 Tell students to underline examples of *will* in the text. Monitor to ensure they are underlining a variety of structures, e.g. *won't, will be able to, will have to* and ask them to compare in pairs.

7 Point again to the question *Will we live in tall buildings miles high?* on the board and ask *Is this question asking for a fact or an opinion? (An opinion.)* Direct students to the example question in the exercise and elicit or explain that we use *Do you think we will ...?* to ask for an opinion. Model and drill the question, making sure students are pronouncing *Do you think* as /djuθink/ or /djəθɪnk/. Elicit some possible answers, e.g. *Yes, I think so, I don't know,* then drill the answers. Point out that it's not possible to answer *Yes, I think.*

Ask students to read the question and answer columns and go over any vocabulary as a class. Ask for two volunteers to have the example conversation to demonstrate the activity. In pairs, students do the controlled practice activity. Monitor for word order in questions. If students say *Do you think will it happen?* use a swapping gesture to indicate a word order error and encourage self-correction. Get feedback by asking *Is your partner an optimist or a pessimist? Why?*

Teaching tip

Many students use *will* for talking about the future when they should be using *going to* or the present continuous. Emphasize that *will* is used for talking about things which we *think, believe,* or *imagine* will happen but which we can't control.

Extra help

Transformation drill for question forms. ***T*** *We will live in houses underground.* ***SS*** *Do you think we will live in houses underground?* ***T*** *We will live in tall buildings.* ***SS*** *Do you think we will live in tall buildings?* ***T*** *We'll have time machines.* ***SS*** *Do you think we'll have time machines?* ***T*** *There will be lots of robots.* ***SS*** *Do you think there will be a lot of robots?* ***T*** *Everybody will be dead in 1,000 years.* ***SS*** *Do you think everybody will be dead in 1,000 years?*

C Pronunciation pronoun + *'ll*

8 8C.1 Write /juːl/ on the board and see if students can read and pronounce it naturally as *you'll.* Check they pronounce this contracted form as one syllable. Ask students to spell the words and write *you'll* on the board. Circle *'ll* and ask *What is this short for? (Will.)* Show them that *you'll* is the example in item 1. Check students understand the activity and point out that the phonetic script indicates that the words are said together so they sound like one word.

Play the audio, pausing after each item for students to write their answers.

9 8C.2 To check answers, play the audio a second time, pausing after each item for students to repeat. Give extra pronunciation practice as necessary.

2 she'll 3 they'll 4 we'll 5 he'll 6 I'll 7 it'll

10 8C.3 Direct students to the sentences in both columns in the box. Point out that they are the same in each column, except for *'ll.* Play the audio and pause for students to repeat each pair of sentences. Play the audio a second time if students need more practice pronouncing the contracted words in context.

11 8C.4 Play the audio to give students practice in distinguishing the difference by saying *present* or *future.* The answers are given on the audio, so pause the audio just before the answer is given each time to allow the students to give their answers

12 In pairs, students test each other. Monitor and check they are pronouncing *'ll* audibly. At the end, ask for volunteers to test themselves against you. Give fair and honest feedback about whether you hear *'ll* clearly.

D Listen for general meaning

In this section, students listen to a short monologue for gist and detail.

13 8C.5 Tell the students they will hear a boy making a prediction and they must identify the topic. Give students time to read the word pool and elicit a few key words associated with each of the topics to help prepare students for the listening. Play the audio and ask students to compare their answer in pairs. Play the audio a second time if students want to listen again. Nominate a student to give the answer *(telephones),* and cross-check to see if everyone agrees.

14 Read the question and tell students to listen again carefully. Play the audio and give students time to note some key words to express their own opinion. Put them into pairs to have a short discussion and remind them to use answers from the table in exercise 7. Set up an open class discussion by asking *Who agrees with Jon? Why?* and then ask for a student who doesn't agree to add a comment. Elicit a couple of reasons from students who agree and students who don't.

ABCD Put it all together

15 Read through the instructions with the class and check students understand the activity. Give students time to find useful vocabulary in their dictionaries. Direct them to the example and nominate or ask for two volunteers to read the conversation. Remind students to give extra information after they have agreed or disagreed. In pairs, students continue.

16 Put students into small groups to compare their opinions and decide who is the most optimistic and pessimistic. Ask for a volunteer from each group to report to the class and give examples of what others said.

Student performance

Students should be able to exchange points of view and indicate if they agree or disagree.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students give reasons for agreeing or disagreeing with an opinion? exercise 14 Do students talk about what will and won't happen? exercise 14
Pronunciation	Do students mostly use the short form *'ll*? exercise 10

I can **make predictions.**

Students tick *on my own* if they can say what they think and respond to their partner's ideas without looking at exercise 5. They tick *with some help* if they have looked at exercise 5 more than twice.

Early finishers

Students choose one topic and mingle to find others who share their predictions.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about results of future actions

8D

Orientation

Context

In this lesson, students will practise using *will* clauses to talk about future results.

The picture shows the various stages of a computer screen when an email programme is opened. Some of the items are labelled.

It's your lucky day! is a junk email with the opening salutation *Dear Friend*. In the email, a bank manager is trying to trick somebody into giving their bank details so he can gain access to their bank account and money. This is called a scam (trick) and the email is junk (something people usually delete without reading).

Language

Focus grammar	1st conditional
Focus words	email: *attachment, click, delete, desktop, download, icon, laptop, online, scan,* etc.
Recognition vocabulary	*Alaska, CD burner, government, media, online, recycle bin, security, someone else*
Recycled language	*claim, desktop, junk, laptop, open, reply, send, will*
Pronunciation	intonation in conditional clauses 8D.2

Language note

As is the case with many words, *download* can operate both as a verb and a noun. When it is a verb the stress is on the second syllable, but when it is a noun the stress is on the first syllable. Other words which follow this rule include *record, research, produce,* and *import*.

End product

In *Put it all together,* students talk about what their future actions might be, based on the pictures in *Pairwork* on >> p.129. They are given time to read, think and make notes before exchanging ideas.

Warmer

Write *Computers: the good, the bad, the future?* on the board. Put students into small groups and set a short time limit for them to talk about the three aspects of computers. Draw three columns on the board and ask one person from each group to report back, writing key words in the columns.

Write *How to talk about results of future actions* on the board.

A Vocabulary email

1 Read the instructions and set a short time limit. In pairs, students show what they already know about the topic vocabulary. Ask around the class and write any new words on the board.

2 Direct students to *Computer words* at the top of >> p.82. Tell students to use their dictionaries to check meaning and to write the words in two lists: *verbs* and *nouns*. To go over answers, draw two columns on the board and invite students to call out the words. Ask for spelling if students' pronunciation isn't clear and give help as necessary. Tell students to look at >> p.82 and ask some concept questions to check understanding, e.g. *Are* icons *words or pictures? (Pictures.) Do you* download *messages when sending or receiving emails? (Receiving.) Do you* delete *things you want to keep? (No.)*

verbs: click, delete, download, receive, send
nouns: attachment, button, icon, message, virus, window

3 Direct students to *Receiving* and *Sending emails* and ask *Which is easier to do?* If students don't use computers regularly, ask them to think about letters. Students read the texts to answer the question *(Receiving emails)*. Read the first part of the sentence to the class and demonstrate the activity. Do one or two more examples together and then ask students to continue individually. Monitor and help as necessary and ask students to compare in pairs. Do not give answers at this stage.

4 8D.1 Play the audio for students to confirm their answers. Pause the audio just before each answer and ask students to call out what they think it is before you play it. Give extra help with pronunciation if necessary. Ask *Which words are verbs? (download, delete, double-click). Where's the stress? (On the final syllable.) Where's the stress on the nouns* icon, subject *and* window? *(On the first syllable.) Where's the stress on* attachment *and* online? *(The second syllable.)* Ask students to mark word stress in their books. Play the audio a second time.

2 icon 3 click 4 download 5 Delete 6 attachment
7 window 8 subject 9 Send 10 online

Extra help

Test students by saying the beginning of a phrase for them to finish. *T receive ... SS ... an email T click on ... SS ... an icon* (or *an attachment*) *T download ... SS ... an attachment.* etc.

B Read and interpret

In this section, students read an email for gist, specific information and 'between the lines'.

5 Go through the pre-reading questions to raise interest in *It's your lucky day!* on >> p.82. Ask students to read questions 1–3 and check any vocabulary before putting students into small groups to talk about the questions. Monitor and join in the conversations but do not overcorrect for accuracy.

Go through the questions, asking for volunteers to report back. Ask follow-up questions if students answered yes to questions 1 and 3, e.g. *How did the virus affect your computer? What did you do? Who do you send money to? Do you think it's safe?*

6 Refer students back to the *Warmer* and ask them (again) whether they would read Hugo Pinta's email or not. What do they think it might be about? Give a three-minute limit to ensure that students skim the text quickly for gist. Students work individually then compare answers in pairs before checking with the whole class.

b to steal money from the reader

7 Go through the questions as a class and tell students to read the email again carefully. Put students into pairs to compare answers before going over them as a class. When checking, ask students to explain their answers. At the end ask *Does Adam exist? And his money?* to check students have understood that the email is a scam (or a trick). Ask if anyone has ever received an email like this.

1 We don't know, but probably not in Alaska.
2 Probably not.
3 If it is not claimed within five years, the state will take it.
4 He wants the reader's bank account details.
5 Probably not.

C Grammar 1st conditional

8 Copy the sentence on the board and ask *True or false? (True.)* and do the concept checking questions as a class. After you have checked answers, highlight the form of the sentence by writing *possible future action* on the *If* clause and *future result* on the result clause. Point to the *possible future action* clause and ask *What tense is the verb? (Present simple.)* Point to the *future result* clause and ask *What do we need here? (will + bare infinitive.)*

Ask students to make the *If clause* negative, and write *If you don't.* Repeat for the *result* clause and write *Hugo Pinta won't ...* Underline *don't* and *won't* and remind students that we use *don't* to make present simple sentences negative.

1 Hugo Pinta will steal your money.
2 Hugo Pinta will steal your money.
3 Hugo Pinta won't steal your money.
4 ... you send him your bank details.

9 Read the instruction with the class and direct students to the grammar box. Point out the headings in the two columns, and read the two clauses of the sentence across the columns. Monitor and help as students continue individually, checking they write the correct form of the verbs in both clauses.

Students compare in pairs before you check with the whole class. Read out the *If* clause of each sentence and encourage students to respond with the future result clause. Then read out each future result clause for students to respond with the appropriate *If* clause.

2 If you **open** that attachment, you'll **get** a virus.
3 If nobody **claims** the money, the government **will take** it.
4 If you don't **reply**, Hugo **will look** for another person.

10 Go through the instructions and the example as a class. Students do the controlled practice exercise in writing individually. Monitor and check they are using the auxiliary *do* in the *if clause* and *won't* in the result clause for negative sentences. Ask students to compare in pairs before checking answers as a class.

2 If you click on this icon, a new window will open.
3 If you give them your address, you'll get lots of junk mail.
4 If we don't open the attachment, we won't get the virus.
5 If you don't watch your bag, somebody will steal it.
6 If Hugo gets your bank details, he'll steal your money.
7 If you don't want the money, I'll give it to someone else.

Extra help

Say the *possible future action* clauses 1–3 from the grammar box using the negative. Students say the *future result clause* in the negative. Monitor for accurate use of *won't*.

11 8D.2 Read the instruction and information with the class. Play the first sentence on the audio, pausing at the end of the *If* clause. Ask *Did the voice go up or down? (Up.)* Play the result clause and ask *Did the voice go up or down? (Down.)* Play the audio for students to listen and repeat, breaking the sentences up into the two clauses if necessary. Monitor and check students are saying the contracted form *'ll*. Play the audio a second time for students to repeat if necessary.

Extra plus

Give students two minutes to memorize the sentences in exercises 9 and 10. In pairs, they take turns to test each other, reading out one clause for the other student to respond. Monitor to check grammar and intonation, and give praise for achievement at the end.

ABC Put it all together

12 Read the instructions and direct students to *Pairwork* on >> **p.129**. Ask students to look at number 1 and check vocabulary. Elicit or give *If you buy a desktop computer ...* and write this on the board. Ask around the class for positive and negative options for the action. Repeat with *If you buy a laptop computer.* Put students in pairs to make notes on the good and bad points for each of the situations and options.

13 Go through the instructions as a class and ask for two volunteers to have the conversation to demonstrate. Put students into different pairs to continue. At the end, ask students to share any interesting or useful advice with the class.

Student performance

Students should be able to respond to indirect requests.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students give positive and negative future results? exercise 10
Pronunciation	Do students mostly use the short form *'ll*? exercise 11 Do students try to use rise/fall intonation? exercise 11

I can **talk about results of future actions.**

Students tick *on my own* if they talk about the possible results of future actions using their notes. They tick *with some help* if they need to look at the grammar box up to three times.

Early finishers

Students choose four situations and repeat the activity in small groups. They choose the most useful piece of positive advice and negative advice.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will focus on writing an email apology.

New language	*by mistake, without thinking*
Recycled language	words: *address book, attachment, computer, contacts, virus* grammar: *past tense*

End product

In *Put it all together*, students write a paragraph (about 75 words) describing a mistake and offering an explanation and apology. Their message is based on the model text in exercise 2.

Warmer

Write the following on the board: *not replying to a letter or email, forgetting someone's birthday, losing someone's book.* In small groups, students put the mistakes in order of seriousness and report to the class. Write *How to write a message of apology* on the board.

A Read for the main idea

In this section, students read an email for gist and detail.

1 Go through items 1-5 and check vocabulary. Put students in pairs to grade the mistakes as 1 not a big problem, 2 quite a big problem, or 3 a really big mistake. Monitor and help students express their ideas. Ask for volunteers to tell the class.

2 Set a short time limit for students to read the email for gist. Go over the answer as a class, asking students to give reasons.

Paul knows Jen quite well. He uses an informal greeting, he has her address in his address book, he uses an emoticon to sign off.

3 Ask students to underline the details. Elicit answers.

He opened an email this morning ... he didn't know who sent it ... it had an attachment ... he opened the attachment ... it was a virus ... it went into his address book ... it sent an email to all his contacts ...

4 Ask students to circle expressions for apologizing or talking about mistakes in Paul's email. Write them on the board. *(I'm sorry ... (I sent it) by mistake... (I opened it) without thinking ... I'm really sorry about this.)* In pairs, students talk about the mistakes in exercise 1. Monitor and encourage them to use the expressions on the board, or other apologizing language from lesson 8A. Nominate different students to give answers.

B Check the style

5 8E.1 Go through the instructions and questions 1–3 and tell students to read and listen. Play the audio for students to listen and decide how clear the message is. Check answers as a class.

1 The message isn't clear. It's read out in a rushed manner, without any pausing.
2 One.
3 It needs to be read more slowly, with pauses to indicate where sentences begin and end.

6 Tell students that punctuation and pronunciation are connected. Copy the symbols on the board. Go through the example as a class and check students understand the activity. Ask students to continue individually and to compare in pairs.

7 8E.2 Play the audio for students to listen and identify the pauses. Check answers as a class and play the audio a second time.

Extra activity

Put students in pairs to practise reading the email aloud. Monitor and give feedback on effective use of pausing.

C Organizing an apology message

8 Ask students to read items a–g. Check any vocabulary. Students continue individually and compare in pairs. Check answers.

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

9 Go through the instructions and do the activity as a class. Check answers and point out that the order is typical of the way an apology would be sequenced. Ask students if they would use the same order in their language.

2 e 3 d, g 4 b 5 f 6 a

10 Put students in pairs to find the parts of the message in the email in exercise 2. Monitor and help as necessary.

ABC Put it all together

11 Read through the instructions and check students understand.

12 Tell students to use the sequence in exercise 9 as a plan for their email. Remind them to write legibly, as they will give their email to their partner to read.

13 Ask students to swap messages. Tell them to look at their partner's message and use the symbols in exercise 6 to check each other's work. Students tell each other how they could change the style to make it clearer. Point out that they can use these symbols when they review their own writing.

Student performance

Students should be able to write a short and clear description using simple compound sentences.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Have students given sufficient detail to explain the mistake?
Organization	Have students followed the plan in exercise 9?
Punctuation	Have students used capital letters and full stops appropriately?

I can **write a message of apology.**

Students tick *on my own* if their partner finds the apology acceptable. They tick *with some help* if they have to shorten some sentences or give extra details about what happened.

Early finishers

In small groups, students read their letters aloud and vote for the one with the most convincing details.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember what

Read phrases 1–10 below for students to write the name of the items. Students answer in pairs or small groups.

1 It's made of wood. It's long and thin. 2 It's used to send emails. 3 It's made of plastic and metal. It's use to take photos. 4 It's often lost. 5 It's long and thin. It's made of plastic. 6 It's made of metal. It's round and it's got a handle. 7 It's round and flat. It's made of china. 8 It's made of cloth. It's long and thin. 9 The top is round and flat. It's made of glass and metal. 10 It's made of plastic and metal. It's got a handle.

Possible answers

1 a spoon, a pencil	5 a toothbrush	8 a tie
2 a computer	6 a pan	9 a table
3 a camera	7 a plate	10 a hairdryer
4 an umbrella		

A Grammar

1 Possessive pronouns 8A exercises 12, 13

Warm-up: Write the following words on the board: *phone's, so, they, her, broken, hers, used.* Ask students, individually, to make the sentence. *(Her phone's broken so they used hers.)* Review possessive pronouns if necessary.

Set-up: Go through the example with the class.

2 Which seat is mine? 3 That's ours! 4 Is that hers?
5 It isn't theirs. 6 Are these his?

Follow-up: In pairs, students write a conversation similar to >> **p.76**, *Sorry!* without naming the article. They read their conversation for another pair, who guesses the article.

2 Present passive 8B exercises 8, 10

Warm-up: Give students two minutes to look at the picture on >> **p.78**, *Making pencils.* Books closed. In pairs, students write the nine stages of pencil making. Elicit answers around the class and make notes on the board. Direct students back to >> **p.78** to check answers.

Set-up: Tell students to read items 1–7 and say what is being made *(doors).* Go through the example as a class and do the second item together if necessary. Point out that *the trees* can be replaced by *them* in the second sentence.

2 Then the trees/they're put on a lorry.
3 The wood is taken to a factory.
4 The wood/It is cut into flat pieces.
5 The pieces/They are made into doors.
6 The doors/They are painted.
7 The doors/They are sold.

Follow-up: In pairs, students write five sentences for another pair to change into the passive. They can use >> **p.79** exercise 10 for ideas and also prepare an answer key.

3 *will* (prediction) 8C exercise 5

Warm-up: Ask the example question around the class. Take a class vote for the most interesting or amusing suggestion.

Set-up: Do the example on the board with the class. Ask students to read through the conversation and ask *Who wants to live to be 100? (A.)*

2 will live longer; people will live 3 you will see
5 will be 7 you will live 9 I'll leave; I'll have

Follow-up: In small groups, set a three-minute time limit for students to brainstorm answers to the question *What do you think life will be like in the future?* Ask for suggestions and the class to decide if the sentences are grammatically correct or not. Give two points for grammatically correct answers, and award an extra point to a team who corrects any mistakes.

4 1st conditional 8D exercises 9, 10

Warm-up: Say a conditional part of a sentence using a local situation, e.g. about the weather or sport. Elicit result clauses around the class and correct as necessary.

Set-up: Go through the example with the class.

2 leave; 'll call 3 'll get; rains 4 will steal; leave
5 drinks; 'll be

Follow-up: In pairs, students write three conditional clauses. They swap with another pair and complete the sentences. Students correct answers.

B Vocabulary

5 Apology phrases 8A exercise 10

Warm-up: See what students remember about Tina and Bill from lesson 8A. Ask *Who, What, How* questions.

Set-up: Tell students to read the conversation, ignoring the gaps. Ask *What happened?*

2 mistake 3 all right 4 worry 5 really 6 mind

Follow-up: Students choose an object and an event for another pair to write and act an apology conversation.

6 Material and shape 8B exercise 2

Warm-up: Books closed. Write *material* and *shape* on the board. Set a two-minute time limit for students to write as many associated words as they can. Direct students to the vocabulary panel on >> **p.78** to check.

Set-up: Point out or elicit that students could use *It's used for ..., It works by ..., It's got ... .*

Suggested answers

2 It's made of cardboard. It's got food inside.
3 It's made of wood. It's long and thin.
4 It's round. It's made of metal. It's got a handle. It's used for cooking.
5 It's made of glass. People look into it.
6 It's made of cotton. It's flat. It's used for drying things.

Follow-up: Students use dictionaries to prepare descriptions of two or three objects in the classroom. In small groups, they take turns to read a description. The first person to recognize the object gets one point for pointing to it, and three points if they can name it.

7 Email 8D exercise 2

Warm-up: Write *email* on the board. Set a two-minute time limit for students to write words connected to the topic. Go through suggestions as a class, and nominate different students to spell the words.

Set-up: Ask students to read the clues. Check vocabulary.

2 icon 3 attachment 4 junk mail 5 button 6 virus
7 click 8 delete

Follow-up: Students use dictionaries to write three clues for other email or computer-related words from lesson 8D and swap with a partner.

Early finishers

Students look through the unit a make a list of words which are the same or similar in their own language. They use dictionaries and make a note of any pronunciation differences.

How to talk about food

9A

Orientation

Context

In this lesson, students will practise talking about food and meals they like and dislike.

Healthy, tasty, or easy? is a personality quiz typical of those found in magazines about healthy living. It takes a light-hearted look at the types of food people eat and invites the reader to answer questions to find out about their 'food personality'. The scores are on >> p.135.

Photos a–j illustrate the vocabulary items in *Prepared food*.

Language

Focus grammar	countable / uncountable
Focus words	food: *baked, boiled, fresh, frozen, grated, grilled, mashed, scrambled*, etc.
Focus phrases	*Do you like ...?, Is there anything...?, What about you?, What ... do you like?*
Recognition vocabulary	words: *bones, fish, microwave, overcooked, pie, serve, sushi, vitamin pills, wholemeal* phrases: *fill up, ready to eat, takeaway, won't kill me*
Recycled language	*don't like, favourite, hate, like*
Pronunciation	linking consonant-vowel 9A.1

Language note

Although peas are small and, in practical terms, uncountable, grammatically they are countable. This can be seen in the sentence *These frozen peas are delicious*. in contrast to *This grated cheese is delicious. Some* is used because peas are almost always talked about in the plural form. This is also true for food words such as *grapes* and *beans*.

End product

In *Put it all together*, students exchange opinions on food and meals in small groups. They decide who they would most like to have dinner with. Students can refer to their notes for exercise 10 for help.

Preparation

Take in some magazine pictures of food. Check students have dictionaries. If you want to do exercise 6, *Extra activity*, write the following words on an OHT: *sausage, pineapple, tomato, fish, lettuce, orange, carrot, mushroom, egg, yoghurt, cheese, ham*.

Warmer

Show magazine pictures of food to the class and elicit the names of some of the food in the pictures. Write the following categories on the board: *fruit, vegetables, meat, dairy* and brainstorm a few foods for each category. Put students into small groups. Pass the magazine pictures around and ask students to discuss what kinds of food they like and don't like.

Write *How to talk about food* on the board.

A Vocabulary prepared food

1 Put students into pairs or small groups to talk about the questions. Monitor and listen for interesting comments and join in the conversations where you can. React to any unusual answers and ask some follow-up questions, e.g. *What kind of meat was it? What did it taste like? Uncooked egg – yuk! Why did you eat that?* Go over the questions with the class and nominate students to comment. Do not correct for accuracy at this stage but help students get their ideas across. Share interesting comments with the class.

2 Students activate vocabulary on the topic of food. Direct students to *Prepared food* on >> **p.86** and elicit or give the meaning of *prepared*. Go through the example and set a short time limit for students to continue individually. Students compare in pairs before you go over answers as a class. Check answers by saying the picture letters for students to call out the answers. Monitor and help with pronunciation as necessary.

b some scrambled egg	e a baked potato	h some frozen peas
c a boiled egg	f some mashed potato	i some sliced bread
d a roast chicken	g some grated cheese	j some grilled fish

Extra help

Direct students to the adjective *grated* and ask *One syllable or two? (Two.)* In pairs, students continue with the other words in *Prepared food*. Check pronunciation and give help as necessary.

one syllable: boiled /bɔɪld/ roast /rəʊst/ baked /beɪkt/ mashed /mæʃt/ sliced /slaɪst/ grilled /grɪld/
two syllables: scrambled /skræmbəld/ grated /greɪtɪd/ frozen /frəʊzn/

3 Go through the instructions and questions 1–3 with the class. Demonstrate the activity using the word *grated*, pointing out that both apple and carrots *can* be grated. Ask students to choose three adjectives and continue individually. Monitor and help students use their dictionaries if necessary.

4 Use the example to demonstrate the activity, and put students in pairs to continue. Monitor and help by saying the different combinations for students to hear the words together. Check answers by asking students to give possible combinations.

2 bread 3 yoghurt 4 milk 5 oil 6 ice-cream 7 soup

5 9A.1 Go through the instructions and use the example to demonstrate the activity. Write *a norange* on the board and ask students to say it aloud. Then write *an orange* and show how the consonant 'n' links to the vowel 'o' in *an‿orange*. Play the audio and pause for students to listen and then write the phrase. Write the answers on the board as you go along. Play the audio a second time, pausing after each item, for students to repeat.

2 a sliced apple 3 a boiled egg 4 some grilled onion
5 some scrambled egg 6 an uncooked egg

Extra plus

Write *Which do you like best, baked or mashed potatoes?* and *Which do you like best, boiled or scrambled eggs?* on the board. In pairs, students prepare more questions with new vocabulary from the section. Monitor and help as necessary. Put pairs together to ask each other the questions.

B Grammar countable / uncountable

6 Point to picture a in *Prepared food* and ask *How many fried eggs are there? (One.)* Now point to picture b and ask *How many scrambled eggs are there? (We don't know. We can't count them.)* Write *a fried egg* and *some scrambled egg* on the board, and underline *egg* in both phrases and ask *What kind of words are these? (Nouns.)* Point to the first phrase and ask *What kind of noun is* egg *here? (Countable.)* Point to the second phrase and ask *Is* egg *always countable? (No, it depends how it's prepared.)* Go through the instructions and the table. Do a few more examples as a class before students continue in pairs.

Nominate students to give answers, and encourage them to say the whole phrase. Monitor for pronunciation, and check they pronounce *a* and *an* as /ə/ and /ən/ and *some* as /səm/. Underline *some* and the 's' at the end of *peas* to highlight the fact that *peas* is a plural countable noun.

countable: a fried egg, a boiled egg, some frozen peas, a roast chicken
uncountable: some mashed potato, some scrambled egg, some grated cheese, some sliced bread, some grilled fish

Extra activity
Use the OHP or write the words in *Preparation* on the board. Write these questions and ask students to write at least four answers for each one: *What do you like in a salad? What do you like on a pizza? What do you like for breakfast?* Monitor and check students are using *a, an,* and *some* correctly and encourage them to include adjectives from *Prepared food.* Put students into small groups to discuss their answers and find someone with the same or similar tastes.

C Read and respond

In this section, students scan a text to find vocabulary before reading for detail to complete a questionnaire about food.

7 Write *Healthy, tasty, or easy?* on the board. Elicit or give a couple of examples of words for students to classify, e.g. *vegetables, brown bread, pizza, ice-cream, a boiled egg, a tin of soup.* Talk about the text as a class. Direct students to look at the quiz on >> **p.86** quickly. Ask about options a–c, one at a time, checking students understand vocabulary. Ask them which option they think is the correct one *(c).*

8 Go through the instructions with the class and use the example to demonstrate the activity. Ask students to read items 2–5 and check any vocabulary problems before they continue individually. Monitor and help by directing students to the question number in *Healthy, tasty, or easy?* if necessary. Students compare in pairs before you go over answers as a class. Check students pronounce *recipe* with three syllables /ˈresəpi/ or /ˈresɪpi/. Point out that the 'w' in *wholemeal* is silent.

2 recipe book (question 1) 3 wholemeal (question 4)
4 fresh (questions 4 and 10) 5 overcooked (question 10)

9 Put students into pairs to do the quiz. Monitor and help with vocabulary as necessary. Direct students to >> **p.135** to calculate their score and read their result. Students decide if they agree with their result or not and compare answers. Ask for a show of hands for the *healthy, tasty,* and *easy* scorers.

D Listen for detail

In this section, students listen and follow a conversation about food to identify topics talked about.

10 9A.2 Read the instructions to the class. Ask students to read questions 1–4 in *Conversation A* and check vocabulary. For each question, elicit words students expect to hear when people talk about the topic and write them on the board. Repeat the procedure for *Conversation B.* Warn students that the speakers do not use exactly the same questions, so they will need to listen for the general meaning of the conversations. Play the audio, and ask students to compare in pairs. Play the audio a second time and ask students to raise their hands when they hear the words on the board.

Conversation A

11 Go through the instructions and direct students to the pictures. Nominate individuals and ask them if they like the foods or not. Play the audio again for students to complete the table with the details of the conversations. Students check answers in pairs before you check with the whole class.

Jon: fish pie **Kate:** spaghetti, olives, cooked fish

Extra activity
Direct students to audio script 9A.2 on >> **p.156**. Go through the conversation and show how the speakers collaborate with each other: by giving details *(fish pie ingredients),* returning the question *(What about you?),* responding to the other's opinion *(either agreeing or disagreeing),* using back-channelling responses, and having short turns. Put students in pairs to practise reading the conversation.

ABCD Put it all together

12 Go through the instructions and give students time to make notes to answer the questions in exercise 10. Put students into small groups and tell them to try and ask and answer three or four questions each. At the end of the activity ask students who they would like to have dinner with and why.

Student performance
Students should be able to describe and give supporting detail on personal preferences.

Use this checklist for monitoring and feedback or to assess students' performance.

Fluency	Do students join some consonant-vowel phrases? exercise 3
Accuracy	Do students use adjectives before nouns? exercise 4
Vocabulary	Do students use different food vocabulary to give details? exercise 4

I can **talk about food.**
Students tick *on my own* if they have asked and answered three questions, using their notes. They tick *with some help* if they have looked at *Prepared food* once or twice for vocabulary.

Early finishers
Students work in different groups to find another person to have dinner with.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to explain how to cook something

9B

Orientation

Context

In this lesson, students will practise describing ingredients in different dishes.

Round the World Al Fresco, shows food being cooked outdoors in different countries. The captions, although incomplete, provide information about what is being cooked and where.

Recipe at the bottom of the page has the stages of a recipe printed in the wrong order.

Language

Focus grammar	quantifiers: *a lot of, a little, a few*
Focus words	*barbecue, boil, chop, fry, grill, heat, peel, pour, roast, stir, wash*
Recognition vocabulary	*chestnuts, corn, fritters, garlic, herbs, mangoes, peppers, stew,* etc.
Recycled language	words: *onions, potatoes, sausages, soup, tea, tomatoes, vegetables* grammar: *much, many, there is/isn't, there are/aren't, some*
Discourse	sequencers: *first, then, after that, next, finally*

End product

In *Put it all together,* students prepare a list of ingredients and notes on how to make some food or drink. They give their instructions to a partner. The activity is based on a written recipe and listening in 9B.2.

Warmer

Write the name of the following places on the board: *Brazil, the Himalayas, Latvia, Wales, China, Seattle, Croatia, the Middle East, Venezuela, Timbuktu, South Africa.* Set a time limit of about two minutes. In pairs, students write food they would expect to eat if they went to these places. After two minutes, join pairs to make groups of four to compare ideas. Go through each place in turn and ask for suggestions from each group.

Write *How to explain how to cook something* on the board.

A Vocabulary cooking

1 Read through the instructions and questions 1–2 and check vocabulary. Direct students to the photos in *Round the World Al Fresco* on >> p.88 and put them in pairs to discuss the questions. Monitor and help with vocabulary as necessary, and join in with students' conversations. Ask for volunteers to report back to the class and see which place was the most popular.

2 Read through the instructions and ask students to read questions 1–5. Check any vocabulary and do the first item together as a class. Put students into pairs to continue the activity. Monitor for the correct use of *some* and *any.*

3 Direct students to the captions for each photo. Go through the instructions and the example as a class to demonstrate the activity. Students continue the activity individually. Monitor and encourage them to guess if they are not sure of an answer. When students have done as many as they can, ask them to reflect on their answers. Tell them to put a tick by an answer they are sure of, and a question mark by the ones they feel uncertain about. Ask students to compare in pairs but do not go over answers at this stage.

4 9B.1 Say a photo number and nominate a pair of students to say and spell the answer. Monitor for pronunciation as students give answers. Ask the class if they agree. Play the audio, pausing item by item for students to check. Play the audio a second time, pausing for students to repeat. Give extra pronunciation practice as necessary.

2 heating 3 washing 4 boiling 5 roasting 6 barbecuing
7 grilling 8 peeling 9 chopping 10 pouring 11 stirring

Teaching tip

The captions all have the gerund as subject. Point this out to students if they ask.

5 Ask students to read items 1–11 and underline any new vocabulary. Tell students to use the photos to help them guess new vocabulary and then to confirm in their dictionaries. Do the example with the class and ask students to continue individually or in pairs. To check answers, say the definition, ask for a volunteer to give the answer, and ask the class to say the photo number.

2 wash 3 boil 4 heat 5 peel 6 chop 7 stir 8 roast
9 fry 10 pour 11 barbecue

Extra help

In pairs, students point to a photo and a partner says the verb.

B Grammar quantifiers

6 Ask students *Is soup countable or uncountable? (Uncountable.) And cherries? (Countable.)* Write the words *uncountable* and *countable* on the board. Say the words and phrases *a lot, a little, a few, none* and do the exercise as a class. Ask about the food in each picture, saying *Countable or uncountable?* to elicit or give the quantifier. Monitor for pronunciation and check students say *few* as /fjuː/.

To clarify the language with the whole class, nominate students to describe each picture. Encourage peer (student-student) correction if they make mistakes. Write the correct answers on the board like this:

uncountable: ++ a lot of soup + a little soup o none
countable: ++ a lot of cherries + a few cherries

7 Go through the instructions and direct students to photos 1–11 on >> **p.88**. Go through the example as a class to check students understand the activity. Ask question 1 and say *Do we use many for countable or uncountable nouns? (Countable.)* to help students make the connection between *many*, the noun and the quantifier. Check answers as a class.

2 a little 3 a lot 4 a few 5 a lot 6 a little

8 Go through the instructions and the example to demonstrate the activity. Do the second item together if necessary. In pairs students continue the activity. Check answers as a class.

2 countable There aren't many sausages.
3 countable There are a few sausages.
4 uncountable There's a little sugar.

9 Go through the instructions and ask for two volunteers to read the example conversation. In pairs, students continue with the controlled practice activity. Monitor and check for accurate use of quantifiers, and praise students for accurate use of the language. Go over any repeated mistakes at the end.

Extra help

Controlled practice prompt drill. Divide the class into two groups, A/B. Each time you say a word, point to the o, +, or ++ symbols on the board. Gesture for one group to ask the questions, the other to answer. For example: *T Soup (+)* ***As*** *How much soup is there?* ***Bs*** *A little.* ***T*** *Ice-cream (++)* ***Bs*** *How much ice-cream is there?* ***As*** *A lot.* ***T*** *Tomatoes (+)* ***As*** *How many tomatoes are there?* ***Bs*** *A few.* ***T*** *Wine (++)* ***Bs*** *How much wine is there?* ***As*** *A lot. etc.*

C Read and put in order

In this section, students use their knowledge of the world, vocabulary in a text and sequencing phrases to order a recipe.

10 Direct students to *Recipe* on >> **p.88** and tell them to cover it. Elicit some of the ingredients and write them on the board. Ask about quantity *A little or a lot?* Ask students to read the recipe to see if they guessed the ingredients and quantities correctly. Go through any vocabulary. Tell students that the instructions are not in the correct order but point out that the first stage is given as the example. In pairs, students put the rest of the instructions in order. Monitor and help as necessary. Do not give the answers yet.

11 Go through the instructions and ask students to underline words which helped them. Tell students that sometimes there will be other words, like food items, and their own general knowledge which can help. Give students a few minutes to underline some words before checking answers as a class.

2 Then cut the ... 3 Next, prepare the ... 4 After that, chop ...
5 Now you're ... 6 Then pour ... 7 Grill ... 8 Finally ...

D Listen for key words

In this section, students use key words to identify a topic and listen and recognize sequence markers in a set of instructions.

12 9B.2 Go through the instructions and direct students to the pictures. Ask students which salad they like, and if the order in which the food is prepared and arranged is important. *(It depends on the salad.)* Tell students they will listen to the instructions. For each salad, elicit some words students expect to hear. Play the audio and take a class vote. Play the audio a second time if necessary.

Picture 1

13 Read the instructions and play the audio for students to tick the words they hear. Direct students to audio script 9B.2 on >> **p.156** to check their answers. Point out that the speaker says *first of all*, and does not use *after that*.

✓ first then next finally

Language note

Then, after that and *next* can be used interchangeably.

14 Go through the instructions and check students understand the food vocabulary. Give them a couple of minutes to plan what they will say, and monitor and help as necessary. Put students in pairs to explain how to make one of the salads. The partner listens to check all the ingredients have been mentioned and to identify which of the salads the instructions are for.

ABCD Put it all together

15 Put students into pairs to prepare instructions for food and drink. Tell them to make a list of the things they need and to make a note of the verbs they will use. Give students time to practise with their partners. The partner can listen and check they use sequencing words.

16 Put students into different pairs to explain their recipe. At the end of the activity, ask for class feedback about the recipes.

Student performance

Students should be able to give instructions.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students give enough detail to describe how to prepare something? exercise 14
Coherence	Do students use some sequencing words? exercise 14
Vocabulary	Do students use different cooking words? exercise 4

I can explain how to cook something.

Students tick *on my own* if they can give instructions using their notes. They tick *with some help* if they have looked at exercise 6 once or twice for help.

Early finishers

Students repeat the activity in small groups and decide whose recipe sounds the best.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to give lifestyle advice

9C

Orientation

Context

In this lesson, students will practise giving advice using *should* and *shouldn't*.

The Food Guide Pyramids show the recommended daily servings of various foods for a healthy lifestyle. The first was developed in the 1990s by the US Department of Agriculture. The second was developed at Harvard University in 2001, and is based on the results of research. In both diagrams, the food shown at the top of the pyramid should be eaten in relatively smaller quantities to food further down.

Language

Focus grammar	*should, shouldn't*
Focus words	*canned, cereals, fat, nuts, oils, servings, sweets*
Focus phrases	verb phrases: *make, do, have*
Recognition vocabulary	*carbohydrates, dairy products, diet, food guide pyramid*
Recycled language	*a lot of, boss, doctor, food, husband, less, more, much, parent, wife*
Pronunciation	*should* /ʃʊd/, *shouldn't* /ˈʃʊdn(t)/ 9C.2

Language note

You should + verb + *less* is a more polite way of giving advice than *You shouldn't* + verb. For example, *You should smoke less.* (or *You shouldn't smoke so much.*) is less imposing than *You shouldn't smoke*, which could sound rather dogmatic.

End product

In *Put it all together*, students work in pairs, giving each other advice on the basis of their own personal lifestyle pyramids.

Preparation

Take some magazine pictures to class that show people engaged in good and bad lifestyle activities, e.g. smoking, cycling, watching TV, etc. for the *Warmer*.

Warmer

Show the magazine pictures of people doing different things you have brought in, e.g. eating fast food, smoking, cycling, eating burgers and ask *Does this represent a good or bad lifestyle?* Draw two columns on the board, entitled *healthy lifestyle* and *unhealthy lifestyle* and elicit activities to write in each column. Put students into small groups and ask them to talk about their lifestyle. Ask for a show of hands for each type of lifestyle.

Write *How to give lifestyle advice* on the board.

A Listen for detail

In this section, students listen for detail to a popular science radio programme.

1 Direct the students to the food diagrams on >> **p.90**, and ask *What do the two pyramids represent, a healthy or an unhealthy lifestyle? (Healthy.)* Put students in pairs and set a short time limit for them to name the food in the pictures. Elicit answers, helping with vocabulary as necessary. To check the meaning of *serving*, ask *How much is 'a serving' of fruit? (One piece.) How much is 'a serving' of chicken? (Approximately 100g.)*

2 This pre-listening matching exercise helps prepare students to understand the food pyramids. Go through the instructions and ask students to read items 1–6. Check any vocabulary. Do the example as a class and check students remember the meaning of *shouldn't*. Ask *Is it a good idea to eat a lot of white bread? (No.)* Students continue individually and compare in pairs. Read the sentences and ask the class to say which picture.

2 A 3 B 4 both 5 B 6 both

3 9C.1 Read the instruction and play the audio again. Students compare answers in pairs before asking for a show of hands.

pyramid A, the original food pyramid

4 Read the instructions to the class. Play the audio again, pausing occasionally for students to make notes. Ask students to compare in pairs and play the audio a second time if necessary. When checking with the class, ask students to spell the answers as you write them on the board.

chocolate, butter, rice, spaghetti

5 Read the instructions and check students understand the activity. Direct students to pyramid B ask them to make notes about their diet, e.g. *red meat = a lot, pasta = not a lot.* Monitor and help as necessary, but do not overcorrect for accuracy. Read the example and put students into pairs to talk about their diets. Monitor and respond to interesting comments. Ask volunteers to tell the class about their diet.

B Grammar *should*

6 Go through the activity as a class to check students understand this use of *should*. Nominate two students to read the dialogue. Direct students to question 1 and check vocabulary in a–c. Ask for a show of hands for the answer *(b)*. Repeat the procedure for question 2 *(c)*.

7 In pairs, students complete the grammar box. Write the answers on the board. Circle the main verb (*have*) in each sentence, and underline *should*. Ask *What kind of word is* should? *(A modal verb.)*

+ She **should eat** more fruit.
– We **shouldn't have** fish.
? **Should** she **eat** more fruit?

8 Read the instructions and go through the example as a class to check students understand the activity. Ask students to read items 2–5 and check any vocabulary problems. Students work individually and compare answers in pairs. To check answers, say the names of the people for students to read the sentences. Make a note of pronunciation areas to work on.

2 doctor 3 parent 4 boss 5 husband or wife

9 9C.2 Go through the instructions with the class and ask students to listen and answer the questions. Play the audio and go over answers with the class.

1 c 2 sentence 1 (because the final 't' of *shouldn't* links to the opening vowel of *eat*)

10 Play the audio and pause it after each sentence for students to repeat chorally. Make sure students are pronouncing *should* as a weak form so that it rhymes with *good*, and *shouldn't* as a strong form. Also listen out for the *shouldn't‿eat* link. Play the audio a second time if necessary.

Extra help

Say the word *should* for students to repeat. Ask students to repeat *should–good–should–good* a few times to make sure the sounds rhyme. Say *shouldn't‿eat* and *shouldn't put* a few times to contrast how the first one links but the other doesn't.

11 Go through the instructions and example as a class. Tell students that we often use the words *more* and *less* when giving people advice. Direct students to the pictures and elicit another piece of advice for Simon Sofa, with *less*, e.g. *You should watch less TV.* Students continue individually. Monitor and help with ideas as necessary. Do not check answers at this stage.

Possible answers
Laura Lonely: You should join a club. You should try to meet some friends on the Internet.
Michael Mess: You should tidy up. You should get more shelves and cupboards.
Steven Stress: You should work less. You should worry less.

12 Ask for volunteers or nominate students to read out a piece of advice for one of the characters in exercise 11. The class guesses who it is for. Make a note of any problem areas and go over them at the end of the activity.

Extra activity

In pairs, students write two pieces of advice for the following people in the course: Jessica and Jack >> p.30, Lisa >> p.40, Vic >> p.48, Justin >> p.70. Students change partners and say their sentences. The partner guesses who the advice is for.

C Vocabulary verb phrases with *make, do, have*

13 To introduce the activity, ask *Which would you like to do right now: make a chocolate cake, do some exercise, or have a drink?* and elicit verb phrases around the class. Direct students to the section heading, the nouns and the boxes. Do one or two more examples as a class and set a time limit of about three minutes for students to continue individually.

Ask students to compare in pairs before eliciting answers around the class. Monitor and see if students link the consonant at the end of *make* and *have* to *a/an* in *make‿a drink*, *have‿a break*, etc. Give extra practice if necessary. Point out that *have* and *make* can both be used with meals, appointments, plans and meetings, but with a different meaning.

make: a drink, a mess, a phone call, an appointment, an effort, dinner
do: some exercise, the shopping, the washing up, your homework
have: a break, a drink, a shower, an appointment, dinner, a holiday

14 Go through the instructions and example. In pairs, students do the controlled practice activity. Elicit answers.

Extra activity

To activate and personalize the phrases, put students in pairs to write two more *Which would you like to do now ...?*, e.g. *Have a sleep or have a shower? Have a break or do your homework?* In groups of four, students ask and answer the questions.

ABC Put it all together

15 Direct students to the lifestyle pyramids on >> p.130, and check any vocabulary. Put students into pairs to think about advice they would give for one or two of the people. Go round the class eliciting suggestions for each person. Write key words on the board.

16 Go through the instructions and check students understand the activity. Remind them to write clearly. Put students in pairs and ask them to swap lifestyle pyramids. Give them time to read their partner's information and think about the advice they will give. Students report back to the class to say if their partner gave them good advice.

Student performance

Students should be able to offer lifestyle advice.

Use this checklist for monitoring and feedback or to assess students' performance.

Coherence	Do students use *more* and *less* appropriately? exercise 12
Accuracy	Do students mostly use *make, do,* and *have* correctly? exercise 13
Pronunciation	Do students pronounce *t* in *shouldn't* audibly? exercise 9

I can **give lifestyle advice.**

Students tick *on my own* if they can use their notes to offer positive and negative advice. They tick *with some help* if they have looked at exercise 2 two or three times for help.

Early finishers

Students swap partners and repeat the activity.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about table manners

9D

Orientation

Context

In this lesson, students will practise giving advice to visitors to their country.

Table Manners Made Easy is a web page which provides information for people, e.g. travellers who want to know about dining etiquette in Europe and America.

Frequently Asked Questions provides an index to the information available on the site. A user of the website clicks on a question, and the answers will appear on the right-hand side of the screen. The small pictures illustrate some of the information in the text.

Culture note

Table manners, or expected ways of dealing with food around a table, differ greatly between cultures. Our parents teach us how society expects us to behave at the table when we are very young, and what we do around the table becomes something we take for granted. We can make a very bad impression upon our hosts if we do not follow expected norms around the table. Whenever possible, the best thing to do is ask, or offer advice to a visitor.

Language

Focus grammar	*must, mustn't, should, shouldn't*
Focus words	*hold, left, offer, pass, right, serve, touch, use, wash*
Focus phrases	*How should I ...?*
Recognition vocabulary	*bad manners, refuse, pointed, table manners*
Recycled language	eating: *bottle, bowl, fork, glass, host, knife, spoon, table,* etc. food/cooking: *bread, fruit, meat, olives, snacks, soup,* etc. grammar: *Wh- ...? Can I ...?*

End product

In *Put it all together,* students ask for and give advice about table manners in different cultures. The conversation is based on audio script 9D.2 on >> **p.157**, and students can use their notes from exercise 9 to help.

Warmer

Draw a simple table place setting on the board, and use it to elicit and label the words *plate, knife, fork, spoon.* Mime sitting at a table and eating food very quickly with your mouth open. Ask *Is this OK? (No!).* Ask and mime *Is it OK to put my knife in my mouth? (No!), Can I lick the plate? (No!).*

Write *How to talk about table manners* on the board.

A Think before you read

In this section, students use background knowledge to help them understand a website article for gist and detail.

1 Write the title *Table Manners Made Easy* on the board. Go through the instructions and example and elicit one or two more ideas before putting students in pairs to continue. Monitor and help with vocabulary, e.g. *bowl, chew, touch, fingers.* Comment on interesting information and ask for volunteers to report briefly back to the class.

2 Go through the questions as a class, eliciting whether students think they are true or false. Do not give answers at this stage.

3 Direct students to *Table Manners Made Easy* on >> **p.92** and ask introductory questions, e.g. *Where would you find this information? Who would look for this information? How do you get information?* Point out that the answers to exercise 2 can be found in the second column. Tell students to look for key words in the question and in the text, and to use the pictures to help them find the answers. Put students in pairs, and monitor and help as necessary. Go over answers briskly with the class.

1 False 2 True 3 True 4 True

Extra activity

In pairs, students use pencils to show how Americans and Europeans use knives and forks.

4 Ask students to read questions 1–6. Do the first question together as a class and then ask students to read questions 2–6. Check any vocabulary problems and direct students to the pictures as necessary. See if they can remember any answers from their first reading. Students continue individually. Monitor and encourage them to use the pictures and to scan the text to find information, rather than reading word for word. Ask for volunteers to give answers and the class says if they agree or not.

2 The knife.
3 They were dangerous.
4 The fork only arrived in America later.
5 The right hand.
6 Fruit, olives, snacks, sandwiches and barbequed meat.

5 In pairs or small groups, students discuss the questions. If you have a multilingual class, put different nationalities together. Monitor and listen for interesting comments and ask for volunteers or nominate students to tell the class about their eating style.

B Grammar *should, must*

6 Do the exercise as a class. Write both the sentences on the board and go through the questions and answers.

1 Yes. 2 Mike's is stronger. Sam's is more of a tip, an advisable course of action but not necessary. 3 Students' own answers depending on customs in their own country/culture.

7 Read the instructions and direct students to the photos in *Can I use my hands?* on >> **p.92**. Ask *What's happening?* to elicit that people are eating with their hands from a bowl in the middle of the table. Ask *Which hand are they using, left or right?* Ask students to read *Table manners in Nepal* on >> **p.93** quickly and ask *Is the information about eating, drinking, or both? (Both.)*

Go through the instructions and the example to check students understand the activity. Ask students to continue individually, and to choose the best answers, according to whether they think the information is strong advice, or a tip for visitors. Monitor and help with vocabulary as necessary. Students compare answers in pairs, but do not check with the whole class at this point.

8 9D.1 Tell students to listen and check their answers to exercise 8. Play the audio, pausing it as necessary.

1 mustn't 2 shouldn't 3 must 4 must 5 shouldn't
6 shouldn't

9 Direct students to the sentences and the example in the table. Ask students to make notes about table manners in their country. Monitor and help as necessary.

10 Tell students to use their notes from exercise 9 to write full sentences of advice for visitors to their country. Monitor to check students are using *should/shouldn't* and *must/mustn't* correctly and give positive feedback on students' work.

Extra help

Remind students of the grammar of modal verbs. Make these statements for students to say true or false: *Modal verbs don't have infinitives. We don't say* to must. *(True.); Modal verbs don't have past tenses with ed. We don't say* musted. *(True.); Modal verbs have an s on the third person. We say* he musts. *(False.); Modal verbs are followed by the infinitive without to. We say* I must go. *(True.)*

C Think before you listen

In this section, students make predictions before listening to an interview which gives the answers to *Frequently Asked Questions.*

11 Read the instructions to the class and direct students to *Frequently Asked Questions* on the left of the web-page.

Copy the first question on the board and ask *What type of answer will the speaker give? A yes/no answer or an instruction? (An instruction.)* Ask students to find similar questions. Go through each of the questions and check vocabulary. Elicit answers to one or two questions and help students express their ideas. Put students into pairs to continue. Monitor and help if necessary. Do not give answers at this stage.

12 9D.2 Tell students they will hear the questions and answers in the same order as *Frequently Asked Questions.* Play the audio for students to listen and check their predictions. To check answers, play the audio a second time, pausing after the answer to each question and ask for volunteers or nominate students to say the answer. Accept yes/no answers where appropriate, and see if students can add any information.

1 Knife on the right, fork on the left, spoon or spoons at the top with handles on the right.
2 European style (knife in the right hand for cutting, fork in the left hand).
3 Yes (for some food).
4 When everybody is served.
5 Yes (but not with your mouth full).
6 No.
7 No.
8 Yes (only if you ask the host first).
9 The ones on the outside first, then the ones on the inside.
10 Keep quiet or say you're not very hungry.
11 Next to each other, across the middle of the plate.
12 Yes (but give a reason).

Extra activity

Direct students to audio script **9D.2** on >> **p.157** to find more information. To show the meaning of *inside* and *outside* used in the listening with a simple board drawing of a place setting with two knives and forks either side of a plate.

13 In pairs, students discuss whether the table manners are the same or different in their country. They refer to the questions on >> **p.92** to guide their discussions. In multinational classes, try to ensure that all students have a partner from a different country. If that is not possible, put students in small groups rather than pairs. Tell students to give details, be helpful, and to use *should* and *must* in their discussions. Monitor and give praise when students are being informative. Ask for feedback at the end.

ABC Put it all together

14 Put students into different pairs to do the role play. Go through the instructions as a class and check students understand that, as a visitor, they imagine they are from different countries, e.g. Nepal, Sudan, England, Poland, Argentina, etc. Tell students to give helpful information, both positive and negative advice. Remind them they can use their notes from exercise 9 to help. Check students swap roles, and ask them to share any interesting or surprising facts with the class at the end of the activity.

Student performance

Students should be able to respond to requests for factual information.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students talk about most of the topics? exercise 13
Politeness	Do students give positive and negative advice? exercise 9
Accuracy	Do students use *should* and *must* accurately? exercise 6

I can **talk about table manners.**

Students tick *on my own* if they can respond to questions using their notes. They tick *with some help* if they read three or more of their sentences in exercise 10.

Early finishers

Students work with a new partner and repeat the activity.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will write a description of a typical three-course meal in their country.

New language	*bottled, dried, soft drinks*
Recycled language	words: *food and ingredients* discourse: *also, and, as well, too*
Recognition language	*goat's cheese, maize, octopus, papaya*

End product

In *Put it all together*, students write a paragraph (about 75 words) describing a traditional local dish and making recommendations. Students use their ideas from the table in exercise 3, and exchange their writing to check for content and punctuation.

Warmer

Ask *Have you ever visited a place where you didn't like the food? What did you do?* Help students express their ideas. Then ask *Do visitors from other countries generally like the food in your country?* Write *How to write a food and drink guide for visitors* on the board.

A Read for information

In this section, students read a description for gist and detail.

1 Ask students if they know where Cabo Verde is *(off the coast of West Africa)*. Read items a–d and set a short time limit for students to scan the text. Check with the whole class. Go through the alternatives, asking why they are not the *best* title.

b Food and drink in my country (Title a is not appropriate because there is no mention of places. Title c, there are no restaurants. Title d, he talks enthusiastically about the food and drink, using phrases like *It's delicious*, tells us his favourite food but not drink.)

2 Ask students *What kind of food is a banana? (Fruit.)*. Go through the instruction and example and check vocabulary. Students work in pairs. Nominate students to give answers.

1 mango, papaya 2 lobster, octopus, tuna 3 maize, beans, sweet potato

3 Direct students to the table and check vocabulary in the first column. Students complete it individually and compare in pairs. Nominate students to give answers.

I recommend: the grilled lobster. **dessert:** dried fruit with fresh goat's cheese **tap water:** No, buy bottled water. **drinks:** *grogue*, wine, beer, soft drinks

4 Tell students to use their dictionaries to complete the second column. Monitor and help as necessary.

B Practise punctuation

5 Put students in pairs to discuss the questions. Ask for examples as you check with the class.

1 Commas separate every word except the last two. (Sometimes the word before *and* might not be followed by a comma.)
2 Italics are used because there is no equivalent in English. (If the text is handwritten, we use inverted commas instead.)
3 *As well* and *too* can both be used before a full stop. *Also* is usually placed between the subject and the verb.

6 Go through the example. Students continue in pairs.

7 Put students in different pairs to read their lists to each other. Ask students reading the list to say *In this country, they eat ...* for the student listening to guess the country.

8 Students look again at the information in exercise 5 to help them punctuate the text. Check answers. Ask volunteers to read out the text, pausing where the punctuation is needed.

In my country, we eat a lot of dairy produce like milk, goat's cheese, **and** yoghurt. We eat a lot of fish **and** lamb. You can get fast food like pizza, hamburgers, **and** hot dogs. For dessert, we have a sweet pastry called *baklava*. We have ice cream, fruit salad, **and** fresh fruit. The traditional local drink is *rakı*. We have a yoghurt drink called *ayran*. We drink a lot of tea **and** coffee.

9 As students guess the country *(Turkey)*, encourage them to guess by saying *warmer ... colder* as they get geographically closer or further away from the right country.

10 Read the instructions and direct students to the words they have underlined in the text in exercise 1 and the rules in exercise 5. Explain that there is no exact right or wrong answer. Students compare answers in pairs.

Language note

If necessary, explain that the undotted 'ı' in 'rakı' is a Turkish letter.

Suggested answer

... We **also** eat a lot of fish and lamb. You can get fast food like pizza, hamburgers, and hot dogs **too**. ... We have ice cream, fruit salad, and fresh fruit **as well**. ... We drink a lot of tea and coffee **too**.

AB Put it all together

11 Tell students to use their notes in exercise 3, or to copy the table and complete notes for another country before they write. Remind students to join sentences using *as well, too,* and *also,* and to sound enthusiastic about the food. Tell them to check punctuation when they have finished and give their text a title.

12 In pairs, students review their partner's writing and make suggestions. Ask for volunteers to tell the class about any food and drink they would like to try.

Student performance

Students should be able to write a short, informative description of factual information, using some simple compound sentences.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Have students given sufficient information?
Coherence	Have students joined simple sentences appropriately?
Punctuation	Have students used commas in lists correctly?

I can **write about food and drink in my country.**

Students tick *on my own* if they have written an informative text, and used *as well, also,* and *too*. They tick *with some help* if they need to add more details after their partner has read their text.

Early finishers

Students write a paragraph about another place they know, or they use the titles in exercise 1. Partners read and guess the title.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the topic

Write the following topics on the board: *A Prepared food, B Cooking, C Lifestyles, D Table manners*. Read out sentences 1–10 below for students to write the letter of the topic.

1 *Chop some yellow and green peppers.*
2 *I prefer mashed potato to baked potatoes.*
3 *You should eat more fruit.*
4 *I love roast chicken and frozen peas.*
5 *You shouldn't put a lot of sugar in your coffee.*
6 *Pour a little oil into the bowl.*
7 *Shall we have scrambled egg, boiled egg or fried egg for lunch?*
8 *You mustn't touch the food with your hands.*
9 *Peel and slice a few onions.*
10 *You shouldn't put your knife in your mouth.*

1 B 2 A 3 C 4 A 5 C 6 B 7 B 8 D 9 B 10 D

A Grammar

1 Quantifiers 9A exercise 6

Warm-up: Write the following words on the board: *apples, Only, much, got, Have, two, fruit, any, we, Not , ?* Students write the question and answer. Direct them to item 1 to check.

Set-up: Students read items 2–8 and a–h. Check vocabulary.

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

Follow-up: In pairs, students write two quiz questions for *Healthy, tasty, or easy?* on >> **p.86**. They ask another pair and guess what type of person each one is.

2 *should* 9C exercises 6, 7

Warm-up: Say some of the sentences from lesson 9C exercise 2, but change some examples of *should* and *shouldn't*. Ask students to call out, as a class, if the advice is good or bad.

Set-up: Ask students to read items 1–7 and check vocabulary.

1 should 2 Should 3 shouldn't 4 should 5 should 6 shouldn't 7 should

Follow-up: In pairs, students say one sentence for each of the people on >> **p.91**, exercise 11. A partner guesses who.

3 *should* and *must* 9D exercise 6

Warm-up: Write the two sentences from lesson 9D exercise 6 on the board. In pairs, students invent a situation when somebody would say each of the sentences.

Set-up: Ask students to read the text and check vocabulary.

1 must 2 mustn't 3 must 4 should 5 should 6 mustn't

Follow-up: Students write four sentences about going to a dinner party in their country. They use each word once. In pairs, students compare their ideas.

B Vocabulary

4 Prepared food 9A exercise 2

Warm-up: Write *eggs, potatoes, meat* on the board. Elicit different ways they can be prepared.

Set-up: Tell students that they will also find words running horizontally, vertically, and diagonally.

Across: mashed, scrambled **Diagonal:** sliced, boiled, frozen
Down: baked, grilled, fried, roast

Follow-up: Students put phrases in *Prepared food* on >> **p.86** in order according to their personal tastes. They put the one they like the least first. Students compare the first three items on their lists in pairs or small groups.

5 Cooking 9B exercise 5

Warm-up: Write the following letters on the board: *e, g, r, i, a, l, u, b, o, h, t, p, c, s, f, y, u*. Students see how many *cooking* verbs they can make *(9, the answers to exercise 5)*. They can use letters more than once.

Set-up: Go through the example and point out that the first letter of each word is given.

2 boil 3 heat 4 peel 5 chop 6 stir 7 roast 8 fry 9 pour

Follow-up: In pairs, students make their own word searches using vocabulary from exercise 5 on >> **p.89**.

6 Verb phrases 9C exercise 13

Warm-up: Write *make, do,* and *have* on the board and elicit examples of verb phrases.

Set-up: Ask students to read the text and ask *Was Saturday a busy or a quiet day for this person? (busy)*.

2 made 3 had 4 did 5 made 6 made 7 did 8 had 9 made 10 made 11 did

Follow-up: Students rewrite the text using *not* to make it true for them. They read it aloud to a partner who decides if their day was busy or quiet.

7 Sequencers 9B exercise 13

Warm-up: Books closed. Set a three-minute time limit. Tell students, in pairs, to write the recipe for *Delicious beef and vegetable kebabs*. Elicit the eight stages around the class. Students check on >> **p.88**.

Set-up: Ask students to read the text and say how many different ingredients there are *(10)*. Check any vocabulary.

2 then 3 Next 4 After 5 Finally

Follow-up: Students make notes for a recipe of their favourite food and tell two or three others. The others decide which of the recipes they would like to try.

Early finishers

Students choose one of the following situations: a secondary school classroom, a business meeting, an exam, a train. They write five 'advice' sentences for a visitor to their country.

How to ask and say where places are

10A

Orientation

Context

In this lesson, students will practise talking about the location of places.

Escape to Fowey! is a holiday brochure which includes a sequence of small photos which gradually zoom in on Fowey, a place in the south-west of England.

Journey times gives details of the times and distances of various routes to Fowey and local attractions.

Culture note

It's considered polite and friendly to use follow-up questions to ask people for more detail in a conversation, using open-ended (*Wh-*) questions. These generate more conversation.

Language

Focus words	places: *country, forest, mountains, region, town, village*, etc.
Focus phrases	*a long way, a short bus ride, a ten-minute walk, not far*, etc.
Recognition vocabulary	*attraction, countryside, escape, ferry, harbour, perfect*, etc.
Recycled language	present perfect: *Have you ever ...?* prepositions: *in, on, near, up, behind, from, to* present simple: *question formation* adjective order

End product

In *Put it all together*, students have conversations about three places they know. They use their notes to describe its geographic location and explain why it's interesting. The conversation is based on the polite social exchanges in audio script 10A.2 on >> p.157.

Preparation

Collect some holiday brochures for the *Warmer*.

Prepare some question prompts about your area for the *Extra help* in exercise 11.

Warmer

Show students the holiday brochures, and ask what they are called. Elicit or give the word *brochure* /ˈbrəʊʃə/, and write it on the board. Ask for examples of the kinds of places described in brochures, e.g. holiday resorts, hotels, tourist attractions, etc.

Write these words and phrases on the board: *harbours, beautiful countryside, beaches, rivers, tourist attractions* and ask students about their country, e.g. *Do you live near these places?*

Write *How to ask and say where places are* on the board.

A Read a description in a brochure

In this section, students read a holiday brochure for general meaning and detail.

1 Direct students to the picture of Fowey on >> p.96 and model the pronunciation /fɔɪ/. Ask how photos 1–5 are connected *(each one gives more detail, or zooms in on a place in the previous one)*. Go through the instructions and questions 1–3. Check any vocabulary problems. In pairs, students continue the activity. Monitor and encourage them to keep their conversation going by asking *Why? Why not?* Check answers as a class.

1 Students' own answers
2 People who like quiet places, surfing, older people, people with families.
3 Students' own answers.

2 Direct students to *Escape to Fowey!* and ask *How far is Polruan from Fowey? (Ten minutes.)* Elicit or remind students to read the text quickly and to scan for the place name in the questions. Students continue individually and compare in pairs. Check answers.

2 St Austell (20 minutes) 3 Newquay (30 minutes)
4 Plymouth (40 minutes) 5 London (4–5 hours)

3 Go through the instructions and the example as a class. In pairs or small groups, students do the activity. Monitor and help as necessary. Give positive feedback when students express their ideas clearly but do not overcorrect for accuracy at this stage. Ask each pair or group to explain their route.

Extra activity

If students have Internet access, they could do a mini research project to find out more tourist information about Readymoney Beach (A), the Eden Project (B) and The Lost Gardens of Heligan (C) for the next class.

B Vocabulary places; journey times

4 Direct students to the vocabulary box and the example. Complete the first item as a class and remind students of the meaning of *in* and *on* using some phrases in the vocabulary box. Students complete the activity individually and compare in pairs. Monitor and help if necessary. Check answers.

1 in, on, in 2 in, on 3 in, in, in 4 in, on 5 in, in

Extra help

Choral drill. Say the phrases below, including the preposition, in the following groups for students to repeat.

in: *in a village, in a town, in a small town, in a very small town, in a forest, in a big forest, in a small forest;* ***on:*** *on an island, on a small island, on a big island, on a river, on a long river, on a wide river; on: on the coast, on the south coast, on the west coast, on the east coast;* ***in:*** *in Darwin, in California, in Madrid, in France;* ***in:*** *in the Alps, in the Andes, in the Pyrenees; on the Nile, on the Thames, on the Rhone*

Extra plus

In pairs, students discuss whether they know anyone who lives in the mountains, on a river, in a forest, on the coast, in a small village, on an island and report to the whole class.

Extra activity

Ask students to underline the word which comes before the place word in items 1–5. Ask what the three kinds of words can be *(a, an, the)* then ask for examples of phrases with *the* in items 1–5. Point out that the rules for the use of the definite article with places in English is difficult. A good strategy for students at this level is simply to remember the phrases.

5 Go through the instructions and the example to demonstrate the activity. Show students that sometimes they will need to change the journey times and the way of travelling *(thirty minutes = half-hour, by air = flight)*. Do the activity together as a class and write the answers on the board. Underline stresses in the phrases and tell students that the stress is always on the number and the form of transport (e.g. *a **thirty**-minute **drive**, a twenty-minute **bus** ride*).

2 a thirty-minute drive 3 a ten-minute walk 4 a twenty-minute bus ride 5 a four or five-hour drive

6 Direct students to *Journey times* at the top of >> **p.96**. Ask *Which journey times are short? (not far, a thirty-minute drive, a half-hour flight, five minutes on foot, a short bus ride, a five-minute walk)* and *Which are long? (a two-day boat journey, four or five hours by car, six hours by train, a long way)*. Go through the example and check students understand that they should guess the answers. Students continue individually and compare in pairs or small groups. Monitor and check they are using singular time words, e.g. *minute* not *minutes*. Ask for suggestions around the class and see if students more or less agree.

7 Go through the instructions and elicit examples of local places nearby. Monitor for accuracy, and direct students to *Journey times* on >> **p.96** to check if necessary. Nominate students to give one example and see if the class agrees.

Extra activity

Students write some true and false sentences about local places and test a partner.

C Listen for general meaning

In this section, students use context to predict what people from different places say in similar conversations.

8 Go through the activity as a class. Nominate or ask for a student to read the conversation with you. Direct students to options a–c and check they understand *whereabouts (in which area of a place)*. Tell students to choose a response for Nick. Students can then compare in pairs.

9 10A.1 Play the audio for students to check their prediction *(c)*. Ask or explain why options a and b aren't appropriate in this context (a would be considered unfriendly and b is not logical).

10 10A.2 Go through the instructions as a class. Write options a–c on the board in note form (e.g. *Cornwall ✓, Fowey ✗*). Tell students to focus on the person who asks *Where are you from?* and the follow-up questions as they listen. Play the audio and ask students to compare in pairs. Play the audio a second time if necessary. Check answers as a class.

1 c 2 a 3 b

11 Direct students to audio script 10A.2 on >> **p.157** and do the activity as a class. Model and drill the two questions, making sure students put the stress on the final syllable in *whereabouts*. Put students in pairs to practise the conversation using the audio script.

2 *Whereabouts?* means *Where exactly?* within a specific location, while *Where?* asks about general location.

Extra help

Make the following prompts relevant to your teaching context to give students further practice with *Where?* and *Whereabouts?*: *? the college* **SS** *Where's the college?* **T** *In England ? England* **SS** *Whereabouts in England?* **T** *On the south coast ? south coast* **SS** *Whereabouts on the south coast?* **T** *In Brighton ? Brighton* **SS** *Whereabouts in Brighton?* **T** *Near the Pavilion.*

Write the prompts and question marks on the board. Point to the first place, and elicit the question. Answer and point to the next question prompt. Elicit a more exact location as a reply. Repeat until you've used all the prompts. In pairs, students practise the conversation a few times.

ABC Put it all together

12 Go through the instructions together as a class. Read through the different suggestions for a place to choose and agree one as a class. Brainstorm more information about the place, and refer students to *Journey times* on >> **p.96** for help. Draw three columns on the board and label them *from the same region*, *a different part of the country* and *a different country*. Elicit questions each of the people could ask and write students suggestions on the board in note form. Refer students to audio script 10A.2 on >> **p.157** for help if necessary.

Encourage students to think of ideas for three places but help with ideas if necessary as they continue individually.

13 Put students in pairs and direct them to the example which shows them how to start off the conversation. Tell them to choose one of their places from exercise 12, and a person from the three columns on the board. Remind students to ask lots of questions to demonstrate they are interested in having the conversation. Check students swap roles.

Student performance

Students should be able to have a short social exchange giving factual information.

Use this checklist for monitoring and feedback or to assess students' performance.

Interaction	Do students respond to their partner's information appropriately? exercise 11
Politeness	Do students ask a few questions to show interest? exercise 11
Vocabulary	Do students use some places and journey times? exercise 11

I can **ask and say where places are.**

Students tick *on my own* if they can ask and answer three or more questions to keep each conversation going. They tick *with some help* if they have to look at the board two or three times for help.

Early finishers

Students work in groups of three. Pairs repeat exercise 13 using a different place. The third student acts as an observer, counting the number of questions. At the end, students decide who asked the most questions.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about stages of a journey

10B

Orientation

Context

In this lesson, students will practise asking and answering questions about travel plans.

In *Ben's Journey Home*, the photos show typical stages in a journey by plane. Photos 1–16 illustrate the phrases in *Air travel*.

Language

Focus grammar	present perfect with *yet, just, already*
Focus words	air travel: *collect, customs, departure gate, duty-free*, etc. verbs: *board, check in, go through, land, leave, take off*
Recycled language	regular and irregular past tenses
Pronunciation	*yet* /j/ or *jet* /dʒ/ 10B.3–4

Language notes

/j/ is similar to a vowel sound. It is positioned with other semi-vowel sounds such as /w/ on the phonemic chart.

The stress on the phrasal verb *check in* is on *in*, but in the noun *check-in* the stress is on *check*. This is also true for *take off* (phrasal verb) and *take-off* (noun).

End product

In *Put it all together*, students use their notes to answer questions about holiday plans. They decide if their partner is well prepared or not. The activity is based on the guessing game in exercise 12.

Preparation

Write questions on the board for the *Warmer* before class, if you can.

Warmer

Put students into small groups to interview each other using these questions: *What was the last journey you made – on foot, on a bus, on a train, on a boat, or on a plane? What's the longest journey you've ever made – on foot, on the bus, on the train, on a boat, on a plane?* Ask students to report any interesting information to the class and ask follow-up questions to encourage them to add a few details, e.g. *What did you do on the journey? Did you sleep? How many days did you walk? Did you camp or stay at youth hostels? Was the weather good or did the sea get rough?*

Write *How to talk about stages of a journey* on the board.

A Vocabulary air travel

1 Read the question and put students in pairs to compare ideas. Join pairs with other pairs to compare again. Elicit ideas and write them on the board in two columns headed *good and bad points of air travel*. Clarify new topic-related vocabulary as necessary, encouraging students to explain new words.

2 Direct students to *Air travel* on >> p.98 and ask them to read the expressions. Encourage them to guess the meanings of any phrases they don't know and then to put the stages of a journey in order, reminding them that the first stage has been done as the example. Set a short time limit for students to work individually and then to compare in pairs. Do not go over answers at this stage.

3 10B.1 Play the audio, pausing as necessary for students to confirm their answers. Explain any new vocabulary, using the pictures in *Ben's Journey Home* on >> p.98 to help. Tell students that the verbs on the audio are in the past tense. Play the audio a second time, pausing for students to repeat each phrase as a class. Nominate individuals to say the phrases and give extra pronunciation practice as necessary.

2 check in your bags 3 go through security 4 go through passport control 5 go to the duty-free shop 6 go to the departure gate 7 board the plane 8 take off 9 land 10 go through the passport control 11 collect your bags 12 go through customs 13 leave the airport

Extra help

Say a picture number for the class to say the appropriate phrase from *Air travel*.

4 Go through the instructions and items 1–6 and check vocabulary. Go through the example as a class, making sure students know why the answer is false. Students work individually. They compare answers in pairs before you check as a class.

2 True 3 True 4 True 5 False 6 True

Extra plus

In pairs, students cover the phrases in *Air travel* and take turns to describe Ben's journey.

B Listen to a phone call

In this section, students listen for gist and specific information in two mobile phone conversations.

5 10B.2 Read the instructions and explain that Ben makes two mobile phone calls to the same person. The conversations introduce *yet, just*, and *already* to show the meaning in context. Play the audio. Ask students to compare answers. Play the audio a second time if necessary before checking answers.

Conversation 1: departure lounge
Conversation 2: on his way to the baggage reclaim

6 Go through the instructions and explain that there is one line for each word. Play the audio, pausing to give students time to write their answers. Do not give answers at this stage.

Extra plus

In pairs, students complete the sentences from memory, before listening to check.

7 Direct students to audio script 10B.2 on >> p.157 to check their answers. Go through the answers as a class. As you check answers, direct students' attention to the use of *yet, just, already.*

1 Have you checked **in yet**? 2 I've just come through **passport control**. 3 I've already bought your **present**. 4 We've just **landed**. 5 Have you collected your **bags yet**? 6 I haven't been through passport **control yet**. 7 I've already read the **newspaper**.

8 In pairs, students practise reading the conversations using the audio script. Monitor and check students swap roles. Ask for volunteers to read to the class.

C Grammar present perfect with *yet, just,* and *already*

9 Tell students to imagine that two people are getting ready to leave for the airport. Go through the instructions and check students understand the matching activity. Read through questions 1–5 together and check any problems. Go through the example as a class and put students in pairs to continue. Monitor and help as necessary, directing students to audio script 10B.2 for extra help. Check answers as a class and ask pairs to read the questions and responses to the class.

2 c 3 e 4 a 5 b

Teaching tip

If you feel students need more classification of meaning, write the sentences from exercise 6 on the board and ask them the following concept questions to guide students to meaning.

Yet: item 5 *Has Ben collected his bags? (No.) Is he going to collect them soon? (Yes.) True or false? We use* yet *when we expect something to happen or have happened? (True.)*

Just: item 2 *Has Ben come through passport control? (Yes.) When did he come through passport control? (In the past.) Do we know when? (No, but not a long time ago.) True or false? We use* just *to emphasize that something has happened very recently. (True.)*

Already: item 3 *Has Ben got Jess's present? (Yes.) When did he buy it? (Earlier.) Did Jess know? (No.) We use* already *to emphasize that the action has been done. (True.)*

10 Remind students of the form of the present perfect: subject + *have/has* + past participle. Ask students to circle the words in exercise 9 and do the first item as a class to demonstrate the activity. Students continue in pairs. Monitor and direct students back to exercise 9 for help if necessary.

1 yet 2 just, already 3 just 4 already 5 yet

11 Go through the instructions and do the first item together as a class. Ask students which explanation in exercise 10 helps them find the answer *(yet).* Students complete the phone call in pairs. Check answers as a class, and ask students to practise reading the conversation a few times.

1 yet 2 yet 3 already 4 just

Extra help

Elicit the question *Have you packed your bags yet?* and write it on the board. Elicit and write short answers on the board *No, not yet. Yes, I've just done that. Yes, I've already done that.* Put students in pairs to practise asking and answering the questions in exercise 9.

12 Go through the instructions with the class and demonstrate the activity. Choose a picture and elicit *Have you ... yet?* questions until the class guesses your picture. Put students in pairs to play the guessing game together. Monitor and join in occasionally. Praise achievement at the end.

D Pronunciation *yet* /j/ or *jet* /dʒ/

13 10B.3 Write /j/ *yet* and /dʒ/ *jet* on the board and label them A and B. Direct students to the pronunciation box and read the sentences in the first row very clearly to show the difference. Ask students to read the other sentences and to underline the differences. Play the audio for students to listen to the sentences. Play it a second time, pausing after each item for students to say A or B. Play the audio again, pausing for students to repeat the sentences as a class and give extra practice as necessary.

Teaching tip

To help students produce the sounds, get them to open their mouths slightly and put their little finger just behind the teeth. When they say /j/ the tongue shouldn't touch the little finger at all, when they say /dʒ/ it should.

Extra help

Do a minimal pair activity with the words *yet* and *jet.*

14 10B.4 Ask students to pronounce *jet* and *yet* again. Nominate a student to say one of the words. Ask *A or B?* Give fair but honest feedback as to whether you can recognize if they are saying an A or B sentence. Repeat with a few more students before putting them in pairs to test a partner.

ABCD Put it all together

15 Go through the instructions and elicit a few more examples to check students understand, e.g. *learn a language, read a guidebook, get a visa, look at a map, buy holiday clothes.* Put students in pairs to make a note of things they normally do before they travel. Elicit ideas and write them on the board.

16 Go through the instructions and answer any questions. Check students swap roles. At the end of the activity, ask students to report to the class about whether their partner is prepared or not, and what they have and haven't done.

Student performance

Students should be able to ask for and exchange information about recent events.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students ask five or more questions? exercise 12
Vocabulary	Do students talk about different activities? exercise 2
Pronunciation	Do students say *yet* clearly enough to be understood? exercise 14

I can **talk about stages of a journey.**

Students tick *on my own* if they can ask and answer questions without looking at the notes. They tick *with some help* if they have to look at the notes on the board or *Air travel* up to three times.

Early finishers

In groups of four, students look at their answers to exercise 16. They put themselves in order from most prepared to least prepared.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to keep a conversation going

10c

Orientation

Context

In this lesson, students will focus on using the present perfect to talk about personal experiences.

In the cartoon strip, *Flight Attendants*, Beth and Sandra talk about what they like and dislike about their jobs. They both talk about some of the passengers on the flight, only to realize that the intercom has been left on and their conversation has been overheard.

Language

Focus grammar	present perfect with *for* and *since*
Preview grammar	*still*
Focus words	*before, first time*
Focus phrases	*What about you?*
Recognition vocabulary	*attendant, captain, fasten, professional, seat belt*, etc.
Recycled language	*forget, moment, return, switch off*
Pronunciation	*How long have you ...?* questions and answers 10C.2

Language note

The question *How long have you ...?* is usually pronounced with falling intonation. In *How long have ...?* the words *long* and *have* link together and the 'h' disappears /haʊlɒŋəv/.

End product

In *Put it all together*, students role play having a conversation with a stranger on an aeroplane. Students have the conversations using notes they have made from the role cards in *Pairwork* on >> p.131.

Preparation

Write the questions for the *Warmer* on the board.

Think about what time and date prompts to use if you are going to do *Extra help* after exercise 8.

Tell students to bring their dictionaries to the next lesson (10D).

Warmer

Write the following questions on the board. Ask students who might be saying them to whom, and where.

1 How old is your little boy? Mine's two. 2 Are you going all the way to Scotland? 3 Do you come here often? 4 How long have you worked here? 5 Are you friends of the bride or the groom? 6 What did you think of the referee?

Possible answers

1 parents in the park 2 strangers on a train 3 strangers in a bar 4 colleagues 5 guests at a wedding 6 supporters at a football match

Tell students that, in each case, someone is trying to start a conversation with someone else.

Write *How to start a conversation* on the board.

A Read and study the language

In this section, students read a dialogue for gist and specific information.

1 Read the question and ask students for one or two suggestions from their own experiences or films they know. Help students get their ideas across. Put students in pairs or small groups to continue and tell them to use their dictionaries to help with new vocabulary. Monitor and help as necessary. Ask for suggestions around the class, e.g. *Fasten your seat-belts, Switch off your mobile phones. Read the emergency instructions. We hope you enjoyed the flight.*

2 Go through the instructions, emphasize *best* and check students understand the vocabulary in the titles. Set a short time limit for students to scan the text before discussing answers in pairs. Check with the whole class and ask or explain why the other two titles aren't the best. Ask for a volunteer to explain the 'funny mistake'.

b Sandra and Beth were talking rudely about the passengers without knowing they could hear her on the intercom. (*The Passengers* isn't the best title as the conversation has information about the flight attendants too. *A New Job* isn't the only topic of conversation between the girls.)

3 Ask students to read questions 1–4 and check any vocabulary. Tell students to read the dialogue again and answer the questions. Students compare in pairs before you ask for volunteers to give the answers.

1 She's already done it. 2 Beth 3 She loves travelling and has loved flying since she was a child. 4 Because of the passengers.

4 Read through the instructions and use the example to demonstrate the activity. Monitor and help if necessary as students continue individually. Check answers as a class.

2 return 3 a moment 4 cool 5 forgot

5 10C.1 Tell students they will listen carefully to the conversation for the six differences. Play the audio and pause after the conversation in frame 4. Ask students what differences they heard *(text = with, a month; audio = for, a year)*. As you continue with the listening, monitor to see if students are identifying the differences. Ask students to compare in pairs and play the audio a second time if necessary. Direct students to audio script 10C.1 on >> p.157 to check answers. Monitor and give positive feedback.

Extra plus

To check answers, play the audio again and ask students to say *Stop!* whenever there is a difference. Pause the audio and ask students to tell you what the difference is.

Extra activity

Ask students *Would you like to be a flight attendant? Why? Why not?* Put them in small groups to discuss. Ask volunteers to report good and bad aspects of the job to the class.

B Grammar present perfect with *for* and *since*

6 Direct students to the grammar box and questions 1–3. Go through the questions as a class. Read out the two sentences in the box and ask *Do these two sentences mean the same thing? (Yes.) What's the difference?* (*Since* and *for*.)

1 Yes, she does. 2 Yes, she did. 3 No, she didn't.

7 Ask students to find and underline examples of *for* and *since* in *Flight Attendants* on >> **p.100**. Draw two columns on the board, labelled *for* and *since*. Ask students to call out examples and write the phrases in the correct columns. (***since:*** *2002, I was a child, five o'clock;* ***for:*** *about a month, three years, two hours.)*

Direct students to the grammar box again and look at the phrases on the board from exercise 6. Ask *What can we use after* since*? (subject + past simple or a time) What can we use after* for*? (a number and a time period, e.g. minutes, weeks.)*

8 Do the first item as an example if necessary. Students work individually then compare answers with a partner. Check as a class by asking students to read out the answers. Monitor and check students pronounce *since* as /sɪns/ not /saɪns/. *For* is reduced to a very weak /fə/ sound.

1 since 2 for 3 since 4 since

Extra help

Transformation drill. Ask students to look at a clock or watch and agree on what time and date it is. Give *for* and *since* phrases based on the time and date for students to transform. The following example is based on it being 10.45 am on Friday 12 January. ***T*** *since 9.45 am* ***SS*** *for an hour* ***T*** *for two days* ***SS*** *since Wednesday* ***T*** *since the lesson started* ***SS*** *for an hour and a half* ***T*** *for a week* ***SS*** *since last Friday* ***T*** *since Monday* ***SS*** *for four days* ***T*** *for 15 minutes* ***SS*** *since 10.30 am*

9 10C.2 Focus on the question form. Go through the example as a class and play the audio for students to repeat. Encourage students to run *How long have you* together so it sounds like one word. Give extra practice as necessary.

10 Go through the instructions and nominate or ask for volunteers to give a true answer to the first question. Ask students to read questions 2–6 and check any vocabulary problems. Monitor and check for word order in questions.

11 In pairs, students ask and answer the questions in exercise 10. Monitor and make a note of repeated problems to go over with the class. Ask students to report any interesting information.

C Listen for specific information

In this section, students listen and match what they hear in a conversation with what they have read.

12 Go through the instructions and check students understand the question *What have Patrick and Maria got in common? (Facts which are the same or very similar.)* Set a short time limit for students to look at both texts. Put them into pairs or small groups to compare ideas. Elicit answers around the class.

They both have a connection with *Sun Tours*: Maria works for them and Patrick is travelling with them; they've both worked in their jobs since 2002; they've both been to Geneva.

13 10C.3 Go through the instructions and check students understand that they need to listen carefully. Play the audio and pause after Maria's first answer. Elicit or explain that students underline *going to work in Greece*. Continue with the audio and do another example if necessary. Pause occasionally to give students time to find the information in the texts in exercise 12.

Ask students to compare in pairs before directing them to audio script 10C.3 on >> **p.157–58** to check answers. Go over the answers as a class. Point out how the woman is polite and how she offers extra information to help keep the conversation going.

Extra help

Play the audio for students to listen to Maria's part first. Repeat for Patrick's information.

Extra plus

Books closed. Play the audio again, but pause it after each of Patrick's lines for students to make a note of Maria's lines from memory. Students check as the conversation continues.

Extra activity

Students use the audio script and read the conversation. They swap roles.

14 Ask *What will Patrick say next? (America, Philadelphia), and Maria? (How long?)*, to demonstrate the activity. Put students in pairs and tell them to use the information in exercise 12 or audio script 10C.3 on >> **p.157–58** to continue the conversation. Monitor and check they are giving informative answers and swap roles. Give positive feedback and ask for volunteers to have their conversations for the class.

ABC Put it all together

15 Go through the instructions with the class and check students understand. Direct them to *Flight to Athens* in *Pairwork* on >> **p.131**. Make sure they are writing sufficient information in note form.

16 Check students understand the activity and put them in pairs to continue. Check students swap roles. At the end, ask for volunteers to tell the class what they found out about their partner. The class guesses the identity of the person.

Student performance

Students should be able to maintain a short social exchange.

Use this checklist for monitoring and feedback or to assess students' performance.

Politeness	Do students give informative answers? exercise 14
Fluency	Do students ask *How long have you ...?* without a lot of hesitation? exercise 10
Coherence	Do students ask questions using the information they have been given? exercise 11

I can **keep a conversation going.**

Students tick *on my own* if they can have their conversation using their notes. They tick *with some help* if they have looked at the *for* and *since* notes on the board once or twice.

Early finishers

Students choose a different role and repeat exercises 15 and 16.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to describe a route

10D

Orientation

Context

In this lesson, students will practise talking about routines which took place in the past but don't happen any longer.

The Silk Road is a holiday advertisement which provides the itinerary for a journey along an ancient trading route across China. There is a short description of the historical significance of the place with each picture. The pictures are not in the same order as the silk traders' route, which students will mark on the map at the bottom of >> p.102.

Focus grammar	*used to*
Focus words	describing routes: *excursion, explore, reach, route, sightseeing*, etc.
Recognition vocabulary	*bazaar, emperor, fort, monk, robbers, silk, trade*, etc.
Recycled language	prepositions: *along, cross, past, through, until* linkers: *then, after that, and then, finally*
Pronunciation	*used* /ju:zd/ *or* /ju:st/ 10D.2

Language note

The negative of *used to* will be taught in the next level. For this level, concentrate on helping students to understand the concept of *used to*.

End product

In *Put it all together*, students give a chronological description of a route, using a plan and key words for support. The description is based on the text in exercise 1 and the listening in exercise 14.

Preparation

Take something made of silk (or a photo of something made of silk) to the class for exercise 3.

Take some dictionaries for exercise 7 in case students have forgotten.

Warmer

Tell students to close their eyes and picture their route to school today. In pairs, they try to describe their route to each other. Monitor and give encouragement, but do not insist on accuracy at this stage or teach any new language unless students ask you for a specific word or phrase. After a couple of minutes, ask questions relevant to your teaching context, e.g. *Whose journey was more than half an hour? Whose route was less than ten minutes? Who came through the park? Who took the bus part of the way? Who came over or under a bridge? Who went past the clock tower?*

Write *How to describe a route* on the board.

A Vocabulary prepositions of direction

1 Direct students to the Geneva–Milan route plan. Ask *Which countries is this journey from and to? (From Switzerland to Italy.) By what form of transport? (Car.) How long does the whole journey take? (4 hours and 20 minutes.)* Pre-teach the following vocabulary: *river, tunnel, lake, valley, border.* Go through the instructions and the example as a class. Put students in pairs to complete the text. Encourage them to use dictionaries.

2 10D.1 Play the audio, pausing for students to confirm their answers. Tell them to put a circle around sequencing words.

2 along 3 takes 4 end 5 follow 6 until 7 through 8 cross 9 past 10 reach

Extra help

Say the following phrases for the class to repeat: *walk **along** the road, go **along** the river, at the **end** of the road, at the **end** of the lake; go **through** the tunnel, go **through** the forest, **cross** the border, **cross** the road; go **past** the school, go **past** the lake.*

Extra plus

In pairs, students take turns to point to part of the journey on the route plan. Their partner gives the next instruction.

B Read and study the language

In this section, students skim to identify text type and read for detail to put the description of a route in chronological order.

3 Show an item made of silk (or a photo) to elicit *silk*. Ask *Is it expensive or cheap? (Expensive.) Which countries are famous for silk? (China, India.)* Direct students to *The Silk Road* on >> p.102 and go through the instructions. Read through options a–d as a class. Students skim the paragraphs to decide what kind of text it is. Check answers.

c The text describes a sightseeing journey, and what will happen. It talks about what people will do.

4 Read through the instructions and direct students to the pictures and map. Go through the example to demonstrate that students use the sub-headings to help them find the next place. Students continue in pairs or small groups. Set a short time limit to encourage them to skim and scan. Go over answers as a class. Do not insist on accurate pronunciation of place names.

3 Jiayuguan fort 4 Dunhuang 5 Camel riders in the Taklimakan Desert 6 A silk trader in Kashgar 7 The Pamirs 8 Historic Samarkand

5 Go through the instructions and the example. Do another example as a class. Show how place names are repeated across paragraphs and prepositions make the descriptions clear.

paragraph 3 the Gansu Corridor paragraph 4 after the Gansu Corridor paragraph 5 the Taklimakan Desert paragraph 6 at Kashgar paragraph 7 from Kashgar paragraph 8 in Samarkand, finally

6 Students do the activity in pairs. To check answers, copy a simple version of the map onto the board, and ask for volunteers to mark places on the route. Ask the rest of the class if they agree and to help with spellings.

7 Go through the instructions. Ask *What should you do if you want to guess the meaning of the words? (Look at the other words around them in the text.)* Put students in pairs to choose three words. Tell students to find them in the text and guess the meaning before checking in their dictionaries. To check answers, write the word on the board and ask for volunteers to give answers.

Extra activity

Direct students to the pictures and ask some follow-up questions: *Would you like to travel along the Silk Road? Which parts? Which places sound most interesting to you? Why?*

C Grammar *used to*

8 Go through the instructions and items 1–6 and check any vocabulary. Write the first sentence on the board and circle *used to*. Elicit or explain that students don't have to read the text carefully. They find the place names in the questions in the sub-heading in *The Silk Road* on >> **p.102**. Students continue the activity in pairs. Tell students to correct any false sentences and ask for volunteers to give answers.

1 True 2 True 3 False. The Chinese emperor. 4 True
5 False 6 True

9 Go through the instructions and the first two examples as a class. Students continue the activity in pairs. Check answers.

c ✗ sentence 6 d ✓ sentence 2

10 In pairs, students underline *used to* in the text. Check answers by nominating pairs to give sentences in chronological order.

Extra help

Controlled practice drill. Say a sentence about *The Silk Road*. If students can change it to a *used to* sentence they should do so; if not, they should just repeat your sentence. ***T*** *Travellers sold silk.* ***SS*** *Travellers used to sell silk.* ***T*** *The emperor built a fort.* ***SS*** *The emperor built a fort. (Just once!)* ***T*** *A robber attacked a traveller.* ***SS*** *A robber attacked a traveller. (Just once!)* ***T*** *Robbers attacked travellers.* ***SS*** *Robbers used to attack travellers.*

11 10D.2 Go through the instructions. Copy A and B on the board and explain that the words are said separately in A, but in B they sound like one word (*to* is pronounced /tə/ in *used to*, so the whole phrase is pronounced /ju:stə/. Play the audio and pause after each item for students to say A or B. Play the audio again to give extra practice.

Extra help

Repeat the drill in exercise 10. Listen carefully for students' production of *used to* as /ju:stə/ and correct as necessary.

12 10D.3 Go through the instructions and ask students to read the rhyme. Play the audio. Tap the rhythm on the desk and encourage students to join in. Play the audio a second time, pausing after each line for students to repeat.

13 Go through the instructions and the example. Explain that they should only write positive sentences. Monitor and help as students continue individually and make a note of any repeated errors to go over at the end. Students compare sentences in pairs. Ask volunteers to give examples.

D Listen and draw a route plan

In this section, students listen to a short monologue for gist and detail.

14 10D.4 Tell students they will listen to a woman talking about a journey. Go through items 1–3 with the class, checking they understand the differences. Play the audio while students compare answers and say why the other options are wrong. Ask for a volunteer to answer and see if the class agrees *(2)*.

15 Go through the list of places and play the audio. Check the answers by nominating different students to say the places on the route. See if students can remember the names of other places *(Portsmouth, France, Spain, Palma)*. Play the audio again or direct students to audio script 10D.4 on >> **p.158** to check.

✓ London Paris Barcelona Pyrenees Palma

Extra help

Play and pause the audio after each place is mentioned.

Extra plus

Students can tick the places and then listen and check.

16 Go through the instructions. Play the audio and pause occasionally for students to write the information. Students compare answers in pairs. Check answers by eliciting the route for a volunteer to write on the board.

London Portsmouth Paris the Pyrenees Barcelona Palma

Extra plus

Students can mark the route looking at the places in exercise 15. They can then listen and check.

ABCD Put it all together

17 Go through the instructions. Check students write the key words for the most important stages of the journey. Refer students back to the text in exercise 1 if they need help. Elicit words and phrases to link ideas (*and then, after that, finally*) and write them on the board. Give students time to rehearse their descriptions.

18 Put students into pairs and tell the students drawing the route to ask for more information if necessary. Make sure that the students describing the route tell their partner where to start. Explain that, before students swap roles, they should compare diagrams. Ask volunteers to report any interesting routes to the class.

Student performance

Students should be able to give a short chronological description.

Use this checklist for monitoring and feedback or to assess students' performance.

Coherence	Do students repeat place words to help their partner follow the route? exercise 5 Do students sometimes use *then, after that* and *finally* to sequence their information? exercise 2
Pronunciation	Do students say *used to* clearly? exercise 13

I can **describe a route.**

Students tick *on my own* if their partner has sufficient information to draw their route. They tick *with some help* if they need to give their partner more information.

Early finishers

Students change partners and choose a different route from exercise 15.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will practise writing a follow-up letter to a person they met on holiday.

Culture note

In some cultures it is common to make invitations, like the one Alexis makes in his letter to Hakan, out of politeness but not to expect them to be acted on. Students could compare this with their own cultures.

New language	words: *suntan* phrases: *all the best, give me a ring, keep in touch*
Recycled language	phrases: *stages on a journey: took a ferry*, etc. grammar: *present perfect and past simple*
Recognition language	words: *harbour* phrases: *in one piece, remember the good times*

End product

In *Put it all together*, students use their notes and a letter structure to write a short letter to a friend. It includes a greeting and closing and is based on a model in exercise 1.

Warmer

Brainstorm types of written communication between people, e.g. *formal/informal letter, love letter, email, text message, postcard* and write these on the board. Ask around the class to see if anyone has written or received any of these in English. Write *How to write a letter to a holiday friend* on the board.

A Read and guess the hidden information

In this section, students read a letter and infer information about the reader and writer.

1 Direct students to the photos and ask *Who?* and *Where?* to describe both the people and the places. Elicit some ideas from the whole class.

2 Direct students to the letter and ask *Who wrote it?* and *Who to?* Go through questions 1–7 and check vocabulary. Explain that the answers are not written directly in the letter, students will have to read it carefully to find or guess them. Put students in pairs and monitor and help as necessary. Go over answers as a class. Direct students back to the pictures in exercise 1 and ask if there was any information related to them in the letter *(the car, the harbour, his suntan, the photos themselves)*.

1 No. 2 To send some photos and to keep the friendship going.
3 Alexis is from Germany. Hakan is from Turkey.
4 By boat. 5 She's Italian. 6 Yes. 7 No.

3 Put students in small groups to discuss the questions together. Ask a spokesperson from each group to report back on what they talked about.

B Vocabulary letter-writing expressions

4 Go through the instructions and the example as a class to check students understand the activity. Monitor and help as students continue in pairs. Point out that although Hakan and Alexis don't know each other well, Alexis uses informal expressions in his letter, because they are both young and met in a friendly context on holiday. None of these expressions would be used in a formal letter.

Did you get back ...? ... your old car in one piece? ... give me a ring! Keep in touch. All the best

5 Direct students to the table and the information in the *letter structure* column. Go through the examples. Students continue individually before checking in pairs. Check with the whole class and write the answers on the board. Ask *What tense does Alexis use to talk about his news? (present perfect).*

my news: I've been very busy ... It's been cold and wet here ... I've lost my suntan already.
your news: How about you? And what about ...?
what next: If you ever come to Germany ...

C Get ideas to write about

6 Divide the class into small groups. Explain that each group is going to work together to collect ideas for a writing activity. Demonstrate the activity by writing a sentence at the top of a piece of paper and folding it back to conceal it. Teach the word *fold* as you do this. Give a short time limit for each stage. Monitor as students write and go over any problems at the end.

7 Tell students to open their paper and to take turns reading the notes to the group. Ask for volunteers to read any strange or entertaining letters to the class.

ABC Put it all together

8 Go through the instructions and check students understand that they are writing to the student who gave them the letter at the end of exercise 6. Encourage students to refer back to exercise 5 if necessary.

9 Ask students to give the letter to the person they wrote to.

10 Tell students to look again at the letter structure in exercise 5 and make a note of any part they think is missing or indicate where there could be more information.

Student performance

Students should be able to write a short informal letter.

Use this checklist for monitoring and feedback or to assess students' performance.

Organization	Have students followed the letter structure?
Politeness	Have students used informal letter writing phrases?
Accuracy	Have students used the present perfect appropriately?

I can **write a letter to a holiday friend.**

Students tick *on my own* if they can write the letter using their notes in exercise 5. They tick *with some help* if they need to look at the model letter more than three times for ideas.

Early finishers

Students write a reply to the letter they received in exercise 10.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the places

Write the following places on the board: *A At the airport, B On the plane, C In and around Fowey, D Along the Silk Road.* Read out sentences 1–10 below for students to write the letter of the place.

1 Fasten your seat-belts.
2 Go to the departure gate.
3 Walk to Readymoney beach.
4 Collect your bags.
5 Take a half-hour flight from London Gatwick.
6 Read the emergency instructions.
7 Shop at the duty-free shop.
8 Follow the camel caravan route.
9 Turn the intercom off.
10 Cross the border into Kyrgyzstan.

1 B 2 A 3 C 4 A 5 C 6 B 7 A 8 D 9 B 10 D

A Grammar

1 Present perfect with *just, already* and *yet* 10B exercises 9, 10

Warm-up: Write these sentences on the board: *Ben's travelling to New York. Now he's in the departure lounge.* In pairs, students make a note of what Ben has and hasn't done, using *just, already* and *yet*. They check answers using audio script 10B.2 on >> **p.157**.

Set-up: Go through the example with the class. Explain that the extra word might be added to the question or the response.

2 Have you had breakfast yet?
3 I've already seen it.
4 No, I haven't finished it yet.
5 I've just switched it off.
6 No, I've already been there.
7 Has your brother left school yet?
8 No, I haven't read it yet.

Follow-up: Students choose a picture from *Ben's journey home* on >> **p.98**. A partner asks *Have you ... yet ?* to guess where they are.

2 Present perfect with *for* and *since* 10C exercise 6

Warm-up: Ask students to read the dialogue on >> **p.100**. Say some true/false sentences about Sandra and Beth using *for* and *since*. Students repeat any factually correct sentences as a class.

Set-up: Ask students to read items 1–8 and a–h. Check vocabulary as necessary.

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

Follow-up: In pairs, students prepare a similar exercise, using five sentence beginnings and endings. Pairs swap exercises.

3 *used to* 10D exercise 9

Warm-up: Write *New York used to be called ...?* on the board. Students say a complete sentence as they guess the answer.

Set-up: Go through the example and remind students of when to use *used to*.

2 built 3 travelled 4 used to go 5 wanted 6 used to be
7 used to sell 8 was

Follow-up: Individually, students choose a famous person and write five sentences, using *used to* or the simple past tense. In small groups, they read their sentences for others to guess who.

B Vocabulary

4 Journey times 10A exercise 6

Warm-up: See what students can remember about Fowey. Write notes on the board and direct students to read *Escape to Fowey!* again on >> **p.96** to check.

Set-up: Go through the example and show how the symbol shows the means of travel. Students write two sentences for each item.

2 thirty minutes by bus/a thirty-minute bus ride
3 six hours by train/a six-hour train ride
4 three days by camel/a three-day camel ride
5 a four hour ride by car/a four-hour car ride

Follow-up: In small groups, students tell each other how far their house is from the school, using different forms of transport.

5 Air travel 10B exercise 2

Warm-up: Write *Air travel* on the board. Set a two-minute time limit for students, individually, to write topically-related words.

Set-up: Ask students to read the clues on >> **p.131** and check vocabulary as necessary.

Across: 3 land 5 fasten 6 belt 7 signs 8 through
10 departures 12 take off
Down: 1 gate 2 passport 4 duty 6 board 9 seat 11 ask

Follow-up: Students choose one of the phrases in *Air travel* on >> **p.98** and make an anagram for a partner.

6 Prepositions of direction 10D exercise 1

Warm-up: Give students two minutes to read the text on p.103, exercise 1. Book closed. See how many places on the route they can remember.

Set-up: Ask *How long does it take to get to Angra?* Students read the text, ignoring the blanks *(about 5 hours)*.

2 along 3 through 4 past 5 follow 6 across 7 reach
8 across

Follow-up: In pairs, students write a short route plan for a well-known place near the school. They blank out the prepositions of direction and swap with another pair.

Early finishers

Students write a short description for a visitor coming to their house from the nearest airport.

How to describe symptoms

11A

Orientation

Context

In this lesson, students will practise using phrases to describe symptoms of everyday illnesses.

Doctor Stone is a TV comedy sketch in which a patient describes how he is feeling to a doctor who asks questions but doesn't listen to the answers.

Flupast is a medicine label, listing symptoms and how often the pills should be used.

Culture note

British people tend not to discuss health matters in much depth. *Hi, how are you?* is one of the most common greetings among friends, family and acquaintances, but unless a person is really ill the expected answers are *Fine, thanks.* or *Not too bad, thanks.* People who are unwell might say *Well, not so good, actually.* and the listeners are sympathetic but tend not to ask for too many extra details. The person who is not feeling well is left to decide how much detail they want to divulge. This might differ across cultures.

Language

Preview grammar	action and state verbs
Focus words	illness: *backache, cough, pill, sick, sore throat, temperature, etc.*
Focus phrases	*Get well soon!, How do you feel?, I feel ..., I'm aching all over., I've got ..., Oh dear!, What's the matter?,* etc.
Recognition vocabulary	words: *dose, fever, seek, symptom, tablet* phrases: *effective relief, expiry date, medical advice*
Recycled language	grammar: *I've got ..., Would you like ...?, present continuous*

End product

In *Put it all together,* students work in small groups and write an advert based on audio script 11A.3 on >> **p.158**. Students rehearse saying the advert, taking turns describing symptoms and offering remedies, before acting out the advert to the class from memory.

Preparation

Take some dictionaries to class for exercise 8.

For the optional *Extra help* in exercise 14, prepare the OHP transparency.

Warmer

Using the pictures in the comedy sketch, ask *Who are the people? (Doctor and patient.) Does the patient look well? (No.) Does the doctor look busy? (Yes.) Ask In which picture is the doctor taking the patient's temperature? (6) And listening to his chest? (4) Looking down his throat? (3) Writing a prescription? (8)* Ask students for the word to describe different signs of an illness. Elicit (or supply) *symptoms.* Make sure the students are pronouncing it as /ˈsɪmptəmz/.

Write *How to describe symptoms* on the board.

A Vocabulary symptoms of illness

1 Ask students *Which is more serious, a cold or flu? (Flu.)* Go through the questions and put students in pairs to answer them. Monitor and help with vocabulary as necessary and ask for suggestions around the class.

2 Go through the activity and the words in the columns. Draw attention to the use of *I've got = noun phrase, I feel = adjective* and *I'm ...ing,* all commonly used structures to talk about symptoms of illness. In pairs, students match the symptoms to the pictures. Encourage students to guess, but do not give answers at this stage.

3 11A.1 Play the audio for students to confirm their answers. Play it a second time, pausing for students to repeat the sentences and practice pronunciation. Check pronunciations of *temperature* /ˈtemprətʃə/, with three syllables, not four, the /s/ and /θ/ sounds in *sore throat,* the /k/ in *ache* and *aching* and the /f/ in *cough.* Give extra practice as necessary.

1 I feel sick.	4 I've got a sore throat.
2 I've got a temperature.	5 I've got backache.
3 I've got a cough.	6 I'm aching all over.

4 Direct students to *Doctor Stone* on >> **p.106**. Ask *Is this a serious situation?* and show students the text in the first frame to elicit that it's a TV comedy sketch. Tell students to scan the text quickly and find Mr Harker's symptoms. Students compare in pairs before you check as a class.

He's got a temperature. He's a got a sore throat and a headache. He feels sick. He's aching all over.

5 11A.2 Go through the instruction and check students understand. Play the audio while students read and listen.

The audience laughs because Dr Stone doesn't listen to Mr Harker, and doesn't seem to care about his problems.

6 Read the instructions and elicit one or two examples from the class. Students continue in pairs. To check answers, ask for suggestions around the class, monitoring for accuracy of the phrases in exercise 2.

Possible answers
Frame 2 ... a headache. Frame 4 ... I've got a sore throat / stomach ache. Frame 5 ... arm / leg / chest. Frame 7 ... listen. Frame 9 I feel terrible.

B Read for specific information

In this section, students read a short set of instructions for specific information and detail.

7 Direct students to *Flupast* on >> **p.106**. Ask *Where would you see this kind of text? (On the back of a packet of medicine.) Why do you think the medicine has the name 'Flupast'? (past = finished)* Tell them to look quickly at the instructions to see if the medicine is only for flu *(No, it is also for headaches, toothache, etc.).* Give students three minutes to read the text to find the specific information in the questions. Let students compare answers in pairs, then check with the whole class.

1 No. 2 Every four hours. 3 Adults 1–2, every four hours
4 b and c

8 Go through the instructions and check students understand the activity. Monitor and help as necessary. At the feedback stage, elicit the words students checked and write them on the board. Ask for volunteers to explain the meaning.

C Listen for useful phrases

In this section, students use background knowledge to predict the characteristics of different texts, and listen for specific information.

9 11A.3 Ask students to read questions 1–3 and check any vocabulary problems. Go through each item, and ask students for suggestions of the type of things they would hear for each type of text *(e.g. advert – music, song/jingle, loud voices, short phrases; doctor and patient – serious sounding conversation, formal language; friends – informal language, laughter, etc.)*. Remind students that if they think about the type of text they are about to listen to, it will make it much easier for them to understand the content. Play the audio for students to choose the answer *(1)*.

Extra activity

Ask students to think about the structure of radio or television adverts they are familiar with. Elicit ideas and write *problem, solution* on the board. See if students can identify these characteristics in adverts they know.

10 Go through the instructions and questions and play the audio a second time. Ask around the class for answers.

1 He's got a sore throat and is aching all over. 2 Take Flupast. 3 The man feels better.

11 Ask students to read the sentences before listening to complete the blanks. Ask students to write any words they can guess, before playing the audio. Pause after each phrase, and elicit answers as you go through the text. Play the audio a second time, pausing after each phrase for students to repeat. Monitor and encourage them to use expression in their voices.

What's the **matter**? Have you **taken** anything for it?
Get well **soon**. You look a lot **better**! How do you **feel**?

Extra plus

Students can write the phrases from memory and then listen and check.

D Be a sympathetic listener

12 Ask *Was Dr Stone a sympathetic listener? Did she sound like the speaker on the audio? (No.)* Do item 1 together as a class to demonstrate the activity and put students in pairs to continue. Monitor and help as necessary. Check answers as a class and point out that the conversational turns are very short: one person gives a short, informative statement to elicit a sympathetic response.

1 c 2 a 3 b

Teaching tip

The word *sympathetic* is a false friend in some languages. Check students understand the meaning by asking *Does* sympathetic *mean the same as friendly? (No.) When is somebody* sympathetic *towards someone else? (When they are sad or ill.)*

Extra help

Say sentences 1–3 in turn for students, as a class, to give an appropriate reply. Check they sound sympathetic.

13 Divide students into A/B pairs. Go through the prompts, making sure students understand what they have to say. Ask for a volunteer to take the part of B and have the conversation. Students continue in pairs. Remind them to refer back to exercise 12 if necessary.

14 Go through the instructions. Ask for a volunteer and read the example opening lines of the conversation. Elicit a follow-up comment. In pairs, students have the conversation. Monitor, checking students swap roles and praise students' achievement. Ask for volunteers to do open pairwork and to talk across the classroom. The class listens to decide if the doctor was sympathetic and the patient sounded ill.

Extra help

Write the following sentences on the board (or OHP), and ask the students whether the doctor or the patient says each one. *When did it start? I feel terrible. It's getting worse. Have you got any other symptoms? Have you taken anything for it? Can you give me something for it? Is it getting any better? Take these pills every three hours. I've had it for a few days. I don't feel well at all.*

ABCD Put it all together

15 Put students into groups of three or four and go through instructions 1–3. Remind them to use their dictionaries. Tell students that they will act out their adverts from memory if possible, and that they should make a note of key words. If students are working in groups of four, they prepare to act out the advert in pairs. Tell each student to practise being the person who feels ill and give them time to practise the advert.

16 Students take turns acting their adverts for the class or in small groups from memory.

Student performance

Students should be able to make short statements in response to questions.

Use this checklist for monitoring and feedback or to assess students' performance.

Interaction	Do students respond appropriately to questions? exercise 14
Accuracy	Do students use vocabulary for illness appropriately? exercise 14 Do students use the phrases in exercise 2 correctly? exercise 3

I can **describe symptoms.**

Students tick *on my own* if they can talk about symptoms from memory. They tick *with some help* if they look at their notes two or three times for help.

Early finishers

Students use their dictionaries to prepare another advert for a different illness. They practise and act it out in small groups or for the class.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to say how people appear

11B

Orientation

Context

In this lesson, students will focus on describing scenes involving what people are doing and how they appear.

The four famous paintings of different young women are labelled with the name of the picture, the artist and the date the painting was done. *Portrait of a young woman* describes one of the paintings and includes the author's impressions on how the woman might be feeling and why.

Language

Focus grammar	action or state verbs: *hear, know, listen, look, seem, understand, etc.*
Focus words	*appear, model, perhaps,* etc.
Recognition vocabulary	words: *headscarf* phrases: *at this time, doing something funny, looking straight at you,* etc.
Recycled language	present simple; present continuous; prepositions of place: *behind, in a market, in front of, in Holland* articles: *a/the*
Pronunciation	unstressed words 11B.3

Language note

The difference between *see* and *look at* and *hear* and *listen to* can often be confusing. *See* and *hear* are state verbs, but are usually prefaced by *can* rather than just used in the present simple. These describe abilities over which we don't have control. *Listen to* and *look at* are action verbs as they require more conscious effort. *Look at* is used for things which are still, *watch* for things which are moving.

End product

In *Put it all together,* students describe a picture for others to listen for key words to identify the picture. Students can use their notes in exercise 12 for the descriptions.

Preparation

Think about how to organize your classroom to regroup students for *Put it all together,* exercise 13.

Warmer

Put students into pairs or small groups and direct them to the paintings on >> **p.108**. Tell them not to read the information next to each one, but to put the pictures in order according to when they were painted. Write these words on the board: *age, looking at, thinking, feeling* and ask for volunteers to tell the class which painting they think was the earliest and latest. See if students agree with each other. Ask *Were you talking about facts or appearance? (Appearance.)*

Write *How to say how people appear* on the board.

A Listen for key words

In this section, students practise using key words to identify the subject of short descriptions.

1 Direct students to the pictures on >> **p.108**. Ask *What kind of paintings are they all?* and elicit *portrait.* Then in pairs, students talk about the questions. If necessary, give students some topics to help them. Write the following on the board: *colours, clothes, eyes, smile, background, feeling.* Set a three-minute time limit for students, in pairs, to talk about the pictures. Monitor and join in with the conversations. Do not correct for accuracy at this stage. Ask around the class for suggestions and see which painting is the most popular.

2 11B.1 Go through the instructions and check students understand the activity. Play the audio while students listen and check. Students compare their answers in pairs and then check as a class.

Picture 3

3 Tell students to work individually and identify key words and phrases in *Portrait of a young woman.* Put students into pairs or small groups to compare ideas. Ask for suggestions around the class and write them on the board. Go over any vocabulary questions in the text at the end.

Suggested answers
looking straight at you; doesn't seem happy; in a bar; Paris; lots of people; lonely; back; in the mirror; face; man

4 11B.2 Go through the instructions and play the audio for students to note the key words. Tell students not to worry about spelling, they should write what they hear. Put students in pairs to compare and play the audio a second time. Ask for suggestions around the class and write them on the board. Use the pictures to check students understand vocabulary.

Suggested answers
Description 1: sitting; body; side; turning; head; calm and relaxed; head scarf; Holland = picture 1
Description 2: working; market; London, happy; poor; left; funny; moving quickly = picture 4

B Grammar action or state verbs

5 Go through the instructions and direct student to audio scripts 11B.1 and 11B.2 on >> **p.158**. Do a couple of examples as a class and point out that students underline the verb phrases, e.g. *are standing, doesn't seem.* Set a short time limit for students to find the verb phrases in the audio script. Put students in pairs to compare before checking answers as a class.

Direct students to the grammar box, the titles in the top row and the examples. Ask them to write the main verbs in the appropriate box. Monitor and help as necessary.

When students have finished, read the rule to the class. Check students understand by asking *What are the state verbs connected with? (Appearance, opinion, feelings.) Do these things generally change? (No.) Can you start and stop them? (No.) Can you start and stop actions like standing, looking, working and playing? (Yes.)*

verbs in the present continuous (action verbs): stand look work think sit do turn enjoy play call
verbs in the present simple (state verbs): be want hate have see seem remember

Teaching tip
Tell students to mime the action verbs then mime the state verbs. Ask which were harder to mime *(the state verbs)*. Point out that they can use this strategy to help decide if a verb describes an action or a state.

6 Do one or two examples as a class and put students in pairs to continue. Check answers. Say the state verbs and ask *What are these state verbs connected with? (Knowledge, feeling, senses.)*

action verbs: walk listen write watch talk smile
state verbs: know hear like understand

Extra help
Ask students to sit quietly and say what they can see and hear in the classroom. Then ask them to *look at* the clock, *look at* the board, *listen to* their watch and *listen to* the audio. Ask *Did you want or try to hear the traffic outside? (No.) Did you want or try to listen to your watch? (Yes.)* Students should see that *look at* and *listen to* require more conscious effort.

7 Go through the instructions and the example to check students understand the activity. Students do items 2–4 individually and compare in pairs. Nominate students to give answers. Make a note of any errors and give extra help at the end if necessary.

2 's smiling, likes 3 know, 's looking 4 seem,'re enjoying

8 Go through the example and point out that students must write the full verb phrase, e.g. *'s standing*. Students work individually to complete the text. Ask for volunteers to give answers.

2 's looking 3 isn't working 4 's smiling 5 is 6 seems 7 knows 8 like

9 Put students in pairs and explain that they should read each sentence in turn and look at the pictures and comment. Say the first sentence and ask students which picture it could be. Monitor and help as necessary. Check answers as a class and ask students which pieces of information helped them decide the picture. *(2 Mona Lisa.)*

C Pronunciation unstressed words

10 11B.3 Read the instructions and check students understand the activity. Direct students to the text in exercise 8 and read the instructions to the class. Ask *How can we tell if a word is stressed? (It sounds louder, clearer than the other words.)* Play the audio for students to listen. Play the audio a second time if necessary and elicit the answer

The black words are stressed. The green words are 'grammar' words, e.g. prepositions, modals, articles, conjunctions, and some pronouns. These tend to be unstressed.

Extra help
Write *She's standing in front of you.* and *She's looking straight at you.* from the text in exercise 8 on the board. Read it aloud and ask *Why are some of the words underlined? (Because they are stressed.) Which words tend to be stressed? (The key words.)*
Do some intensive pronunciation work on stressed and unstressed sounds. Say the stressed words *standing, front, you, looking, straight, you* followed by the complete sentence. Then say the unstressed words *she's* /ʃɪz/, *in* /ɪn/, *of* /əv/, *and* /ən/, *she's* /ʃɪz/, *at* /at/, followed by the complete sentence. Ask students to say the sentence a few times and monitor and tap the rhythm to encourage students to produce the unstressed syllables.

11 Do the activity as a class first, tapping the table for rhythm. Put students into pairs to practise together. Monitor and praise effective use of sentence stress. When both students in each pair have read the text through a couple of times, ask for volunteers to read to the class. The class can clap the rhythm.

ABC Put it all together

12 Go through the instructions and the example as a class. Put students in pairs and remind them to use their dictionaries if necessary. When students have made their notes, ask them to underline key words.

13 Put students into groups. Remind them that they can hesitate and repeat words while they are speaking. Tell students to write their guesses on paper, and to say the picture at the end.

Student performance
Students should be able to give a short description.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students give sufficient information about the picture? exercise 4
Vocabulary	Do students use action and state verbs? exercise 5
Pronunciation	Do students try to place sentence stress correctly? exercise 11

I can say how people appear.
Students tick *on my own* if they can give a description using key words in their notes. They tick *with some help* if they need to read phrases from their notes two or three times.

Early finishers
Students change groups and repeat the activity. Listeners make a note of key words. Students compare notes and decide who used the most detail to describe their picture.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to give your ideas

11C

Orientation

Context

In this lesson, students will practise giving advice and making suggestions.

Personality Test invites the reader to answer questions to find out if they react logically (with their head) or emotionally (with their heart) in different situations. The key for answers is on >> **p.131.**

Culture note

Modal verbs *could* and *should*, are commonly used for giving advice. They distance the adviser from the advice, which is often framed as a question (*Why don't you ...? What about ...? Have you thought about ...?*). This gives people more freedom to respond or reject the advice without feeling uncomfortable about doing so.

Language

Focus grammar	verb + infinitive (with *to*): *plan to, decide to, 'd like to*, etc.
Focus words	*hope, imagine, pretend, promise, refuse, suggest*, etc.
Focus phrases	*hurt his feelings*
Recognition vocabulary	words: *cheat, lifestyle, white lie* phrases: *an important step, cross your fingers, hope for the best*, etc.
Recycled language	*I think you should ..., What about ...?, Why don't you ...?, You could ...*
Pronunciation	stress in two-syllable verbs and nouns: *compare, problem, reason, refuse*, etc. 11C.1–2

Language note

When a verb is followed by an infinitive the two verbs are always stressed, so *to* is a weak form. It is pronounced /tə/ unless the second verb begins with a vowel in which case it is pronounced /tu/ and a /w/ sound intrudes, e.g. *I promise to* /tə/ *go. I promise to* /tu/ *eat.*

End product

In *Put it all together*, students work in groups, giving suggestions for problems. Students have practised the activity in advance.

Preparation

Take some extra dictionaries to class for exercise 1.

Think about how to manage the groupwork in exercises 17 and 18.

Warmer

Ask students to suggest areas in life where people have to make difficult decisions. Accept any relevant suggestions and write them on the board. Make sure *friendships, relationships, career, health, education, family* and *home* are included. Ask students to suggest some example difficult decisions that someone might have to make, e.g. which university to go to, which house to buy. Put students in pairs or small groups to discuss these questions: *What sort of decisions are the hardest to make? Do you find it easier to make decisions about your own life or to give your friends advice about decisions?* Get some feedback on their views at the end.

Write *How to give your ideas* on the board.

A Vocabulary verbs for giving ideas

1 Direct students to *Ideas* on >> **p.110** and go through items 1 and 2 as a class. Put students into pairs or small groups and tell them to find new vocabulary in their dictionaries. Monitor and elicit explanations or examples of a word in a sentence, e.g. hope: want something good for the future *I hope you pass your exams next week.* to check understanding. Do not focus on pronunciation as this will be done in section B.

2 Use the example to demonstrate the activity. Write the sentence *I hope to go to university next year.* on the board. Ask students, in pairs, to look at the verbs in *Ideas*. Write *imagine?* on the board and ask students if it can be used in the sentence in place of *hope. (No, the sentence wouldn't make sense, and imagine is not followed by a to + infinitive structure.)* Ask students to look up *imagine* in their dictionaries to check.

Ask students to read items 2–6 and answer any questions. Students complete the activity. Remind them to think about meaning and grammar. Monitor and help as necessary.

2 plan, want 3 wants 4 refused 5 forget 6 tried

B Pronunciation stress in two-syllable verbs and nouns

3 11C.1 Go through the instructions and check students understand the activity. Write the first two words, *agree* and *become*, on the board. Ask *What kind of words are these? (Verbs.) How many syllables do they have? (Two.)* Tell students to read through the list of verbs. Play the audio for students to listen and identify the verb with a different stress pattern. Ask students to compare in pairs and play the audio a second time if necessary. Play the audio again, pausing after each word for students to repeat.

promise is different because the stress is on the first, not second syllable.

4 11C.2 Write *feelings* and *finger* on the board. Ask *What kind of words are these? (Nouns.) How many syllables do they have? (Two.)* Tell students to read through the list of nouns and check vocabulary as necessary. Play the audio, for students to listen and identify the noun with a different stress pattern. Ask students to compare in pairs and play the audio a second time if necessary. Play the audio again, pausing after each word for students to repeat.

exam is different because the stress is on the second, not first syllable.

5 Do the exercise together as a class. Point out that although the rules apply to *most* rather than *all* two-syllable verbs and nouns, it's a useful rule to know and follow if in doubt.

1 Most / second 2 Most / first

6 Students practise saying the words in pairs. Monitor and praise correct word stress.

C Read a personality test

In this section, students scan a text to identify where it would be found, before reading for inference and detail.

7 Remind students of the difficult decisions they thought about in the *Warmer*. Write the title of the personality test on the board and ask *What do you think it is about? (Making difficult decisions.)* Ask *What does the head represent? (Logic.) And the heart? (Feelings.)*

Go through question 1 and check students understand options a–c. Direct students quickly to *Personality Test* on **>> p.110** to say the answer *(a)*. Read question 2. Tell students to look quickly at questions 1–6 only and to think about the topics to decide the age of people the quiz is for. In pairs, students exchange ideas. Monitor and help as necessary. Elicit answers around the class.

The answer could be b or c. The topics are: getting married, getting a job, finding somewhere to live, taking an exam, staying with others, socializing

8 Read the question and do item 1 together. Tell students to look quickly at question one and the options a–d to find the phrase. Ask students to look again at answer 1c, and discuss in pairs what they think a *white lie* is. Ask *Is a* white lie *a big lie or a small lie? (A small lie.) Why do people tell* white lies*? (To protect other people's feelings.)*. Students continue in pairs.

2 make a decision based on what you feel rather than think
3 to copy the answers from something or someone
4 change a decision (or make a different one)
5 hope something will happen

9 Tell students to do the personality test. Encourage them to look at phrases and words to help them guess meaning.

10 Direct students to the key on **>> p.131** and give them a minute to add up their scores and work out their result. In small groups, students say whether they agree or not.

D Grammar verb + infinitive (with *to*)

11 Write *Your friend/hope/become a singer* on the board and elicit the full sentence *Your friend hopes to become a singer.* Ask *How many verbs are in the sentence? (Two.) What are they?* Underline *hopes* and *to become.* Ask *What form is* hopes*? (Present simple.) and* to become*? (Infinitive.)* Show students that *plan to, decide to, would like to* follow this pattern.

Explain that students can find verb patterns in their dictionaries. Ask them to find examples of the pattern in *Personality Test* and to write a list. Put students in pairs to compare lists. Ask them to call out their answers and write them on the board.

try to prefer to want to pretend to refuse to agree to
ask to promise to start to

12 Go through the instructions and check students understand. Write item 1 on the board and point out that although the verb *wanted* is in the past tense, the infinitive form doesn't change. Highlight the position of *always*. Monitor and help as necessary. Put students in pairs to share their sentences and feedback on anything interesting they learnt about each other.

Extra plus

Give students paper to write their answers on. Collect the papers in and read them out. Can students identify who wrote what?

E Listen for general meaning

In this section, students listen to a short conversation for gist and detail.

13 Ask for three volunteers to read the example conversation. Ask students to guess the problem and make a note of suggestions on the board. Direct students to the *Problem page* on **>> p.131**. Ask them to look at the information in boxes 1–12 to find the problem *(Problem 4)*.

14 11C.3 Read through the instructions and tell students that this time they will listen to a short conversation with three people talking about a problem. Check students have their books open at *Problem page* on **>> p.131**. Play the audio and ask students to check in pairs *(Problem 8)*. Play the audio a second time if necessary.

15 Go through the instructions and read items 1–6 with the class. Play the audio, pausing to give students time to write their answers. Students compare answers in pairs. Play the audio a second time if necessary.

16 Direct students to audio script 11C.3 on **>> p.158** and play the audio again. Pause after each item for students to check answers.

Extra activity

In pairs, students choose a topic from *Personality Test* and write a conversation. They say their conversation in small groups for the class to identify the problem.

ABCDE Put it all together

17 Put students into small groups and direct them to *Problem page* on **>> p.131**. Go through the instructions and tell students to write notes about the advice they would give to somebody in each situation.

Ask for two volunteers to read the example conversation. Explain that each student states their problem and the others give advice. The person with the problem decides whose advice is best.

18 Ask each student in turn to use their notes to say their pieces of good advice. The class guesses the problems.

Student performance

Students should be able to make short statements.

Use this checklist for monitoring and feedback or to assess students' performance.

Accuracy	Do students say phrases for giving advice accurately? exercise 16
Vocabulary	Do students use two or three different phrases for giving advice? exercise 16
Pronunciation	Do students sometimes use word stress correctly? exercise 8

I can **give my ideas.**

Students tick *on my own* if they have read their suggestions and the group guesses the problem. They tick *with some help* if they need to repeat one or two suggestions.

Early finishers

In pairs, students write another *Personality Test* question for another pair to discuss.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to say how something was done

1D

Orientation

Context

In this lesson, students will focus on using the passive to talk about experiences.

The two film posters are from *The Sea Inside*, a Spanish film *(Mar Adentro)*, which tells the true story of a man who was disabled after a serious accident. The posters show the main character at the ages of 25 and 55.

The magazine article *The Power of Make-up* explains the various ways the make-up artist worked on the actor's face for five hours each day to transform his appearance.

Language

Focus grammar	past passive: *was changed, were added* past participles: *cut, given, invited, made, met, served, shown, taken, told, woken up, written*, etc..
Focus words	the face: *cheek, chin, ear, eyebrows, eyelashes, forehead, lips, make-up, neck, nose, skin*
Recognition vocabulary	*an extra (in a film), bags (under eyes), contact lenses, disabled, nonsense, outfit, pretending, shaved, spots, veins*
Recycled language	grammar: *Have you ever ...?*

Language note

The stress in *forehead* is on the first syllable.

End product

In *Put it all together*, students talk about a real or imaginary experience using their notes. They are given ideas and cues to help them with content and can use dictionaries at the preparation stage.

Warmer

Write the name of a well-known film star or famous person on the board and tell students to imagine he/she came to visit your town for a couple of days last week. Ask *What happened to him/her?* and give one or two examples to show what you mean. *He/She was taken to a hotel, given a map of the town, taken to an expensive restaurant.* Put students into small groups and set a short time limit for them to brainstorm ideas. Ask for suggestions and rephrase students' ideas, using the past passive where appropriate. Do not overcorrect for accuracy at this stage, but help students get their ideas across.

Write *How to say how something was done* on the board.

A Vocabulary the face

1 Give students two minutes to list words for parts of the face. Draw a simple picture of a face on the board. Point to different parts and elicit names or nominate students to label a part.

2 Direct students to *The face* on >> p.112. Read the instructions and the example. Students work individually and compare in pairs before you go over answers as a class. Say the words for students to repeat and monitor for pronunciation.

1 nose 2 cheek 3 ear 4 skin 5 forehead 6 eyebrows
7 lips 8 eyelashes 9 chin 10 neck

Extra help

Students point to parts of the faces in *The Power of Make-up* and test each other. Monitor and correct any pronunciation errors.

B Read and understand detail

In this section, students scan an article for specific information and detail.

3 Direct students to *The Power of Make-up* and ask them to read the introduction. Point to the pictures and ask *Who are these two people? (The same people; the younger looking one is the actor, Javier Bardem, and the older man is Ramón Sampedro, the character he plays in the film The Sea Inside.)*

Go through the instructions and do the first item as a class. Tell students to read the text quickly and to find information about Javier Bardem. Ask for volunteers to tell the class anything they found out about him. Students continue individually and compare in pairs before you go over answers as a class.

Javier Bardem: a Spanish actor, worked long days, plays Ramón Sampedro
Ramón Sampedro: had accident at 25, disabled, is 55 in the film
Jo Allen: British, make-up artist, worked on *Gladiators* and *The Others*
Alejandro Amenábar: director of film

4 Ask students to read questions 1–3 and check they understand the activity. Students work individually and compare answers in pairs. Monitor and help with vocabulary as necessary. Nominate students to give answers. As you go over answers, check to see how well students are using the language of the lesson, the passive. Do not correct for accuracy at this stage.

1 five hours 2 a hair – shaved off b eyebrows – removed c eyelashes – cut d nose – shape was changed e eyes – contact lenses put in, bags added f skin – veins and spots painted 3 12.30

5 Tell students to read the text again. Monitor and help with vocabulary questions as necessary. Ask students to decide if they would like to see the film. Ask around the class and help students explain their reasons.

C Grammar past simple passive

6 Introduce students to the use of the passive. Go through the instructions and do the first item together as a class. Read the question and options a–c before giving students time to look at the text again and decide on an answer in pairs. Tell students the answer *(c)* and check they understand why *(Jo Allen was the make-up artist)*. Monitor and help as students match questions 2 and 3 to the answers. Go over the answers as a class.

2 b (the article isn't about photos or who took them) 3 a

7 Introduce students to the form of the passive. Write the sentence *Bardem's hair was shaved.* on the board and go through items 1–3 as a class.

1 The person who did the action isn't important, you don't know who did the action, you can put the topic in the subject position of the sentence.
2 *was* = singular noun in subject position, *were* = plural noun in subject position
3 past participle (*done*)

8 Write *subject + be + past participle* on the board and tell students to underline examples of the past passive in the text. Put students in pairs before asking for examples around the class. Monitor for accuracy when students give examples.

Extra help

Transformation drill. Say the following prompts about the make-up for students to change into passive sentences, e.g. ***T*** *She shaved his hair.* ***SS*** *His hair was shaved.*

She removed his eyebrows. She cut his eyebrows. She changed the shape of his nose. She added bags under his eyes. She painted spots on his skin.

9 Go through the instructions and the example to demonstrate the activity. Ask students to read items 2–6 and check any vocabulary. Put students in pairs to make the sentences. Ask for volunteers to say the sentences.

Extra plus

Ask for volunteers to say all the sentences so they are run together to form a continuous explanation.

10 Ask students if they have seen *The Lord of the Rings*. Elicit or give two or three facts about it and write them on the board, e.g. *it was very long, it was filmed in New Zealand.*

Ask students to read the text quickly to see if the information on the board is in the text.

Go through the instructions and the example as a class. Ask students why the passive tense is correct here *(because the text is about the film, not the writer)*. Monitor and help as students continue individually. Students check answers in pairs. Nominate different students to give the answers.

2 was made 3 were made 4 took 5 won 6 was filmed 7 visited

D Listen for detail in a conversation

In this section, students listen to a conversation for gist and specific information.

11 11D.1 Read the information and questions to the class. Ask students how they are going to listen, for the general idea or for detailed information *(for the general idea)*. Play the audio and ask for answers and a couple of examples of what Ben says and Kath does. Do not play the audio a second time or go into detail at this stage.

1 No. Ben says he wouldn't do it again. 2 Yes. Kath responds by asking questions for more information.

12 Go through the instructions and question 1 to check students understand the activity. Play the audio, pausing briefly for students to make notes. Ask students to compare their notes and play the audio a second time if necessary.

Remind students to write the answers in complete sentences. Monitor and check for accuracy. Direct them to audio script 11D.1 on >> **p.158** or play the audio again to check their answers. Go over answers as a class and remind students that they can find a list of past participles on >> **p.148**.

2 We were given a hostel to sleep in.
3 We were woken up at five every morning.
4 We were given an uncomfortable outfit to wear.
5 We were given an hour for lunch.
6 We were given sandwiches to eat.
7 We were told to talk to each other.

Extra plus

Students look again at exercise 11, question 2. In pairs, they list from memory anything about the conversation which suggested Kath showed she was interested in his story *(her intonation in responses and questions)*. Ask students to think about Kath's questions and write notes on the board. Play the audio again for students to listen and check. Direct students to audio script 11D.1 on >> **p.158** to read again. In pairs, students practise having the conversation.

ABCD Put it all together

13 Go through the instructions and answer any questions. Give students time to think about an event, real or imaginary. Tell students to make notes and to use their dictionaries and the list of past participles on >> **p.148** to help. Give students time to practise saying their stories.

14 Go through the instructions and read the example introduction. Put students in pairs to describe their experience to their partner. Tell the listeners to show their partner they are listening by saying 'ehm' at different points in the description. At the end, ask students to tell the class interesting facts about their partner's experiences.

Student performance

Students should be able to provide details of an event.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students give sufficient detail about the story? exercise 10
Accuracy	Do student mostly use *was* and *were* accurately? exercise 10 Do students mostly use the past participle after *was* and *were?* exercise 10

I can **say how something was done.**

Students tick *on my own* if they have told their story occasionally using their notes. They tick *with some help* if they have looked at their notes all the time.

Early finishers

Students retell their partner's story in small groups. Groups guess if the stories where real or imaginary.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will work in pairs and write a short letter of complaint.

New language	words: *complaint, drug, prescription* phrases: *I hope to hear from you soon, I wish to complain, this is not good enough* discourse: *however, clearly, finally*
Recycled language	words: *flu, medicine, pharmacy, sore throat,* etc. grammar: *past passive*
Recognition language	*pregnant, registered*

End product

In *Put it all together,* students write a paragraph to explain a series of events which lead to a problem situation. The writing is based on a model in exercise 3.

Warmer

Tell students you bought a new TV yesterday, but it doesn't work. What should you do? Elicit the words *complain* and *make a complaint.* Ask students what people typically complain about in their country, and how they complain, e.g. talk about a problem to a friend, make a polite complaint, write a formal letter of complaint. Write *How to write a complaint* on the board.

A Read a message of complaint

In this section, students read an email complaint form to follow a sequence of events and for detail.

1 Go through items 1–4 and check vocabulary. Put students in pairs and monitor and help them express their ideas. Ask students to report back on whether they had the same ideas and experiences as their partner. Ask *What would you expect to happen to solve the problem?*

2 Ask students what they remember about Mr Harker and Dr Stone and elicit the main facts. Tell students that they will read a letter of complaint from Phillip, and the sentences give information on the events before he wrote the letter. Go through the sentences and check vocabulary before students put the events in order. Do not check answers at this stage.

3 Direct students to the text. *Ask Where did Phillip find the complaint form? (On the Internet.)* Go through the instructions. Ask students to read and compare it with the order of their sentences in exercise 2. Go over answers as a class. Ask *Is Mr Harker happy? (No.)*

2 I was given an appointment
3 I went to the health centre.
4 I was seen by the doctor.
5 The doctor gave me a prescription.
6 I took the prescription to the pharmacy.

4 Ask students to read Mr. Harker's complaint form again and to underline the four complaints. Nominate four students to say one complaint each and ask if they think he was right to complain about them. Point out the phrase Phillip uses to complain, e.g. *I wish to make a complaint.* and that Phillip ends his letter with a resolution to the problem.

1 He was told the wrong day.
2 His appointment was two hours late.
3 Dr Stone didn't listen to him.
4 He was given a prescription for a pregnancy test.

B Use sentence adverbs

5 Draw a simple picture of a signpost on the board and, teach the word *signpost.* Explain that some words act as 'signposts', directing or helping the reader through the text. Go through the instructions and do the activity as a class. Point out that *however* and *finally* are used to show how one idea is connected to another, and *clearly* shows the writer's attitude to the facts.

1 Clearly 2 However 3 Finally

6 Students read items 1–3. Check any vocabulary. Students work individually and compare in pairs before you go over answers as a class. Show how sentence adverbs, like signposts, are placed before the information, at the start of a sentence.

1 However 2 Finally 3 Clearly

C Practise making complaints

7 Ask for a volunteer to read the example dialogue with you. In pairs, students have the conversations. Monitor and help as necessary and check they swap roles. Encourage students to be creative. Ask for volunteers to perform some of their dialogues to the class.

8 Go through the instructions and example to check students understand the activity. Monitor and help as necessary.

ABC Put it all together

9 Go through the instructions with the class. Give students time to think about and make notes on the events which happened before the problem. Put students into different pairs and encourage them to tell their stories from their notes.

10 Check students understand that they are writing the message together. Remind them to give a solution to the problem.

11 Put two pairs of students together to swap messages. Tell them to write a question mark where they would like more information. They return the message and explain their comments. Ask for volunteers to tell the class about any strange or interesting situations.

Student performance

Students should be able to write a complaint message, describing events leading to a problem.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Have students described the situation in sufficient detail?
Organization	Have students described the events in chronological order?
Coherence	Have students used sentence adverbs appropriately?

I can **write a complaint.**

Students tick *on my own* if they have explained the situation clearly. They tick *with some help* if they need to add one or two extra pieces of information to clarify the situation.

Early finishers

Students rewrite the message and make changes suggested by the other pair. They check for capital letters and punctuation, and give their writing to their original partner to read and check.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember who

Copy sentences 1–10 below on the board. In small groups, students write down who said or did them. They check answers by looking back through the unit and audio scripts.

1 Say 'Aaah!'. 2 You should just refuse to get in the car. 3 She was the make-up artist for The Sea Inside. 4 Yes, Mr Harker. What's the matter? 5 He played the part of a man who was disabled. 6 I don't think you're listening to me. 7 You could pretend you've lost your car keys. 8 Yes, Flupast. Take two every four hours. 9 He was in a film with Gwyneth Paltrow. 10 I've got a sore throat and I'm aching all over.

1 Doctor Stone 2 Mark 3 Jo Allen 4 Doctor Stone 5 Javier Bardem 6 Mr Harker 7 Deb 8 Agnes 9 Ben 10 Brad

A Grammar

1 Action or state verbs 11B exercises 5–8

Warm-up: Write *The Mona Lisa* on the board. Put students in small groups to write some notes about the picture from memory. Set a two-minute time limit and brainstorm answers as a class. Students look at >> **p.108** to check.

Set-up: Go through the example and point out that the verbs are given in the infinitive.

2 's wearing 3 doesn't seem 4 isn't smiling 5 's listening 6 is saying 7 doesn't like 8 seems

Follow-up: In pairs, students choose a picture of a person from unit 11 and write five sentences. They swap with another pair and find the picture.

2 Verb + infinitive 11C exercise 11

Warm-up: Write *decide, agree, forget, promise, try, refuse* on the board. In small groups, students choose three and write a sentence in the past tense for each one. Go through the verbs and students' sentences. The class decides if the sentences are correct.

Set-up: Go through the example and point out that the verb in the second sentence becomes the main verb in the first.

2 to marry 3 to take 4 to help 5 to call 6 to lend

Follow-up: In pairs, students write two problems and give them to another pair. They choose one problem and write a conversation similar to audio script 11.C3 on >> **p.158**. Pairs read their conversations and decide which piece of advice is best.

3 Past passive 11D exercise 7

Warm-up: Ask questions about *The Sea Inside*, e.g. *Who directed it? What is it about? How long did the make-up take?*

Set-up: Go through the example and check students understand. Explain that they must start the sentence with the same subject. Do the second item as a class if necessary.

2 The money was taken by a robber.
3 The robbers were caught by the police.
4 The car was driven by a young woman.
5 The robbery wasn't seen by the neighbours.
6 The patients were checked by a doctor.
7 The photographs weren't taken by a professional.
8 The message wasn't written by an adult.

Follow-up: In pairs, students choose and write five verbs in the infinitive from passive sentences in *The Power of Make-up*. They swap verbs and write a sentence for each one. Pairs read their sentences to each other and decide if they are correct or not.

4 Past passive 11D exercise 10

Warm-up: Students imagine they are a famous film star. Ask how they were treated at an awards ceremony.

Set-up: Go through the example with the class, pointing out that they need to add several words to complete each sentence.

2 I was met at the airport. 3 I was put in a five-star hotel. 4 I was given the best room. 5 I was served breakfast in bed. 6 I was driven everywhere in a fantastic car. 7 I was taken to the airport.

Follow-up: Students look back at lesson 11D. They write three jumbled word order sentences and swap with a partner.

B Vocabulary

5 Parts of the body and symptoms 11A exercises 7, 8

Warm-up: Write *The face* on the board. Set a short time limit for students to write words they can remember. Direct them to *The face* on >> **p.112** to check.

Set-up: Explain that the words and phrases are written horizontally, vertically and diagonally.

symptoms: sweat, feel sick, backache, sore throat, blood, cough, flu
parts of the body: back, forehead, shoulder, muscle, chin, skin, beard, cheek, lip, throat, neck

Follow-up: Books closed. Students prepare six anagrams of *The face* words for a partner.

6 Discussing illness 11A exercise 11

Warm-up: Write these words on the board: *is, how's, any, back, better, your, it, ache, getting, ?, ?* Students make two questions Doctor Stone asked Philip Harker. They check on >> **p.106**, frame 5.

Set-up: Ask students to read the conversation and decide if speaker A is sympathetic or not.

2 matter 3 feel 4 aching 5 taken 6 pills 7 hope 8 How 9 better

Follow-up: In pairs, students choose two frames from *Doctor Stone* on >> **p.106**, and rewrite them for a more sympathetic doctor. Pairs swap conversations and decide if they are sympathetic enough.

7 Action and state verbs 11C exercise 12

Warm-up: Write *What are you planning to do next year?* on the board. Ask around the class.

Set-up: Go through the example and check students understand that they need to think about the meaning of the verbs.

2 planning 3 decided 4 pretended 5 promised

Follow-up: In pairs, students prepare a new exercise. They write three sentences, with two verbs and swap with another pair.

8 Sentence adverbs 11E exercises 5, 6

Warm-up: Ask students what Philip Harker wrote in his complaint form. Write some notes on the board and direct students to >> **p.114** to check.

Set-up: Ask students to read the sentences. Check vocabulary.

1 Clearly 2 However, 3 Finally

Follow-up: Students write a sentence to describe a situation. They read their sentence to a partner, and choose one of the words for the partner to use to continue the situation.

Early finishers

Students find ten words connected with health that they want to remember. They write a sentence with each one.

How to ask people to do things

12A

Orientation

Context

In this lesson, students will practise making polite requests.

The pictures in *Mixed Messages* show two people, e.g. two colleagues, a policeman and a woman in the street, a doctor and a patient, being asked to do something. The texts in the speech bubbles do not match the situations in the pictures.

Culture note

The word *sorry* is used increasingly as a politeness marker in English as well as an apology. Placed just before a polite request and pronounced with a fall-rise intonation, it serves the dual purpose of attracting the hearer's attention and signalling that some imposition is about to be made. When making requests or asking for permission, English speakers tend to use longer phrases to show more respect or politeness to the hearer.

Language

Focus grammar	verbs followed by gerunds: *enjoy, go, hate, like, love, mind* verbs followed by infinitives: *agree, decide, refuse, need, plan, promise, want, would like*
Focus phrases	polite requests: *Could you ... please?, Excuse me ..., Sorry ... would you mind ...?*
Recognition vocabulary	words: *area, research* phrases: *give me a hand, I'm afraid, in a hurry*
Recycled language	imperatives: *Stop right there!*

End product

In *Put it all together,* students take turns to role play someone who makes a lot of requests. The conversation is based on audio script 12A.2 on >> **p.159**. Students have rehearsed the conversation.

Preparation

Tell students to bring their dictionaries to the next lesson (12B).

Warmer

Write some of the following jobs on the board: *prison warder, ambulance driver, teacher, football referee, police officer, traffic warden, doctor.* Check vocabulary and ask students to list the jobs in order according to which job they think is the most important. Students compare lists in small groups. Now ask if they speak to these people in the same way as they speak to their friends or family. Ask for volunteers to report back and help students get their ideas across.

Write *How to ask people to do things* on the board.

A Read and match

In this section, students read polite requests for detail.

1 Direct students to *Mixed Messages* on >> **p.116**. In pairs or small groups, students decide what *Mixed Messages* means. Set a short time limit. Ask for suggestions and help students get their ideas across. Do not comment on whether or not suggestions are right at this point. Go through the instructions and picture a as an example. Students continue in pairs.

1 colleagues at work
2 woman to a policeman in the street
3 a student to a teacher in a classroom
4 doctor to a patient in a waiting room
5 a fan to a celebrity in the street/outside
6 a charity worker to a passer-by in the street
7 a policeman to a *hoody* in the street
8 doorman or butler to customers/guests in a hotel
9 a prison warder to a prisoner in a prison
10 a sergeant major to a recruit on parade

2 Direct students to the first picture and the speech bubble. Ask if anyone in the picture said this *(no)* and ask how they know. Students continue the matching activity in pairs or small groups. Monitor and help as necessary but do not give answers at this stage. Ask again about the title. Elicit or explain that it means that people are saying things which don't make sense in the context.

3 12A.1 Play the audio while students listen and check answers. Direct them to the speech bubbles and check they understand that each sentence is a request. Play the audio a second time, pausing after each item for students to repeat. Monitor and check students are using similar intonation patterns.

2 e 3 a 4 j 5 b 6 f 7 h 8 i 9 g 10 d

4 Go through the instructions and do the activity as a class. Read each item and ask *Which picture?* Give answers as you go along, highlighting important words and phrases.

1 picture 6 (in a hurry = no time to stop, research = from answers to questions) 2 picture 2 (straight ahead, opposite) 3 picture 3 (click, icon = computer words) 4 picture 1 (where, take them)

B Vocabulary polite requests

5 Write *Excuse me, could you tell me how to get to the station?* and *Stop right there!* on the board. Ask *Which one is polite? Why? (Excuse me, ... in polite phrases; the imperative is an order.)* Direct students to look at the picture which matches *Stop right there!* and ask why the speaker isn't being polite *(the speaker is a policeman).* Students continue the activity in pairs. Monitor and help as necessary, joining in when you can. Check answers.

d, g, h – the speakers who use these expressions (the sergeant major, policeman, prison warder) aren't being polite because they are speaking to subordinates.

6 Point to the polite request on the board and do the example. Ask students to read items 2–5 and check vocabulary. Students continue individually or in pairs. Check answers.

2 False 3 False 4 True 5 True

7 Go through the instructions and example as a class. Monitor and help as students continue individually. Students check answers in pairs. Nominate students to give answers.

2 Could you wait here for a moment? 3 Would you like to take a seat? 4 Excuse me, would you mind switching your mobile phone off/switching off your mobile phone?

8 Go through the instructions and direct students to the situations on >> p.135. Ask them to read each card and check vocabulary. Tell students to use the phrases from exercise 7. Do one or two examples as a class to demonstrate. Put students in pairs and monitor and help as necessary. Give positive feedback when students sound polite. Ask for volunteers to have their conversations for the class and accept all reasonable attempts.

Suggested answers

1 A Could you lend me your pen?
B I'm sorry, I haven't got one.
2 A I'm sorry. I've lost my money. Could you lend me my bus fare to get home?
B Yes, of course. Here you are.
3 A Excuse me. Could you open the window please?
B I'm sorry. It won't open.
4 A Excuse me. Would you mind taking a photo of me?
B Yes. Of course.
5 A I'm sorry, I'm late for my plane. Could I check in next?
B Yes, of course.

Extra help

Open pairwork. Students practise using and responding to polite phrases. Example cues: *Ildiko, you want to use Jorge's dictionary. Jorge, say yes. Ana, you want Tomas to open the door. Tomas, say no.* etc.

C Grammar gerund or infinitive

9 Go through the instructions and the first item as a class. Students continue individually and compare in pairs. Check answers.

1 b 2 d 3 c 4 a

10 Go through items 1–4 in exercise 9 as a class. Draw two columns on the board, *request* and *response*. Elicit the sentences for each column.

1 response 2 request 3 request 4 response

11 Direct students to the sentence on the board and underline the verbs *like* and *mind*. Ask *What kind of word follows* mind? *(to + ...ing or gerund) And* like? *(to + infinitive).* Direct students to the grammar box and go through the information. Give students one minute to study the verbs. Ask students to read the paragraph, ignoring the blanks. Ask *How was the dinner? (Burnt – people arrived late.)* Do the first item as a class and tell students to cover the grammar box and do the exercise from memory. Students compare answers in pairs before you check answers as a class.

1 cooking 2 to invite 3 to study 4 to come 5 to come
6 to arrive 7 to serve 8 to have 9 waiting 10 eating

Language note

Verbs which are followed by the gerund are often verbs connected with feelings about the present or past (e.g. *enjoy, hate, mind*) while verbs which are followed by the infinitive are often connected more with the future (e.g. *promise, want, hope*).

D Predict before you listen

In this section, students predict the content of a comedy sketch before listening for detail.

12 Go through the instructions and the example. Set a two-minute time limit for students, in pairs, to write a list of ideas. Monitor and check for correct use of the gerund and infinitive. Ask around the class for ideas and write the key words on the board.

13 12A.2 Read the instructions and ask students to make a note of key words in any requests they hear. Play the audio and ask students to compare in pairs. Play the audio a second time if necessary. Elicit answers around the class.

The man asks her to move her bag, change seats, let him pass to go to the toilet, borrow the newspaper, close the window, lend him her coat.

14 Go through the instructions and check vocabulary. Play the audio again and put students in pairs to compare answers. Ask volunteers for answers and see if the class agrees.

1 a, c 2 Students' own answers.

Extra help

Play the audio one more time, pausing it after each request and response for students to repeat.

15 Put students in pairs to practise reading out the conversation from audio script 12A.2 on >> p.159. Monitor and give positive feedback for polite-sounding requests. Check students swap roles. Ask for volunteers to read the conversation to the class.

ABCD Put it all together

16 Go through the instructions and check understanding. Elicit a few examples for each pair and put some key words on the board. In pairs, students practise the conversation. Check students swap roles.

17 Students act their conversations in small groups. Students then swap roles and repeat the conversations. This time, the group decides who sounds the most polite.

Student performance

Students should be able to make polite requests.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students make four or five different requests? exercise 15
Politeness	Do students use polite expressions? exercise 15
Fluency	Do students say *Would you mind ...?* without a lot of hesitation? exercise 15

I can **ask people to do things.**

Students tick *on my own* if they can have the conversations without looking at their notes. They tick *with some help* if they sometimes look at their notes or the board for ideas.

Early finishers

Students prepare a second conversation and repeat exercise 17.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to describe a festival

12B

Orientation

Context

In this lesson, students will practise describing festivals and celebrations.

Party planet shows festivals from around the world. They are all public celebrations of local natural features, e.g. ice or elephants, apart from the Imilchil Wedding Festival. They include traditional activities such as dancing, music, singing, etc. which everyone can join in. There is one false festival, the Newfoundland Fog Festival.

Culture note

Festivals are special days or periods of time, when people take time off work and celebrate a special event, often religious. They differ across cultures.

Language

Focus grammar	indefinite pronouns/adverbs: *someone, anyone, everyone, no one*, etc.
Focus words	festivals: *carnival, ceremony, costume, exotic, folk, procession, traditional*, etc. other: *competition, enormous, popular, statue, tribe, tropical*, etc.
Recognition vocabulary	*camel, covered, drum, fight, playground, race, watermelon*, etc.
Recycled language	present simple; *if ...*
Pronunciation	stress in words ending *-ion: information, procession, tradition*, etc. 12B.1
Discourse	sequencing events: *and, then, after that*

Language note

Almost all words ending in *–ion* are spelt *–tion* at the end. There are some exceptions, including *procession, possession* and *obsession*. The pronunciation is exactly the same though, with *–ssion* pronounced as /ʃn/.

End product

In *Put it all together*, students use their notes to give a short description of a real or invented festival.

Preparation

Take dictionaries to class in case students have forgotten to bring theirs.

Collect photos of local festivals, or festivals around the world for *Put it all together*.

Warmer

Ask students to look at *Party planet* on >> p.118 and say what the photos show *(festivals)*. Put students into pairs or small groups to choose two events and to describe what they can see in the photos. Ask for volunteers to choose a photo and describe it, without saying which one it is. The class listens and identifies the photo. Write key vocabulary on the board and check students understand at the end.

Write *How to describe a festival* on the board.

A Read and identify

In this section, students practise reading short descriptions of events for gist and detail.

1 Go through the instructions and do one or two examples together as a class. Check students understand that they should only look at the photos for this activity. Point out that there might be more than one answer for some of the words. Students continue individually and compare in pairs. Nominate students to give answers and see if the class agrees.

2 Go through the instructions and ask students how they are going to read the texts, quickly or word for word *(quickly)*. Ask for volunteers to give answers and say which key words helped.

The Newfoundland Fog Festival is false. Photos not mentioned in the text: c, d, f, g, h, i

3 Give students a couple of minutes to choose one festival they would like to go to. Tell them to underline key words in the text. Put students in pairs to talk about the festivals and help with pronunciation as necessary. Ask volunteers to tell the class, and see which festival is the most and least popular.

B Pronunciation stress in words ending *–ion*

4 Direct students' attention to the spelling of the final syllable of the words in the box. Say each of the words and show how it corresponds to the pattern in the top row of the box. Do the first word as an example with the class and ask students to continue individually. Do not go over answers at this stage.

5 12B.1 Play the audio for students to check answers. Play it a second time for students to repeat. Monitor and check students are pronouncing *–ion* as /ʃn/. Give extra practice as necessary.

Oo action oOo procession ooOo competition
oooOo congratulations

6 Put students in pairs to decide whether the rules are true or false, then check as a class.

1 True 2 False. The stress is on the penultimate syllable.

Extra activity

Ask students to look back over this unit so far and unit 11 to find more examples of words ending in *–ion*. Write suggestions on the board and monitor for pronunciation.

celebration, conversation, pronunciation, prescription, description, suggestion, option

C Grammar indefinite pronouns / adverbs

7 Do the activity as a class. Write *someone, something,* and *somewhere* on the board. Circle *someone* and *something* and label them *indefinite pronouns*. Underline *somewhere,* and label it *indefinite adverb*. Direct students to the icons at the top of each column and elicit the words to complete the grammar box.

people: everyone **things:** something, anything
places: anywhere, everywhere, nowhere

8 Ask students to read *Party planet* again and underline all the examples of indefinite pronouns and adverbs. To check answers, get students to call out the sentences in the order they appear in the text, or ask them to read out sentences in groups, e.g. indefinite pronouns with *some, every, no* and indefinite adverbs.

9 Go through this question with the class. Use the examples *Everybody gets together for a day of fun.* (Newfoundland Fog Festival) and *Nobody stops dancing.* (Goroka Show) to highlight that the verb is always in the third person singular.

10 Go through the instructions and ask students to do the exercise individually. Go over answers with the class, pointing out that *anything* is used with a negative verb form and *nothing* is used with a positive verb form to express negation.

2 a 3 b 4 d 5 c 6 e

Extra help

Transformation drill. Do the following drill for students to repeat the sentences with indefinite pronouns.
T *I didn't drink anything.* ***SS*** *I drank nothing.* ***T*** *I drank nothing.* ***SS*** *I didn't drink anything.* ***T*** *I didn't see anyone.* ***SS*** *I saw no one.* ***T*** *I saw no one.* ***SS*** *I didn't see anyone.* ***T*** *I didn't go anywhere.* ***SS*** *I went nowhere.* ***T*** *I went nowhere.* ***SS*** *I didn't go anywhere.*

11 Ask students to read items 1–7 and check vocabulary. Do the example as a class. Students work individually then compare answers in pairs before checking with the whole class.

2 Nobody 3 anything 4 Everything 5 anything
6 something 7 anywhere

D Predict before you listen

In this section, students make predictions about content before listening to a conversation for gist and detail.

12 Refer students to the picture page again to discuss the photos not described in the reading texts. Students do the activity individually. Put students into pairs to compare. At the feedback stage, collate suggestions on the board. Encourage students to ask each other if they don't know the meaning of a word.

13 12B.2 Go through the instructions and play the audio for students to listen for gist to identify the three festivals in the conversation. Let students compare answers in pairs then check with the whole class. Play the audio a second time for students to tick the words on their original list and compare with a partner. Go through the collated word list on the board to check. Remind students of the importance of predicting information and vocabulary before listening as a strategy.

1 h Holi festival, India 2 i Camel fight, Turkey 3 d Inca ceremony, Peru

14 Go through the instructions and check vocabulary. Ask students to make notes and play the audio again. Students compare in pairs. Check answers as a class or direct students to audio script 12B.2 on >> p.159.

Suggested answers
1 balloons full of water, coloured water, messy, in face and hair
2 camel runs into the crowd, people try to escape
3 Inca kills animal, takes out heart, but doesn't kill animal today, acting

Extra help

Go through audio script 12B.2 on >> p.159, pointing out short turns, the listener's response (minimal but sufficient to demonstrate being an active and interested listener), the simple joining of phrases with *and,* and the use of the present simple.

15 Put students in pairs to make notes about a festival. Tell students to decide who describes and who asks about a festival. Monitor and give positive feedback when students show they are interested listeners.

Extra plus

For a follow-on discussion to round off the section, ask *Which of the three festivals sounds the most dangerous? The most fun? The most spectacular?*

ABCD Put it all together

16 Put students into pairs and distribute any pictures of festivals you have to students who are having difficulty with ideas. Remind them to use their dictionaries. Give students time to practise in pairs.

17 Put students into small groups, checking that pairs who have worked together in exercise 16 are in different groups. Ask the group to decide on the best festival and report back to the class.

Student performance

Students should be able to give a short presentation describing an event.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students give enough information? exercise 15
Interaction	Do students show they are being an active listener? exercise 15
Pronunciation	Do students try to place word stress correctly? exercise 5

I can **describe a festival.**

Students tick *on my own* if they can talk about the five aspects of a festival using their notes to help. They tick *with some help* if they read some of the information from their notes.

Early finishers

In groups, students choose a festival from exercise 16 that they wouldn't like to go to. They tell the others and explain why.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to accept and refuse invitations

12C

Orientation

Context

In this lesson, students will focus on talking about future plans in order to accept and refuse invitations.

A date with Des, is a comedy sketch set in a fast food outlet. One of the employees, Des, asks another, Lucy, if she would like to go out with him. She politely refuses his offer, but we can see from her thought bubbles that she doesn't like him at all. Des then asks Cath to go out with him. Cath politely refuses at first, but we can see from her thoughts that she'll agree to go in the end.

Language

Focus grammar	future forms: *will, going to,* present continuous
Focus words	*arranged, ask out, date*
Focus phrases	*Do you fancy ...?, I'd love to, but ..., I'd rather ..., 'd prefer ..., Maybe some other time.,* etc.
Recognition vocabulary	*go out with someone, mud*
Recycled language	words: *days of the week, free-time activities, parts of the day* phrases: *How about ...?, I'd love to., Let's ...* grammar: *first conditional*
Pronunciation	*'yes'* or *'yes, but'* intonation

Language notes

Rather than using a negative phrase to indicate a polite 'no', English speakers often use a positive phrase such as *I'd love to* but use a fall-rise intonation to indicate that a negative response is to follow: positive words are used by the speaker and the negative message is inferred by the listener.

Unlike many other languages, English doesn't have a future tense. Present tenses, modal verbs and other structures are used to talk about future time.

End product

In *Put it all together,* students complete an imaginary diary in *Pairwork* on >> **p.131** and >> **p.135**. They work in pairs to find a time when they are both free to meet. The conversations are based on audio script 12C.4 on >> **p.159**. Students can look at a conversation frame on the board and the phrases in exercise 11 for help if necessary.

Warmer

Nominate a few students and jokingly pretend to invite them out, e.g. *Gianni, I'm going to a party tonight, would you like to come with me? Sara, I'm going swimming tomorrow, do you want to come? Anita, I'm going to the cinema on Saturday. Would you like to come?* Do not correct for accuracy at this stage. After a while, ask the class *Who accepted, or said 'yes' to, my invitation?* e.g. Gianni and Anita. *Who refused, or said 'no' to, my invitation?* e.g. Sara.

Write *How to accept and refuse invitations* on the board.

A Read a comedy sketch

In this section, students practise reading a dialogue for gist and detail.

1 Go through the activity and put students in pairs to answer the questions. Ask for volunteers to give answers and see if the class agrees.

1 A fast food restaurant 2 The people are young, in their early twenties. Lucy looks bored, Cath looks happy.

2 Direct students to the title *A Date with Des* and check understanding of *date.* Tell the students to look again at the pictures and ask *Who do you think is going to ask out who?* and *Do you find it is easy to say 'no' if someone you don't like asks you out?* Then say, *And if someone accepts the invitation and has a date, what's the verb? (To go out with someone.)*

Go through the instructions and items 1–3. Students answer the questions in pairs. Tell students to use dictionaries to help with vocabulary. Monitor and help them express their ideas as necessary. Go over answers as a class, checking they understand the answer and vocabulary for item 2. Write suggestions on the board for students to refer to again in exercise 3.

1 Cath 2 No, their thoughts are different to what they say. 3 Students' own answers.

3 12C.1 Remind students that *A Date with Des* is a comedy sketch. Put students in pairs to guess where an audience would laugh, then play the audio for students to listen and check. Direct students to audio script 12C.1 on >> **p.159** to check their answers. Play the audio a second time, pausing after the laughter, and ask students why. Do not correct for accuracy at this stage, but encourage students to think about meaning.

Extra help

Ask for volunteers to read the dialogue and the class to provide the canned laughter.

Extra plus

Put students in groups of three to practise reading *A Date with Des,* replacing what Lucy thinks and says with ideas on the board from the previous exercise.

B Grammar future forms

4 Direct students to the grammar box and revise future forms. Students read the information in the first column. Check they understand the difference between a plan and an arrangement. Go through the activity together with the class.

will: I'll wait. (deciding) I'll think about it. (promise)
going to: see
present continuous: friends, tonight

5 Go through the instructions and ask students to read items 1–6. Check any vocabulary. Go through the example as a class, before students continue individually. Monitor and help if necessary before putting students in pairs to compare. Nominate students to give answers.

2 going to (plan) 3 I'll have (decision) 4 I'll (promise) 5 We're going (arrangement) 6 I'm going to (plan)

Extra help

Before students do exercise 5, draw three columns on the board labelled *A deciding, offering and promising, B plans* and *C arrangements*. Go through items 1–6 with the class and ask *A, B, or C?* Write the numbers in the appropriate column.

6 Go through the instructions and example with the class. Nominate students to answer the first question and ask the class *Plan, arrangement, or decision?* Ask students to read items 2–4 and check any vocabulary problems. Put students in pairs to continue the activity. Monitor and make a note of any problems to go over at the end. Ask for volunteers to report any interesting, surprising, or funny answers to the class.

C Listen and follow a conversation

In this section, students listen to a conversation for detail.

7 Direct students to the conversation maze and go through the instructions. Ask students to follow the example route and say if the invitation is accepted or rejected *(rejected)*. Point out how the turns are very short, generally restricted to two pieces of information.

Divide the class into A/Bs to read the conversation and ask for volunteers to read the example conversation to the class. Put students in pairs to find other ways through the maze. Monitor and help as necessary. Use the numbers and put suggestions on the board. Do not say if they are correct or not at this stage.

8 12C.2 Play the audio for students to listen and mark the route of the two conversations on the maze. Put students in pairs to check before going over answers with the class. Play the audio a second time, pausing after each turn to check understanding and for students to repeat. Monitor and check students are copying the intonation pattern.

Conversation 1: 1 – 5 – 6 – 7 – 11 Conversation 2: 4 – 5 – 9 – 13 – 14

Language note

Remind students that it's polite to give a reason when refusing an invitation *(I'm busy, I have to ...)*. Also point out the use of *Well, ...* and *actually* to soften a refusal.

9 Put students into pairs and ask them to work out two or three new conversations. Monitor and help as necessary, checking students understand the function of the turns. Give students time to practise their conversations and ask for volunteers to act them out for the class to follow.

Extra help

Before students do exercise 9, go through the sentences in the maze according to function and write them on the board (invitations and conversation openers: 1, 2, 4, 6, 9, 12; showing interest/accepting: 5, 8, 13; refusing: 2, 7, 10; closing the conversation; 11, 14).

D Pronunciation *'yes'* or *'yes, but'* intonation

10 12C.3 Write *accept an invitation* and *refuse an invitation* on the board. Ask students to decide which face goes with which situation. Play the audio a few times for students to listen and repeat the two models. Use a hand gesture to point out how the words are designed on the page to show how the voice moves up in the middle when accepting, and down in the middle when refusing.

11 12C.4 Go through the instructions and do the first item as a class to check students understand the activity. Ask students to read through item one and options a and b. Say *refuse?* and elicit that option b is a refusal. Tell students to listen to the intonation pattern in the first part of the sentence and to decide if the speaker is accepting or rejecting the invitation. Play the audio and pause. Ask students to read the options again and elicit the answer *(b)*.

Continue with the activity. Ask students to read items 2–4 and check any vocabulary. Play the audio for each item and pause so students can read the two possible endings. Do not give answers at this stage.

12 12C.5 Play the audio for students to listen and check answers. Play it a second time, pausing after each item for students to repeat. Monitor for intonation, giving extra practice as necessary.

1 b 2 a 3 a 4 b

Extra activity

In pairs or small groups, students choose from items 1–4 and say the first clause. Others guess if the continuation is accepting or refusing.

ABCD Put it all together

13 Put students into A/B pairs and direct them to the appropriate *Pairwork*. Explain that they have already made some arrangements for the following week and these are written in the diary. Students read the entries and check vocabulary.

Direct students to the instructions and the example conversation beneath the diary. Ask for two volunteers to say the conversation. Tell students to continue the activity and to look at exercise 7 for help if necessary.

Student performance

Students should be able to exchange information to reach an agreement.

Use this checklist for monitoring and feedback or to assess students' performance.

Interaction	Do students give short answers? exercise 9
Fluency	Do students use some expressions without a lot of hesitation? exercise 9
Pronunciation	Do students try to use *'yes'* or *'yes, but'* intonation? exercise 11

I can **accept and refuse invitations.**
Students tick *on my own* if they can have the conversation without looking at their notes. They tick *with some help* if they have to look at phrases in exercises 7 or 11 a couple of times for support.

Early finishers

Students copy the diary and write real entries. They repeat the activity.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about imagined situations

12D

Orientation

Context

In this lesson, students will focus on describing the possible results of unreal situations.

Ideal World is a song whose words reflect typical views of an ideal future from the point of view of a child.

The pictures in *Gallery of Dreams* illustrate the imagined ideal world as described by Clare Russell (pictured at the bottom of the page).

Language

Focus grammar	second conditional
Focus words	*ideal, kind, war*
Focus phrases	*fall out, get along, live and let live, live in peace, live together, one day*
Recognition vocabulary	*cry, forgive, lawyer, shout, snake*
Recycled language	words: *free-time activities, friends, mother-in-law, neighbours, nobody, people* grammar: *present continuous*

Language note

The form of *be* in the situation clause of the second conditional used to be *If I were ...* and *If he/she/it were* rather than *If I was*, etc. This structure is still used, but it's starting to sound a bit old-fashioned. Today, most people say *If I was ...* and *If he/she/it was*. *Were* is still used in certain fixed expressions, e.g. *If I were you ...* for giving advice.

End product

In *Put it all together*, students find out the opinions of three others. They ask about five topics, which have been chosen from a list of questions in *Pairwork*.

Preparation

Take in a map of the world, or a globe, or a picture of the earth from space.

Warmer

Use one of the props (see *Preparation* above) to focus on the topic. Ask students if they think our world is a better or worse place than it was 500 years ago. Draw + and - on the board. Divide the students into small groups and ask them to agree on two things which are better, and two which are worse. Monitor and help with vocabulary as necessary. Ask for suggestions and write key words in two columns on the board. Possible answers might include: *+ better healthcare, communications, education; - wars, global warming, gap between rich and poor, crime*. Draw a third column and label it *the future?* Ask around the class for suggestions and write notes on the board. Point to columns 1 and 2 and ask *Real or unreal?* Repeat for column 3.

Write *How to talk about imagined situations* on the board.

A Read and listen to a song

In this section, students read three short verses to guess vocabulary in context and for detail.

1 In pairs, students list the most important problems in the world today. Monitor and help with ideas as necessary. Elicit ideas and write notes on the board.

2 12D.1 Direct students to *Ideal World*. Go though the instructions and tell students to ignore any new vocabulary for the moment. Play the audio. Nominate students to tell the class about similarities and differences between their ideas and the song. Ask students to read or listen again and decide who might have these ideas and why, a child or an adult. *(The song reflects more of a child's view of the world, in which friendship, peace and animals are important).*

3 Go through the instructions and the example as a class. Ask students to read items 2–8 and check any vocabulary. Tell students to continue the activity individually. Put students in pairs to compare, before going over answers as a class.

2 fall out 3 shout 4 peace 5 lawyer 6 forgive
7 get along 8 mother-in-law

Extra help

To check key vocabulary, draw a happy and a sad face on the board. Ask students to find 'happy' and 'sad' words in the song.

happy words: peace, forgive, kind, get along with someone
sad words: fight, fall out with someone, cry, shout, bite

4 Go through the instruction and the example. Remind students that the song is about an *ideal* world, so these things don't happen now. Elicit one or two more examples before students continue individually and compare in pairs. Monitor and help students express their ideas but do not focus on accuracy at this stage. Ask for volunteers to give answers.

5 Go through the instructions and encourage students to use their dictionaries. Monitor and help as necessary. Put students into small groups to compare ideas and ask for a volunteer from each group to report back to the class. Put any new vocabulary on the board and encourage students to explain meaning to each other.

Extra activity

Ask students which of the ideas they think are most and least realistic. Put students into pairs or small groups to think of any ideas they had about the future when they were children. Invite ideas they remembered having.

B Grammar 2nd conditional

6 12D.2 Direct students to *Gallery of Dreams* and the pictures. Ask *What does the title mean?* and elicit or explain that the pictures are displayed as if in an art gallery and represent the woman at the bottom of the page's dreams or ideal world.

Go through the instructions and play the audio. Give students time to compare answers and play the audio again if necessary. Nominate students to give answers. Check vocabulary.

picture 1 – peace in Africa
picture 2 – being a famous person for a day

7 Go through the activity as a class and focus students' attention on the meaning and use of the second conditional. Copy the sentence on the board. Check students understand that *If we lived in an ideal world* is an imagined situation, and *there would be peace in Africa* is an imagined result.

1 No. 2 No.

8 Read the instructions with the class. Direct students to the titles of the two columns and write them on the board. Ask students to read the phrases in both boxes and check vocabulary. Do the first item as a class and ask students to continue individually. Monitor and help as necessary. Students compare answers in pairs. Nominate students to give answers.

Direct students to look at the words in blue in the grammar box and ask them to complete the rules below the box. Point to the sentence on the board and elicit answers.

1 c 2 d 3 a 4 b
Rule: Use the **past simple** tense in the imagined situation. Use **would (or 'd)** + verb in the imagined result.

Extra help
Students read the song again and underline examples of *would*. When checking, write positive and negative example sentences on the board, and one contracted form, e.g. *People would be kind. People wouldn't fight. We'd all live together.*

9 Go through the example as a class, showing students how to apply the rule. Ask students to read items 2–5 and check any vocabulary before they continue individually. Monitor and give positive feedback for accurate use of grammar. Ask for volunteers to give answers. As you go over answers, explain the possible use of *were* in item 2 and check students understand that *could* is the past tense modal in item 5.

2 was/were, would leave 3 lived, would go
4 walked, would be 5 choose, would be

Extra activity
Say the imagined situation clauses from items 1–5. Nominate students to construct a complete sentence with their opinions.

10 Ask students to read imagined situations 1–6 and check vocabulary. Do one or two examples with the class, and check you can hear *'d* or *would* in the result clause. Put students into pairs to continue. Monitor and help as necessary. Go through each of the questions in turn and ask for volunteers to give their own or a partner's imagined result. Monitor for accuracy and give extra practice as necessary.

C Listen for detail

In this section, students predict content in a short explanation before listening for detail.

11 Go through the instructions and elicit vocabulary to describe picture 1. Write key words on the board *(famous, singer, music)*. Put students in pairs to continue the activity. Go through each of the pictures in turn, eliciting ideas around the class. Write key vocabulary for each picture on the board.

Suggested answers
Picture 4 island, beach, small town, sea
Picture 5 Egypt, Cleopatra
Picture 1 Africa, peace, war, poor
Pictures 2, 6 famous, celebrity, star, actor, Shakira, Brad Pitt
Picture 3 cat

12 Read the instructions. Go through each picture in turn and elicit suggestions around the class. Ask students to decide which suggestion they think is best for each picture.

13 12D.3 Play the audio for students to check their guesses. Elicit answers and monitor for accurate use of the second conditional.

3 If I were an animal, I think I'd be a cat.
4 If I could live anywhere in the world, I'd live on a Caribbean island.
5 If I had a time machine, I'd visit Egypt.
6 If I had a chance to meet a celebrity, I'd choose Brad Pitt.

14 Go through the instructions and elicit one or two ideas to check students understand. Play the audio, pausing after each part. Ask for volunteers to give reasons. Do not correct for accuracy at this stage. Help students express their ideas and write key words on the board.

3 independent, have fun, don't work hard, intelligent
4 weather's great, people are friendly
5 interesting and different culture, lots of mystery
6 interesting to talk to, does interesting things, very attractive

15 Read the instruction and give students time to think of three or more pictures. Put students in pairs to tell each other and say why. Monitor and check students give detail and logical reasons in their answers. Ask for volunteers to tell the class and see if any students have the same pictures.

ABC Put it all together

16 Direct students to the questions on >> p.132. Go through each one in turn. Check vocabulary and ask for one or two suggestions round the class. Give students time to write some key words for their own answer to each of the questions.

Ask students to choose five questions. In groups of four, mingle and ask three other students their questions.

17 Put students in pairs to talk about the most interesting answers to exercise 16. Ask for volunteers to tell the class.

Student performance
Students should be able to describe imagined results of hypothetical situations.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Do students give detail in their answers? exercise 15
Coherence	Do students give logical reasons for two or three of the results? exercise 15
Pronunciation	Do students pronounce *'d* clearly in the result clause? exercise 10

I can **talk about imagined situations.**
Students tick *on my own* if they can give imagined results without looking at the grammar box in exercise 8. They tick *with some help* if they have looked at the grammar box two or three times.

Early finishers
In pairs, students write two or three more questions to ask others.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will write an informal email invitation.

New language	words and phrases: *netspeak: CU = see you*, etc.
Recycled language	phrases: *suggestions: How about ...?, Let's ..., Would you like ...?* grammar: *future going to; present continuous*
Recognition language	*just in case, never mind, you never know*

End product

In *Put it all together*, students are given a formal email to rewrite in informal style, based on the models in exercise 1.

Warmer

Write the following ways of having conversations on the board: *letters, text messages (or SMSs), emails, phone calls, face-to-face, on the Internet with webcam*. Put students in pairs of small groups to discuss which is the quickest, slowest, cheapest, most expensive, and most romantic way of communicating.

Write *How to write an email conversation* on the board.

A Read and follow an email conversation

In this section, students use the content of short texts to sequence an email conversation.

1 Go through the instructions and set a short time limit to encourage students to skim and scan the emails. Students compare answers in pairs. Check answers with the class. Ask *Why wouldn't it be a good idea to reply to email d?* (Don't open attachments from unknown senders, and it would be foolish to give passport details to unknown senders.)

1 c 2 a 3 e 4 b Email d is not part of the conversation.

2 Go through the instructions and check students understand the activity. Set a short time limit for students to match items 1-5 to the emails in exercise 1. Ask students to compare in pairs before nominating individuals to give an answer.

1 c 2 d 3 e 4 b 5 a

3 Put students in pairs to answer the questions. Check answers.

1 Stockholm
2 France
3 visit Sweden
4 show Susanne around the city
5 at Birmingham university
6 spring

Extra activity

Ask students to think of alternative subject lines for the emails.

Possible answers

a Great news about your trip!
b A few ideas ...
c Surprise!
d Free trip to Florida!
e Advice, please!

B Think about style

In this section, students focus on stylistic devices which are common in informal emails.

4 Put students in pairs to do the exercise. Monitor and help as necessary. Check answers with the class.

1 Annika 2 Annika 3 Susanne 4 Susanne 5 Susanne

5 Ask students why people use the conventions in exercise 4 *(to save time, to sound friendly, to express their character, to attract attention, etc.)*. Point out that this informal style shouldn't be used in more formal emails, and that using too many capital letters can be considered rude, as it looks as if a person is 'shouting'. Put students in pairs to do the exercise and monitor and help as necessary. Ask volunteers to give answers.

2 Thanks for inviting me to stay
3 I can't wait 2 C U!!!/see you!
4 How about bringing me ...?
5 Give me a ring.
6 Maybe we can meet up?
7 Will you be there?

6 Write the subject line *cinema Saturday?* on the board and brainstorm with the whole class what sort of information they need to include in their emails (place, time, etc.). Ask students to circle the openings and closings in the emails in exercise 1.

Tell students to write a short email including the information and monitor and help as necessary, reminding them to use some of the stylistic devices in exercise. 4.

7 Ask students to exchange their emails with their partner and check they have all the information they need. Set a time limit for them to write a reply. Monitor and help as necessary.

AB Put it all together

8 Go through the instructions and ask students to do the activity individually. Students compare in pairs and suggest any changes in informal language. Ask for volunteers to read their subject line and emails to the class. The class decides on the clearest subject line.

Student performance

Students should be able to write a short message.

Use this checklist for monitoring and feedback or to assess students' performance.

Content	Have students given sufficient information about the event?
Coherence	Have students used informal style consistently?
Politeness	Have students used a title, an opening, and a closing in the email?

I can **make an email arrangement.**

Students tick *on my own* if they can write an email with informal phrases and stylistic devices. They tick *with some help* if their partner suggests one or two changes they agree with.

Early finishers

Students exchange emails and write a reply or role play a telephone conversation to finalize their arrangements.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the situations

Write lessons A–D *How to* titles on the board: *A ... ask people to do things, B ... describe a festival, C ... accept and refuse invitations, D ... talk about imagined situations.* Say phrases 1–10 below for students to call out the lesson letter.

1 If I could travel anywhere, I'd visit India. 2 Everybody gets together for a day of fun. 3 Would you like to come in? 4 Could you show me how this works? 5 Well, I'm a bit busy actually. 6 If we lived in an ideal world, there'd be peace in Africa. 7 Nobody stops dancing for two days. 8 There's something for everybody. 9 I'd love to. 10 Would you mind answering a few questions?

1 D 2 B 3 A 4 A 5 C 6 D 7 B 8 B 9 C 10 A

A Grammar

1 Gerund or infinitive 12A exercise 11

Warm-up: Noughts and crosses game. Draw this table on the board.

love	enjoy	refuse
mind	hate	decide
promise	pretend	plan

Divide the class into two teams: noughts and crosses. Check students know how to play (they must get three squares in a line, horizontally, vertically or diagonally). Each team has to make a grammatically correct sentence using the verb in the box. Teams take turns to choose a word, have one minute to discuss their answer. If you accept their sentence, they win the square. If it is wrong, the turn goes to the other team, who can either correct the sentence and win that square or choose a different square for their turn.

Set-up: Ask students to read items 1–8 and a–h. Check vocabulary as necessary.

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

Follow-up: In pairs, students prepare a similar exercise using five sentence beginnings and endings. Pairs swap exercises.

2 Indefinite pronouns 12B exercise 7

Warm-up: Give students two minutes to choose a festival from lesson 12B and to make notes. Books closed. In small groups, students use their notes and talk about their festival, without saying the country name. Students guess.

Set-up: Tell students to read the text. Ask *Do you need a ticket to go to this festival? (No, everyone can go.)* Check vocabulary as necessary.

2 someone 3 Everyone 4 everywhere 5 anything
6 nobody

Follow-up: Students write five gap-fill sentences for a partner. They can use any of the words in exercise 7 on >> **p.119**.

3 Future forms 12C exercise 4

Warm-up: Ask students about their plans for the coming weekend.

Set-up: Do the first item together as a class. Ask students to read items 2–4 and check vocabulary as necessary.

1 I'll have 2 're meeting 3 's going to have 4 going to learn

Follow-up: Put students into small groups to see if they can find a time to meet over the coming weekend.

4 2nd conditional 12D exercise 8

Warm-up: Do the example on the board with the class.

Set-up: Ask students to read items 2–5 and check any vocabulary.

2 If we had nothing to do, people would be bored.
3 If the world was/were one country, we'd speak the same language.
4 If I had more time, I'd learn to play the trumpet.
5 If you had a time machine, where would you go?

Follow-up: Direct students to *Pairwork 12D* on >> **p.132** and tell them to write notes to answer the questions. They swap answers with a partner, who decides if they are practical or a dreamer.

B Vocabulary

5 Polite requests 12A exercise 6

Warm-up: Write the following words on the board: *please, the, you, opening, mind, would, window, ?* Ask students to put the words in order to make a question *(Would you mind opening the window please?).*

Set-up: Tell students to make sentences by moving from left to right, right to left, up and down but not diagonally. Do the first item as a class if necessary and point out that the first word of each sentence is numbered.

1 Would you mind opening the window please?
2 Do you mind if I sit here?
3 Could you help me?
4 Would you mind waiting here?
5 Do you mind if I leave now?
6 Could you write it for me?
7 Can I help you?

Follow-up: Students translate the sentences and compare word order in their language.

6 Festivals and celebrations 12B exercise 1

Warm-up: Write *festivals and celebrations* on the board. Set a two-minute time limit for students, individually, to write topically related words.

Set-up: Ask students to read the clues on >> **p.132** and check vocabulary as necessary.

Across: 1 tribe 2 race 5 war 6 ceremony 9 statue 10 feast 11 music 12 carnival
Down: 1 traditional 3 ago 4 procession 6 costume 7 festival 8 peace

Follow-up: Students choose three words and make anagrams. They write clues for each word and swap with a partner.

7 Going out 12C exercise 7

Warm-up: Do the first example on the board.

Set-up: Ask students to read items 2–7 and check vocabulary.

2 I'm free on Saturday.
3 I'd prefer not to.
4 I'd love to.
5 How about going out for dinner?
6 Oh. Nothing much.
7 I'm a bit busy actually.

Follow-up: In small groups, students choose three invitations and ask people in the group. They decide whose answer is the most convincing or the funniest.

Early finishers

Students copy the grammar in unit 12 from the contents page. They give themselves a mark out of five for how well they think they can use each one.

Grammar Bank Key

Unit 1

1.1 1 ✓
2 ✗ Mr Jones is my brothers' teacher. They don't like him.
3 ✓
4 ✗ Guy Ritchie is Madonna's husband.
5 ✓
6 ✗ That's Mrs Smith's children's school.

1.2 1 teaches 2 works 3 finishes 4 walks 5 has 6 watches 7 studies 8 goes 9 reads

1.3 1 Are 2 was 3 Does 4 is 5 Do 6 Did 7 were 8 is

1.4 1 doesn't do 2 Are/writing 3 don't work 4 checks 5 'm listening 6 do/come 7 aren't studying 8 goes

1.5 1 ✓
2 ✗ It is a very good dictionary.
3 ✗ Mr Crawley is our English teacher.
4 ✓
5 ✗ He watches football a lot.
6 ✗ What's their address?
7 ✓
8 ✗ What does he do?

Unit 2

2.1 1 old 2 long 3 much 4 high

2.2 1 interesting old castle
2 beautiful long beaches
3 pretty English village
4 beautiful sunny day
5 horrible dirty town
6 amazing old ruins

2.3 1 the wettest
2 more expensive than
3 worse than
4 the best
5 warmer than
6 the driest
7 the most comfortable
8 nicer than

2.4 1 I had coffee for breakfast.
2 Jaime gave me a t-shirt for my birthday.
3 We bought souvenirs on holiday.
4 Clara didn't like her present.
5 We went to Cuba in the summer.
6 Did it snow in winter?
7 Petra didn't want a carpet.
8 Did they get up at seven o'clock?
9 The journey took an hour.
10 Jen bought the train tickets on the Internet.

2.5 1 Where did you get that poster?
2 What did they do in Chile?
3 Did you buy a souvenir?
4 Did they visit the castle?
5 When did she go to Sydney?

Unit 3

3.1 1 I'd like to visit Antarctica.
2 Does Jim like walking in the forest?
3 We wouldn't like to try canoeing.
4 They don't like swimming in the sea.
5 Would she like to learn a foreign language?
6 Helen would like to drive a sports car.
7 They'd like to go mountain climbing.
8 Do you like watching sport on TV?

3.2 1 ✗ Ivan likes going scuba-diving at weekends.
2 ✓
3 ✓
4 ✗ They'd like to go surfing.
5 ✗ We like meeting new people.
6 ✓
7 ✗ She wouldn't like to try snowboarding.
8 ✗ Alicia doesn't like learning new sports.

3.3 1 can't 2 could 3 can't 4 can 5 couldn't 6 couldn't 7 Can 8 could 9 couldn't

3.4 2 e ability 3 b possibility 4 d possibility 5 a ability

3.5 1 Are/going to
2 're going to
3 'm not going to
4 Is/going to
5 's going to
6 isn't going to
7 're going to

Unit 4

4.1 1 Could we have a double room, please?
2 Can you phone me tomorrow, please?
3 Can you change my towels, please?
4 Could I have a cheese sandwich, please?
5 Can I have a drink, please?
6 Can I have another bottle of shampoo, please?

4.2 **regular:** stopped, lived, listened, liked, burned, studied, decided
irregular: swam, put, broke, thought, did, fell

4.3 2 d 3 e 4 g 5 a 6 f 7 b

4.4 1 haven't done 2 Have/invited 3 've cooked 4 Has/put 5 hasn't paid 6 's drunk 7 haven't sent 8 's taken

4.5 1 Have you ever broken your arm?
2 We've never stayed in a hotel.
3 She's never eaten Japanese food.
4 Has Jamie ever worked in an office?
5 I've never used a computer.
6 Have they ever lived abroad?

4.6 1 ✗ We saw a great film last night.
2 ✓
3 ✗ Have you lost your passport?
4 ✗ They didn't buy their house in 1997.
5 ✓
6 ✗ My team have won two matches this year.
7 ✗ I went to the sports centre twice on Tuesday.
8 ✓

Unit 5

5.1 1 The jackets are quite cheap.
2 These trainers aren't big enough.
3 The colours are a bit bright.
4 This shop is a little expensive.
5 That dress is really nice.
6 My coat is very old.

5.2 2 e 3 a 4 d 5 b

5.3 1 I won't tell
2 Shall I make
3 We won't forget
4 I'll help
5 Shall I carry

5.4 1 Did you try them on?
2 Shall I turn on the heating?/Shall I turn the heating on?
3 She put it on.
4 I took off my sunglasses./I took my sunglasses off.
5 He turned it off.
6 Why don't you turn off the light?/Why don't you turn the light off?

5.5 1 mustn't 2 must 3 mustn't 4 must 5 mustn't 6 must

5.6 1 them 2 you 3 him 4 us

Unit 6

6.1 1 have to 2 don't have to 3 mustn't 4 mustn't 5 don't have to 6 don't have to 7 have to 8 mustn't

6.2 1 bring 2 drive 3 hear 4 make 5 put 6 run 7 ring 8 sit 9 take 10 think

6.3 1 were/doing
2 wasn't talking
3 were waiting
4 Was/driving
5 weren't playing
6 was cycling
7 weren't working
8 Was/running

6.4 1 was making
2 was walking
3 started
4 broke
5 was using
6 was eating
7 crashed

6.5 1 We got lost when we were going to London. / When we were going to London, we got lost.
2 It started to snow when I was cycling home. / When I was cycling home, it started to snow.
3 The phone rang when they were leaving the house. / When they were leaving the house, the phone rang.
4 She was working in a bank when she met her future husband. / When she met her future husband, she was working in a bank.
5 You were running along the High Street when I saw you. / When I saw you, you were running along the High Street.

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

Unit 7

7.1 2 h 3 a 4 c 5 g 6 d 7 b 8 f

7.2 1 where 2 who 3 that 4 that 5 where 6 that

7.3 1 Can we have a long lunch break today?
2 You can't smoke in the office.
3 Can you wear jeans at work?
4 You can't use the boss' computer.
5 We can't eat in our classroom.

7.4 1 can make 2 can't eat 3 can read 4 can't play 5 can do 6 can't bring

7.5 1 because 2 so 3 so 4 because 5 so 6 because

7.6 1 ✗ I don't like travelling on busy trains.
2 ✓
3 ✗ Their house is on the south coast.
4 ✗ Meet me at the coffee machine.
5 ✓
6 ✗ They got in the taxi and sat down.

Unit 8

8.1 1 This camera is good but theirs is better.
2 Are these History books yours?
3 Which computer is hers, the desktop or the laptop?
4 He left his phone at home so I lent him mine.
5 Our car is red, theirs is blue.
6 This isn't Mike's coat, that's his on the chair.

8.2 1 Their / ours 2 Our 3 My / yours 4 Her / his 5 yours 6 his

8.3 1 are taken 2 are driven 3 are used 4 is put 5 are sent 6 are sold 7 is drunk

8.4 1 Everyone will have a computer.
2 Houses will be more expensive.
3 Will there be more cars on the roads?
4 There won't be diseases or hospitals.
5 We won't have TVs.
6 Will everything be very expensive?
7 We'll have school on the Internet.
8 Will he go to university?
9 I won't get married.
10 Will more people work at home?

8.5 2 g 3 b 4 d 5 c 6 a 7 f

8.6 1 If you buy your ticket on the Internet, you'll save money.
2 He'll be sick if he eats all the biscuits.
3 If she doesn't go to the meeting, her boss will be angry.
4 If I have time, I'll phone you.
5 If we don't have any money, we won't go out.
6 If their car has problems again, they'll call a mechanic.
7 He won't pass his exam if he doesn't study.
8 You'll be tired if you don't go to bed.

Unit 9

9.1 1 a 2 toast 3 a 4 some 5 an 6 any 7 sandwich 8 one

9.2 1 many 2 a lot 3 none 4 a little 5 a few 6 a lot

9.3 a 5 b 3 c 4 d 2 e 1

9.4 2 a 3 b 4 e 5 h 6 c 7 g 8 d

9.5 1 You mustn't start eating before everyone is ready.
2 You shouldn't smoke during meals.
3 You should offer to help with the washing up.
4 You mustn't touch someone else's food.
5 You shouldn't eat with your mouth open.
6 In some countries, you mustn't eat with your hands.

Unit 10

10.1 1 We've just been to the travel agent's.
2 Have they bought the plane tickets yet?
3 I've already booked a taxi.
4 He's just found his passport.
5 You've already been to Spain twice.
6 Has she changed her money yet?

10.2 1 yet 2 just 3 yet 4 just 5 just 6 already 7 yet

10.3 1 ✓
2 ✗ I haven't heard from Jamie since a week ago.
3 ✗ This building has been here for many years.
4 ✗ The photocopier has been broken for two or three days.
5 ✓
6 ✗ He's been at the airport since 3 o'clock.
7 ✓
8 ✗ Sandra hasn't played the piano for a long time.

10.4 1 used to travel 2 used to take 3 used to have 4 used to cost 5 used to like 6 used to buy

10.5 1 across 2 around 3 down 4 into 5 along 6 through 7 in 8 back

Unit 11

11.1 1 ✓
2 ✗ Do you like this painting?
3 ✗ Do you know my cousin Sam?
4 ✗ This dinner tastes great.
5 ✓
6 ✗ He seems very tired.
7 ✓
8 ✗ I think this is a nice song.

11.2 1 to take 2 to help 3 to call 4 to visit 5 to get 6 to learn 7 to work 8 to turn

11.3 1 were taken
2 wasn't planned
3 was filmed
4 were called
5 was caught
6 were returned
7 was sent

11.4 1 Finally 2 Clearly 3 However 4 However 5 Clearly

11.5 2 b 3 h 4 f 5 a 6 c 7 e 8 g

Unit 12

12.1 1 to invite 2 lending 3 speaking 4 living 5 to pass 6 to go

12.2 1 They're planning to buy a house.
2 Did you agree to go to the meeting?
3 Is she learning to drive?
4 I love running in the park.
5 Toby is refusing to come with us.

12.3 1 I've looked everywhere.
2 There was nowhere to stay.
3 There was nothing in the fridge. It was empty.
4 No one likes that teacher. / Nobody likes that teacher.
5 Is there somewhere we can have a coffee? / Is there anywhere we can have a coffee?
6 The children ate everything.
7 We didn't see anyone. / We didn't see anybody.

12.4 1 going to
2 are you doing
3 going to snow
4 we're meeting
5 I'll decide
6 are coming

12.5 1 do / will give 2 gives / 'll ask 3 ask / 'll say 4 say / 'll get 5 get / 'll have

12.6 1 ✗ I called him at 6 p.m. but he was out.
2 ✓
3 ✗ Shall we meet in the afternoon?
4 ✓
5 ✗ I'm going to finish my homework in the morning.
6 ✓

Unit 1 Test Personal details

Date: _____

Grammar

1 Possessive *'s* Complete the sentences with *s, s'* or *'s*.

Example My grandfather*'s* surname is Watt.

1 My parent__ first names are Richard and Kathleen.
2 I've got two sister__ and a brother.
3 My brother__ first name is Jerry.
4 Jerry__ middle name is Richard.
5 My sister__ names are Keira and Celia.

☐ 5

2 Present simple [+] Complete the texts with the correct form of the verbs.

On Saturdays, our English class *starts* (start) at ten o'clock in the morning, and it [1]_____ (finish) at twelve o'clock. We sometimes [2]_____ (watch) a TV programme after the class with our teacher, Joanne.
Joanne usually [3]_____ (go) home after the class, and she [4]_____ (have) lunch with her family. After lunch, she [5]_____ (teach) two more classes. It's a long day, but she's happy. She's a great teacher!

☐ 5

3 *Be* and *do* in questions Underline the correct word.

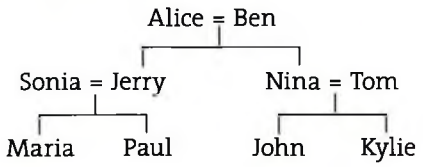
Example Who *does/is/were* your favourite writer?

1 Where *were/did/are* you go last weekend?
2 Where *are/did/was* the tickets?
3 What *is/do/does* this word mean?
4 When *did/was/were* you born?
5 Where *do/does/are* you study English?

☐ 5

Vocabulary

4 Family Look at the diagram and complete the sentences with family words.



Example Kylie is Maria's *cousin*.

1 Alice is Paul's _____.
2 Jerry is John's _____.
3 Nina is Ben's _____.
4 Tom is Nina's _____.
5 Maria is Paul's _____.

☐ 5

5 Question pronouns Complete the conversations with question pronouns.

Anna Hi, I'm Anna. *What's* your name?
Caroline I'm Caroline. I'm new here.
Anna [1]_____ do you work?
Caroline At the General Hospital. I'm a nurse.
Anna Oh! I work there too. I'm a technician.
Caroline Really? And [2]_____ often do you come to the gym?
Anna Two or three days a week.

Justin Are you new here?
Tom Yes, I am.
Justin [3]_____ did you start?
Tom On Monday.
Justin [4]_____ is your desk?
Tom That one, opposite the window.
Justin And who's your boss?
Tom Maria Cardoso.
Justin [5]_____'s she like?
Tom She's great.

☐ 5

Pronunciation

6 When is *-s* an extra syllable? Think about the sound of these words. How many syllables are there? Write 1, 2, or 3.

Example goes [1]

1 closes ☐
2 reads ☐
3 finishes ☐
4 sings ☐
5 dances ☐

☐ 5

GVP Total ☐ 30

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Reading and Writing A learning biography

1 Read the text and choose the best answer, a, b, or c.

STUDY SPANISH

AT THE ESCUELA CENTRAL IN MADRID!

Are you studying Spanish at evening classes? Then why not spend your holiday in Madrid and do an intensive language course at the Escuela Central?

All our teachers are native speakers from Spain or Latin America. They use modern coursebooks and CDs for listening practice. There are four hours of classes every morning, and in the afternoons there's a programme of social and cultural activities. You can visit places like the Prado Museum and the Royal Palace, or you can practise your Spanish while you visit the city's bars and restaurants!

We match all our students with a 'penfriend' here in Madrid. Our 'penfriends' are all students of English, so you can practise your Spanish and **they** can learn about your country. Then, after your holiday, you can email each other. It's a great way to continue learning!

If you want more information about our intensive language courses, please phone Ana García on **00 34 91 2347697**, or visit our website at **www.escuela-central.es**.

Example Where is the Escuela Central?
a in Latin America ☐ b in Spain ☑
c in the USA ☐

1 What is this text?
a an advert ☐ b an article ☐ c a report ☐
2 How many hours of classes are there each day?
a two ☐ b four ☐ c six ☐
3 What do students do in the afternoons?
a Spanish classes ☐ b writing practice ☐
c social and cultural activities ☐
4 Who does 'they' in line 14 refer to?
a the penfriends ☐ b the students ☐
c the teachers ☐
5 Why are 'penfriends' a good idea?
a You stay with their families during your holiday. ☐
b You can write to them after the holiday. ☐
c They pay for your meals during the holiday. ☐
6 How can you find out more about the school?
a You can write to the school. ☐
b You can ask your Spanish teacher. ☐
c You can phone or look on the Internet. ☐

☐ 6

2 Read Robert's learning biography.
Tick ✓ True, False, or Doesn't say.

I'm studying Spanish at the moment. It's useful for getting a job in tourism, and I usually go to Mallorca on holiday.
I go to a class every Saturday morning, from ten o'clock until half past twelve. We use a coursebook called 'España viva'.
I also write new words in a vocabulary notebook. I sometimes watch Spanish films too, but I can't understand very much!

Example Robert is studying French.
True ☐ False ☑ Doesn't say ☐

1 Robert never goes on holiday.
True ☐ False ☐ Doesn't say ☐
2 Robert goes to a Spanish class every weekend.
True ☐ False ☐ Doesn't say ☐
3 Robert does his homework on the bus.
True ☐ False ☐ Doesn't say ☐
4 Robert hasn't got a vocabulary notebook.
True ☐ False ☐ Doesn't say ☐
5 Robert often watches Spanish films.
True ☐ False ☐ Doesn't say ☐
6 Robert can't understand Spanish films very well.
True ☐ False ☐ Doesn't say ☐

☐ 6

3 Look at the information in the table for Robert. Read about Ann and complete the table.

I'm studying German at the moment. My husband is from Berlin and I want to speak to his family in German. I go to evening classes once a week, on Mondays from 7 o'clock until half past eight. We have a coursebook called 'Deutsch Direkt'. My teacher's name is Ute, and she's really nice. I always study my notes after class, and I sometimes read German books.

	Robert	Ann
Language	Spanish	1
Classes	Saturday mornings	2
Time	10:00 – 12:30	3
Teacher's name	doesn't say	4
Why studying?	for tourism	5
Coursebook	'España viva'	6
Extra practice	write words in vocabulary book watch Spanish films	7 8

☐ 8

4 Write a learning biography about learning a language other than English. Use the texts in exercise 2 and 3 to help you. Write 50–60 words.

☐ 10

Reading and Writing Total 30

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Unit 2 Test My region

Date: _____

Grammar

1 Adjective order Rewrite the sentences using the adjectives in (brackets).

Example We stayed in a nice hotel. (quiet)
We stayed in a nice quiet hotel.

1 We had a big room. (lovely)
_____

2 We visited some pretty villages. (white)
_____

3 We went to an old castle. (interesting)
_____

4 There were some long beaches. (beautiful)
_____

5 We bought some fine wine. (Spanish)
_____

☐ 5

2 Comparative and superlative adjectives Choose the correct word or phrase to complete the sentences.

Example Arica in Chile is _____ place in the world.
a dry ☐ b drier ☐ c the driest ☑

1 It's _____ in Ethiopia than in Siberia.
a hot ☐ b hotter ☐ c the hottest ☐
2 I think February is _____ month of the year.
a bad ☐ b worse ☐ c the worst ☐
3 Siberia is _____, but Antarctica is colder.
a cold ☐ b colder ☐ c the coldest ☐
4 The weather in Africa is _____ than in Europe.
a extreme ☐ b more extreme ☐
c the most extreme ☐
5 The Snowdonia National Park is one of _____ places in Wales.
a beautiful ☐ b more beautiful ☐
c the most beautiful ☐

☐ 5

3 Past simple Complete the conversation with the past simple form of the verbs in (brackets).

Ann I like your bag. When did you get it?
Jen I *got* (get) it last week. My mum [1]_____ (give) it to me. She [2]_____ (buy) it on holiday.
Ann Where did she go?
Jen She [3]_____ (go) to a little village in North Wales.
Ann Did she walk to the top of Snowdon?
Jen No, she didn't. She [4]_____ (take) the mountain railway!
Ann Did she see the castle at Conway?
Jen No, she didn't. But she [5]_____ (see) the village in Anglesey with the very long name.

☐ 5

Vocabulary

4 Weather Complete the dialogues with these words.

cloudy cold hot ~~rainy~~ snowy sunny

Example **A** What's the weather like in England?
B It's cloudy and *rainy* – you need your umbrella!

1 **A** Is it cool in Ethiopia?
B No – it's really _____. You can't go out at midday.
2 **A** Is it cloudy today in Spain?
B No, it isn't. It's a beautiful day – it's very _____.
3 **A** What's the weather like today in Siberia?
B It's very cold and _____.
4 **A** Is it warm in Scandinavia today?
B No, it isn't. It's very _____. You need to wear a coat, gloves, and a hat!
5 **A** What's the weather like in Australia today?
B It's cool and _____ at the moment – I think it might rain later.

☐ 5

5 Souvenirs Look at the pictures and complete the words for souvenirs.

1 This *T - s h i r t* is from Canada.
2 This _ _ _ _ is from London.
3 This _ _ _ _ _ _ is from Egypt.
4 This _ _ _ _ _ _ _ _ is from Brazil.
5 This _ _ _ _ is from England.
6 This _ _ _ _ is from Turkey.

☐ 5

Pronunciation

6 Stress-timed rhythm Think about the rhythm of these phrases. Are they rhythm 1, 2, or 3?

1 o o o 2 Oo Oo Oo 3 Ooo Ooo Ooo

Example interesting African animals [3]

1 fine old towns ☐
2 nice big lakes ☐
3 interesting colourful countryside ☐
4 lovely sunny beaches ☐
5 pretty little castles ☐

☐ 5

GVP Total ☐ 30

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Reading and Writing
A description of a region

1 Read the tourist information about Oxfordshire and answer the questions.

Welcome to Oxfordshire!

Oxford is one of England's most beautiful cities. Millions of tourists visit the city every year. One of the most famous attractions is the University, with 35 different colleges. Christ Church College is the biggest, and it's also the most popular with children because they made part of the 'Harry Potter' film there.

There are lots of other interesting sights. You could visit the museums or take a boat trip on the river. You could go up the city's highest building – the 43-metre Magdalen Tower, or just walk around the fine parks and gardens.

Blenheim Palace is a great day trip. It's only 16 km from Oxford, and the Number 20 bus takes you there in half an hour (£4.20 return). If you have time, why not visit the famous White Horse of Uffington too? This is the oldest White Horse in Britain – it's about three thousand years old. It's next to the ruins of a prehistoric castle near the village of Uffington, and it takes about an hour to drive there from Oxford.

Example Which attraction in Oxford is very popular with tourists? *the University*

1 Where was part of the Harry Potter film made?
_____

2 What can you do on the river?
_____

3 How high is the Magdalen Tower?
_____

4 Where can you go for a day out near Oxford?
_____

5 Which bus do you take to go there?
_____

6 How long does it take to get there?
_____

7 How much is the fare for a round trip?
_____

8 How old is the White Horse of Uffington?
_____

9 Where is the prehistoric castle?
_____

10 How long is the journey from Oxford to Uffington?
_____

☐ 10

2 Read the text and choose the best answer, a, b, or c.

Buxton is in the Peak District in England, about 25 km from Manchester. The town is famous for its mineral water. There are also some fine old buildings.
The Peak District is one of the most interesting regions in England. The scenery is beautiful and there are some lovely villages. Walking is one of the most popular activities.
In summer it's usually warm and sunny. There's often snow on the mountains in winter. It's a great place for a holiday!

Example Buxton is a _____.
a village ☐ b town ☑ c region ☐

1 Buxton is in _____.
a the Peak District ☐ b Manchester ☐ c London ☐

2 Buxton is famous for its _____.
a activities ☐ b mineral water ☐ c weather ☐

3 Buxton has got _____.
a a ski station ☐ b a mountain railway ☐
c some fine buildings ☐

4 There are some _____ in the Peak District.
a lovely villages ☐ b interesting regions ☐
c interesting cities ☐

5 A lot of tourists go _____ in the Peak District.
a skiing ☐ b walking ☐ c sunbathing ☐

6 It _____ snows in winter.
a never ☐ b sometimes ☐ c always ☐

☐ 6

3 Read about Nick's holiday. Tick ✓ True, False, or Doesn't say.

Last summer I went to Sintra, in Portugal. Sintra is in a national park near Lisbon, about 30 km from the city.
The Sintra National Park is in one of the prettiest regions in Portugal. There are some lovely big forests and three fine old castles.
The best thing was the beautiful scenery. The worst thing was the weather. It was cool and cloudy, so I didn't go to the beach!

Example Nick went to Sintra with his family.
True ☐ False ☐ Doesn't say ☑

1 Nick took the plane to Lisbon.
True ☐ False ☐ Doesn't say ☐

2 The national park is pretty.
True ☐ False ☐ Doesn't say ☐

3 Nick's holiday was perfect.
True ☐ False ☐ Doesn't say ☐

4 He bought a lot of souvenirs.
True ☐ False ☐ Doesn't say ☐

☐ 4

4 Write about your town and region, or somewhere you went on holiday. Use the texts in exercises 2 and 3 to help you. Write 50–60 words.

☐ 10

Reading and Writing Total ☐ 30

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Unit 3 Test Leisure

Date: _____

Grammar

1 ***like doing; would like to*** Complete the dialogues with *like, don't like, would like to,* or *wouldn't like to.*

Example **A** Do you want to come to the pool?
B No, thanks. I ☹ *don't like* swimming.

1 **A** What do you want to do tomorrow?
B I ☺ _____ play tennis.
2 **A** Do you want to come ski jumping with me?
B No, thanks. I ☹ _____ extreme sports. They're dangerous!
3 **A** Which sports do you enjoy?
B I ☺ _____ surfing. How about you?
4 **A** Shall we go to the Alps in February?
B Good idea! I ☺ _____ go skiing this year.
5 **A** Do you like water sports?
B I don't know. I think I'd enjoy waterskiing but I ☹ _____ try diving.

☐ 5

2 **Ability** Choose the correct word to complete the sentences.

Example I wouldn't like to try windsurfing. I _____ swim very well. a can ☐ b can't ☑ c could ☐

1 I'm very tired because I _____ sleep last night.
a could ☐ b can't ☐ c couldn't ☐
2 My brother is good at football. He _____ play well.
a can ☐ b could ☐ c can't ☐
3 We were late because I _____ find my passport.
a could ☐ b can ☐ c couldn't ☐
4 When I was two I couldn't speak English. Now I _____. a can ☐ b can't ☐ c could ☐
5 Where are my glasses? I _____ see anything!
a could ☐ b can't ☐ c couldn't ☐

☐ 5

3 ***Going to* (predictions)** Complete the sentences with the correct *going to* form of the verbs in (brackets).

Example Mum's train is late. She *isn't going to arrive* (not arrive) before dinner.

1 Tom's looking at the TV guide. He _____ (watch) a sports programme.
2 Manchester United are playing badly. They _____ (not win) the match.
3 This film's very sad. I think I _____ (cry).
4 There aren't any clouds in the sky. It _____ (not rain) today.
5 Jack and Lukas are putting the pieces on the board. They _____ (play) chess.

☐ 5

Vocabulary

4 **Adventure sports** Match 1–6 with a–f.

1	[e] Do you want to go roller	a	boarding with us?
2	☐ Would you like to try ice	b	surfing tomorrow?
3	☐ Where does Jerry go sky	c	climbing?
4	☐ Do you want to come snow	d	skiing?
5	☐ Do you enjoy water	e	~~skating this afternoon?~~
6	☐ Shall we go wind	f	diving?

☐ 5

5 **Making suggestions** Complete the conversation with these words.

about could go let's stay ~~shall~~

A What *shall* we do tonight?
B Shall we [1]_____ at home and watch a film?
A No, [2]_____ go out.
B OK. We could [3]_____ to the cinema.
A Good idea! What's on?
B We [4]_____ see the new James Bond film.
A OK. How [5]_____ going for dinner before the film?
B Great!

☐ 5

Pronunciation

6 **The letter *r*** Think about the sound of these words. Underline the letter *r* when it isn't pronounced.

Example water

1 roller skating
2 weather
3 camera
4 surf
5 rock

☐ 5

GVP Total ☐ 30

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Reading and Writing An invitation

1 Read Emma's email and complete the notes.

Hi Kath,

What are you doing this weekend? I'm thinking of going to the cinema on Saturday. 'The Departed' is coming out at the weekend – it's a thriller starring Leonardo DiCaprio and Matt Damon. Do you want to see it? It's on at the Showroom Cinema at half past eight. We could meet for a drink before the film if you're free. Then on Sunday I'm going snowboarding with my brother at the Sheffield Ski Centre. Do you want to try it? We're meeting there after lunch, at two o'clock.

Send me a quick email, OK?

See you soon,

Emma

Message from Emma to Kath

1st activity	1 _____
Day	2 _____
Time	3 _____
Place	4 _____
2nd activity	5 _____
Day	6 _____
Time	7 _____
Place	8 _____

8

2 Read Kath's reply and tick ✓ True, False, or Doesn't say.

Hi Emma,

I'd love to go to the cinema on Saturday. That's the film by Martin Scorsese, isn't it? Shall we go for a meal before the film? I'm working in the afternoon but I could meet you at 6.30. How about trying that Indian restaurant on Broad Street? Sorry I can't go snowboarding on Sunday. John would like to try rock climbing again so we're going to the mountains. Do you think he's going to be OK?! He didn't like climbing when we were all in North Wales!

Let's speak tomorrow,

Kath

Example The film 'The Departed' is based on a novel.
True ☐ False ☐ Doesn't say ☑

1 Kath would like to go for a meal before the film.
True ☐ False ☐ Doesn't say ☐

2 Kath is free all day on Saturday.
True ☐ False ☐ Doesn't say ☐

3 Kath doesn't like Italian food.
True ☐ False ☐ Doesn't say ☐

4 Kath can go snowboarding on Sunday.
True ☐ False ☐ Doesn't say ☐

5 Kath is going to the mountains with John.
True ☐ False ☐ Doesn't say ☐

6 John loved climbing in Wales.
True ☐ False ☐ Doesn't say ☐

6

3 Complete the messages with these phrases.

at 3 o'clock tomorrow could meet do you think
If you're free ~~Saturday evening~~ send me an email
you like to come

Hi Richard,

I'm celebrating my birthday at the new Italian restaurant on *Saturday evening*. Would [1] _____?

We could meet at the Wine Bar at eight o'clock for a drink before dinner. What [2] _____?

Sofia

Hello Jana,

There's a good play on at the Royal Theatre next Sunday evening. I can't remember the name of it, but it's a comedy set in London.

[3] _____, we could go together. Phone or [4] _____, OK?

Lukas

Hi Niko,

Did you know that the crime writer Patricia Smith is visiting the Central Bookshop [5] _____? She's going to read from her new novel, 'Crimes of Passion'.

I'm thinking of going – would you like to come with me?

We [6] _____ for a coffee at two o'clock first. What do you think?

Jessica

6

4 Imagine it's your birthday on Saturday. Write an email to your friends to invite them to celebrate with you. Use the messages in exercise 3 to help you. Write 50–60 words.

10

Reading and Writing Total 30

Unit 4 Test Home and away

Date: _____

Grammar

1 Present perfect [+] [-] [?] Choose the correct word or phrase to complete the conversation.

A Hello darling! *Have you had* a good day?
B Yes, [1]_____. I've cleaned the house and I [2]_____ the food for the party. What about you?
A I've [3]_____ a terrible day. Someone has [4]_____ my bag with all my money! So I [5]_____ bought the wine for the party ...

Example a You had b ~~Have you had~~ c Have you

1	a I have	b have I	c have
2	a bought	b 've bought	c buy
3	a having	b have	c had
4	a steal	b stolen	c stealing
5	a haven't	b didn't	c hasn't

☐ 5

2 Present perfect with *ever* Write *Have you ever* questions.

Example buy / a house
Have you ever bought a house? _____

1 live / in England
_____?
2 break / your leg
_____?
3 do / an extreme sport
_____?
4 have / an accident
_____?
5 take / shampoo from a hotel
_____?

☐ 5

3 *Can / could* (requests) Complete the dialogues with *Could you* or *Can I* and the verbs in (brackets).

Example **A** *Can I have* (have) a glass of water, please?
B Sure. Here you are.

1 **A** _____ (send) me a pot of coffee please?
B Certainly. Which room number?
2 **A** _____ (use) your telephone, please?
B Yes, of course. It's over there.
3 **A** _____ (change) the sheets in room 22, please?
B Certainly. I'll do it immediately.
4 **A** _____ (have) a sandwich, please?
B Yes – do you want ham or cheese?
5 **A** _____ (call) a taxi for me, please?
B Yes, of course. Where do you want to go?

☐ 5

Vocabulary

4 Things around the house Look at the pictures and write the words for the objects.

1 *spoon* _____
2 _____
3 _____
4 _____
5 _____
6 _____

☐ 5

5 Accidents at home Complete the dialogues with these words.

broken burnt cut ~~dropped~~ fallen put

Example **A** Tom has *dropped* milk on the kitchen floor!
B Is he going to clean it?

1 **A** You've _____ the toast again!
B Sorry!
2 **A** I've _____ my finger on the knife.
B Oh no! Are you OK?
3 **A** Sorry – I've _____ a glass.
B That's OK. It wasn't expensive.
4 **A** This coffee is awful. Have you _____ sugar in it?
B No, I haven't. Sorry!
5 **A** What was that noise?
B All the plates have _____ off the shelf!

☐ 5

Pronunciation

6 Phonemic spellings Think about the sound of these words. Write the words.

Example /bed/ *bed*

1 /ʃæm'puː/ _____
2 /'pɪləʊ/ _____
3 /'taʊwəl/ _____
4 /tæps/ _____
5 /ʃiːts/ _____

☐ 5

GVP Total ☐ 30

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Reading and Writing A thank you note

1 Read the web page and match the titles with paragraphs A–E.

About us Moving around Our holiday ~~Our home~~ Places around town

www.HomeExchangeInternational.co.uk

EXCHANGE YOUR HOME AND ENJOY FREE HOLIDAYS ALL YEAR!

MR AND MRS O'LEARY 15 Western Terrace, Cork, Ireland

A *Our home* We've got a three-bedroom house near the centre of the city, with a small garden. The house is clean and modern, and has central heating, a washing machine, and Internet access.

B _____ Cork is a lovely small city, and the house is close to the shops and restaurants. You can visit the long white beaches of Clonakilty. If you enjoy walking, the mountains are nearby.

C _____ It's easy to get to Cork as the city has an international airport. When you're here, you can use our car. We don't have any pets, but we have some plants to water!

D _____ We'd like to exchange homes in June or July. This summer, we'd love to stay in a small city in France or Italy, near the beach if possible.

E _____ We're a family with two young children. We love exchanging houses with other people because it's a great way to have a holiday. We've been skiing in France and had a boating holiday in Spain – all problem-free!

☐ 4

2 Read the web page again and choose the best answer a, b, or c.

Example Has Mr and Mrs O'Leary's house got more than one bedroom?
Yes ☑ No ☐ Doesn't say ☐

1 Does this house have a garage?
Yes ☐ No ☐ Doesn't say ☐

2 Is Cork a large city?
Yes ☐ No ☐ Doesn't say ☐

3 Is Cork near the mountains?
Yes ☐ No ☐ Doesn't say ☐

4 Is there an airport in Cork?
Yes ☐ No ☐ Doesn't say ☐

5 Would Mr and Mrs O'Leary like to visit Greece?
Yes ☐ No ☐ Doesn't say ☐

6 Have Mr and Mrs O'Leary ever been skiing?
Yes ☐ No ☐ Doesn't say ☐

7 Have they visited Poland?
Yes ☐ No ☐ Doesn't say ☐

8 Have they ever stayed on a boat?
Yes ☐ No ☐ Doesn't say ☐

9 Have Mr and Mrs O'Leary ever had a problem with the home exchange?
Yes ☐ No ☐ Doesn't say ☐

10 Have they ever stayed in a hotel?
Yes ☐ No ☐ Doesn't say ☐

☐ 10

3 Read Mrs O'Leary's note. Choose the correct word or phrase to complete the sentences.

Hello!
Sorry we're not here to welcome you to Cork, but please make yourselves at home.
I've made the beds for you in all the bedrooms.
05 *The towels are in the bathroom cupboard.*
Feel free to use the phone and the Internet.
The computer is upstairs in the office. It's a bit old but it works OK!
I've left some milk in the fridge, and you can buy food
10 *at the shop down the road.*
The car keys are with the neighbour at number 13 – please return them to her when you leave.
Have a great week in Cork!
Phillippa O'Leary
15 *PS Thanks for watering the plants.*

Example Mrs O'Leary is writing to _____ her guests.
a thank ☐ b welcome ☑ c invite ☐

1 Mrs O'Leary has _____.
a left food in the fridge ☐ b put the towels in the bedroom ☐ c made the beds ☐

2 'It' in line 7 refers to _____.
a the phone ☐ b the computer ☐ c the office ☐

3 Mrs O'Leary has left the _____ with a neighbour.
a house keys ☐ b car keys ☐ c plants ☐

4 'her' in line 12 refers to _____.
a the neighbour ☐ b Mrs O'Leary ☐ c the guest ☐

5 The guests are staying in Cork for _____.
a a weekend ☐ b a week ☐ c a month ☐

6 The guests are going to _____.
a work in Cork ☐ b feed the neighbour's cat ☐ c water the plants ☐

☐ 6

4 Imagine you have stayed in Mrs O'Leary's house. Write a thank you note. Include answers to these questions, and don't forget to say thank you. Write 50–60 words.

Have you had a good time in Cork?
What have you done during your stay?
Has the weather been good?
Have you watered the plants?
Where have you put the car keys?
Have you had any problems in the house?

☐ 10

Reading and Writing Total ☐ 30

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Unit 5 Test Buying and giving

Date: _____

Grammar

1 Adverbs of degree Underline the correct word.

Example This jacket's *enough / a little / too small*, but I can wear it.

1 These jeans don't fit me. They're *too / enough / a little* tight.
2 I like your sandals. They're *too / enough / really* nice.
3 These gloves aren't big *quite / enough / really* for me.
4 The coat's *very / a little / enough* comfortable, but she doesn't like the colour.
5 These shoes were *enough / too / quite* expensive, but they're very good quality.

☐ 5

2 *will* (promises and offers) Choose the correct phrase to complete the dialogues.

Example **A** I can't do my homework.
B Don't worry, _____ help you tomorrow.
a I'll ☑ b Shall I ☐ c I won't ☐

1 **A** This suitcase is too heavy.
B _____ carry it.
a I'll ☐ b Shall I ☐ c I won't ☐

2 **A** I'm going on holiday next week.
B _____ water your plants?
a I'll ☐ b Shall I ☐ c I won't ☐

3 **A** I'm going to the Style Factory to buy some jeans.
B That's a good place to buy clothes. They _____ replace faulty products.
a will ☐ b won't ☐ c shall ☐

4 **A** I'm sorry. I'm too busy to talk now.
B OK. _____ call you later.
a I'll ☐ b Shall I ☐ c I won't ☐

5 **A** Don't forget Mark's birthday next week.
B No. I _____ forget!
a 'll ☐ b shall ☐ c won't ☐

☐ 5

3 *must / mustn't* Complete the rules for the gym with *must* or *mustn't*.

Example You *must* pay for your membership in advance.

1 You _____ carry your membership card at all times.
2 You _____ wear your street shoes in the gym.
3 You _____ use a swimming cap in the pool.
4 To join the aerobics class you _____ put your name on a list first.
5 You _____ put wet towels on the machines.

☐ 5

Vocabulary

4 Favours Order the letters to make words.

Example I'll ayp *pay* for the coffee.

1 I can't racry _____ this bag. It's too heavy!
2 Could I worbor _____ some money, please?
3 Shall I praw _____ it for you?
4 I'll lden _____ you some money.
5 Shall I lodh _____ your bag for you?

☐ 5

5 Shopping phrases Complete the conversation with these phrases.

How much is it? I'll pay in cash.
It's nice. I'll take it. Size 40. Yes. Can I try it on?
~~Yes, I'm looking for a sweatshirt~~.

A Can I help you?
B *Yes, I'm looking for a sweatshirt.*
A What size are you?
B 1 _____
A Any particular colour?
B Yes, I'd like a green or blue one.
A Do you like this one?
B 2 _____
A Of course. The changing room's over there.
A What do you think?
B Yes, I like it. 3 _____
A It looks very good on you.
B 4 _____
A It's £12.99. How would you like to pay?
B 5 _____
A OK. Here's your change. Shall I put it in a bag?

☐ 5

Pronunciation

6 Sounds spelt with *ea* Think about the sound of *ea* in these words. Tick ✓ the correct sound for each word.

Example teach /iː/ ☑ /e/ ☐

1 head /ɪə/ ☐ /e/ ☐
2 jeans /eə/ ☐ /iː/ ☐
3 great /eɪ/ ☐ /e/ ☐
4 wear /iː/ ☐ /eə/ ☐
5 near /ɪə/ ☐ /eɪ/ ☐

☐ 5

GVP Total 30

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Reading and Writing
Tips for visitors from abroad

1 Read the text and answer the questions.

YOUR GUIDE TO SHOPPING IN **EDINBURGH**

Edinburgh is a great city for shopping. You'll find everything from fabulous clothes to great gifts and typical Scottish souvenirs. The main shopping area is around Princes Street. You'll also find some more unusual shops in the area called Stockbridge.

05 If you're looking for clothes, try 'Jenners' on Princes Street. It's one of the oldest shops in town. **It**'s got a great selection of fashionable clothing as well as traditional Scottish kilts.

For great local food and drink, try the Food Market on Dundas Street. You can get organic fish and vegetables, as well as typical Scottish 10 products like shortbread biscuits and fine whisky.

If you want to take home some souvenirs, the best place to go is the area around the castle. There you'll find lots of shops selling postcards, keyrings, mugs, hats, and T-shirts. If you're looking for antique furniture or clocks, go to Thistle Street.

Example Where is the main shopping area in Edinburgh?
Around Princes Street.

1 What will you find in the area of Stockbridge?
_____

2 What type of shop is 'Jenners'?
_____

3 What does 'it' in line 6 refer to?
_____

4 What special Scottish clothing can you buy in Jenner's?
_____

5 In which street can you buy organic food?
_____

6 What typical Scottish food can you buy?
_____

7 Where is the best place to buy souvenirs?
_____

8 Where can you buy old furniture?
_____

☐ 8

2 Read about 'Scottish Hosts'. Tick ✓ True, False, or Doesn't say.

SCOTTISH HOSTS is an organization that matches visitors from abroad with host families in Scotland. Many of our customers are studying English at language schools in Edinburgh, but we also have host families anywhere in Scotland.

Our host families are all Scottish. They all have a spare bedroom for their guests, and everybody shares the living room, kitchen, and bathroom.

This is a great way for visitors from abroad to experience a new culture. You'll practise your English, try typical Scottish food and drink, and learn about Scotland.

FOR MORE INFORMATION ABOUT OUR ORGANIZATION, please call Fiona McDonald on 045 7639086.

Example 'Scottish Hosts' is a clothes shop.
True ☐ False ☑ Doesn't say ☐

1 All the host families live in Edinburgh.
True ☐ False ☐ Doesn't say ☐

2 All the host families are Scottish.
True ☐ False ☐ Doesn't say ☐

3 The host families speak many languages.
True ☐ False ☐ Doesn't say ☐

4 If you stay with a host family, you'll have your own bedroom.
True ☐ False ☐ Doesn't say ☐

5 All the host families cook excellent food.
True ☐ False ☐ Doesn't say ☐

6 Fiona McDonald works for 'Scottish Hosts'.
True ☐ False ☐ Doesn't say ☐

☐ 6

3 Read the text below. Match tips 1–7 with headings a–g.

SCOTTISH HOSTS TIPS FOR VISITORS

1 If you're visiting Scotland in winter, bring a warm jacket. It can be very cold!

2 Don't forget to bring an umbrella. It often rains, even in summer.

3 Bring a gift for your host family. Something typical from your home country would be a good idea.

4 You mustn't carry wrapped gifts in your hand luggage on the plane. Put them in your suitcase.

5 Meal times are probably different in Scotland from your country. Here, we usually have a big breakfast, a light lunch, and dinner at about 6 o'clock.

6 If you're travelling to the Scottish islands, bring some cash. It can be difficult to find a bank.

7 Don't forget to buy some typical Scottish things to take home with you. You'll find all the usual things like postcards and mugs, but how about a bottle of fine whisky?

a ☐2 Things you'll need
b ☐ Giving gifts
c ☐ Money tips
d ☐ Clothes to bring
e ☐ Buying souvenirs
f ☐ Packing tips
g ☐ Eating

☐ 6

4 Write five tips for someone staying with a host family in your country. Use the headings and tips in exercise 3 to help you. Write 50–60 words.

1 _____
2 _____
3 _____
4 _____
5 _____

☐ 10

Reading and Writing Total ☐ 30

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Unit 6 Test Services

Date: _____

Grammar

1 Past of irregular verbs Write sentences using the past form of the verbs.

Example I / have / breakfast at 7 o'clock
I had breakfast at 7 o'clock.

1 Pat / buy / a new car last week
_____

2 We / go / to the cinema last night
_____

3 I / send / you an email yesterday
_____

4 Jim / find / some money in the street
_____

5 I / see / your cousin at the bank
_____

☐ 5

2 *have to, don't have to, mustn't* Complete the text with *have to, don't have to,* or *mustn't* and the verbs in (brackets).

Tips for driving in Britain

If you're going to drive a car in Britain, remember that you *have to have* (have) a driving licence and insurance. You also [1]_____ (wear) a seatbelt – it's the law!

In winter, it's a good idea to carry some warm clothes and a blanket in the car. You [2]_____ (carry) spare petrol, but it's a good idea.

Don't forget that you [3]_____ (drink) and drive in Britain – it's illegal. And you [4]_____ (use) your mobile phone when you are driving. Finally, don't park your car in dark empty streets, because someone could break into it. You [5]_____ (have) a car alarm, but it's a good idea.

☐ 5

3 Past continuous Complete the sentences with the past continuous form of the verbs in (brackets).

Example *Were you waiting* (you / wait) for the bus when you saw the accident?

1 I _____ (take) some money out of the cash machine when the man ran out of the bank.
2 We _____ (not live) in the house when someone broke in and stole the furniture.
3 _____ (it / rain) when you came home?
4 My friends _____ (have) dinner when I arrived at their house.
5 Jerry _____ (not work) at the post office when he wrote his novel.

☐ 5

Vocabulary

4 Telephone phrases Choose the correct word to complete the telephone conversation.

A Hello, can I *speak* to Mr Green, please?
B Just a moment. I'll [1]_____ you through. Who's [2]_____?
A Jennifer Robinson.
B [3]_____ the line, please. ... I'm sorry. Mr Green is [4]_____ at the moment. Would you like to [5]_____ a message?
A No thanks. I'll call back later.

Example a call b cut c ~~speak~~

1 a hold b put c call
2 a calling b telling c called
3 a Through b Put c Hold
4 a speaking b busy c leaving
5 a cut b tell c leave

☐ 5

5 Bank and post office Match words 1–6 with a–f.

1 [e] You need this when you buy something on the Internet.
2 ☐ Someone who works in a bank or post office.
3 ☐ This is money in coins and notes, not cards.
4 ☐ You need to buy this when you send a letter.
5 ☐ This is usually at the bank. You can get cash there.
6 ☐ A passport and driving licence are examples of this.

a cash
b cashier
c cash machine
d ID
e credit card
f a stamp

☐ 5

Pronunciation

6 Stress in corrections Think about the sound of these sentences. Underline the stressed word in the replies.

Example **A** Did you say Thursday?
B No, I said Friday.

1 **A** Did you say two thirty?
B No, I said three thirty.
2 **A** Did you say Mrs Shaw?
B No, I said Mr Shaw.
3 **A** Was that seven six five one?
B No, seven six four one.
4 **A** Was that Mr Law?
B No, Mr Tor – T-O-R.
5 **A** Did you say fifteen pounds?
B No, fifty pounds.

☐ 5

GVP Total ☐ 30

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Reading and Writing An insurance claim

1 Read the text and complete the insurance claim form.

Part 4 *On this page, please describe what happened in more detail.*
I was riding my bike in the mountains in Snowdonia when the accident happened. I was on holiday with my girlfriend, but I was on my own at the time of the accident because my girlfriend wanted to go shopping. It was Wednesday 24th August, at about three o'clock in the afternoon. I had cycled about 60 km that day. The weather wasn't very good – it was raining and the road was wet. I was going round a corner when a cow walked into the road. I turned and crashed into a tree. My bike was broken, but I was lucky. I was wearing a helmet and I wasn't hurt. Immediately after the accident, a car came and the driver stopped. We didn't call the police because we didn't have a mobile phone, but the driver took me to hospital. I had some tests at the hospital, but everything was OK. Finally I called my girlfriend and she came to meet me. We returned to the hotel for five more days, but I couldn't go cycling. I would like to claim on my insurance to buy a new bike.
Signed R J Hall

Insurance Claim Form	
Name	Richard Hall
Part 3 Accident Details	
A Context	**What were you doing?** *(please tick)* ☐ walking ☐ sitting in a car ☐ driving ☑ riding a bike
	When did the accident happen? At 3 o'clock on _____ 24th August.
	Where did the accident happen? In the _____ in Snowdonia.
B Event	**What happened?** I was cycling and a cow walked into the road. I crashed into a _____.
C Result	**Did you tell the police?** *(please tick)* ☐ yes ☐ no
	Were you hurt? *(please tick)* ☐ yes ☐ no
	Did you go to hospital? *(please tick)* ☐ yes ☐ no

☐ 6

2 Read the text again. Choose the best answer a, b, or c.

Example Richard was on holiday in _____.
a London ☐ b Scotland ☐ c Snowdonia ☑

1 He went cycling _____.
a alone ☐ b with his girlfriend ☐ c with friends ☐
2 The accident happened in the _____.
a morning ☐ b afternoon ☐ c evening ☐
3 Richard cycled _____ kilometres before the accident happened.
a sixteen ☐ b sixty ☐ c eighty ☐
4 Richard was wearing a _____.
a seatbelt ☐ b cycle helmet ☐ c sun hat ☐
5 Richard's _____ was broken.
a arm ☐ b leg ☐ c bike ☐
6 Richard didn't have a _____.
a car ☐ b mobile phone ☐ c helmet ☐
7 The driver took Richard _____.
a home ☐ b to the hotel ☐ c to hospital ☐
8 Richard wants to claim for _____.
a a new bike ☐ b the cost of the holiday ☐
c the hospital tests ☐

☐ 8

3 Read Sam's claim form. Tick ✓ True, False, or Doesn't say.

Insurance Claim Form	
Name	Sam Jones
Part 3 Accident Details	
A Context	**What were you doing?** *(please tick)* ☑ walking ☐ sitting in a car ☐ driving ☐ riding a bike
	When did the accident happen? Saturday evening at about 8 o'clock
	Where did the accident happen? in the city centre, opposite the post office
B Event	**What happened?** I was crossing the road and a car didn't stop at the traffc lights. I was knocked down.
C Result	**Did you tell the police?** *(please tick)* ☑ yes ☐ no
	Were you hurt? *(please tick)* ☑ yes ☐ no
	Did you go to hospital? *(please tick)* ☑ yes ☐ no

Example Sam was driving when the accident happened.
True ☐ False ☑ Doesn't say ☐

1 The accident happened in a small village.
True ☐ False ☐ Doesn't say ☐
2 The accident happened in the evening.
True ☐ False ☐ Doesn't say ☐
3 A young man was driving the car.
True ☐ False ☐ Doesn't say ☐
4 The accident happened at the traffic lights.
True ☐ False ☐ Doesn't say ☐
5 Sam wasn't hurt.
True ☐ False ☐ Doesn't say ☐
6 Sam broke his leg.
True ☐ False ☐ Doesn't say ☐

☐ 6

4 Imagine you completed the claim form in exercise 3. Describe what happened in more detail. Write 50–60 words.

☐ 10

Reading and Writing Total ☐ 30

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Unit 7 Test Work

Date: _____

Grammar

1 Defining relative clauses Complete the sentences and questions with *who, which,* or *where.*

Example What do you call a person *who* works in a library?

1 A bookshop is a place _____ you buy books.
2 Are these the computers _____ students can use?
3 Was Velázquez the artist _____ painted 'Las Meninas'?
4 A photocopier is a machine _____ copies text or pictures.
5 Prague is the city _____ Chris met his wife.

☐ 5

2 *can/can't* (permission) Make affirmative and negative sentences and questions with *can.*

Example I go out in the lunch hour? [?]
Can I go out in the lunch hour?

1 You smoke here. [-]
_____
_____

2 Where I put my bag? [?]
_____
_____

3 We wear jeans to work? [?]
_____

4 The rule is you arrive late. [-]
_____

5 You wear anything you want. [+]
_____

☐ 5

3 *because, so* Rewrite the sentences with *so* or *because.*

Example They came on the bus. Their car has broken down.
They came on the bus because their car has broken down.

1 I haven't got the key. I can't open the door.
_____

2 Ana was wearing a suit. She had a job interview.
_____

3 I've lost my phone. I can't call you.
_____

4 Justin is ill. He can't come to work today.
_____

5 I'm happy. I passed the test.
_____

☐ 5

Vocabulary

4 Job conditions Choose the correct word to complete the job advert.

Example	a ~~staff~~	b interview	c salary
1	a nights	b flexible	c staff
2	a well	b attractive	c company
3	a salary	b money	c expenses
4	a team	b experience	c uniform
5	a experience	b interest	c interview

WANTED

Regional sales *staff*

We offer:
- 1 _____ hours
- a 2 _____ car
- an attractive 3 _____

Applicants must have 2 years' 4 _____ in sales.

Call 01435 877988 for an 5 _____.

☐ 5

5 Jobs and workplaces Underline the correct word.

Example When I was a *secretary/mechanic/dentist* I worked in an office in London.

1 Picasso was a famous artist. His *laboratory/studio/cockpit* was in Paris.
2 Linda's sister is a *mechanic/nurse/cashier.* She works at the bank on the High Street.
3 My friend's a scientist. This is the *garage/laboratory/surgery* where she works.
4 Did you work at the General Hospital when you were a *pilot/mechanic/nurse*?
5 Carmen is a *receptionist/secretary/cashier* at the Grand Hotel in London.

☐ 5

Pronunciation

6 Short and long *o* Think about the sound of the letter *o* in these words. Write the words under the correct sound.

boss closes don't not office ~~smoking~~

long /ɒ/	short /əʊ/
smoking	

☐ 5

GVP Total 30

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Reading and Writing A job description

1 Read the job adverts. Tick ✓ True, False, or Doesn't say.

1

We are looking for experienced English teachers for a residential summer school in July and August only.

- Minimum 3 years' experience.
- Candidates must be energetic and friendly, and work well in a team.
- Competitive salary.

Email david @LanguageSchool.com for more details and an application form.

2

WANTED

Magicians

for children's parties and special events.

Must be experienced and have own equipment and car.

Attractive pay and travel expenses.

Call Ellen on 01987 458976 for an interview (you will also need to demonstrate your magic skills).

3

IT TECHNICIANS REQUIRED

to take care of our clients' computers in offices through the region.

Car provided, and you must have a valid driving licence.

Working hours: 9.00–5.00, Monday–Friday, plus one Saturday per month.

Please email your CV (no attachments) to FionaWells@Tech-care.co.uk

Example For job 1, you don't need experience.
True ☐ False ☑ Doesn't say ☐

1 The contract for the teaching job is 12 months.
True ☐ False ☐ Doesn't say ☐

2 You earn £1,000 for the teaching job.
True ☐ False ☐ Doesn't say ☐

3 The magicians must be able to drive.
True ☐ False ☐ Doesn't say ☐

4 The magicians don't have to go for an interview.
True ☐ False ☐ Doesn't say ☐

5 For the third job, you have to look smart.
True ☐ False ☐ Doesn't say ☐

6 You get a company car with the IT technician job.
True ☐ False ☐ Doesn't say ☐

☐ 6

2 Read Jane's description of her job. Then complete the table with three more good points and three bad points.

I'm a postwoman on the Isle of Mull in Scotland. The best thing about my job is that it's very sociable because I know lots of people on the island, and I can talk to them every day! Also, I get very long holidays so I can go away with my children when they are on school holidays. The working hours are also good for me. My daughter is only five, so I can meet her when she finishes school at half past three. Another good thing is that I don't have to worry about what to wear for work, because I've got a uniform. it's a dark blue coat and jumper, with trousers in winter and shorts in summer. I like working as the postwoman on Mull because I've lived here all my life.

The worst thing about my job is that I have to get up very early because I start at five o'clock. But I'm not really a 'late-night' person so I don't mind. Also, my husband works in the evenings so I don't see him very much during the week, but we spend more time together at the weekends. One other bad point is that I have to work outside in all weathers so I sometimes get very wet. But on the whole, I really enjoy my job. There are more good things than bad things about it!

good points	bad points
very sociable	4
1	5
2	6
3	

☐ 6

3 What do the highlighted words in the text refer to?

Example it (line 3) *my job*

1 them (line 6) _____
2 they (line 8) _____
3 her (line 11) _____
4 It (line 14) _____
5 here (line 16) _____
6 him (line 20) _____
7 we (line 21) _____
8 it (line 25) _____

☐ 8

4 Imagine you have one of these jobs. Write a description, including the good and bad points. Use the text in exercise 2 to help you. Write 50–60 words.

teacher graphic designer fitness instructor
actor nurse taxi driver

☐ 10

Reading and Writing Total ☐ 30

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Unit 8 Test Gadgets and technology

Date: _____

Grammar

1 Possessive pronouns Replace the **bold** words with a possessive pronoun.

Example They're Ann's glasses, and I think that bag is **her bag,** too. *hers*

1 I've lost my phone. Can I use **your phone**? _____
2 If you haven't got a camera, you can borrow **our camera**. _____
3 Robert's got your number, but have you got **his number**? _____
4 Our house is nice but I prefer **their house**! _____
5 Can I use your Internet access? **My Internet access** isn't working. _____

☐ 5

2 Present passive Rewrite the text in the passive.

- They cut the plastic into circles.
- They record the songs onto the CD.
- They print the information on the disc.
- They put each disc in a plastic box.
- They send the CDs to the shops.
- They sell millions of CDs around the world.

Example The plastic *is cut* into circles.

1 The songs _____ onto the CD.
2 The information _____ on the disc.
3 Each disc _____ in a plastic box.
4 The CDs _____ to the shops.
5 Millions of CDs _____ around the world.

☐ 5

3 1st conditional Complete the sentences with the correct form of the verbs in (brackets).

Example If you *open* the attachment, you'll get a virus. (open)

1 If you give me your email address, I _____ you the document. (send)
2 The computer will download the new programme if you _____ on this button. (click)
3 She _____ if you send her junk mail. (not reply)
4 _____ Sally with the broadband connection if she has a problem? (you / help)
5 If they _____ the computers today, we'll work at home tomorrow. (not repair)

☐ 5

Vocabulary

4 Material and shape Match the descriptions 1–6 with the objects a–f.

1 [c] It's made of cloth, and it's long and thin.
2 ☐ It's usually round or square, and it's made of glass.
3 ☐ It's long and thin. It's made of wood, and sometimes it's got an eraser at the end.
4 ☐ It's long and thin, and it's usually made of plastic.
5 ☐ It's flat and round. It's made of plastic.
6 ☐ It's made of metal. It's round and it's got a handle.

a a pan
b a pencil
c ~~a tie~~
d a CD
e a mirror
f a toothbrush

☐ 5

5 Email Choose the correct word or phrase to complete the email.

Hi Adam,
Be careful if you *receive* an email from someone called Hugo. It says 'It's your lucky day!' in the [1]_____ at the top, and it's got an [2]_____. Don't open it – it's a [3]_____! Just highlight it, [4]_____ on the button and [5]_____ it. It's junk mail – it isn't from me!
Your friend,
Hugo

Example a delete b ~~receive~~ c send

1	a icon	b subject	c button
2	a attachment	b icon	c email
3	a button	b message	c virus
4	a click	b delete	c send
5	a receive	b delete	c send

☐ 5

Pronunciation

6 Pronoun + *'ll* Think about the sound of these words. Match the words with the correct pronunciation.

1 [c] we'll	4 ☐ they'll	a /juːl/	d /aɪl/
2 ☐ you'll	5 ☐ it'll	b /ʃiːl/	e /ðeɪl/
3 ☐ I'll	6 ☐ she'll	c /wiːl/	f /ɪtl/

☐ 5

GVP Total 30

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Reading and Writing A message of apology

1 Read the text and match the highlighted words with the correct definition.

Laptop 'thief' apologizes and returns missing computer

A businesswoman who accidentally took a laptop containing an important unfinished novel has apologized and finally returned the computer.

Thirty-year-old manager Helen Goode put her own laptop on the luggage rack above her seat on the 15.30 train from London to Edinburgh. In the seat next to hers was the well-known author Mrs Tara Penn. Her laptop was also on the luggage rack. When Ms Goode left the train at Leeds, she took the wrong laptop. Mrs Penn realized the mistake immediately. She shouted after the woman, but it was too late. Ms Goode didn't hear and the train left the station.

Mrs Penn contacted the train manager and he called the police, who soon identified Ms Goode from her seat reservation. However, when they tried to contact her, she didn't reply. After two weeks they sent a letter saying they would prosecute her if she didn't return the laptop.

Unfortunately Ms Goode was on holiday in the Caribbean for a fortnight, so she didn't open the laptop or realize it wasn't hers. When she returned, she received the letter and immediately contacted the police. She apologized to Mrs Penn and returned the computer. Mrs Penn is delighted that she can now complete her novel.

1	laptop ☐	a	period of two weeks
2	unfinished ☐	b	portable computer
3	luggage ☐	c	incomplete
4	prosecute ☐	d	bags and suitcases
5	fortnight ☐	e	very happy
6	delighted ☐	f	make a legal case against someone

☐ 6

2 Read the text again and answer the questions.

1 Why was the laptop important?

_____

2 Where were the two laptops on the train?

_____

3 What did Mrs Penn do when she realized the mistake?

_____

4 How did the police identify Ms Goode?

_____

5 Why didn't Ms Goode reply when the police tried to contact her?

_____

6 What did the police do after two weeks?

_____

7 What happened to the computer when Ms Goode returned?

_____

8 Why was Mrs Penn delighted?

_____

☐ 8

3 Read the emails and tick ✓ True, False, or Doesn't say.

✉ ☐

Hello Lisa,
I'm really sorry – I think I deleted your message by mistake. I thought it was junk mail because it had an attachment and there wasn't a subject. I'm afraid it was too late when I realized, and so I've lost the file you sent me. Could you resend your original email? I'm really sorry about this.
All the best,
Gary

✉ ☐

Hi Gary,
No problem! Here's the original message again, and the attachment. It's just a document with this month's sales figures. If you look below, you'll see that I've sent you all the annual figures, too.
Have fun!
Lisa

Example Gary deleted Lisa's email by mistake.
True ☑ False ☐ Doesn't say ☐

1 Lisa's original email contained a lot of attachments.
True ☐ False ☐ Doesn't say ☐

2 Lisa sent her first email yesterday afternoon.
True ☐ False ☐ Doesn't say ☐

3 Gary asked Lisa to send her message again.
True ☐ False ☐ Doesn't say ☐

4 Lisa was angry because Gary deleted the message.
True ☐ False ☐ Doesn't say ☐

5 The sales figures were for the month of June.
True ☐ False ☐ Doesn't say ☐

6 Lisa sent Gary more information about the sales figures.
True ☐ False ☐ Doesn't say ☐

☐ 6

4 Choose one of the situations and write a message of apology. Use the emails in exercise 3 to help you. Write 50–60 words.

a you forgot your sister's birthday
b you spilt coffee on your friend's computer keyboard
c you borrowed your cousin's digital camera and it broke while you were using it

☐ 10

Reading and Writing Total ☐ 30

Unit 9 Test Food

Date: _____

Grammar

1 Countable / uncountable Are the **bold** words countable (C) or uncountable (U)?

Example Would you like some **strawberry yoghurt** on your fruit? *U*

1 Do you want a sandwich or a **baked potato**? ____
2 Can I have some more **grated cheese**, please? ____
3 Would you like a **fried egg** with your bacon? ____
4 I'd like some **roast beef** and boiled potatoes. ____
5 I'll have some **peas** with that, please. ____

☐ 5

2 Quantifiers Complete the conversations with these words.

a few a little many much ~~much~~ none

A How *much* wine would you like?
B Oh, just [1]_____, please.

A Have we got any sausages?
B Yes – but there aren't [2]_____.

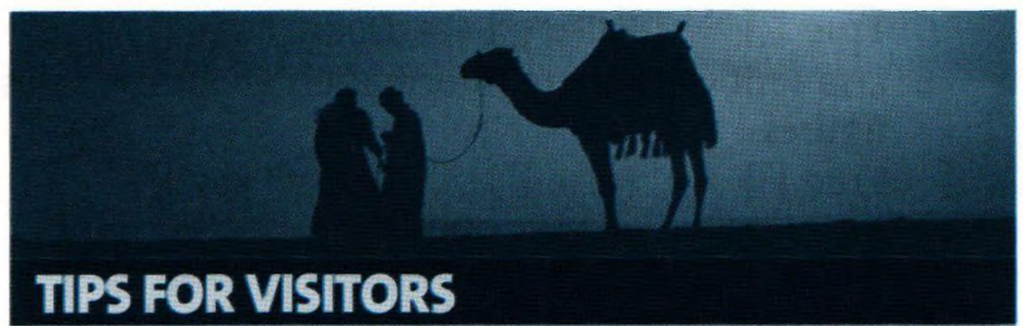
A How many biscuits are there?
B [3]_____! I ate the last one – sorry.

A Do you want some more potatoes with your meat?
B Just [4]_____, thanks.

A Can I have some more cheese?
B Only a small piece – there isn't [5]_____ left.

☐ 5

3 *Should* and *must* Underline the correct words.



TIPS FOR VISITORS

If you decide to register for the trip to Morocco, you *should / mustn't* read this guide carefully. It will help to make your holiday a more enjoyable experience!

Table manners

During the trek you'll eat on the floor in tents, so you [1] *must / mustn't* expect comfortable chairs or restaurants! The Berbers don't use knives and forks so you [2] *should / shouldn't* use your hands (and your bread) to eat the food. In Morocco it's very bad manners to eat with your left hand, and you [3] *shouldn't / must* pass food with your right hand. Try to finish the meal – you [4] *shouldn't / must* leave any food at the end. And you [5] *should / mustn't* forget to thank the cook!

☐ 5

Vocabulary

4 Food and cooking Read the instructions and match them with the food and drink a–e.

Example [b] Cut the meat and chop some vegetables. Cook everything together slowly for about two hours.

1 ☐ Wash the lettuce and chop some tomatoes. Add some tuna or ham, then pour on olive oil and vinegar.
2 ☐ Put some butter on sliced bread and fill with cheese, ham, or a chopped boiled egg.
3 ☐ Cut the meat into squares, and then put them on a skewer. Grill for 15 minutes.
4 ☐ Boil the water and add it to the pot. After a few minutes, pour it into the cup and add milk and sugar.
5 ☐ Barbecue the sausage, and then put it in the bread roll. Add some tomato ketchup.

a a cup of tea
b ~~stew~~
c beef kebabs
d a salad
e a sandwich
f a hot dog

☐ 5

5 Phrases with *make, do, have* Complete the note with *make, do,* or *have.*

Friday

Tom and Peter,

We're going now – see you on Sunday evening!

Remember to *make* your beds and [1]_____ the washing up before we come home! (And please [2]_____ the cleaning if you [3]_____ a mess in the kitchen.)

[4]_____ a nice break but don't forget to [5]_____ your homework!

See you soon,

Mum

☐ 5

Pronunciation

6 Linking consonant–vowel Think about the sound of these phrases. Which words are linked? Add one ‿ in each phrase.

Example some grilled‿onion, please

1 a boiled egg with sliced bread
2 an orange for me, please
3 some ice cream with your fruit?
4 some scrambled egg, please
5 a sliced apple for dessert?

☐ 5

GVP Total ☐ 30

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Reading and Writing
A food and drink guide for visitors

1 Read the texts and answer the questions.

Table manners in the USA

If you are invited to dinner in an American home, you should take a small gift such as chocolates or flowers. Your host will probably serve the meal, and you should compliment him/her on the food. It's all right to eat with your hands when the meal is pizza or burgers. If you're in a restaurant, you shouldn't smoke or use a mobile phone during the meal. You can take some food home with you if you don't finish it.

Table manners in Japan

There are a lot of rules about table manners in Japan but don't worry if you make a mistake because the Japanese are very forgiving! Of course you should use chopsticks, but remember not to pass food to someone else with your chopsticks as this is very impolite. Before you start eating you should say 'Itadakimasu', which means 'I will receive', and then you should try to eat all your food. Never fill your own glass because this is very impolite.

1 Name one thing that guests should take when they go for dinner in the USA.

_____

2 When can you eat with your hands in the USA?

_____

3 What shouldn't you do in a restaurant in the USA?

_____

4 What mustn't you do with your chopsticks in Japan?

_____

5 What should you say before you start eating in Japan?

_____

6 Why shouldn't you pour your own drink in Japan?

_____

☐ 6

2 Read the text and write the names.

In my country, the traditional local dish is Irish stew, which is made of meat and vegetables. Potatoes are Ireland's most traditional vegetable, and you usually get potatoes with everything. Potato cakes are popular, but I'd recommend 'colcannon' – mashed potatoes with butter and cabbage. If you visit the coastal areas, you should try the excellent seafood. Don't miss the famous oysters! The mussels and crabs are excellent too.

For dessert, we often have fruit or cheese and biscuits. My favourite dessert is 'barm brack', which is a sweet bread with spices and dried fruit. Of course the traditional alcoholic drink is Guinness which you can find in every pub in Ireland! You should also try Irish coffee – coffee with a bit of whiskey and some cream. There are lots of great restaurants here in Dublin, but my favourite is King Sitric's Restaurant in Dublin Bay. I recommend the fish of the day, which is always freshly caught!
Gerry O'Shea, Dublin

1 Traditional local dish: _____
2 Traditional vegetable: _____
3 Recommended dish: _____
4 Favourite dessert: _____
5 Traditional drink: _____
6 Recommended restaurant: _____

☐ 6

3 Read the text in exercise 2 again and choose the best answer, a, b, or c.

Example Gerry lives in _____.
a ☐ England b ☐ Scotland c ☑ Ireland

1 The text is _____.
a ☐ a recipe b ☐ a personal account
c ☐ from a guidebook
2 Irish stew is made with _____.
a ☐ fish b ☐ seafood c ☐ meat
3 Colcannon is made with _____ potatoes.
a ☐ baked b ☐ grilled c ☐ mashed
4 Mussels are a kind of _____.
a ☐ seafood b ☐ vegetable c ☐ dessert
5 'Barm Brack' doesn't contain _____.
a ☐ spices b ☐ whiskey c ☐ dried fruit
6 All _____ serve Guinness.
a ☐ restaurants b ☐ pubs c ☐ shops
7 Irish coffee is made with _____.
a ☐ whiskey b ☐ Guinness c ☐ milk
8 The speciality of King Sitric's restaurant is _____.
a ☐ Irish stew b ☐ fish c ☐ local cheese

☐ 8

4 Write about traditional food and drink in your favourite country. Use the text in exercise 2 help you. Write 50–60 words.

☐ 10

Reading and Writing Total ☐ 30

Unit 10 Test Journeys

Date: _____

Grammar

1 Present perfect with *yet, just,* and *already* Write the words in (brackets) in the correct place in each sentence.

Example Have you visited Oxford? (yet)
Have you visited Oxford yet?

1 We've been to Cambridge and York. (already)
_____

2 I've finished my English exams! (just)
_____

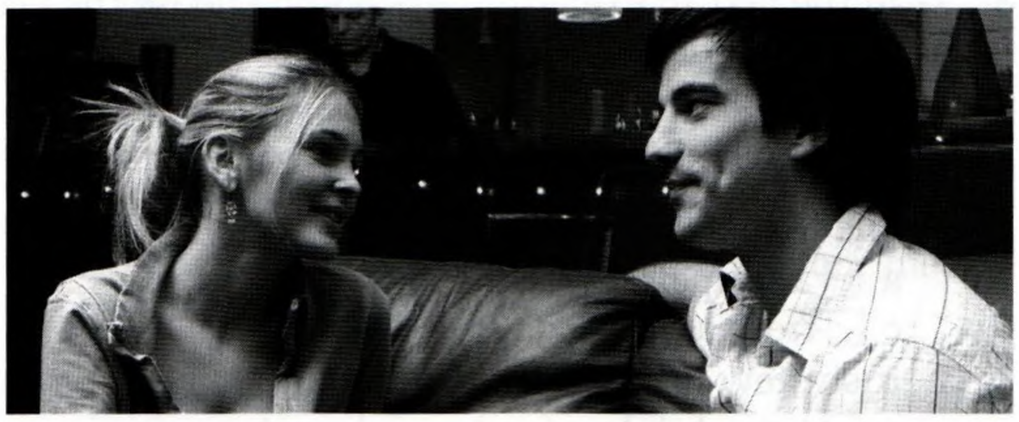
3 Have you had the results? (yet)
_____

4 I've registered for the next English course. (already)
_____

5 We've finished our first week of classes. (just)
_____

5

2 Present perfect with *for* and *since* Complete the conversation with *for* or *since*.



A How long have you lived in London?
B Oh, I've been here *for* about five years.
A Really? I've only been here [1]_____ last year.
B But have you studied English [2]_____ a long time?
A Yes – [3]_____ I was five years old!
B I've only studied English [4]_____ I left school. That's when I decided to come and live here.
A And how long have you been at this school?
B [5]_____ one year now. I have lessons twice a week after work.

5

3 *used to* Replace the **bold** words with phrases with *used to.*

Example It **was** very expensive to travel by plane.
used to be

1 People **went** through security more quickly.
_____

2 They **used** pesetas in Spain. _____

3 We **got** our euros at the bank. _____

4 My uncle **visited** Mallorca every summer. _____

5 They **brought** me a present every year. _____

5

Vocabulary

4 Prepositions of direction Complete the directions with these words.

cross follow ~~leave~~ past reach takes until

You *leave* the station, walk [1]_____ the pub, and [2]_____ the main road at the traffic lights. You can then see the river. [3]_____ the river for a short distance [4]_____ you [5]_____ the university. The walk [6]_____ about twenty minutes.

6

5 Air travel Complete the text with these words.

~~arrived~~ boarded checked landed took went

My journey home

I *arrived* at the airport in Paris and [1]_____ in my bags, then I went through passport control and had a look round the shops. When I [2]_____ to the departure gate, I got a big surprise. Rob, my ex-boyfriend, was sitting there! We [3]_____ the plane together, and his seat was next to mine! Anyway, the plane [4]_____ off, and we chatted for the whole journey. An hour later, we [5]_____ at Heathrow, and when we went out into the arrivals hall, someone was waiting for Rob. It was my best friend Judith!

5

Pronunciation

6 *yet* /j/ or jet /dʒ/ Think about the sound of these words. Write the words in the correct column.

~~yet~~ yours ~~jet~~ journey yes just

/dʒ/	/j/
jet	*yet*

4

GVP Total 30

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Reading and Writing
A letter to a holiday friend

1 Read the holiday route and match paragraphs 1–6 with headings a–f.

ACTIVE IN THE ANDES

Take a journey of adventure and activity through Peru.

Includes: – Trip to Machu Picchu — 15 days / 14 nights
– Lake Titicaca and Cuzco — £1,699
– Canoeing in the rainforest — Maximum group size: 12

1 _____ Your tour guide will meet you after your flight from London, and accompany you to your hotel. You'll have time to explore Lima, which used to be Latin America's principal city.

2 _____ Next we'll fly from Lima to Juliaca, up in the Andes. There we'll meet our driver, who will take us by minibus to Puno, next to Lake Titicaca, at an altitude of 3,800 metres.

3 _____ When you've had time to acclimatize, we'll continue in the minibus to the La Raya pass (4,330m). On the way, we'll see lots of local wildlife including llama and alpaca. We'll arrive in Cuzco in the evening, where we'll check into a hotel for two nights.

4 _____ Next we'll do a short walk to get ready for the Inca Trail to the high village of Chinchero. We'll ascend about 900m in four hours, seeing fascinating bird life on the way, including parrots and hummingbirds. We'll stay in a traditional village house.

5 _____ We then meet the rest of our team (four porters and two chefs) before beginning our three-day walk. You'll stay in comfortable tents along the way, and enjoy excellent local cuisine. Reaching Machu Picchu is a fabulous experience.

6 _____ For a fascinating finish to the holiday, we'll fly to Puerto Maldonado and into the rainforest. There we'll meet our local wildlife guide. You'll stay in an eco-lodge surrounded by animals like otters and monkeys, and explore the local area on foot and by canoe.

a Prepare for the Inca Trail
b Fly to Lima
c Amazon adventure
d Drive to Lake Titicaca
e To Machu Picchu
f Journey to Cuzco

☐ 6

2 Read the holiday route again and complete the summary.

1 Transport: plane, minibus, on foot, _____
2 Accommodation: hotel, village house, _____, eco-lodge
3 Villages, towns and cities: Lima, Juliaca, _____, Cuzco, Chinchero, Puerto Maldonado
4 The team: guide, driver, _____, chefs, wildlife guide
5 Wildlife (birds): _____, hummingbirds
6 Wildlife (animals): llama, alpaca, otters, _____

☐ 6

3 Read the letter and tick ✓ **True**, **False**, or Doesn't say.

Dear Jake,

Remember me? We met at Machu Picchu when you asked me to take your photo. Well, I've just printed my photos, and I'm sending these ones of you as promised. I'm also sending some pictures from the trek as I guess you followed the same route. Hopefully they'll bring back happy memories! Sorry it's taken me so long to get in touch. I've been really busy since I got back. I've just moved house!

After Machu Picchu, I flew to Puerto Maldonado and stayed in the rainforest for a few days. We saw some amazing wildlife and took a canoe trip down the river! I've been back in London for a month now and I really miss travelling. It's rained every day here and I've had a bad cold.

How about you? Did you get back to Lima OK? And what about the rest of your journey? Did you go to Patagonia in the end?

Next time you're in London for work, give me a ring. It would be great to see you again.

All the best,

Katie

Example Katie went on holiday to Peru.
True ☑ False ☐ Doesn't say ☐

1 Katie knew Jake before she went on holiday.
True ☐ False ☐ Doesn't say ☐
2 Katie lives with some friends.
True ☐ False ☐ Doesn't say ☐
3 Katie went to Puerto Maldonado by minibus.
True ☐ False ☐ Doesn't say ☐
4 She stayed in the rainforest after Machu Picchu.
True ☐ False ☐ Doesn't say ☐
5 The weather hasn't been good in London since Katie returned.
True ☐ False ☐ Doesn't say ☐
6 Jake was planning to cycle to Patagonia.
True ☐ False ☐ Doesn't say ☐
7 Katie would like to see Jake again.
True ☐ False ☐ Doesn't say ☐
8 Jake sometimes visits London for work.
True ☐ False ☐ Doesn't say ☐

☐ 8

4 Imagine you've been on this holiday. Write a letter to a friend you met on the trip. Use the text in exercise 3 to help you. Write 50–60 words.

Walk to Santiago!
Looking for others to join me on the Camino de Santiago, June–July. Must be fit and sociable! Spanish language would be an advantage.
Call Chris on 020 456987

☐ 10

Reading and Writing Total ☐ 30

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Unit 11 Test Body and mind

Date: _____

Grammar

1 Action or state verbs Underline the correct verb forms in the text.

This is my favourite painting. It's full of strange people. Some of them *are eating / eat* fruit, and some [1] *are smiling / smile*. In fact, most of them [2] *are seeming / seem* to be happy. There are also fish and birds. One of them [3] *is giving / gives* a man a red berry. I [4] *am liking / like* this picture, but I [5] *don't understand / am not understanding* it!

5

2 Verb + infinitive (with *to*) Rewrite the sentences using the verbs in (brackets).

Example Jack said he would help me. (promise)
Jack *promised to help* me.

1 Ellen isn't 18 but she said she was. (pretend)
Ellen _____ 18.
2 Sam said he would look for a job. (agree)
Sam _____ for a job.
3 Sarah didn't buy the medicine. (forget)
Sarah _____ the medicine.
4 I'm going to study law at university. (plan)
I'm _____ law at university.
5 My brother wouldn't lend me the money. (refuse)
My brother _____ me the money.

5

3 Past simple passive Complete the text with the correct form of the verbs in (brackets).

'Pride and Prejudice' *was written* by Jane Austen between 1796 and 1797. The film [1]_____ (make) in 2006. The young English actress, Keira Knightley, [2]_____ (choose) to play Elizabeth. Some scenes [3]_____ (film) at Chatsworth House in Derbyshire in England. The costumes [4]_____ (make) by an expert, which were beautiful. Unfortunately, 'Pride and Prejudice' [5]_____ (give) an Oscar.

5

Vocabulary

4 Symptoms of illness Complete the conversation with these words. There are two words you don't need to use.

aching better feel headache matter sick sore ~~well~~

A I don't feel very *well*.
B What's the [1]_____?
A I've got a [2]_____, a [3]_____ throat, and I'm [4]_____ all over.
B Maybe you should go to the doctor's.
A Yes, you're right. I hope I [5]_____ better tomorrow – it's my birthday!

5

5 The face Write the words for the parts of the face.

1 *n o s e*
2 _ _ _
3 _ _ _ _ _ _ _ _
4 _ _ _ _
5 _ _ _ _
6 _ _ _ _ _ _ _ _

5

Pronunciation

6 Stress in two-syllable verbs and nouns Think about the sound of these words. Underline the stressed syllable.

Example lifestyle

1 become
2 promise
3 reason
4 exam
5 prefer

5

GVP Total 30

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11

Reading and Writing A complaint

1 Read the instructions and answer the questions.

SLIM©

A natural method that might help people to lose weight

SCIENTIFICALLY TESTED!

90 tablets – No prescription required

USE SLIM FOR FAST EFFECTIVE WEIGHT LOSS

HOW TO USE SLIM©:

- Take three tablets three times a day before meals with a glass of water
- You should also take regular exercise while using *Slim*

*** You must not use *Slim* if you are under 18 years of age**

Always ask your doctor for advice about dieting, or if you suffer particular health problems.

Never exceed the stated dose.

KEEP OUT OF REACH OF CHILDREN

Expiry date June 2014

Example Who is this product for?
people who want to lose weight

1 How many tablets are there in the box?
_____

2 How often should you take the tablets?
_____

3 When should you take the tablets?
_____

4 To lose weight, what should people do as well as taking these tablets?
_____

5 Who mustn't use these tablets?
_____

6 When should you talk to your doctor?
_____

☐ 6

2 Read the letter of complaint and complete the notes.

34 Green Road, Manchester, M23 7GH
23rd July

Dear Sir/Madam,

I am writing to you because I wish to make a complaint about your product 'Slim' which I have used recently. Last year I gained a lot of weight and I didn't feel happy about it. I was recommended your product 'Slim' by my local chemist.

In April I bought three boxes of Slim at £24.99 per box, and I have taken them now for three months. However, I have not lost any weight at all. In fact, I have gained five kilos during this time. Clearly, this product does not do what was promised on the box.

I would like to request a refund of the £74.97 I have spent on your product without getting any results.

I hope to hear from you soon.

Yours faithfully, Clarissa Biggs

Name: Clarissa Biggs

1 Date of complaint: _____
2 Product: _____
3 Product price: _____ per box
4 Date product bought: _____
5 Product used for: _____ months
6 Action requested: Customer asks for _____.

☐ 6

3 Read the letter again. Choose the best answer, a, b, or c.

Example Clarissa lives in _____.
a London. ☐ b Manchester ☑ c Birmingham ☐

1 Clarissa is writing to _____ Slim.
a recommend ☐ b order ☐ c complain about ☐

2 She gained weight _____.
a five years ago ☐ b last year ☐ c last month ☐

3 Clarissa's _____ recommended the product to her.
a doctor ☐ b friend ☐ c chemist ☐

4 Clarissa bought _____ of Slim.
a three boxes ☐ b six boxes ☐ c three bottles ☐

5 While she was taking Slim, Clarissa _____.
a didn't gain any weight ☐ b lost five kilos ☐
c gained five kilos ☐

6 Clarissa spent _____ on this product.
a £24.99 ☐ b £74.97 ☐ c all her money ☐

7 She is _____ with the results of the product.
a delighted ☐ b disappointed ☐ c impressed ☐

8 Clarissa wants _____.
a a refund ☐ b more tablets ☐
c more instructions ☐

☐ 8

4 Imagine you have been in one of these situations. Write a letter of complaint. Use the letter in exercise 2 to help you. Write 50–60 words.

a you have taken some medicine which hasn't worked
b you had a terrible meal at a restaurant, and became ill afterwards
c the doctor at your health centre wasn't very helpful

☐ 10

Reading and Writing Total ☐ 30

Unit 12 Test Getting together

Date: _____

Grammar

1 Gerund or infinitive Complete the text with the correct form of the verbs in (brackets).

A few weeks ago I was having dinner with some friends and they said they'd like *to go* (go) to the Wickerman Festival in Scotland. So we decided [1]_____ (get) some tickets and take a couple of days off work. I don't mind [2]_____ (drive) so we went up in my car. We planned [3]_____ (stay) in a tent, but it rained all the time. Everyone enjoyed [4]_____ (go) to the festival, but we want [5]_____ (book) a hotel next time!

☐ 5

2 Indefinite pronouns / adverbs Choose the correct word to complete the sentences.

Example My friends often get bored in the summer because there's _____ to do.
a nothing ☑ b nowhere ☐ c nobody ☐

1 Last summer we went to a festival _____ in the south of Spain.
a nowhere ☐ b somewhere ☐ c someone ☐

2 _____ was wearing traditional costumes at the festival.
a Everyone ☐ b Somebody ☐ c Everything ☐

3 The town was really busy and there was _____ to stay the night.
a no one ☐ b somewhere ☐ c nowhere ☐

4 We decided to find _____ to eat and then stay up all night.
a anything ☐ b something ☐ c everyone ☐

5 It was a good idea because _____ went to bed that night!
a nowhere ☐ b anyone ☐ c no one ☐

☐ 5

3 2nd conditional Underline the correct form of the verbs.

Example If I were rich, I *buy / bought / 'd buy* a fast car.

1 If we *lived / would live / live* in an ideal world, no one would be hungry.
2 Poor countries *get / would get / got* richer if we helped them more.
3 If I *have / had / would have* a car, I'd go out more.
4 If there was a cinema in my town, I *watched / watch / 'd watch* more films.
5 My mum would travel if she *had / has / 'd have* more time.

☐ 5

Vocabulary

4 Polite requests Match 1–6 with a–f to make polite requests.

1 ☐ Would you like to
2 ☐ Would you mind
3 ☐ Do you mind if
4 ☐ Could you
5 ☐ Would you like
6 ☐ Could you tell me

a I bring some friends?
b how to get to the festival?
c ~~come through now?~~
d helping me with the food?
e help the children with their costumes?
f to come to the carnival with me on Saturday?

☐ 5

5 Festivals and celebrations Complete the text with these words.

competition costumes dancing
party ~~procession~~ tropical

Every year the world's biggest carnival *procession* takes place in Rio de Janeiro, Brazil. There's plenty of music and [1]_____, with some people wearing traditional [2]_____ and others wearing very little! Every year there's a [3]_____ to find the best samba band.

As Brazil is a [4]_____ country with fantastic beaches, a lot of celebrations take place there. On New Year's Eve, two million people gather on Copacabana beach. There are always fantastic fireworks and everybody enjoys the [5]_____!

☐ 5

Pronunciation

6 Stress in words ending *-ion* Think about the sound of these words. Underline the stressed syllable.

1 procession
2 pronunciation
3 information
4 tradition
5 congratulations
6 competition

☐ 5

GVP Total ☐ 30

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Reading and Writing An email conversation

1 Read the email conversation. Match the subject lines a–f with emails 1–6.

a Dates etc.
b Coming to London!
c See you soon!
d Fantastic! Want to stay?
e Ideas for the weekend
f Peanut butter?!

1 _____

Hi Katie,
Guess what – I'm coming to London in September for work. Are you going to be there? I'm not sure exactly when I'm coming yet, but I'll let you know as soon as possible. I'll have to work Monday – Friday but then I'll be free at the weekend. Hope we can meet up!
Best wishes, Jake
ps Patagonia was amazing – can't wait to tell you all about it!

2 _____

Hi Jake,
That's great news! I'd love to meet up. Do you want to stay at my place? Just let me know when you have the dates. I'd love to show you round and take you to all my favourite places. It'll be great to see you again!
All the best, Katie
ps glad you got to Patagonia in the end!

3 _____

Katie,
Thanks for inviting me to stay, but my company has already booked a hotel and I can stay there at the weekend too. But I'd love to meet up! I've got the exact dates now – I arrive 15th September and leave on the 21st. Are you free the weekend of 20th / 21st? Can't wait to visit all your favourite places! J

4 _____

How about meeting for dinner on the Friday evening? What time do you finish work? If you come round to my place, I'll show you all the photos from Peru. On Saturday we could go up to Camden and have a look round the markets, etc. Then on Sunday we could take a picnic to the Heath if the weather's OK – but you never know here! Bring an umbrella just in case! K

5 _____

That sounds great. I'll call you when I arrive.
See you soon, J
ps Would you like me to bring you anything from the States?

6 _____

Hi Jake,
How about bringing me some authentic peanut butter?! It's just not the same here – that's the only thing I miss from the States! Can't wait to see you.
Katie x

6

2 Read the email conversation again. Answer the questions.

1 Why is Jake going to London?
_____
2 When does Jake arrive in London?
_____
3 When does Katie want to meet?
_____
4 Why does Katie want Jake to go to her house?
_____
5 Where is Jake at the moment?
_____
6 What would Katie like Jake to bring with him?
_____

6

3 Underline the best *informal* expressions in the email.

Come to a party?

1 *Dear Katie / Hi Katie!*
2 *How are you? / How do you do?* There's a party on Friday 19th September at 3 *a friend's /an acquaintance's* house.
4 *I'd like to invite you / Do you want* to come with me? I hope you can make it – I 5 *can't wait to see you / look forward to seeing you* again. It's been a long time!
6 *Can you let me know / Would you mind letting me know* if you can come?
7 *Yours sincerely / Best wishes,* Alison
ps 8 *Do you want to stay at my place / Would you like to sleep at my house* after the party? It isn't far from here.
pps 9 *Would you mind bringing a bottle of wine? / Bring a bottle!*

8

4 Write two more short emails to complete the conversation in exercise 1. Write 50–60 words. Include this information: exact arrangements for meeting; confirm plans for the weekend; up-to-date weather.

10

Reading and Writing Total 30

Tests key

Unit 1

Grammar

1 1 s' 2 s 3 's 4 's 5 s'

2 1 finishes 2 watch 3 goes 4 has 5 teaches

3 1 did 2 are 3 does 4 were 5 do

Vocabulary

4 1 grandmother 2 uncle 3 daughter 4 husband 5 sister

5 1 Where 2 how 3 When 4 Which 5 What

Pronunciation

6 1 2 2 1 3 3 4 1 5 2

Reading and Writing

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

2 1 False 2 True 3 Doesn't say 4 False 5 False 6 True

3 1 German
2 Mondays
3 7.00 to 8.30
4 Ute
5 (to be able to) speak to husband's family
6 Deutsch Direkt
7 study notes after class
8 read German books

4 Students' own answers.

Marking guidelines		marks
Task	Have students included appropriate information? Have students explained why and how they are studying the language?	4
Grammar	Have students used the present simple and present continuous appropriately?	4
Vocabulary	Have students used a variety of words for ways of studying?	2

Unit 2

Grammar

1 1 We had a lovely big room.
2 We visited some pretty white villages.
3 We went to an interesting old castle.
4 There were some beautiful long beaches.
5 We bought some fine Spanish wine.

2 1 b 2 c 3 a 4 b 5 c

3 1 gave 2 bought 3 went 4 took 5 saw

Vocabulary

4 1 hot 2 sunny 3 snowy 4 cold 5 cloudy

5 2 mug 3 plate 4 postcard 5 cap 6 rug

Pronunciation

6 1 1 2 1 3 3 4 2 5 2

Reading and Writing

1 1 Christ Church College
2 take a boat trip
3 43 metres
4 Blenheim Palace
5 the number 20
6 half an hour
7 £4.20
8 about 3,000 years old
9 near (the village of) Uffington
10 about an hour

2 1 a 2 b 3 c 4 a 5 b 6 b
Students can write the letter a, b, or c, or the word. They should not lose marks if they just write the letter or the word.

3 1 Doesn't say 2 True 3 False 4 Doesn't say

4 Students' own answers.

Marking guidelines		marks
Task	Have students included the information a reader expects?	4
Grammar	Have students used adjectives in the correct position? Have students used comparative and superlative adjectives correctly?	4
Vocabulary	Have students used a variety of words for tourist attractions? Have students used a variety of fact and opinion adjectives?	2

Unit 3

Grammar

1 1 would like to 2 don't like 3 like 4 would like to 5 wouldn't like to

2 1 c 2 a 3 c 4 a 5 b

3 1 is going to watch
2 aren't going to win
3 am going to cry
4 isn't going to rain
5 are going to play

Vocabulary

4 2 c 3 f 4 a 5 d 6 b

5 1 stay 2 let's 3 go 4 could 5 about

Pronunciation

6 1 roller skating 2 weather 3 camera 4 surf 5 rock

Reading and Writing

1 1 cinema 2 Saturday 3 8.30 4 Showroom Cinema 5 snowboarding 6 Sunday 7 2.00 8 Sheffield Ski Centre
Students can write one-word answers or fuller answers. They can write the times as figures or in full, e.g. half past eight, two o'clock.

2 1 True 2 False 3 Doesn't say 4 False 5 True 6 False

3 1 you like to come 2 do you think 3 If you're free 4 send me an email 5 at 3 o'clock tomorrow 6 could meet

4 Students' own answers.

Marking guidelines		marks
Task	Have students included the information a reader expects? Have students used informal language consistently?	4
Grammar	Have students used the present simple and present continuous accurately? Have students used capital letters correctly?	4
Vocabulary	Have students used phrases for suggestions accurately?	2

Unit 4

Grammar

1 1 a 2 b 3 c 4 b 5 a

2 1 Have you ever lived in England?
2 Have you ever broken your leg?
3 Have you ever done an extreme sport?
4 Have you ever had an accident?
5 Have you ever taken shampoo from a hotel?

3 1 Could you send
2 Can I use
3 Could you change
4 Can I have
5 Could you call

Vocabulary

4 2 plate 3 cup 4 glass 5 knife 6 fork

5 1 burnt 2 cut 3 broken 4 put 5 fallen

Pronunciation

6 1 shampoo 2 pillow 3 towel 4 taps 5 sheets

Reading and Writing

1 B Places around town
C Moving around
D Our holiday
E About us

2 1 Doesn't say 2 No 3 Yes 4 Yes 5 Doesn't say 6 Yes 7 Doesn't say 8 Yes 9 No 10 Doesn't say

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

4 Students' own answers.

Marking guidelines		marks
Task	Have students covered all the points? Have students used appropriate greeting and closing phrases?	4
Grammar	Have students used the present perfect appropriately?	4
Vocabulary	Have students spelt the words for things around the house correctly?	2

Unit 5

Grammar

1 1 too 2 really 3 enough 4 very 5 quite

2 1 a 2 b 3 a 4 a 5 c

3 1 must 2 mustn't 3 must 4 must 5 mustn't

Vocabulary

4 1 carry 2 borrow 3 wrap 4 lend 5 hold

5 1 (Size) 40. 2 Yes. Can I try it on? 3 It's nice. I'll take it. 4 How much is it? 5 I'll pay in cash.

Pronunciation

6 1 e 2 /iː/ 3 /eɪ/ 4 /eə/ 5 /ɪə/

Reading and Writing

1 1 more unusual shops 2 clothes shop 3 Jenner's 4 kilts 5 Dundas Street 6 shortbread biscuits 7 around the castle 8 Thistle Street
Students can write short answers or longer answers for these questions.

2 1 False 2 True 3 Doesn't say 4 True 5 Doesn't say 6 True

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

4 Students' own answers.

Marking guidelines		marks
Task	Does the information match the headings? Would the reader be able to understand the tips?	4
Grammar	Have students used the present simple correctly?	4
Vocabulary	Have students spelt the words for things to take correctly?	2

Unit 6

Grammar

1 1 Pat bought a new car last week.
2 We went to the cinema last night.
3 I sent you an email yesterday.
4 Jim found some money in the street.
5 I saw your cousin at the bank.
Students should spell the irregular past verb correctly in each sentence, but do not deduct marks for spelling errors in the rest of the sentence, as the focus is on the past of irregular verbs.

2 1 have to wear 2 don't have to carry 3 mustn't drink 4 mustn't use 5 don't have to have

3 1 was taking
2 weren't living
3 Was it raining
4 were having
5 wasn't working

Vocabulary

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

Pronunciation

6 1 three 2 Mr 3 four 4 Tor 5 fifty

Reading and Writing

1 2 Wednesday 3 mountains 4 tree 5 no 6 no 7 yes

2 1 a 2 b 3 b 4 b 5 c 6 b 7 c 8 a

3 1 False 2 True 3 Doesn't say 4 True 5 False 6 Doesn't say

4 Students' own answers.

Marking guidelines		marks
Task	Have students included sufficient detail? Have students organized their ideas logically?	4
Grammar	Have students used the past simple and past continuous appropriately?	4
Vocabulary	Have students spelt irregular past tenses correctly?	2

Tests key

Unit 7

Grammar

1 1 where 2 which 3 who 4 which 5 where

2 1 You can't smoke here.
2 Where can I put my bag?
3 Can we wear jeans to work?
4 The rule is you can't arrive late.
5 You can wear anything you want.

3 1 I haven't got the key so I can't open the door.
2 Ana was wearing a suit because she had a job interview.
3 I've lost my phone so I can't call you.
4 Justin is ill so he can't come to work today.
5 I'm happy because I passed the test.

Vocabulary

4 1 b 2 c 3 a 4 b 5 c

5 1 studio 2 cashier 3 laboratory 4 nurse 5 receptionist

Pronunciation

6 **long** /ɒ/: closes, don't
short /əʊ/: boss, not, office

Reading and Writing

1 1 False 2 Doesn't say 3 True 4 False 5 Doesn't say 6 True

2 **good points**
1 long holidays (or go away with children)
2 working hours (or meet daughter after school)
3 (have) uniform (or no worries about clothes)
bad points
4 get up early (or start at 5 o'clock)
5 don't see husband much during week
6 work outside in bad weather (or get wet)

Students' answers can be in note form, expressing the above ideas. Do not penalize for inaccurate grammar.

3 1 the people I know on the island
2 my children 3 my daughter
4 the uniform 5 Mull 6 my husband
7 my husband and I 8 my job

4 Students' own answers.

Marking guidelines		marks
Task	Have students joined sentences with *because* or *so*? Have students written about both good and bad points?	4
Grammar	Have students used *have to, don't have to, must* and *mustn't* appropriately?	4
Vocabulary	Have students used a variety of words related to jobs?	2

Unit 8

Grammar

1 1 yours 2 ours 3 his 4 theirs 5 Mine

2 1 are recorded 2 is printed 3 is put 4 are sent 5 are sold

3 1 'll send 2 click 3 won't reply 4 Will you help 5 don't repair

Do not deduct marks if students use full forms instead of contractions.

Vocabulary

4 2 e 3 b 4 f 5 d 6 a

5 1 b 2 a 3 c 4 a 5 b

Pronunciation

6 2 a 3 d 4 e 5 f 6 b

Reading and Writing

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

2 1 because it contained an important unfinished novel
2 in the luggage rack
3 she shouted after the woman
4 from her seat reservation
5 she was on holiday
6 sent Ms Goode a letter
7 Ms Goode returned it to Mrs Penn
8 because she could complete her novel

3 1 False
2 Doesn't say
3 True
4 False
5 Doesn't say
6 True

4 Students' own answers.

Marking guidelines		marks
Task	Have students included the information a reader expects? Have students organized the information logically?	4
Grammar	Do students use pronouns appropriately? Do students use past tenses appropriately?	4
Vocabulary	Do students have enough vocabulary to express their ideas?	2

Unit 9

Grammar

1 1 C 2 U 3 C 4 U 5 C

2 1 a little 2 many 3 None 4 a few 5 much

3 1 mustn't 2 should 3 must 4 shouldn't 5 mustn't

Vocabulary

4 1 d 2 e 3 c 4 a 5 f

5 1 do 2 do 3 make 4 Have 5 do

Pronunciation

6 1 a boiled egg with sliced bread
2 an orange for me, please
3 some ice cream with your fruit?
4 some scrambled egg, please
5 a sliced apple for dessert?

Reading and Writing

1 1 chocolates (or flowers)
2 when the meal is pizza or burgers
3 smoke or use a mobile phone
4 pass food to someone else
5 'Itadakimasu' / I will receive
6 because it's very impolite

2 1 Irish stew
2 potatoes
3 colcannon (or mashed potatoes with butter and cabbage)
4 barm brack (or sweet bread with spices and dried fruit)
5 Guinness
6 King Sitric's Restaurant

3 1 b 2 c 3 c 4 a 5 b 6 b 7 a 8 b

4 Students' own answers.

Marking guidelines		marks
Task	Have students given sufficient information? Have students linked sentences with *and, also,* or *as well*?	4
Grammar	Have students used countable and uncountable nouns correctly? Have students used adjectives in the correct position?	4
Vocabulary	Have students used a variety of food words? Have students used verbs with nouns correctly?	2

Unit 10

Grammar

1 1 We've already been to Cambridge and York.
2 I've just finished my English exams!
3 Have you had the results yet?
4 I've already registered for the next English course.
5 We've just finished our first week of classes.
If students get *yet*, *just* and *already* in the correct place in the sentence, award the full mark.

2 1 since 2 for 3 since 4 since 5 For

3 1 used to go 2 used to use 3 used to get 4 used to visit 5 used to bring

Vocabulary

4 1 past 2 cross 3 Follow 4 until 5 reach 6 takes

5 1 checked 2 went 3 boarded 4 took 5 landed

Pronunciation

6 /dʒ/ journey, just
/j/ yes, yours

Reading and Writing

1 1 b 2 d 3 f 4 a 5 e 6 c
Students can write the letter a–f, or the words. They should not lose marks if they just write the letter or the words.

2 1 by canoe 2 tents 3 Puno 4 porters 5 parrots 6 monkeys

3 1 False 2 Doesn't say 3 False 4 True 5 True 6 Doesn't say 7 True 8 True

4 Students' own answers.

Marking guidelines		marks
Task	Have students used informal language consistently? Have students included all the information?	4
Grammar	Have students used the present perfect appropriately? Have students used prepositions of direction accurately?	4
Vocabulary	Have students spelt irregular past tenses correctly? Have students used a variety of travel-related words?	2

Unit 11

Grammar

1 1 are smiling 2 seem 3 is giving 4 like 5 don't understand

2 1 pretended to be 2 agreed to look 3 forgot to buy 4 planning to study 5 refused to lend

3 1 was made 2 was chosen 3 were filmed 4 were made 5 wasn't given

Vocabulary

4 1 matter 2 headache 3 sore 4 aching 5 feel

5 2 ear 3 eyebrows 4 lips 5 chin 6 forehead

Pronunciation

6 1 become 2 promise 3 reason 4 exam 5 prefer

Reading and Writing

1 1 90
2 three times a day
3 before meals
4 take regular exercise
5 people under 18
6 if you want advice about dieting or if you suffer particular health problems

2 1 23rd July 2 Slim 3 £24.99 4 April 5 three 6 refund (of £74.97 or money back)

3 1 c 2 b 3 c 4 a 5 c 6 b 7 b 8 a

4 Students' own answers.

Marking guidelines		marks
Task	Have students described the situation in sufficient detail? Have students described the events in chronological order?	4
Grammar	Have students used a variety of past tenses? Do students use action and state verbs accurately?	4
Vocabulary	Have students got enough vocabulary to express their ideas?	2

Unit 12

Grammar

1 1 to get 2 driving 3 to stay 4 going 5 to book

2 1 b 2 a 3 c 4 b 5 c

3 1 lived 2 would get 3 had 4 'd watch 5 had

Vocabulary

4 2 d 3 a 4 e 5 f 6 b

5 1 dancing 2 costumes 3 competition 4 tropical 5 party

Pronunciation

6 2 pronunciation 3 information 4 tradition 5 congratulations 6 competition

Reading and Writing

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

2 1 for work
2 15th September
3 Friday evening
4 She wants to show him her photos from Peru.
5 in the States
6 (authentic) peanut butter

3 2 How are you?
3 a friend's
4 Do you want
5 can't wait to see you
6 Can you let me know
7 Best wishes
8 Do you want to stay at my place
9 Bring a bottle!

4 Students' own answers.

Marking guidelines		marks
Task	Have students used informal language consistently? Have students included the information a reader expects?	4
Grammar	Have students used gerunds and infinitives accurately? Have students used future forms appropriately?	4
Vocabulary	Have students used going out phrases accurately?	2

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

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First published 2008

2012 2011 2010
10 9 8 7 6 5 4 3

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ISBN: 978 0 19 430483 2

Printed and bound by Gráfica Maiadouro S.A. in Portugal

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ACKNOWLEDGEMENTS

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The Publishers and Authors would particularly like to thank the following readers and teachers for their help with the initial research and piloting: Maggie Baigent, Jo Cooke, Ana Deptula, Jon Fitch, Anne Fowles, Rachel Godfrey, Amanda Jeffries, Colin Lockhart, Fiona McLelland, Marisa Perazzo, Graham Rumbelow, Enda Scott, Joanna Sosnowska, Meriel Steele, Carol Tabor, Michael Terry.

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OXFORD ENGLISH
ISBN 978-0-19-430483-2
9 780194 304832